

General Introduction of Subjects in the NSS Curriculum

(COHORT YEARS 2020-2023)

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Core Subjects

Chinese

I. 目標

本課程讓學生在初中中國語文課程的基礎上，在高中三年內進一步：

1. 提高讀寫聽說能力、思維能力、審美能力和自學能力；
2. 培養語文學習的興趣、良好的學習態度和習慣；
3. 培養審美情趣，陶冶性情；
4. 培養品德，加強對社群的責任感；
5. 增強對中國文化的認識。

II. 課程結構

新高中中國語文科課程分為必修及選修兩部分。

1. 必修部分共分四卷：
 - a. 卷一閱讀能力：本卷主要考核考生的閱讀能力，包括理解、分析、感受、鑑賞、運用不同策略等能力。試卷甲部乃根據教育局所選定的十二篇指定文言篇章設問，乙部則擷取文言及白話篇章若干，以之設問。全部試題均須作答。設題方式包括問答、選擇填表、填充等。
 - b. 卷二寫作能力：本卷主要考核考生構思、表達、創作等能力。設題方式或命題，或指定情境，並提供選擇。試卷要求考生寫作長文一篇，或短文二至三篇，字數視題目要求而定。
 - c. 卷三聆聽及綜合能力：本卷主要考核考生的聆聽及綜合能力，包括理解、審辨、組織、文字表達等能力。試卷設一段錄音及若干閱讀材料，供考生回答問題，並完成寫作任務，全部試題均須作答。
 - d. 卷四說話能力：本卷主要考核考生在討論中的表達、應對、溝通等能力。考生以五人為一組，準備時間十分鐘，以理解所提供不同形式的討論材料。全組的討論時間為十五分鐘，每位考生設有一分鐘首輪發言時間。

2. 選修部分：選修部分為必修部分的延伸和發展，除了補足必修部分外，更希望通過課程的選擇性，激發學生學習語文的興趣。本校將會選取下列兩個單元供學生修讀：
- a. 說話的藝術：透過閱讀篇章、示範、親身演繹，提高學生短講及各類溝通方式的技巧及能力。
 - b. 文化專題探討：透過文化專題，研習相關的文化資料，探討文化現象背後的文化意義和人文精神，增強對中國文化的認識及反思。

III. 評核方式

新高中中國語文科的必修部分為公開考試範圍，而選修部分則以校本評核方式評估學生能力：

部分	內容	比重	評核方式	考試時間
公開考試	卷一 閱讀能力	24%	筆試	1 小時 30 分鐘
	卷二 寫作能力	24%	筆試	1 小時 30 分鐘
	卷三 聆聽及綜合能力	18%	筆試	約 1 小時 30 分鐘
	卷四 說話能力	14%	口語溝通	約 25 分鐘
校本評核	A. 必修部分：閱讀活動	6%	各項閱讀活動	
	B. 選修部分(兩個單元)： 進展評估及總結評估	14%	各類的評核活動	

IV. 修讀條件

具備中三的中文程度，能掌握基本的讀、寫、聽、說及思維等能力，並對中國語文有研習的興趣。

V. 升學及就業前途

中國語文科為四大核心科目之一，學生在香港中學文憑考試中國語文科取得三等或以上成績為本港升讀大學條件之一；而擁有良好的中文表達能力是從事各行各業的基本要求，特別是各類傳媒機構、出版行業、教育工作、翻譯，以至投考政府工作都須要擁有良好的中文水平。

Core Subjects

English

Aims

1. To further develop students' knowledge and confidence in using English.
2. To broaden their knowledge, understanding and experience of various cultures.
3. To equip students with the English language skills for further study and employment.
4. To develop learning skills and positive values and attitudes to meet the needs of a knowledge-based society.

Curriculum Framework

1. Core Part

The core part is a skill-based curriculum on topics that relate to personal life, society and the world. Students will be exposed to different text-types and trained on the four skills of reading, writing, listening and speaking.

2. Elective Part

The elective part consists of three of the following eight electives to broaden students' learning experience. Schools must choose electives from both the language arts and non-language arts category. The writing paper will include in its long writing a total of eight questions set on each of the electives. The three electives that our school has currently chosen are popular culture, social issues and workplace communication.

LANGUAGE ARTS

- a. Learning English through Drama
- b. Learning English through Short Stories
- c. Learning English through Poems and Songs
- d. Learning English through Popular Culture

NON-LANGUAGE ARTS

- a. Learning English through Sports Communication
- b. Learning English through Debating
- c. Learning English through Social Issues
- d. Learning English through Workplace Communication

School-based Assessment

Students have to read and view four texts, namely print fiction, print non-fiction, non-print fiction and non-print non-fiction text, from F.4 to F.6. Teachers need to conduct one assessment on this reading and viewing programme in F.5 and another assessment on the electives in F.6. The two marks will be submitted at the end of F.6. Of the two marks reported, one mark should be based on a group interaction and one on an individual presentation.

Assessment

Components	Skill	Weighting	Requirements
Paper 1	Reading	20%	Section A (Core) + Section B1 (easier) / B2 (more difficult)
Paper 2	Writing Part A (Core) Part B (Electives)	10% 15%	200 words 400 words
Paper 3	Listening and Integrated Skills	30%	Section A (Core) + Section B1 (easier) / B2 (more difficult)
Paper 4	Speaking	10%	Group Discussion + 1-minute Individual Response
SBA Part A	Reading and Viewing Programme	7.5%	One assessment mark based on the reading and viewing programme to be submitted in F.6.
Part B	Electives	7.5%	One assessment mark based on the elective(s) to be submitted in F.6. Of the two marks reported, one mark should be based on a group interaction and one on an individual presentation.
Total		100%	

Further Studies and Career Paths

A strong grade in English is an asset that opens one to more study and career opportunities. Students proficient in English can consider choosing Law, Business, English Language Education, Translation and Journalism.

Highlight of Studies in CSWCSS

1. The class structure of F.4-6 caters for learners' diversity as there are additional English lessons for 2X classes.
2. Students have plenty of opportunities to train their public speaking and debating skills within school (e.g. Tuesday's public speaking, Thursday's social issue presentation, inter-house debating competition) as well as outside school (e.g. Speech Festival, inter-school debating competitions).

