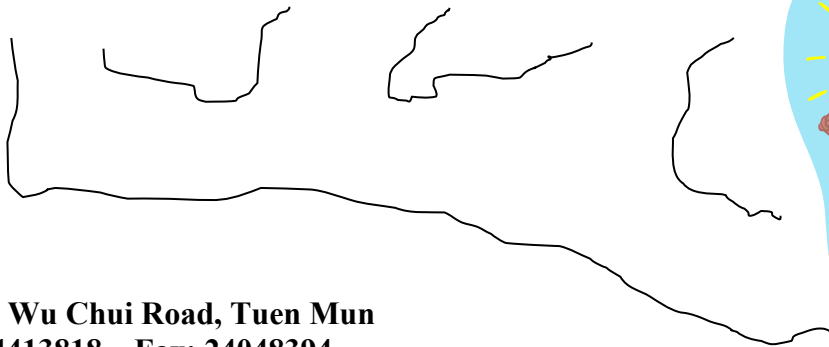


# PAOC Ka Chi Secondary School

## Senior Secondary Curriculum

### Prospectus



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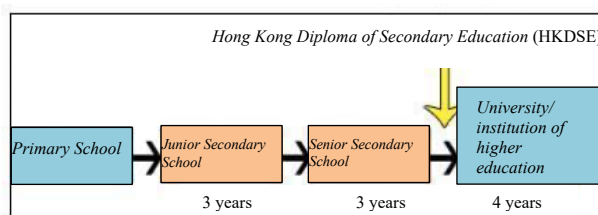
## Preface

1. In the Senior Secondary Curriculum, students need to study **four core subjects** (Chinese Language, English Language, Mathematics and Citizenship and Social Development). Apart from that, students can study 3 subjects out of 10 elective subjects. Students can also choose one Applied Learning Courses (ApL) according to their interests and preferences.
2. The Senior Secondary Curriculum requires 10% or above of the overall learning time to spend on “Other Learning Experiences” (OLE). It complements the core subjects and elective subjects (including ApL subjects and other language subjects) in cultivating students’ positive values and attitudes for facilitating their whole-person development.
3. Our school has already quoted the above Academic Structure and considered different subjects’ curriculum and assessment guidelines. In addition, our school has also regarded the information of Workshops on SS Curriculum Planning and Timetabling as reference with a view to developing school diversified curriculum.

## Senior Secondary Curriculum Content

Senior Secondary Student Programme	
Core Subjects	Chinese Language, English Language, Mathematics and Citizenship and Social Development as core subjects for ALL students.
Elective Subjects	2 or 3 subjects chosen from 20 electives subjects, a range of ApL courses and other languages.
Other Learning Experiences	Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic development, Physical development.

## Senior Secondary Curriculum



Senior Secondary Curriculum	
<b>Core Subjects</b>	Chinese Language, English Language, Mathematics, Citizenship and Social Development
<b>Elective Subjects</b>	Generally 2 to 3 elective subjects
<b>Other Qualifications</b>	Articulation to different learning pathways are accepted and encouraged.
<b>Other Learning Experiences :</b> Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.	In general, there is about 10% of time for Other Learning Experiences from school’s overall lesson time.

# Assessment Methods of Senior Secondary Curriculum

According to this system, the institution would only issue one single diploma. It enhances students' learning space and time and increases the effectiveness of learning.

## Characteristics of New Assessment Methods

- Course, learning, teaching and assessment should all work in coordination.
- Knowledge-based society requires diversification of capability. To use the knowledge wisely is more important than accumulating the information.
- Assessment should be able to enhance students' ability and learning progress so as to catch up with the changes of the society.
- School-Based Assessment is introduced to some subjects so as to assess some generic skills that could not be assessed in public exam.
- **Standards-referenced Reporting:** the way in which results are reported and does not involve any changes in how teachers or examiners mark students' work. Candidates' performance will be reported in five levels (1-5) with Level 5 being the highest. Among the candidates who have attained Level 5, the top Level 5 students will be awarded Level 5\*\* and the next top Level 5 candidates will be awarded Level 5\*.
- **Learning profile:** each student's learning progress and results will be recorded. It collects evidence about students' learning, interprets information and makes judgements about students' performance. Meanwhile, it helps enhance the motivation of self-study.

## Applied Learning Courses

1. Applied Learning (ApL) is an integral part of the new senior secondary curriculum, offering studies with elements of practical learning linked to broad professional and vocational fields. ApL courses are approved by the Education Bureau (EDB) and developed and delivered by the respective course providers (CPs).
2. There are six areas of studies:
  - a. Applied Science;
  - b. Business, Management and Law;
  - c. Creative Studies;
  - d. Engineering and Production;
  - e. Media and Communication, and
  - f. Services.
3. Details about the ApL courses on offer can be found at the EDB website <http://www.edb.gov.hk/apl>

## Other Learning Experiences

The New Senior Secondary Curriculum requires schools to provide students with opportunities to participate in “Other Learning Experiences” in three years of senior education, which include Moral and Civic Education, Physical Education, Arts Education, Social Services and work-related experiences.

1. Objectives
  - a. To broaden students’ horizons, and to develop their life-long interests
  - b. To develop a long-term interest
  - c. To nurture positive values and attitudes
  - d. To provide students with a broad and balanced curriculum in order to nurture the five essential Chinese virtues, **“Ethics, Intellect, Physical Development, Social Skills and Aesthetics”**
  - e. To facilitate students’ all-round development as life-long learners with a focus on sustainable capacities.
2. The time allocation of “Other Learning Experiences” need to accord with the requirements of Education Bureau. There should be no less than 15 percent of learning time.

## Student Learning Profile

Under the Senior Secondary Curriculum, we encourage every student to create a “Student Learning Profile” (SLP) in order to record their all-round learning experiences in their senior education. This “profile” aims at providing supplementary information for secondary school graduates, so as to clearly reflect students’ competence and talents in different aspects.

The profile will have a school-based design and implementation. The content includes the followings:

1. School Academic Results (information provided by school.
2. Other Learning Experiences (information obtained from participating in learning activities held by school or jointly organized by external parties. Information needs to be confirmed by school)

Performances in other aspects/rewards and important events (Students can provide information about learning activities they participated in senior forms that were not organized by school. The school does not need to confirm students’ participation. Students will need to bear full responsibility to provide appropriate certifications to the relevant parties when needed.)

## Senior Secondary Curriculum in Our School

### Subject Combination proposed by our school

<b>Form 4</b>	<b>4 compulsory + 3X (&amp;1ApL)</b>
<b>Form 5</b>	<b>4 compulsory + 3X (&amp;1ApL)</b>
<b>Form 6</b>	<b>4 compulsory + 2X/3X</b>

**Compulsory:** Chinese, English, Mathematics, Citizenship and Social Development

**X :** Electives

**APL :** Applied Learning courses

### **Electives Courses proposed to be offered by our school**

<b>Key Learning Areas</b>	<b>Subjects</b>
Personal, Social and Humanities Education	Chinese History; Economics; Geography; and History
Science Education	Biology; Chemistry; and Physics
Technology Education	Business, Accounting and Financial Studies; Information and Communication Technology; and Technology and Living (previously known as Home Economics)

### **Applied Learning Courses**

Students can apply for Applied Learning Courses at Secondary 3. The lesson time is mostly after-class (after-school or Saturdays, etc.) to study at the institution that provides the course.

### **Other Learning Experiences**

Schools will allocate “Other Learning Experiences” to particular lessons, and also assign lesson time (school calendar, after-school, weekend, etc.) for students to plan their “Other Learning Experiences” in three years of senior education according to needs.

# Introduction to the Subjects Proposed in the School

## Chinese Language (GCE and GCSE)

### GCE Chinese

Developed in consultation with teachers, the Advanced Subsidiary and Advanced GCE in Chinese specification rewards advanced level

Chinese-language skills and knowledge through student-focused assessment. With appealing content and opportunities to gain greater

understanding of other cultures, it can prepare students to become well-informed and effective communicators.

### Curriculum Framework

Unit number and unit title	Level	Content Summary
Unit 1: Spoken Expression and Response in Chinese	AS	1. Food, diet and health 2. Transport, travel and tourism 3. Education and employment 4. Leisure, youth interests and Chinese festivals*. * New year, mid-autumn festival, dragon boat festival, Ching Ming (Qing Ming)
Unit 2: Understanding and Written Response in Chinese	AS	1. Food, diet and health 2. Transport, travel and tourism 3. Education and employment 4. Leisure, youth interests and Chinese festivals*. * New year, mid-autumn festival, dragon boat festival, Ching Ming (Qing Ming)
Unit 3: Understanding, Written Response and Research in Chinese	A2	1. Food, diet and health 2. Transport, travel and tourism 3. Education and employment 4. Leisure, youth interests and Chinese festivals* 5. Environment (energy, pollution and environmental campaigns). * New year, mid-autumn festival, dragon boat festival, Ching Ming (Qing Ming)

### Assessment

Component	Weighting	Duration
Unit 1 Speaking	15%	About 25 min
Unit 2 Listening, Reading and Writing	35%	2 h 30 min
Unit 3 Reading, Translation and Essay Writing	50%	2 h 45 min



## GCSE Chinese

The Edexcel GCSE in Chinese consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in Chinese: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in Chinese: Written Language is formed of the other two units (reading and writing). It is possible to amalgamate the results from the two Short Courses to form a GCSE.

## Curriculum Framework

Unit number and unit title	Content Summary
Unit 1: Listening and Understanding in Chinese	<p>Theme Possible related content</p> <p>The following content is indicative only. Students may undertake work on other topics that relate to the chosen theme.</p> <p>1. Media and culture Music/film/reading Fashion/celebrities/religion Blogs/internet</p> <p>2. Sport and leisure Hobbies/interests Sporting events Lifestyle choices</p> <p>3. Travel and tourism Holidays Accommodation Eating, food, drink</p> <p>4. Business, work and employment Work experience/part-time jobs Product or service information</p> <p>5. Centre-devised option This option enables Chinese language learning to be linked to other areas of the curriculum not specified above. It may particularly appeal to centres offering content and language integrated learning (CLIL).</p> <p>NB: Centres should seek approval from Edexcel, using the Ask the Expert Service (see Section C: Resources, support and training).</p>
Unit 2: Speaking in Chinese	
Unit 3: Reading and Understanding in Chinese	
Unit 4: Writing in Chinese	

## Assessment

Component	Weighting	Duration
Unit 1; Listening	20%	45 min
Unit 2 Speaking	30%	About 10 min
Unit 3 Reading	20%	50 min
Unit 4: Writing	30%	

# English Language

## Curriculum Aims:

1. To provide every learner of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
2. To enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology – demands which include the interpretation, use and production of texts for pleasure, study and work in the English medium.

## Curriculum Framework

Curriculum	
Compulsory Part	Elective Part
Compulsory Part - Getting along with others - Study, school life and work - Cultures of the world - Wonderful things - Nature and environment - The individual and society - Communicating - Technology - Leisure and entertainment	- Language Arts (short stories & popular culture) - Non-Language Arts (workplace communication)

## Assessment

Component		Weighting	Duration
Public exam	1 Reading	20%	1.5 hours
	2 Writing	25%	2 hours
	3 Listening & Integrated Skills	30%	About 2 hours
	4 Speaking	10%	About 20 mins
SBA		15%	

# Mathematics

## Curriculum Aims

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

- to further develop the knowledge, technique and concept of mathematics;
- to provide mathematical methods to actualize their personal development;
- to lay a solid foundation for further study of mathematics-related courses;
- to nurture students generic skills, especially problem solving, study and communication skills.

## Curriculum Framework

The curriculum comprises a Compulsory Part and an Extended Part. **All** students must study the Compulsory Part.

The Extended Part, namely Module 1, contains Calculus and Statistics. Students, based on their individual needs and interests, are encouraged to take this module.

## Compulsory Part

Learning target	Theme
Number and algebra	<ul style="list-style-type: none"> <li>● Quadratic equations in one unknown</li> <li>● Functions and graphs</li> <li>● Exponential and logarithmic functions</li> <li>● More about polynomials</li> <li>● More about equations</li> <li>● Variations</li> <li>● Arithmetic and geometric sequences and their summation</li> <li>● Inequalities and linear programming</li> <li>● More about graphs of functions</li> </ul>
Measures, Shape and Space	<ul style="list-style-type: none"> <li>● Basic properties of circles</li> <li>● Locus</li> <li>● Equations of straight lines and circles</li> <li>● More about trigonometry</li> </ul>
Data handling	<ul style="list-style-type: none"> <li>● Permutation and combination</li> <li>● More about probability</li> <li>● Measures of dispersion</li> <li>● Use and abuses of statistics</li> </ul>
Further Learning Unit	<ul style="list-style-type: none"> <li>● Further application</li> <li>● Inquiry and investigation</li> </ul>

## Assessment

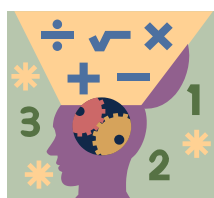
Component		Weighting	Duration
Public Examination	Paper 1 Conventional Questions	65%	2 h 15 min
	Paper 2 Multiple Choice Questions	35%	1h 15 min

## Extended Part (Calculus and Statistics) Module 1 (M1)

Area	Theme
Foundation knowledge Area	<ul style="list-style-type: none"> <li>● Binomial expansion</li> <li>● Exponential and logarithmic functions</li> </ul>
Differentiation	<ul style="list-style-type: none"> <li>● Derivative of a function</li> <li>● Differentiation of a function</li> <li>● Second derivative</li> <li>● Application of differentiation</li> </ul>
Integration and Its Applications	<ul style="list-style-type: none"> <li>● Indefinite integrals and their applications</li> <li>● Definite integrals and their applications</li> <li>● Approximation of definite integrals using trapezoidal rule</li> </ul>
More about probability	<ul style="list-style-type: none"> <li>● Conditional probability and independence</li> <li>● Bayes' theorem</li> </ul>
Binomial and Poisson Distributions and Their Applications	<ul style="list-style-type: none"> <li>● Discrete random variables</li> <li>● Probability distribution, expectation and variance</li> <li>● Binomial distribution</li> <li>● Poisson distribution</li> <li>● Applications of binomial and Poisson distributions</li> </ul>
Normal Distribution and Its Applications	<ul style="list-style-type: none"> <li>● Basic definition and properties of normal distribution</li> <li>● Standardization of a normal variable and use of the standard normal table</li> <li>● Applications of the normal distribution</li> </ul>
Point and Interval Estimation	<ul style="list-style-type: none"> <li>● Sampling distribution and point estimates</li> <li>● Confidence interval for a population mean</li> </ul>

## Assessment

Component		Weighting	Duration
Public Examination	Conventional Questions	100%	2 h 30 min



# Citizenship and Social Development

## Curriculum Rationale

The curriculum of Citizenship and Social Development adheres to the rationale of senior secondary Liberal Studies. The curriculum emphasizes on 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, so as to construct more knowledge relevant to various themes and build up a more solid knowledge base. Furthermore, students can understand the complexities, major considerations and priorities involved in the topics, decision-making process and different solutions to problems, 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 and global identity perspective;
- Respect pluralism of cultures and views, and become critical, rational, reflective and independent thinker; and
- Acquire skills necessary to life-long learning, and to be confident in facing future challenges.