Core Subjects

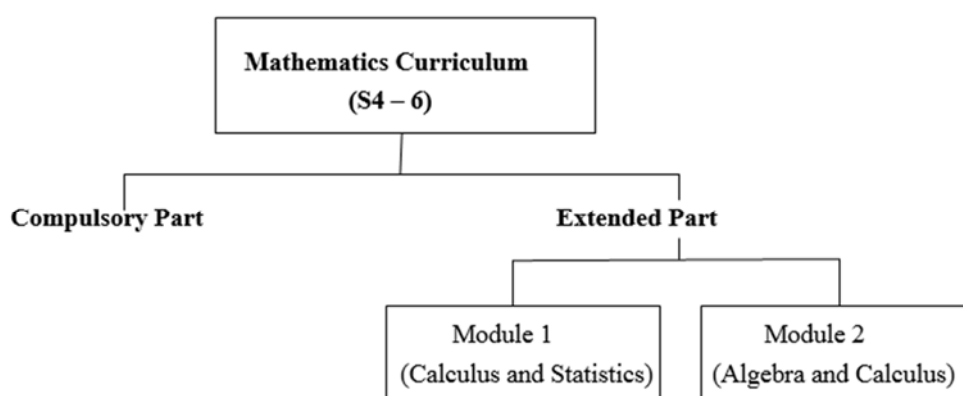
Mathematics

Aims

- Further develop students' mathematical knowledge, skills and concepts;
- Provide students with mathematical tools for their personal development and future career pathways;
- Provide a foundation for students who may further their studies in Mathematics or related areas;
- Develop in students the generic skills, and in particular, the capability to use mathematics to solve problems, reason and communicate;
- Develop in students interest in and positive attitudes towards mathematics learning;
- Develop students' competence and confidence in dealing with mathematics needed in life;
- Help students to fulfill their potential in mathematics.

Curriculum Framework

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



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

To cater for students who have different needs, interests and orientations, the curriculum comprises a **Compulsory Part** and an **Extended Part**. All students must study the **Compulsory Part**.

The **Extended Part** has two optional modules, namely **Module 1 (Calculus and Statistics)** and **Module 2 (Algebra and Calculus)**. The inclusion of the **Extended Part** is designed to provide more flexibility and diversity in the curriculum. The two modules in the Extended Part provide additional mathematics knowledge to the Compulsory Part. Students, based on their individual needs and interests, are encouraged to take at most one of the two modules.

Assessment

HKDSE	Component		Weighting	Duration
Mathematics	Paper 1	Conventional Questions : Section A1 (35 marks) Section A2 (35 marks) Section B (35 marks)	65%	2 ¼ hours
	Paper 2	Multiple-Choice Questions : Section A (30 questions) Foundation + S1-3 Section B (15 questions) Non-Foundation + S1-3	35%	1 ¼ hours

Module 1	Conventional Questions : Section A : 8-12 Short Questions Section B : 3-5 Long Questions	100%	2 ½ hours
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Module 2	Conventional Questions : Section A : 8-12 Short Questions Section B : 3-5 Long Questions	100%	2 ½ hours
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Interface with Post-secondary Pathways

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

1. Pursue further studies which require more mathematics; or
2. Follow a career in fields such as natural sciences, computer sciences, technology or engineering.

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

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

Highlight of Studies in CSWCSS

1. The selection of M1 / M2 students are depends on the F.4 Half-yearly Examination results in Mathematics and the other Core Subjects.
2. M1/M2 lessons will be held after school hour (confirm later) once a week.
3. The schedule of M1/M2 are follow:
 - F.4 : Starting from 2nd term (Jan – Jun) and supplementary lessons are required.
 - F.5 : Whole academic year (Sep – Jun) and supplementary lessons are required.
 - F.6 : Whole academic year (Sep – Jan) and supplementary lessons are required.