## Curriculum Framework

Area of Study		
Module 1	Hong Kong under “One Country, Two Systems”	<ul style="list-style-type: none"> <li>● The meaning and implementation of “one country, two systems”</li> <li>● Situation of the country and sense of national identity</li> <li>● Characteristics of cultural diversity of the Hong Kong society</li> </ul>
Module 2	Our Country since Reform and Opening-up	<ul style="list-style-type: none"> <li>● Reform and opening-up and the change in people’s life and overall national strength</li> <li>● The latest development of our country and the integration of Hong Kong into the overall national development</li> <li>● Participation in international affairs</li> </ul>
Module 3	Interconnectedness and Interdependence of the Contemporary World	<ul style="list-style-type: none"> <li>● Economic globalization</li> <li>● Technological development and information literacy</li> <li>● Sustainable development</li> <li>● Public Health and human health</li> </ul>
Mainland Study Tour	Globalization	<ul style="list-style-type: none"> <li>● Nature of traditional Chinese culture</li> <li>● Introduction to the Mainland study tour</li> </ul>

## Assessment

Component		Weighting	Duration
Public examination	Data-response questions	100%	2 h

# 中國歷史科

## 課程宗旨

本課程的宗旨，是讓學生能夠：

1. 理解重要歷史事件的由來、發展及相互關係，從而掌握事物的變革軌跡及發展趨勢，幫助他們能以古鑑今，策畫未來；
2. 整理、綜合及分析相關的歷史資料，運用歷史探究的方法，提升個人思辨及評價史事的能力；
3. 培養解難、內省、批判及創意思維等技能，提升他們處理日常生活事務及參與社會決策的能力；
4. 培養積極的人生態度，培育個人對社會、國家及民族的責任感；
5. 體會中外文化交流的意義，欣賞中國文化的特質與價值所在，建立民族認同感，尊重不同的文化與承傳。

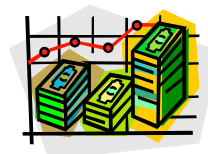
## 課程結構

課程結構
必修部分「歷史發展」部分 周至二十世紀末
選修部分「歷史專題」部分 ( <b>任選一單元</b> ) 單元一 二十世紀中國傳統文化的發展 單元二 地域與資源運用 單元三 時代與知識分子 ( <b>本校修讀此單元</b> ) 單元四 制度與政治演變 單元五 宗教傳播與文化交流 單元六 女性社會地位

## 評估簡介

組成部分		比重	時間
公開考試	必修部分 (必答題, 甲、乙部三選一題, 共答兩題)	70%	2 小時 15 分
	選修部分 (三選二)	30%	1 小時 20 分鐘

# Economics



## Curriculum Aims

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

- develop an interest in exploring human behaviour and social issues through an economic perspective;
- understand the world in which they live through mastery of basic economic knowledge;
- enhance their general intellectual capacity for life-long learning, through developing their capacities in economic analysis, so that they possess the skills necessary for reasoning about issues and making rational choices; and
- participate as informed and responsible citizens in the decision-making processes of a modern democratic society.

## Curriculum Framework

Topic		
Compulsory Part	A	Basic Economic Concepts
	B	Firms and Production
	C	Market and Price
	D	Competition and Market Structure
	E	Efficiency, Equity and the Role of Government
	F	Measurement of Economic Performance
	G	National Income Determination and Price Level
	H	Money and Banking
	I	Macroeconomic Problems and Policies
	J	International Trade and Finance
Elective Part	(1)	Monopoly Pricing, Anti-competitive Behaviours and Competition Policy; OR
	(2)	Extension of Trade Theory, Economic Growth and Development
Conducting activities to facilitate students' learning of Economics such as integrating and applying contents of various topics to enquire into daily-life and economic phenomena		

## Assessment

Component	Part	Weighting	Duration
Public Examination	Paper 1 (multiple-choice questions)	30%	1 h
	Paper 2 (conventional paper) Part 1: Compulsory Part Part 2: Elective Part (a choice of one out of two electives)	70%	2 h 30 min

# Geography

## Curriculum Guide

Geography aims to provide students with an understanding of the Earth and the modern world. Students are expected to be able to understand how natural environments influence human activities, and how human activities alter natural environments; select and use appropriate geographical and generic skills for investigating geographical questions and issues and draw conclusions based on evidence.

Map reading and information techniques are employed to enable students to understand people, place and the environment. Fieldwork is unique in studying geography. This provides opportunities for students to apply what has been learned in classroom to the real world, which in turn can let students to acquire new knowledge or concept, hence to develop the subject as well as generic skills.

## Curriculum Framework

Topic	
I.	Compulsory Part – 7 geographical issues and problems 1. Opportunities and Risks 2. Managing Rivers and Coastal Environments 3. Changing Industrial Location 4. Building a Sustainable City 5. Combating Famine 6. Disappearing Green Canopy 7. Global Warming
II.	Elective Part – 2 out of 4 electives 1. Dynamic Earth: the Building of Hong Kong 2. Weather and Climate 3. Transport Development, Planning and Management 4. Regional Study of Zhujiang (Peral River) Delta
III.	Fieldwork (including Spatial Data Enquiry) (Should be infused in the learning and teaching of the Compulsory and Elective Parts)

## Assessment

Component	Part	Weighting	Duration
Public Examination	<u>Part 1 (Compulsory Part)</u> Section A: Multiple-choice Questions Section B: Fieldwork-based Question Section C: Data/Skill-based / Structured Questions Section D: Short Essay Questions	20% 15% 30% 10%	2 h 45 min
	<u>Part 2 (Elective Part)</u> Section E: Data/Skill-based / Structured Questions Section F: Short Essay Questions	15% 10%	1 h 15 min



# History



## Curriculum Aims

This curriculum focuses on the major events happening in Hong Kong, China, Asia and the whole world in the 20th century. It allows students to develop critical thinking, communication and problem solving skills through a thematic approach. Students also acquire national and civic awareness through the study of this curriculum.

## Curriculum Framework

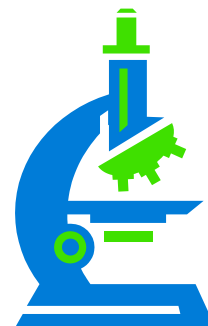
Topic	
Introduction: The Making of the Modern World	(1) The foundation of Western supremacy (2) Western expansion and the formation of colonial empires (3) Asia's reaction to Western expansion (4) Towards international cooperation
Theme A Modernisation and Transformation in Twentieth-Century Asia	(1) Modernisation and transformation of Hong Kong (i) Political and institutional changes (ii) Development as an international city (2) Modernisation and transformation of China (i) Early attempts at modernization - Reform and Revolution (ii) Maoist period and the evolution of "socialism with Chinese characteristics" in the post-Mao period (3) Modernisation and transformation of Japan and Southeast Asia (i) Japan modernization in the early 20th century, reconstruction and growth after WWII, relations with other Asian countries (ii) Southeast Asia: from colonies to independent countries
Theme B Conflicts and Cooperation in the Twentieth-Century World	(1) Major conflicts and the quest for peace (i) International relations from 1900 to 1914 (ii) The two world wars and the peace settlements (iii) Major conflicts after WWII and attempts to make peace (iv) Other major conflicts and attempts to making peace (2) The quest for cooperation and prosperity (i) International economic cooperation (ii) International social and cultural cooperation
Suggested time allocation for conducting learning activities, such as museum visits, heritage tour etc.	

## Assessment

Component	Description	Weighting	Duration
Public Examination	Paper 1 Paper 1 will consist of data-based questions. Candidates should answer 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 h
	Paper 2 Paper 2 will consist of seven essay-type questions, of which candidates may attempt any TWO.	40%	1 h 30 min



# Biology



## Curriculum Aims

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;
- develop the ability to make scientific inquiries; think scientifically, critically and creatively; and solve biology-related problems individually and collaboratively;
- develop an attitude of responsible citizenship, and a commitment to promote personal and community health.

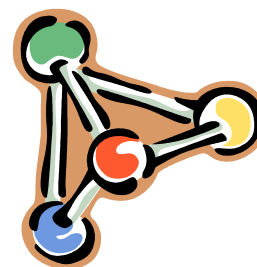
## Curriculum Framework

Topic		
Compulsory Part		
Section I	Cells and Molecules of Life	<ul style="list-style-type: none"> <li>● Molecules of life</li> <li>● Cellular organisation</li> <li>● Movement of substances across membrane</li> <li>● Cell cycle and division</li> <li>● Cellular energetics</li> </ul>
Section II	Genetics and Evolution	<ul style="list-style-type: none"> <li>● Basic genetics</li> <li>● Molecular genetics</li> <li>● Biodiversity and evolution</li> </ul>
Section III	Organisms and Environment	<ul style="list-style-type: none"> <li>● Essential life processes in plants</li> <li>● Essential life processes in animals</li> <li>● Reproduction, growth and development</li> <li>● Coordination and response</li> <li>● Homeostasis</li> <li>● Ecosystem</li> </ul>
Section IV	Health and Diseases	<ul style="list-style-type: none"> <li>● Personal health</li> <li>● Diseases</li> <li>● Body defence mechanisms</li> </ul>
Elective Part (any 2 out of 4)		
Elective I	Human Physiology: Regulation and Control <ul style="list-style-type: none"> <li>● Regulation of water content (osmoregulation)</li> <li>● Regulation of body temperature</li> <li>● Regulation of gas content in blood</li> <li>● Hormonal control of reproductive cycle</li> </ul>	
Elective II	Applied Ecology <ul style="list-style-type: none"> <li>● Human impact on the environment</li> <li>● Pollution control</li> <li>● Conservation</li> <li>● Global issue</li> </ul>	
Elective III	Microorganisms and Humans <ul style="list-style-type: none"> <li>● Microbiology</li> <li>● Use of microorganisms</li> <li>● Microbial genetics</li> <li>● Harmful effects of microorganisms</li> </ul>	
Elective IV	Biotechnology <ul style="list-style-type: none"> <li>● Techniques in modern biotechnology</li> <li>● Applications in biotechnology</li> <li>● Bioethics</li> </ul>	
Scientific Investigations	Time for conducting simple investigations and practical work has already been included in the suggested lesson time for each topic. In addition, there are 20 hours allocated for arranging relatively large-scale or cross-topic	

	investigations to provide students with opportunities to develop the full range of skills and appreciate the nature of science. Teachers could make their own judgments on the best use of this 20-hour lesson time to provide an opportunity for students to design and conduct individual or group investigative projects.
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## Assessment

Component	Description	Weighting	Duration
Public Examination	Paper 1: Compulsory Part	60%	2 h 30 min
	Paper 2: Elective Part (a choice of two out of four elective topics)	20%	1 h
School-based Assessment (SBA)	The SBA of Biology covers the assessment of students' performance in practical tasks throughout the S5 and S6 school years. Students are required to perform a stipulated number of pieces of practical work/ investigations.	20%	



# Chemistry

## Curriculum Aims

The overarching aim of the Chemistry Curriculum is to provide chemistry-related learning experiences for students to develop scientific literacy, so that they can participate actively in our rapidly changing knowledge-based society, prepare for further studies or careers in fields related to chemistry, and become lifelong learners in science and technology.

## Curriculum Framework

Topic	
Compulsory Part	
I.	Planet earth
II.	Microscopic world I
III.	Metals
IV.	Acids and Bases
V.	Fossil fuels and carbon compounds
VI.	Redox reactions, chemical cells and electrolysis
VII.	Microscopic world II
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 (select any 2 out of 3)	
XIII.	Industrial chemistry
XIV.	Materials chemistry
XV.	Analytical chemistry
Investigative Study	
XVI.	Investigative study in chemistry

## Assessment

Component		Weighting	Duration
Public Examination	Paper 1: Compulsory Part	60%	2 h 30 min
	Paper 2: Elective Part	20%	1 h
School-based Assessment (SBA)		20%	

## Physics

### Curriculum Aims

The overarching aim of the Physics Curriculum is to provide physics-related learning experiences for students to develop scientific literacy, so that they can participate actively in our rapidly changing knowledge-based society, prepare for further studies or careers in fields related to physics, and become lifelong learners in science and technology.



### Curriculum Framework

Topic		
<b>Compulsory part</b>		
Section 1	Heat and Gases	<ul style="list-style-type: none"> <li>● Temperature, heat and internal energy</li> <li>● Transfer processes</li> <li>● Change of state</li> <li>● Gases</li> </ul>
Section 2	Force and Motion	<ul style="list-style-type: none"> <li>● Position and movement</li> <li>● Force and motion</li> <li>● Projectile motions</li> <li>● Work, energy and power</li> <li>● Momentum</li> <li>● Uniform circular motion</li> <li>● Gravitation</li> </ul>
Section 3	Wave Motion	<ul style="list-style-type: none"> <li>● Nature and properties of waves</li> <li>● Light</li> <li>● Sound</li> </ul>
Section 4	Electricity and Magnetism	<ul style="list-style-type: none"> <li>● Electrostatics</li> <li>● Circuits and domestic electricity</li> <li>● Electromagnetism</li> </ul>
Section 5	Radioactivity and Nuclear Energy	<ul style="list-style-type: none"> <li>● Radiation and radioactivity</li> <li>● Atomic model</li> <li>● Nuclear energy</li> </ul>
Elective part (any 2 out of 4)		
Elective 1	Astronomy and Space Science	<ul style="list-style-type: none"> <li>● The universe as seen in different scales</li> <li>● Astronomy through history</li> <li>● Orbital motions under gravity</li> <li>● Stars and the universe</li> </ul>
Elective 2	Atomic	<ul style="list-style-type: none"> <li>● Rutherford's atomic model</li> <li>● Photoelectric effect</li> </ul>

	world	<ul style="list-style-type: none"> <li>● Bohr's atomic model of hydrogen</li> <li>● Particles or waves</li> <li>● Probing into nano scale</li> </ul>
Elective 3	Energy and Use of Energy	<ul style="list-style-type: none"> <li>● Electricity at home</li> <li>● Energy efficiency in building and transportation</li> <li>● Renewable and non-renewable energy sources</li> </ul>
Elective 4	Medical Physics	<ul style="list-style-type: none"> <li>● Making sense of the eye and the ear</li> <li>● Medical imaging using non-ionizing radiation</li> <li>● Medical imaging using ionizing radiation</li> </ul>
Investigation Study		
Investigation Study in Physics	Students should conduct an investigation with a view to solving an authentic problem	

## Assessment

Component		Weighting	Duration
Public Examination	Paper 1: Compulsory Part	60%	2 h 30 min
	Paper 2: Elective Part	20%	1 h
School-based Assessment (SBA)		20%	-

# Business, Accounting and Financial Studies

## Curriculum Aims

1. to provide students at senior secondary level 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;
2. 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
3. to explore different aspects of business to prepare students for life, for learning and for employment