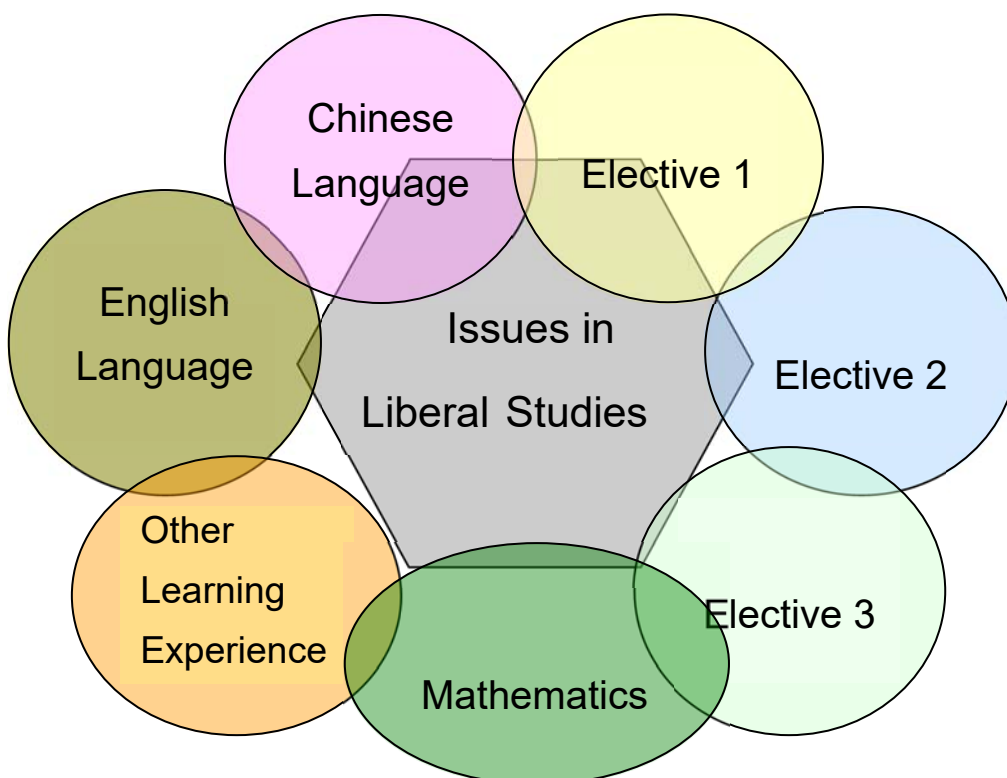
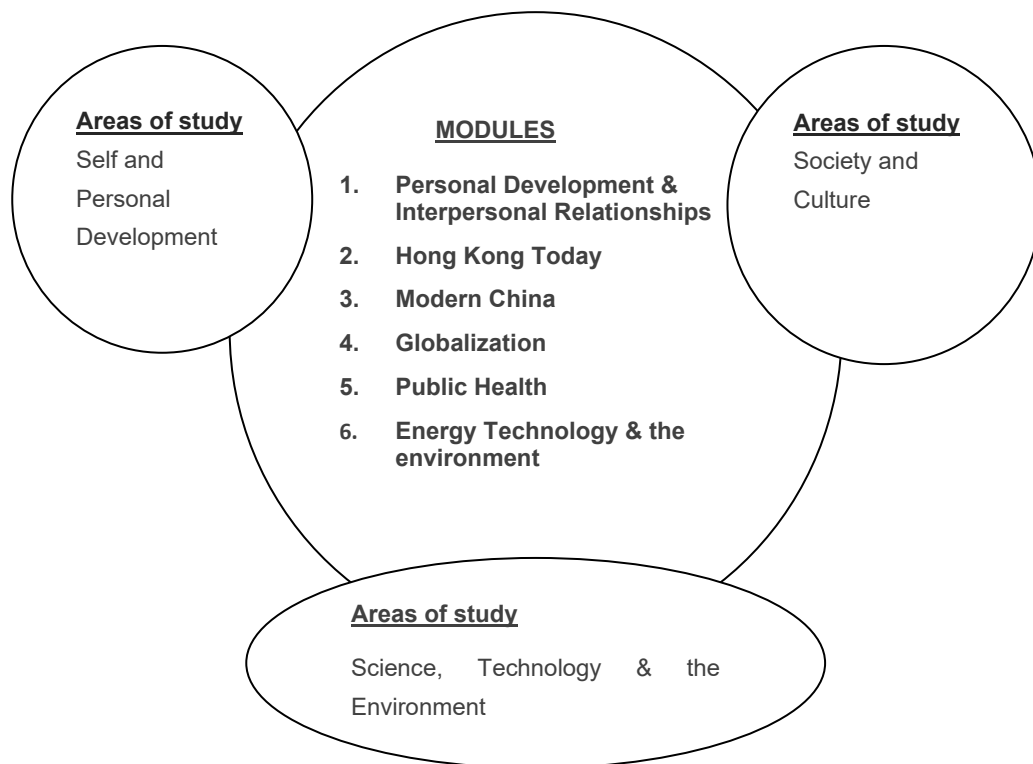
Core Subjects

Liberal Studies

Aims

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

Curriculum Framework



Independent Enquiry Study (IES)

Students are required to conduct an IES making use of the knowledge and perspectives gained from the three Areas of Study and extending them to new issues or contexts.

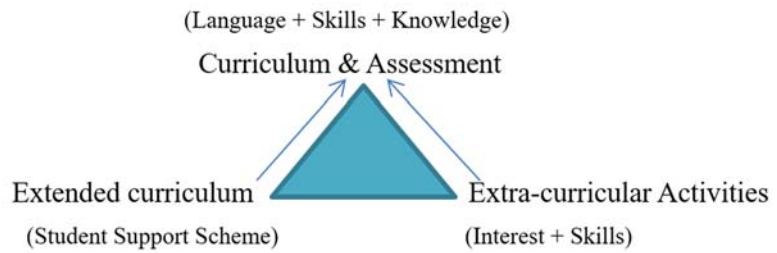
Assessment

Component	Part	Weighing	Duration
Public examination	Paper 1: Data-response questions	50%	2 hours
	Paper 2: Extended-response Questions	30%	1 hour and 15 mins
School Based Assessment (SBA)	Independent Enquiry Study (IES)	20%	

** The examination will not focus on factual knowledge. The emphasis will be on assessing understanding and the extent to which students can demonstrate appropriate thinking skills.

Highlight of Studies in CSWCSS

Triangular Strategies



We put emphasis on equipping students with adequate skills, language proficiency and knowledge to handle critical-analytical enquiry of the subject.

Under our Student Support Scheme, we are dedicated to catering for students' diverse educational needs. We offer:

- Project A to enable students to gain 5** in the DSE
- Enhancement Class to upgrade students from mediocrity to excellence
- Improvement Class to assist students with difficulties

What's more, we focus on fostering holistic development of students through a diverse array of extra-curricular activities.

Elective Subjects

Applied Learning

Aims

1. To offer diverse learning programmes for students with interest and inclination in areas other than those provided by the existing school curriculum;
2. To provide students with the opportunities to explore their orientation for life-long learning and career aspirations in specific areas;
3. To enable students to develop generic skills, values and attitudes, acquire the knowledge and skills as well as understand the workplace requirement of a particular professional or vocational area; and
4. To offer a substantial outcome for students to obtain recognition for further studies, work, or both at the senior secondary level.

Curriculum Framework

ApL is an integral part of the senior secondary curriculum and ApL courses will only be offered to students studying in S5 and S6. There are six areas of studies:

1. **Creative Studies**
Fashion and Image Design / Interior Design / Jewellery Arts and Design / Computer Game and Animation Design / Taking a Chance on Dance
2. **Media and Communication**
Film and Video Studies / Creative Advertising / Magazine Editing and Production / Public Relations and Communication
3. **Business, Management and Law**
Accounting in Practice / Business Data Analysis / Entrepreneurship for SME / Marketing and Online Promotion / Law Enforcement in Hong Kong
4. **Services**
Pâtisserie and Café Operations / Western Cuisine / Hospitality Services in Practice / Hotel Operations / Child Care and Education / Fundamental Cosmetology
5. **Applied Science**
Animal Care / Foundation in Chinese Medicine / Health Care Practice / Medical Laboratory Science / Applied Psychology / Practical Psychology / Exercise Science and Health Fitness / Sports and Fitness Coaching
6. **Engineering and Production**
Electrical and Energy Engineering / Computer Forensic Technology / Internet of Everything Application / Aviation Studies / Railway Studies
7. **Applied Learning Chinese (for non-Chinese speaking Students)**
Chinese for Service Industry / Chinese in Business Service / Practical Chinese in Hospitality

Assessment

The assessment results of ApL courses will be recorded in the Hong Kong Diploma of Secondary Education (HKDSE) transcript. Students' performances will be reported in three levels: 'Attained' and 'Attained with Distinction (I)' and 'Attained with Distinction (II)'. Performance of "Attained with Distinction (I)" will be comparable to Level 3 while "Attained with Distinction (II)" is comparable to Level 4 or above of Category A subjects of the HKDSE Examination.