## Curriculum Framework

Topics		
Compulsory Part		
Section 1	Business Environment	<ul style="list-style-type: none"> <li>✧ Hong Kong Business Environment</li> <li>✧ Forms of Business Ownership</li> <li>✧ Business Ethics and Social Responsibilities</li> </ul>
Section 2	Introduction to Management	<ul style="list-style-type: none"> <li>✧ Management Functions</li> <li>✧ Key Business Functions</li> <li>✧ Entrepreneurship and Small and Medium Enterprise (SMEs)</li> </ul>
Section 3	Introduction to Accounting	<ul style="list-style-type: none"> <li>✧ Purposes and Role of Accounting</li> <li>✧ Accounting cycle</li> <li>✧ Use of Financial Statements</li> <li>✧ Accounting Assumptions, Principles and Conventions</li> <li>✧ Basic Ratio Analysis</li> </ul>
Section 4	Basics of Personal Financial Management	<ul style="list-style-type: none"> <li>✧ Time Value of Money</li> <li>✧ Consumer Credit</li> <li>✧ Personal Financial Planning and Investment</li> <li>✧ Stock Trading as an Investment</li> </ul>
Elective Part (School only provide Accounting Module)		
Accounting Module	Financial Accounting	<ul style="list-style-type: none"> <li>✧ Booking of Original Entry and Types of Ledgers</li> <li>✧ Period-end Adjustments Relating to the Preparation of Financial Statements</li> <li>✧ Financial Reporting for Different Forms of Business Ownership</li> <li>✧ Control Systems</li> <li>✧ Generally Accepted Accounting Principles</li> <li>✧ Financial Analysis</li> <li>✧ Incomplete Records</li> </ul>
	Cost Accounting	<ul style="list-style-type: none"> <li>✧ Cost Classification, Concepts and Terminology</li> <li>✧ Marginal and Absorption Costing</li> <li>✧ Cost Accounting for Decision-making</li> </ul>

## Assessment

Component		Weighting	Duration
Public Examination	Paper 1: Compulsory Part	40%	1 h 15 min
	Paper 2: Elective Part (choose one only) 2A Accounting module	60%	2 h 15 min

# Information and 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.



## Curriculum Framework

		Topic
Compulsory Part	1. Information Processing	<ul style="list-style-type: none"> <li>● Introduction to Information Processing</li> <li>● Data Organization and Data Control</li> <li>● Data Representation</li> <li>● The Use of Office Automatic System</li> <li>● Presentation of Information</li> </ul>
	2. Computer System Fundamentals	<ul style="list-style-type: none"> <li>● Basic Machine Organization</li> <li>● System Software</li> <li>● Computer System</li> </ul>
	3. Internet and its Application	<ul style="list-style-type: none"> <li>● The Networking and Internet Basics</li> <li>● Internet Services and Applications</li> <li>● Elementary Web Authoring</li> </ul>
	4. Basic Programming Concepts	<ul style="list-style-type: none"> <li>● Problem Solving Procedures</li> <li>● Algorithm Design</li> <li>● Algorithm Testing</li> </ul>
	5. Social Implications	<ul style="list-style-type: none"> <li>● Equity of Access</li> <li>● Work and Health Issues</li> <li>● Intellectual Property</li> <li>● Threats and Security on the Internet</li> </ul>
Elective Part (Choose one only)	1. Databases	<ul style="list-style-type: none"> <li>● Introduction to Databases</li> <li>● Relational Databases</li> <li>● Introduction to Database Design Methodology</li> <li>● Database Applications, Development and Society</li> </ul>
	2. Data Communications and Networking	<ul style="list-style-type: none"> <li>● Data Communications and Networking Basics</li> <li>● Network Design and Implementation</li> <li>● Network Management and Security</li> </ul>
	3. Multimedia Production and Web Site Development	<ul style="list-style-type: none"> <li>● Multimedia Production</li> <li>● Web Site Development</li> </ul>
	4. Software Development	<ul style="list-style-type: none"> <li>● Programming</li> <li>● Programming Languages</li> <li>● Systems Development</li> </ul>
School-based Assessment		

## Assessment

		Component	Weighting	Duration
Public Examination	Paper 1	Compulsory Part	55%	2 h
	Paper 2	Elective Part (Choose one only) 2A Databases elective 2B Data Communications and Networking elective 2C Multimedia Production and Web Site Development elective 2D Software Development elective	25%	1.5 h
School-based Assessment			20%	

# Technology and Living

## Curriculum Aims

The aims of the curriculum enables are to

1. promote the well-being of individuals, families, societies and the world as a whole through the study of contemporary issues and concerns related to food from different perspectives.
2. demonstrate good use of management and organisational skills in handling physical and socio-economic resources

## Food Science and Technology Strand

Topic
Compulsory Part
1. Family Dimension - What is a Family? - Values of Families and Role in Society - Milestones of Family Life and Family Structures - Factors Affecting Family Ties and Lifestyle in Hong Kong in the Past Four Decades - Related Impact on and Implications for the Food Context
2. Consumer Behaviour in Food Choices and Implications - Factors Influencing Consumer Choices of Food - Implications
3. Nutrition, Diet and Health Concerns - Health and Wellness - Balanced Diet - Health Concerns
4. Food Chemistry - Chemical structures - Macro and micro nutrients - Water
5. Diet and Meal Planning - Determinants - Principles of Meal Planning
6. Daily food - Food Commodities (e.g. milk and dairy products, eggs, meat and poultry, fish and seafood, soya bean and soya bean products, vegetables, fruits, cereals and grains)
7. Food production technology - Advanced food preparation techniques and skills with use of time- and laboursaving devices - Food Cooking Processes
8. Personal Food Hygiene Practices - Personal hygiene - Preparation and serving - Storage of food
9. Food Spoilage and Food Poisoning - Food Microbiology - Causes of food spoilage - Causes of Food Poisoning
10. Food Preservation - Why, what and how
Elective Part:
11. Food Culture - Food Heritage - Factors Contributing to the Development of a Food Culture in Local and Global Contexts - Relation of Food Culture and Health - Implications of Future Market Trend
13. Food Product Development - Types of Food Industries - Factors to be Considered in Research and Development of Food Products - Designing and Developing Food Products - Factors in the Production of Food Products



## Assessment

	Description	Weighting	Duration
Public Examination	Paper 1: Compulsory Part	30%	1.5 h
	Paper 2: Elective Part	40%	2 h
School-based assessment (SBA)	<ul style="list-style-type: none"> <li>• Prescribed Task</li> <li>• Project for Food Science and Technology strand</li> </ul> OR Design filio for Fashion, Clothing and Textiles strand	30%	

## Pathways for further studies after finishing the SS Curriculum

After finishing the Senior Secondary Curriculum, students will have the following 5 pathways in general, to cater for their different needs, interests and abilities, serving as the paths for them to achieve success.

1. Application for admission to institutions aided by University Grants Committee (Studying in a local university)
2. Application for admission to courses of other institutions (Associate Degree, etc.)
3. Application for admission to other courses (Vocational Training Programmes, Diploma of Applied Education or retake HKDSE)
4. Application for admission to overseas universities
5. Employment

## University Grants Committee

School	Contact no. / E-mail	Remarks
City University of Hong Kong	3442 9094	<a href="http://www.admo.cityu.edu.hk/jupas_hkdse/">http://www.admo.cityu.edu.hk/jupas_hkdse/</a>
Hong Kong Baptist University	3411 2200 <a href="mailto:334jupas@hkbu.edu.hk">334jupas@hkbu.edu.hk</a>	<a href="http://www.hkbu.edu.hk/ar/admissions/jupas">http://www.hkbu.edu.hk/ar/admissions/jupas</a>
Lingnan University	2616 8750 <a href="mailto:registry@LN.edu.hk">registry@LN.edu.hk</a>	<a href="http://www.LN.edu.hk/admissions/jupas/4-year">http://www.LN.edu.hk/admissions/jupas/4-year</a>
The Chinese University of Hong Kong	39438951 <a href="mailto:jupasadm@cuhk.edu.hk">jupasadm@cuhk.edu.hk</a>	<a href="http://www.cuhk.edu.hk/adm/">http://www.cuhk.edu.hk/adm/</a>
The Hong Kong Institute of Education	2948 6886 <a href="mailto:admission@ied.edu.hk">admission@ied.edu.hk</a>	<a href="http://www.ied.edu.hk/degree/admission_scores_dse.htm">http://www.ied.edu.hk/degree/admission_scores_dse.htm</a>
Hong Kong Polytechnic University	<a href="mailto:vdenquir@inet.polyu.edu.hk">vdenquir@inet.polyu.edu.hk</a>	<a href="http://4yc.polyu.edu.hk/entrance.html">http://4yc.polyu.edu.hk/entrance.html</a>
Hong Kong University of Science and Technology	2623 1118 <a href="mailto:ugjupas@ust.hk">ugjupas@ust.hk</a>	<a href="http://join.ust.hk/en/admissions">http://join.ust.hk/en/admissions</a>
The University of Hong Kong	2241 5886 <a href="mailto:connectu@hku.hk">connectu@hku.hk</a>	<a href="http://www.als.hku.hk/admission/local/one-stop-shop/entrance-req/">http://www.als.hku.hk/admission/local/one-stop-shop/entrance-req/</a>

## Local University Admission Requirements

School	The Basic University Entrance Requirements
The university of Hong Kong	332A33
The Chinese University of Hong Kong	332A33
The Hong Kong University of Science and Technology	332A33
The Hong Kong Polytechnic University	332A33
Hong Kong Baptist University	332A33
City University of Hong Kong	332A33
Lingnan University	332A33
The Education University of Hong Kong	332A33

## Application for admission to other courses

Students can consider other local pathways for future study according to personal interests and abilities, such as applying for Diploma of Applied Education or related courses offered by Vocational Training Council.

## Application for admission to overseas universities

Students may apply for admission to overseas universities. EDB and HKEAA have jointly written to overseas universities, inviting them to indicate in a questionnaire the admission requirements for HKDSE holders. For details please refer to the following website: [http://www.hkeaa.edu.hk/tc/ir/ircountry\\_hkdse.html](http://www.hkeaa.edu.hk/tc/ir/ircountry_hkdse.html)

## Employment

Apart from further study, students can choose to work. On 28 June, the Civil Service Bureau (CSB) announced that results in the HKDSE will be accepted for civil service appointment

## Other references and links

<a href="http://www.hkeaa.edu.hk/tc/hkdse/subject_information">HKEAA</a> –subject information	<a href="http://www.hkeaa.edu.hk/tc/hkdse/subject_information">http://www.hkeaa.edu.hk/tc/hkdse/subject_information</a>
Education Bureau	<a href="http://www.edb.gov.hk/">http://www.edb.gov.hk/</a>
Hok Yau Club Student Website	<a href="http://www.student.com.hk/">http://www.student.com.hk/</a>
The Hong Kong Federation of	
Youth Groups– Youth Website U21	<a href="http://www.u21.org.hk/">http://www.u21.org.hk/</a>
Hong Kong Education Web	<a href="http://www.education.com.hk/">http://www.education.com.hk/</a>
Hong Kong Association of Careers	
Masters and Guidance Masters	<a href="http://www.hkacmgm.org">http://www.hkacmgm.org</a>

## How can parents assist their children to adopt the NSS learning mode?



1. Give children appropriate guidance, make yourself an example, and instill correct values and attitudes into their mind.
2. Develop children's positive and independent learning attitude in daily life, let them experience their learning outcomes and understand their own learning progress; give them more encouragement and praise.
3. Have more communication with school, understand children's learning situation and the problems they face, so as to adopt appropriate supportive measures.
4. Adopt appropriate supportive measures based on the change of curriculum and learning mode, and assist children to learn the way of studying.
5. Encourage children to develop a habit of extensive reading.
6. Encourage children to participate in other learning experiences (for example, social service, work-related experience, physical and arts development activities), in order to let students build a substantial and active manner of participation, and achieve whole-person development. This experience has positive and substantial influence on personal development.



## Four principles to choose subjects



1. **Personal Interest**  
When making your choice, you should examine your attitude toward different subjects, and see if you feel bored or interested. You can only study well when you are rather interested in the subjects you have chosen. If students do not know your interest, you can browse through books of different subjects, so that you can make a sensible choice under a clear understanding of different subjects.
2. **Personal Ability**  
After knowing your own interest, you need to consider your own ability. Your academic results in F.1 to F.3 can be a major reference of your ability. Students can also refer to your daily speed of revision and the degree of understanding to that subject. Also, you need to consider if your personality matches the quality required when choosing that subject.
3. **Making reference to other's opinion**  
Students are often worried because they are not sure about their own interest and ability when making a choice. Indeed, students can consult teachers or senior form students, and ask for their objective and general opinions. Teachers can base on students' past results and characteristics, to help them understand their ability. Senior form students can share with them their experience on choosing subjects and the pain and joy in their study. Although parents' opinion cannot be neglected, your choice should not be affected by the attitude of "holding high hope for one's child" and the misconception of "Science students will have better prospect".
4. **Orientation towards future career**  
Orientation towards future career is closely related to your subject selection. For example, if students want to work in the engineering field, choosing Mathematics and Science subjects will be advantageous. Therefore, students should read the information related to "334" new senior secondary university entrance requirements before choosing subjects.

## Eight Taboos on Subject Selection

1. Even though I do not have good academic results on this subject, I am very interested in it.
2. I like the subject teacher very much.
3. My friends have all chosen a particular subject. How can I choose another one?
4. I will go overseas for university. I can just choose my subjects at random!
5. I only want to choose some easy subjects.
6. I do not have good results in any of the subjects. I can just choose them at random!
7. Even though I am not interested in that subject, that subject seems to have better prospect in the future.
8. Subject selection is my personal matter. I can ignore the opinions from parents or teachers.

# Personality Test Related to Selecting Elective Subjects



## Test 1: Ten Principles of Selecting Elective Subjects

Use ✓ to indicate the reasonable cause and × unreasonable cause. Give reasons for your choice.

- Although the academic result is not good in this subject, I am very interested in taking it.
- I like the teacher who teaches this subject.
- All my friends take this subject, how can I choose the other one?
- This subject is compulsory in the university programme.
- I am very interested in this subject, and I can get a good grade.
- I will study overseas. It doesn't matter what subject I take.
- I just want to take an easy subject.
- My boy- or girl-friend chooses to take this subject, so do I.
- It doesn't matter what subject I take, as I do not have a good mark in any subjects.
- My parents want me to be a professional, I cannot neglect this factor.

Are these the principle of selecting elective subjects?

It is important for S3 students to choose elective subjects that suit you. This may have a profound effect on your higher study or employment in future. You are advised to think it carefully.

## Test 2: A Review on your Potential

This test is to help you to understand your character and interests and hence to help you to select your study programme and choose your career.

The following are twenty five activities of different backgrounds. Choose which one you like and give a “√” in the respective box, while you do not like give a “×”, regardless of the knowledge, power as well as academic background that underlie these activities.

The summation follows what the students of different programmes have done the test, from which the result was compiled with statistics.