相關職業或進修

<http://www.csb.gov.hk/english/info/2170.html>

<http://www.edb.gov.hk/apl>

Highlight of Studies in CSWCSS

1. The duration of each ApL course is 180 contact hours, extending over two academic years in S5 and S6. (For Applied Learning Chinese course, it will be 270 contact hours)
2. The courses are conducted on Saturdays at the venues of course providers.
3. Students awarded "Attained" and "Attained with Distinction (I)" and "Attained with Distinction (II)" will be deemed to have performed at a level comparable to HKDSE Level 2, Level 3 and Level 4 or above respectively.
4. Apart from the HKDSE, students who have successfully completed the ApL course will receive Graduate Certificates issued by individual course providers.
5. The Civil Service Bureau has already accepted completion of the ApL course for the purpose of civil service appointment.
6. Students can only take 1 ApL course as elective subject in Senior Forms.
7. Students are not required to pay any courses fees, as it is fully subsidized by the Education Bureau and the school.

Elective Subjects

Business, Accounting and Financial Studies (BAFS)

Aims

1. To probe into commercial behavior and social issues through the understanding of different areas of business;
2. To apply such knowledge and understanding to familiar and novel situations;
3. To analyse, synthesise and evaluate information in the context of business decisions, taking into account the integrated and dynamic nature of business problems and
4. To communicate facts, opinions, and suggestions in an effective manner.

Curriculum Framework in CSWCSS

	Topics	
Paper I	A	Business Environment and Introduction to Management
	B	Introduction to Accounting
	C	Basics of Personal Financial Management
Paper II	A	Financial Management
	B	Human Resources Management
	C	Marketing Management

Assessment Design

The following table outlines the various components of the public assessment of BAFS in HKDSE:

Component	Weighting	Duration
Public Examination	Paper 1 Compulsory part	40% 1 hour 15 minutes
	Paper 2 Elective part (choose one only) 2A Accounting module 2B Business management module	60% 2 hours 15 minutes

Public Examination (In General)

Paper 1

There will be two sections in this paper: Section A (60 marks) will consist of multiple choice questions and Section B (30 marks) short questions divided into two parts. Candidates are required to answer 3 – 4 compulsory questions in Part 1 (20 marks) and there will be a choice of one out of two questions in Part 2 (10 marks).

Paper 2

Candidates will attempt either Paper 2A or 2B (note: 2B in CSWCSS)

Questions will be set on the respective module of the elective part of the curriculum. Candidates are, however, expected to integrate their knowledge and skills learnt in the compulsory part to demonstrate in-depth knowledge of the module.

There will be three sections as follows:

	Paper 2A (Accounting module)	Paper 2B (Business management module)	Remarks
Section A (24 marks)	3 – 4 short questions	4 – 5 short questions	All questions are compulsory.
Section B (36 marks)	2 – 3 application problems	2 case studies	
Section C (20 marks)	Case/Theory questions	Essay questions	Candidates are required to answer one out of two questions.

Candidates are expected to be aware of the impact of standards issued by the Hong Kong Institute of Certified Public Accountants upon the accounting definitions and treatments covered by this curriculum.

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Further Studies and Careers Path

Business Management; Economics and Business; Banking; Global Finance; Marketing; Accounting

Elective Subjects

Biology

Aims

The Biology Curriculum aims to provide biology-related learning experiences that enable 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 the fields related to life science, and become lifelong learners in science and technology.

Curriculum Framework

Compulsory Part			
I.	Cells and molecules of life	II.	Genetics and evolution
III.	Organisms and environment	IV.	Health and diseases
Elective Part (Two out of four)			
V.	Human physiology: regulation and control	VI.	Applied Ecology
VII.	Microorganisms and Humans	VIII.	Biotechnology

Assessment

	Paper 1	Paper 2	SBA
Duration	2.5 hrs.	1hr	S5 & S6
Curriculum coverage	Compulsory part	Elective part	Whole
Type of assessment tasks	MCQs + Conventional Qs	Structured Qs	Practical related tasks

Further studies and Career Paths related to Biology

Biotechnology, Ecology and Biodiversity, Environmental Protection, Food and Nutritional Science, Microbiology, Medicine, Dentistry, Nursing, Pharmacy, Physiotherapy, Radiotherapy, Occupational therapy, Optometry, etc.

大學課程入讀要求		
大學	課程	指定生物科/必修其中一科
中大	內外全科醫學士 (Bio/ Chem)	
理大	精神健康護理學	
理大	護理學	
港大	言語及聽覺科學	
理大	職業治療學	
理大	物理治療學 (Bio/Phy)	
理大	醫療化驗 (Bio/Phy/Chem)	
理大	應用生物兼生物科技 (Bio/Phy/Chem)	
港大	牙醫/中醫 (Bio/Phy/Chem)	
港大/中大	生物醫學 (Bio/ Chem)	

Highlights of learning activities

1. Mastering of concepts through **hands-on experiences**, e.g. microscopic observation, anatomical dissection, scientific investigations and field studies.
2. Graded exercises with solutions will be provided on completion of each chapter for consolidation. Students are expected to do the exercise according to their own pace of progress.
3. Apart from biological knowledge and concepts, **analytical skills and examination skills** are emphasized so that students can do well in public examinations.
4. Students are required to take part in subject-related outdoor learning activities such as field trips, visits and workshops/ seminars organized by NGOs and universities which provide them with real-life experiences related to the subject.

Elective Subjects

Chemistry

Aims

1. To develop interest and maintain a sense of wonder and curiosity about chemistry;
2. To construct and apply knowledge of chemistry, and appreciate the relationship between chemistry and other disciplines;
3. To appreciate and understand the evolutionary nature of science;
4. To develop skills for making scientific inquiries;
5. To develop the ability to think scientifically, critically and creatively, and solve problems;
6. To understand and evaluate the social, ethical, economic, environmental and technological.