You may browse the website [http://www.npc.edu.hk/~careers/career\\_education.html](http://www.npc.edu.hk/~careers/career_education.html) (in Chinese language) and try to play this game.

	like	dislike
1. See the art exhibition	( )	( )
2. Appreciate flower arrangement	( )	( )
3. Try to make use of wave to generate electricity	( )	( )
4. Take care of elders	( )	( )
5. Design a secure and user-friendly anti-theft system	( )	( )
6. Read literary novels	( )	( )
7. Write a novel	( )	( )
8. Write an essay	( )	( )
9. To be a volunteer of a community centre	( )	( )
10. Arrange and classify the rare books	( )	( )
11. Collect distinguished posters	( )	( )
12. Recite poetry	( )	( )
13. Translate	( )	( )
14. Predict the power of socio-economic development	( )	( )
15. Counsel the broken family	( )	( )
16. Take a screw driver to fix the damaged table lamp	( )	( )
17. Instruct the poor family to get the public assistance	( )	( )
18. Dress in a unique style	( )	( )
19. Lend money from the bank for development	( )	( )
20. Visit the adolescent sent to training centre	( )	( )
21. Have a budget for income and expenses	( )	( )
22. Open the unused alarm clock to see the internal device	( )	( )
23. Compare the quality and price of a product	( )	( )
24. Understand the accounting and auditing	( )	( )
25. Test a new chemical in the laboratory	( )	( )

Summation: To add separately the mark(s) according to different aspects such as A (arts), S (science), E (aesthetics), C (social work) and B (business), then analyse the total marks you obtain.

No.	Choice	A	S	E	C	B
1	like	1	0	2	0	0
	dislike	1	2	0	2	2
2	like	2	0	2	1	1
	dislike	0	2	0	1	1
3	like	1	2	2	0	1
	dislike	1	0	0	2	1
4	like	1	0	0	2	0
	dislike	1	2	2	0	2
5	like	0	2	2	0	1
	dislike	2	0	0	2	1
6	like	2	0	0	1	0
	dislike	0	2	2	1	2
7	like	1	0	2	0	0
	dislike	1	2	0	2	2
8	like	2	0	1	2	0
	dislike	0	2	1	0	2
9	like	1	0	0	2	0
	dislike	1	2	2	0	2

No.	Choice	A	S	E	C	B
10	like	2	0	2	0	0
	dislike	0	2	0	2	2
11	like	0	0	2	0	0
	dislike	2	2	0	2	2
12	like	2	0	1	1	0
	dislike	0	2	1	1	2
13	like	2	0	1	1	1
	dislike	0	2	1	1	1
14	like	1	0	0	1	2
	dislike	1	2	2	1	0
15	like	1	0	0	2	0
	dislike	1	2	2	0	2
16	like	0	2	2	0	1
	dislike	2	0	0	2	1
17	like	1	0	1	2	1
	dislike	1	2	1	0	1
18	like	0	0	2	1	0
	dislike	2	2	0	1	2

No.	Choice	A	S	E	C	B
19	like	0	1	0	0	2
	dislike	2	1	2	2	0
20	like	1	0	1	2	0
	dislike	1	0	1	0	2
21	like	1	2	1	2	0
	dislike	1	0	2	1	0
22	like	0	2	2	0	2
	dislike	2	0	0	2	1
23	like	0	0	1	0	2
	dislike	2	2	1	2	1
24	like	0	1	0	0	2
	dislike	2	1	2	2	0
25	like	0	2	1	0	0
	dislike	2	0	1	2	2

### Analysis

If you score more than 28 in arts, then your potential lies in the field of arts.

If you score more than 28 in science, then your potential lies in the field of science.

If you score more than 28 in aesthetics, then your potential lies in the field of aesthetics.

If you score more than 28 in social work, then your potential lies in the field of social work.

If you score more than 28 in business, then your potential lies in the field of business.



### Test 3: What kind of person are you?

#### 測試三：你是哪類人??

##### 第一部分：宴會的談話對象

你被邀請參加一個大宴會。在這宴會裡，興趣和技能相近的人都被吸引到宴會廳的一角談話。你發現宴會廳裡分成六組人，你決定參加哪一組？



- A：這些人有運動及機械能力，喜歡在工作裡接觸實物、機器、工具、動植物，甚或在戶外工作
- B：這些人喜歡觀察、學習、探究、分析、評估和解決問題。
- C：這些人有藝術、創新和直覺能力，喜歡不規則的環境，運用自己的創作和想象力。
- D：這些人喜歡與他人一起工作，幫助、訓練、建立、關懷和教導別人。
- E：這些人喜歡與他人一起工作，影響、說服、管理和領導別人，為工作單位爭取經濟回報
- F：這些人喜歡處理數據，有文書和數字運作能力，在工作上處理細節，並依循已制定的工作指引。

按你對自己的興趣和能力的認識：

你的第一選擇是\_\_\_\_\_組

你的第二選擇是\_\_\_\_\_組

你的第三選擇是\_\_\_\_\_組



##### 第二部分：

前述的六組人，代表了六種性向。請細心閱讀下面對這六種性向的描述，從中找出最接近你性向的類別，以幫助自己選擇適合的職業類別。

	現實型 (A)	探究型 (B)	藝術型 (C)	社會型 (D)	企業型 (E)	傳統型 (F)
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性格及能力	重實踐的, 保守的, 手工及機械操作的技巧較社交技巧為佳	分析性的, 有智慧的, 懷疑的, 學術技巧較社交技巧為佳	開放經驗的, 想像豐富的, 高智能的, 創作技巧較文書或辦公室技巧為佳	同感的, 耐心的, 社交技巧較機械操作能力為佳	有信心的, 喜歡與人交往的, 銷售及游說能力較科學能力為佳	盡責的, 重實踐的, 商業或生產上的技能較藝術能力為佳
適合從事的 工作類型	體力或實踐活動: 使用機器、工具、物料	分析性或智能性的活動, 以解決難題或開拓和使用知識為目的	音樂、寫作、表演、雕塑方面的創作活動; 智能性的工作	以幫助和支援的方式與他人協作	售賣、帶領、游說他人去達到個人或組織的目標	以物件、數字、或機器去工作, 以符合特定的標準
職業舉例	機械 / 電子工程師、技術員、測量師	軟件工程師、醫生、牙醫	音樂家、室內設計師、編輯	輔導員、社工、教師	生產商代表、保險從業員、市場推廣代表	文員、秘書、會計師



### 職業興趣測驗

請於每組工作方格內填上喜愛的次序, 最喜歡為 1, 最不喜歡為 7。暫勿理會薪金或入職要求, 純以興趣判斷, 愈快填妥愈為適宜。

第一組	第二組	第三組	第四組	第五組	第六組
廣告及商品設計師	保安人員	製圖員	昆蟲學家	健康檢查員	理髮師
園林及野外生物管理員	電子工程師	生物化學家	自然療法專家	旅遊顧問	銀行從業員
建築學徒	法庭科學家	語言治療師	記者	拍賣人	舞蹈編排家
微生物學家	外科醫生	特殊教育教師	見習律師	版面設計員	獸醫護士
足部治療師	福利工作者	股票經紀	唱片騎師	航空服務員	焊工
輔導員	統計學家	娛樂事業從業員	船艙主管	店鋪裝修員	土地科學家
經理	室內設計師	領航員	儀器裝配員	化驗室技術員	營養師
第七組	第八組	第九組	第十組	第十一組	第十二組
工業安全主任	圖書館助理	營養學助理	天文學家	乾洗員	旅遊服務員
電影攝影師	時裝採購員	印務助理	牙醫護士	地震觀察員	工廠工人
羊毛品質分類員	職業哥爾夫球手	簿記員	教學助理	義肢製造員	製糖技術員
汽車噴漆員	狗窩主管	錄影帶操作員	秘書	幼稚園助教	醫院助理
植物學家	石匠	草地保養員	舞台工作人員	營業代表	廚師
草藥專家	核子物理學家	繪圖員	巴士司機	藝人	售票員
翻譯員	註冊護士	氣象學家	冶金學家	潛水員	花商