Curriculum Framework

Compulsory Part (182 hours)

I.	Planet Earth	II.	Microscopic World I
III.	Metals	IV.	Acids and Bases
V.	Fossil fuels and carbon compounds	VI.	Microscopic World II
VII	Redox reaction, chemical cells and electrolysis	VIII.	Chemical Equilibrium
IX.	Microscopic World	X	Patterns of the Chemical World

Elective part (48 hours)

1. Industrial chemistry
 2. *Material chemistry
 3. Analytical chemistry
- * For those who are interested in only. Will be covered during long holidays.*

Assessment

	Paper 1	Paper 2	SBA
Duration	2.5 hrs.	1hr	S5 & S6
Curriculum coverage	Compulsory part	Elective part	Whole
Type of assessment tasks	Section A: MCQs (18%) Section B: Conventional Qs (42%)	Structured Qs (20%)	Practical & non-practical related tasks S5 (10%) S6 (10%)

Further studies and Career Paths

Medicine, Pharmacy, Nutrition Science, Environmental Science, Material Science, Chemical Engineering, Chinese Medicine and Health Care Programmes

Highlight of Studying chemistry in CSWCSS

CHEM-IS-TRY

1. Practical related tasks will be one of our highlights in learning Chemistry in CSWCSS.
2. Opportunities will be provided to students who are interested in participating in Chemistry related inter-school competitions.

Elective Subjects

Chinese History

教學目的

1. 透過縱向的時間和橫向的文化層面，認識中國歷史的不同面貌，擴闊其歷史視野。
2. 讓學生以「學會學習」為目標，透過史事研習，提升個人的共通及思維能力，並培養反思及獨立學習的基礎。
3. 透過研習的過程，掌握歷史發展的軌跡、規律，幫助學生對今日中國國情的理解，並展望未來發展的動向。
4. 通過不同史事，深化學生對中國傳統文化的認識、國家民族的認同；建立正面的價值觀和積極的人生態度。
5. 重視提高學生對學習歷史的興趣，及鼓勵學生進行歷史分析，使能鑑古知今，體會人類社會的古今變革，從而以理性而客觀的態度，面對人類社會未來的困難與挑戰。

學習範圍

本課程內容分為「必修」及「選修」兩部分：「必修」部分是本科必須學習的內容，課程包括甲部（上古至十九世紀中葉）及乙部（十九世紀中葉至二十世紀末），著重從時間的角度縱向探討中國歷史的演變；而「選修」部分則提供多個文化範圍，按照學生的興趣及能力，並因應本校的實際情況選擇修讀，課程包括：「二十世紀中國傳統文化的發展：承傳與轉變」、「地域與資源運用」、「時代與知識分子」、「制度與政治演變」、「宗教傳播與文化交流」及「女性社會地位：傳統與變遷」等，從文化層面橫向認識中國歷史的不同面貌。

學習方法

溫習教材、課外閱讀、蒐集資料、編寫筆記、繪畫圖表、閱讀地圖等等。

評核形式：

評核部分		內容	佔分
公開考試	卷一 (2小時15分)	歷代發展(必修部分)： 必答題：涵蓋甲、乙部，佔40分(提供多項資料，考核學生不同能力)； 選答題：甲部及乙部各設三題，考生須分別選答其中一題，佔50分。	70%
	卷二 (1小時20分)	歷史專題(選修部分)： 設六單元，每單元各設三題，學生從所選的一個單元中各選答兩題，佔50分。	30%

選讀條件

對本科具學習興趣、願意刻苦用功，喜歡思考與分析，善用課餘時間閱讀本科資料。

個人前景

本科除可陶冶性情，瞭解本國文化特質與價值所在，更可作為持續進修及研究的基礎。此外，本課程能讓學生學習搜集及分析資料的方法，以提升啟疑、批判、評鑑、反思、辨偽等思維能力，以便為日後在大專院校修習歷史、中國語言及文學、新聞、宗教、哲學、人類、社會、經濟、心理、文化研究等課程打好穩固的學術基礎。除適用於學術範疇的探求外，相關學習經驗對學生將來服務社會有很大的幫助，有助開拓未來。

本校科目之特色

本科除引導學生學習書本內的知識外，更著重同學的思維、解難能力的訓練，鼓勵同學走出教室，透過活動、考察認識多元的史事，建立價值判斷、分析時事的能力。

*Elective
Subjects*

Economics

Aims

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

Curriculum Framework

	Topics	Lesson time (hours)
Compulsory Part	A Basic Economic Concepts	12
	B Firms and Production	30
	C Market and Price	32
	D Competition and Market Structure	8
	E Efficiency, Equity and the Role of Government	18
	F Measurement of Economic Performance	12
	G National Income Determination and Price Level	16
	H Money and Banking	18
	I Macro-economic Problems and Problems	30
	J International Trade and Finance	18
Elective Part	Part 1 : Monopoly Pricing, Anti-competitive Behaviours and Competition Policy ;	22
	Part 2 : Extension of Trade Theory, Economic Growth and Development	22
	Sub-total :	216
	Suggested time allocation for conducting learning activities such as commentary and other enquiry activities	54
	Total :	270

Assessment Design

Component		Part	Weighting	Duration
Public Examination	Paper 1	(multiple-choice questions)	30%	1 hour
	Paper 2	(conventional paper)	70%	2 hours 15 mins

Further Studies and Careers Path

Business Management; Banking; Global Finance, Marketing

Elective Subjects

Ethics and Religious Studies

Curriculum Objectives

Students are expected to develop **knowledge** and **understanding** of

- (a) the significance of morality to individuals and society;
- (b) the history of major ethical systems and why their tenets have survived the ages;
- (c) the origin, precepts, forms and practices of the religion they study;
- (d) the founders of the religion they study and why their influence continues to the present days; and
- (e) contemporary views about religious and ethical issues

Students are expected to develop **skills** to enable them to:

- (a) reflect upon their own beliefs, values and experiences;
- (b) discuss ethical and religious issues with people who hold beliefs and values different from theirs;
- (c) understand with empathy why people believe and behave as they do;
- (d) debate issues of religious significance on the basis of evidence and rational argument; and
- (e) apply the results of their religious exploration for the betterment of themselves and of their community

Students are expected to develop the following **values** and **attitudes**:

- (a) respect for others
- (b) willingness to acknowledge the needs, feelings and aspirations of others and learn from their insights;
- (c) tolerance of ambiguities and paradoxes;
- (d) appreciation of diversity in religions and cultures
- (e) respect for life; and
- (f) eagerness for meaning and truth.

Learning Outcomes

By the end of the course, students should be capable of demonstrating the following:

- (a) an understanding of some basic theories in ethics;
- (b) an ability to apply ethical theories to the analysis of personal and social issues and to maintain open-mindedness, consistency and tolerance when tackling ethical issues;
- (c) an ability to identify situations which require the prioritising of values and virtues;
- (d) an understanding of the complexities involved in making moral decisions;
- (e) an ability to apply critical thinking skills to the making of reasoned and responsible moral decisions through discussion of various ethical issues, such as cloning, prostitution and euthanasia;
- (f) an understanding of the origin, precepts, forms and practices of the religion they study;
- (g) an ability to address problems in their daily lives and tackle contemporary social problems by applying the teachings of the religion they study;
- (h) an ability to take care of others by modelling the life of the religious founders they study;
- (i) an ability to appreciate the religious understanding of humans and the world, and to enhance their own values;
- (j) an ability to apply prior knowledge in ethics studies or religious studies to life experiences and other service experiences; and
- (k) an ability to appreciate the diversity in different religions and cultures, and develop a positive attitude towards people having different religions and respect for their beliefs.

Component

Compulsory Part: Ethics

This is an introductory study of ethics. The emphasis is on value formation and judgement based on rational thinking. Students have to study certain personal and social issues so as to nurture their abilities to make ethical judgements and informed choices.

Module 1 Normative Ethics

Module 2 Personal and Social Issues

Elective Part: Religious Traditions

Module 2 Christianity

Assessment Design

Component	Paper/ Part	Related area	Weighting	Duration
Public Exam	Paper 1 Short questions and essay or guide essay questions	Normative Ethics and Personal and Social Issues	50%	1 hr 45 mins
	Paper 2 Essay questions or guided essay questions	Christianity	50%	1 hr 45 mins

Further Studies & Careers Paths

The ERS curriculum provides a good foundation for further study in disciplines such as Cultural Studies, History, Philosophy, Public Administration, Human Resources Management, Social Work and Criminal Justice. It is also an excellent start for the preparation of future social workers, counsellors, teachers, and journalists.

Highlight of Studies in CSWCSS

1. There are visits of the religious places which helps to broaden the horizon of the students and enrich students' religious experience.
2. It is conducted in Chinese and thus there is no language barrier.
3. The topics and issues covered in personal and social issue are to some extent overlapping those in LS. And the ethical concepts are also helpful in studying LS.

Elective Subjects

Geography

Aims

This subject enables students to understand the Earth and society around them. They will learn the characteristics of the physical environment such as river, coast, volcano, tropical rainforest or desert. In addition, they will know more about human activities for agriculture, industry and urban processes. This subject also deals with issues like global warming, deforestation and desertification.

Curriculum Framework

Compulsory Part	Elective Part
1. Opportunities and Risks - Is it rational to live in hazard-prone areas?	1. Dynamic Earth: the Building of Hong Kong
2. Managing Rivers and Coastal Environments	2. Weather and Climate
3. Changing Industrial Location	
4. Building a Sustainable City	
5. Combating Famine	
6. Disappearing Green Canopy	
7. Global Warming	
8. Map Reading and Fieldwork Skills	

Assessment for Geography HKDSE

	Paper 1	Paper 2
Weighting:	75%	25%
Duration:	2 hours 45 minutes	1 hour 15 minutes
Scope	Compulsory Part	Elective Part
Section / Question type:	A. Multiple-choice questions (20%) B. Fieldwork-based questions (15%) C. Data/ Skill-based/ Structured questions (30%) D. Short essay (10%)	E. Data/ Skill-based/ Structured question (15%) F. Short essay (10%)

Further Studies and Careers Path

Possible careers include:

- Land surveying
- Geo-information technology
- Urban and transport planning
- Resources and environmental management
- Administration
- Business
- Teaching
- Tourism
- Recreation

Highlight of Studies in CSWCSS

- Positive value-addedness score for Geography in 2013 and 2017
- The subject content is not too difficult to master.
- Could help to improve results in Liberal Studies and English subject.
- Most students enjoy the lessons and the field trips.
- No S.B.A.
- Good relationship between the Geography students and the teacher.

Elective Subjects

History

Aims

The aims of the curriculum are to enable students to:

1. discover where they stand in the contemporary world through understanding the origins and development of modern events;
2. develop the skills of critical thinking, making sound judgements and effective communication through exploring historical issues;
3. approach past and current events in an impartial and empathetic manner, using a variety of perspectives;
4. understanding the characteristics and values of their own culture, and appreciate the shared humanity and common problems of the world's many peoples;
5. cultivate both national consciousness and consciousness of being citizens of the global community, and thus become rational and sensible members of the local community, the nation and the world; and
6. be prepared to explore in greater depth an issue of personal interest, or one that may be of relevance to their future careers and professional studies.

Curriculum Framework

Introduction: The Making of the Modern World	(i) The foundations of Western supremacy (ii) Western expansion and the formation of colonial empires (iii) Asia's reactions to Western expansion (iv) Towards international cooperation	
Theme A: Modernization and Transformation in Twentieth-century Asia	Part (1): Hong Kong	(i) Political and institutional changes (ii) Development as an international city
	Part (2): China	(i) Early attempts at modernization — reforms and revolutions (ii) Socialist modernization in the Maoist period and the evolution of 'socialism with Chinese characteristics' in the post-Mao period
	Part (3): Japan and Southeast Asia	(i). Japan: ✧ Modernization in the early 20 th century ✧ Reconstruction and growth after WWII ✧ Japan's relations with other Asian countries (ii). Southeast Asia: from colonies to independent countries ✧ Legacy of Western colonialism ✧ Reasons for decolonization and struggles for independence ✧ Post-colonial developments and the evolution of ASEAN
Theme B: Conflicts and Cooperation in the Twentieth-century World	Part (4): 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 (a) Superpowers rivalries and détente (b) Other major conflicts and attempts at making peace
	Part (5): The quest for cooperation and prosperity	(i) International economic cooperation (ii) International social and cultural cooperation

Assessment

Component	Description	Weighting	Duration
Paper 1	<u>Data-based questions</u> (Candidates should answer ALL questions)	60%	2 hours
Paper 2	<u>Essay-type questions</u> (Candidate should answer any TWO questions out of seven essay-type questions)	40%	1½ hours

* Theme A (3)(ii) and Theme B (4)(iii)b will only be examined in Paper 2.