請將每組次序, 例如: 2643157, 依次填入。但每組須由  開始。

總分最低者為級別 1(最喜歡); 最高者為級別 7(最不喜歡)。然後按工作類別, 逐一填上另紙之空格中。你的工作類別興趣偏好也就一目了然。

工作類別	一	二	三	四	五	六	七	八	九	十	十一	十二	總分	級別
藝術性質	2	4	5											
戶外性質	6	5	7											
科技性質	4	2	4											
科學性質	3	1	2											
醫療性質	1	3	3											
社會及文教性質	5	7	6											
商業及法律性質	7	6	1											

職業興趣類別總表

藝術性質( )	戶外性質( )	科技性質( )	科學性質( )	醫療性質( )	社會及文教性質( )	商業及法律性質( )
美術設計 廣告及商品設計師 室內設計師 版面設計員 花商  娛樂及體育 娛樂事業從業員 唱片騎師 舞蹈編排家 電影攝影師 職業哥爾夫球手 錄影帶操作員 舞台工作人員 藝人	保安及護衛 保安人員  農林漁業 園林野外生物 管理員 獸醫護士 羊毛品質分類 員 狗窩主管 草地保養員  交通及航運 領航員 船艙主管 航空服務員 巴士司機 潛水員 旅遊服務員	工程與礦務 電子工程師 汽車噴漆員 焊工  建築及土地 建築學徒 製圖員 店鋪裝修員 石匠 繪圖員  製造業 儀器裝配員 冶金學家 乾洗員 工廠工人	科學 微生物學家 法庭科學家 生物化學家 昆蟲學家 化驗室技術 員 土地科學家 植物學家 核子物理學 家 氣象學家 天文學家 地震觀察員 製糖技術員	醫療及保健 足科治療師 外科醫生 語言治療師 自然療法專 家 健康檢查員 營養師 草藥專家 註冊護士 營養學助理 牙醫護士 義肢製造員 醫院助理	社會服務 輔導員 福利工作者 幼稚園助教  文化及教育 特殊教育教師 翻譯員 教學助理 圖書館助理  出版及傳媒 記者 印務助理  旅遊飲食服務 旅遊顧問 理髮師 廚師	管理及文書 經理 簿記員 秘書  統計與工業 統計學家 工業安全主任  市場推廣 拍賣人 時裝採購員 營業代表 售票員  金融 股票經紀 銀行從業員  法律 見習律師

## FAQs on University Entrance Requirements

- 1. What is the guiding principle in deciding the university entrance requirements?**  
All universities support the development of a broad and balanced senior secondary (SS) curriculum. It is recognized that specification of entrance requirements for individual faculties/ departments by universities should encourage, as far as possible, a positive effect on student choice and school planning in the senior secondary curriculum. There is a consensus that less specification for individual faculties/ departments by universities will give schools flexibility in planning for senior secondary curriculum and allow students to choose electives according to their aptitude and interests. This would also help reduce the early streaming of students.
- 2. What would be the universities' minimum entrance requirement under the 3-3-4 Structure?**  
In general, the universities' minimum entrance requirements are set at the level of 3322 in the four core subjects (i.e. Level 3 in Chinese Language and English Language and Level 2 in Mathematics and Citizenship and Social Development), plus Level 2 or 3 in one/ two elective(s). Institutions may set additional faculty/ programme requirements in consideration of the specific nature and needs of the programmes, including the number of electives and the required results. For more details of the admission requirements of institutions/ programmes, please visit the websites of respective institutions.  
The 4 core subjects + 1 or 2 elective subject(s) are just the minimum requirements and do not guarantee entrance to a particular university or programme. Universities would conduct further selection on those applicants who satisfied the minimum requirements. The actual selection for admission would be on a competitive basis.
- 3. As most universities require 4 core subjects and one elective subject as admission criteria, can students only take 4 core subjects and one elective subject under this academic system?**  
For students to have a broad and balanced education under SS, it is recommended that they should take 4 core subjects and 2-3 electives. Moreover, the 4 core subjects and 1 elective subject are just the minimum admission criteria for most universities and **do not guarantee entrance** to a particular university or programme. During the actual selection process of the programmes, the number of electives and their results could be a factor taking into consideration, served as tie-breakers, given with bonus points or considered as additional information.
- 4. Is it better for the student to take three elective subjects? Will the university concerned take it precedence and give extra weighting to the applicant?**  
It is suitable for students to take 4 core subjects with 2 electives. For those who want to take 3 electives it is encouraged to think reasonably if taking one more elective will lower down the overall performance, since the score attained for a chance of interview is based on best five subjects. To obtain the higher score for six subjects is anyway better than the medium score for seven subjects.
- 5. If a student intends to study in the science related programmes, what subject combination should he/she take?**  
Science related programmes do not require more than two elective subjects in Science. A student can take 2 elective subjects from Physics, Chemistry, Biology and Combined Science.

**6. The general entrance requirements of universities ask for 4 core subjects including Mathematics? Why are students required to study Mathematics?**

Broader mathematical literacy is an essential component for students to prepare their further study and/ or work. It is undesirable to limit students' future development and it is not advisable to stop students from learning Mathematics at the senior secondary level. Mathematics is therefore a core subject. Students may only take the compulsory part in Mathematics which builds on the basic education and can be learnt by all students.

**7. Does a student need to study both extended modules in Mathematics if they want to study in certain science or engineering faculties?**

Students are only allowed to study one of the two extended modules in Mathematics as there is substantial overlap. Faculties/ programmes in universities generally require one of the extended modules in Mathematics, if needed.

**8. Will Student Learning Profile (SLP) be considered in the university admission?**

In the Unified Announcement of University Entrance Requirements under the 334 Academic Structure released in July 2006, the University Grants Committee (UGC)-funded institutions indicated that, in selecting students, they would consider taking into account a broader range of information, including student achievements in different areas. They will also provide students the opportunity to demonstrate that they possess the range of competencies and personal qualities that they need to benefit from undergraduate education.

**9. Will different weighting be given to different electives by the universities in their selection?**

The general entrance requirements are just minimum requirements that a student has to fulfill before they could be considered for admission. In consideration of the specific nature and needs of the programmes, individual institutions/ programmes may set specified elective subject requirements or give different weighting to different electives in the actual selection process. For more details, please visit the websites of respective institutions.

**10. Will institutions accept students fulfilling the specified circumstances to use alternative qualification(s) in Chinese Language in lieu of HKDSE Chinese Language for admission?**

Under the current system, as stated in the LegCo paper in Feb 2008, institutions have already confirmed their acceptance of alternative Chinese Language qualifications (GCSE, IGCSE, GCE) for students fulfilling the following specified circumstances. This will be continued under the new academic system:

- (a) The student has learned Chinese Language for less than six years while receiving primary and secondary education. This caters specifically students who have a late start in the learning of Chinese Language (e.g. due to their settlement in Hong Kong well past the entry level) or who have been educated in Hong Kong sporadically; or
- (b) The student has learned Chinese Language for six years or more in schools, but has been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools.

*The information of this booklet is gathered and compiled by Academic Affairs Committee and Life Planning Education Committee*