Highlight of Studies in CSWCSS

- ✧ Subject content is highly relevant to daily lives (Hong Kong's politics, China's development, foreign and local cultures, etc.)
- ✧ Subject content is relevant to the syllabus of Liberal Studies
- ✧ Provide good training in essay-writing and reading skills
- ✧ Broaden students' global horizons
- ✧ No School-based Assessment (SBA)
- ✧ Students enjoy the lessons and learning activities outside the classroom

Further Studies and Careers Path

- ✧ Administration
- ✧ Cultural management (library, archive and museum services & conservation)
- ✧ Cultural and creative industries
- ✧ Education
- ✧ Academic research
- ✧ Media
- ✧ Politics
- ✧ Archaeology

Elective Subjects

Information & Communication Technology

Aims

1. To provide students with a body of essential knowledge, concepts and applications of information, communication and computer systems;
2. To equip students with problem-solving and communication skills, and encourage them to think critically and creatively;
3. To develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning; and
4. To 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

The Compulsory Part (145 hours)

1. Information Processing (52 hours)
2. Computer System Fundamentals (25 hours)
3. Internet and its Applications (22 hours)
4. Basic Programming Concepts (24 hours)
5. Social Implications (22 hours)

The Elective Part (75 hours) (Choose one only)

1. Databases
2. Data Communications and Networking
3. Multimedia Production and Web Site Development
4. Software Development*

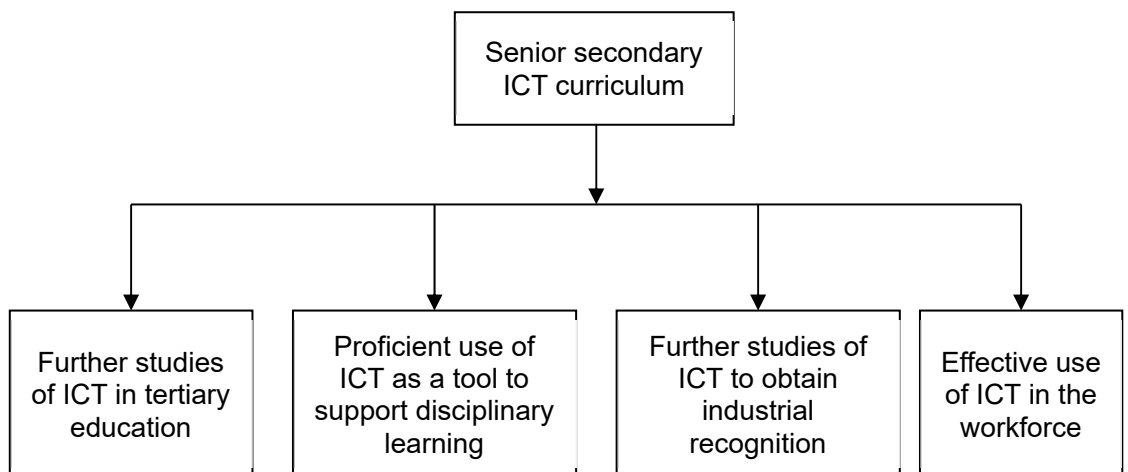
** Our school will choose Software Development in the Elective Part of ICT.*

SBA (30 hours)

Assessment

Component		Weighting	Duration
Public examination	Paper 1 Compulsory Part A. <i>Multiple-choice (22%)</i> B. <i>Conventional Questions (33%)</i>	55%	2 hours
	Paper 2 Elective Part (choose one only) 2A. <i>Databases</i> 2B. <i>Data Communications and Networking</i> 2C. <i>Multimedia Production and Web Site Development</i> 2D. <i>Software Development</i>	25%	1 hour 30 minutes
School-based assessment		20%	

Further Studies and Careers path



Highlight of Studies in CSWCSS

1. Our school will choose **Software Development** in the *Elective Part* of ICT.
2. Task-based approach will be adopted in learning computer programming. Students will have a lot of opportunities to practice programming on computer.
3. Students have great flexibility in selecting project title for their SBA project.

Elective Subjects

Music

課程宗旨

音樂科課程旨在讓學生能夠：

1. 發展創造力及培養審美的能力；
2. 進一步發展音樂技能；
3. 建構不同音樂文化的知識；
4. 發展評賞音樂的能力，並透過音樂有效地與人溝通；
5. 奠定繼續進修音樂和從事與音樂相關工作的基礎；
6. 培養對音樂的終身興趣，並發展對音樂的正面價值觀和態度。

學習範圍

在高中階段, 學生進一步

1. 訓練音樂的聽力，**辨別、評賞**不同樂種和音樂風格**包括西方古典音樂、中國器樂、粵劇音樂、本地及西方流行音樂**的藝術特徵，以及分析其與歷史和文化情境的關係。
2. 學習以恰當的風格和情感，**準確和流暢地演奏**不同的樂曲，並闡釋其演繹方式；
3. 學習以**合適的作曲手法**創作和改編音樂，並闡釋其作品如何運用作曲手法處理音樂元素

評核

部份	內容	考試時間	比重
必考部份			
卷一：聆聽 I	公開筆試 甲部: 西洋古典音樂 (20%) 乙部: 中國器樂、(8%) 粵劇音樂、(6%) 本地及西方流行音樂 (6%)	甲部: 75 分鐘 乙部: 75 分鐘	40%
卷二：演奏 I	校外評核 在一次演出中 a. 合奏或合唱兩首或以上不同風格的樂曲 (15%) b. 口頭報告 (3%) c. 視唱 8-12 小節的有調性旋律 (2%)	約 30 分鐘	20%
卷三：創作 I	校外評核 作品集包括： a. 兩首或以上音樂作品 (16%) b. 反思報告 (4%)	不適用	20%
選考部份 (選一卷)			
卷四甲：聆聽 II	校外評核 提交一份 3,000 至 5,000 字的書面報告，探討有關音樂與文化情境的論題	不適用	20%
卷四乙：演奏 II	校外評核 <u>或其他認可資格</u> 在一次現場演出中， a. 獨奏或獨唱兩首或以上不同風格的樂曲 (18%) b. 口試 (2%)	約 30 分鐘	20%
卷四丙：創作 II	校外評核或其他認可資格 a. 作品集 (16%) b. 反思報告 (4%)	不適用	20%

升學及就業機會

學生於高中選修音樂科，對他們將來在大專院校修讀音樂課程會有莫大的裨益，亦能幫助他們進一步在藝術、學術及智能方面取得發展，為進修和工作建立穩固的基礎。

備註

1. 學生需於校外進修新高中音樂課程，詳情會於每年 3 月份公佈。
2. 2018-2020 年度就讀新高中音樂課程已截止申請。
3. 學生需最少達到英國皇家音樂學院**五級術科及五級樂理**才能選修新高中音樂課程。

Appendix: Marks Conversion Table for the Exemption of Paper 5 (Performing II) and Application for Exemption of Paper 6 (Creating II) in HKDSE Music

**Hong Kong Diploma of Secondary Education Examination Music
Marks Conversion Table for the Exemption of Paper 5 (Performing II)**

Paper 5 Performing II (20%)

Candidates with a recognised qualification, or equivalent, may apply for exemption from this practical examination. Evidence of these qualifications should be submitted to the Hong Kong Examinations and Assessment Authority at the time they register for entry to the Hong Kong Diploma of Secondary Education Examination (HKDSE), or no later than 15th January of the year of the HKDSE. Marks will be awarded to such candidates according to the conversion method as listed in the following table. Other awarding bodies which have been granted exemption in the past public examinations by the HKEAA are also listed following the table. Candidates should note that the list of awarding bodies is not exhaustive and will be updated when required.

Candidates should also note that in submitting proof of a recognised qualification for exemption in Paper 5 (Performing II), the pieces performed in Paper 2 (Performing I) should be different from the pieces in the recognised practical examination submitted for exemption. Candidates should complete and submit a declaration at the time they apply for exemption.

Paper 5 Marks Conversion

Associated Board of the Royal Schools of Music / Trinity Guildhall Music Examinations	Australian Music Examinations Board	Royal conservatory of Music Toronto-Canada	Central Conservatory of Music, Beijing (Chinese music)	Marks to be awarded
Grade 6 (Pass)	Grade 6 (Satisfactory)	Grade 7 (Pass & Honors)	Grade 6 (Pass, Merit & Distinction)	10
Grade 6 (Merit)	Grade 6 (Credit)	Grade 7 (First Class Honors)	Grade 7 (Pass & Merit)	11
Grade 6 (Distinction)	Grade 6 (Honours / High Distinction)	Grade 7 (First Class Honors with Distinction)	Grade 7 (Distinction)	12
Grade 7 (Pass)	Grade 7 (Satisfactory)	Grade 8 (Pass & Honors)	Grade 8 (Pass)	13
Grade 7 (Merit)	Grade 7 (Credit)	Grade 8 (First Class Honors)	Grade 8 (Merit)	14
Grade 7 (Distinction)	Grade 7 (Honours / High Distinction)	Grade 8 (First Class Honors with Distinction)	Grade 8 (Distinction)	15
Grade 8 (Pass)	Grade 8 (Satisfactory)	Grade 9 (Pass & Honors)	Grade 9 (Pass)	16
Grade 8 (Merit)	Grade 8 (Credit)	Grade 9 (First Class Honors)	Grade 9 (Merit)	17
Grade 8 (Distinction)	Grade 8 (Honours / High Distinction)	Grade 9 (First Class Honors with Distinction)	Grade 9 (Distinction)	19
DipABRSM / ATCL or above	Associate Diploma or above	Grade 10 (Pass, Honors, First Class Honors or First Class Honors with Distinction) or above	Performance Diploma	20

The mark conversion for cases other than those listed in the above table will be considered on a case-by-case basis. The awarding bodies which have been granted exemption in the past by the HKEAA include London College of Music (LCM), University of West London (*formerly known as LCM, Thames Valley University*), Grading Committee of China Conservatory (中國音樂學院考級委員會) and China Nationalities Orchestra Society (中國民族管弦樂學會).

**Hong Kong Diploma of Secondary Education Examination Music
Application for Exemption of Paper 6 (Creating II)**

Paper 6 Creating II (20%)

There is no mark conversion table for exemption in this paper. Candidates with a recognised qualification may apply for exemption from this examination. Evidence of these qualifications should be submitted to the Hong Kong Examinations and Assessment Authority at the time they register for entry to the Hong Kong Diploma of Secondary Education Examination (HKDSE), or no later than 15th January of the year of the HKDSE. Applications will be considered on a case-by-case basis.

Candidates should note that in submitting proof of a recognised qualification for exemption in Paper 6 (Creating II), the pieces composed in Paper 3 (Creating I) should be different from the pieces in the recognised practical examination submitted for exemption. Candidates should complete and submit a declaration at the time they apply for exemption.

Elective Subjects

Physical Education

學習目標

修讀體育選修科後，學生將擁有廣闊的知識基礎、正面的價值觀和積極的態度，以及基要的技能 and 習慣，俾能自我調控活躍而健康的生活。他們亦能為升讀科學、人文及社會科學等不同領域的專上教育課程，奠定良好的基礎。具體來說，學生將能夠：

- 認識並滿足自己在強身健體方面的需要，經常參與體育活動，保持體適能在滿意的水平，養成健康飲食的習慣，並且不濫用藥物；
- 認識並滿足自己在提升自我方面的需要，在一般體育課最少兩項活動中展示相當的知識和技能；
- 認識並滿足推廣健康生活模式和建設健康社區的需要；
- 具備探究精神，可以進行實證探究和運用探究結果討論課題或時事；
- 展示反思能力，既充分理解體育、運動及康樂的價值觀和文化，又能多角度和批判性地討論課題或時事；
- 在體育、運動及康樂方面展示共通能力，特別是溝通能力、批判性思考能力、協作能力、創造力和審美能力，並應用至生活其他方面。

課程結構

體育選修科的學習目標可分成四類：(甲)科學基礎，(乙)人文及社會科學基礎，(丙)共通能力，(丁)價值觀及態度。這些目標將通過學習九個理論部分和參與體驗活動而達成。

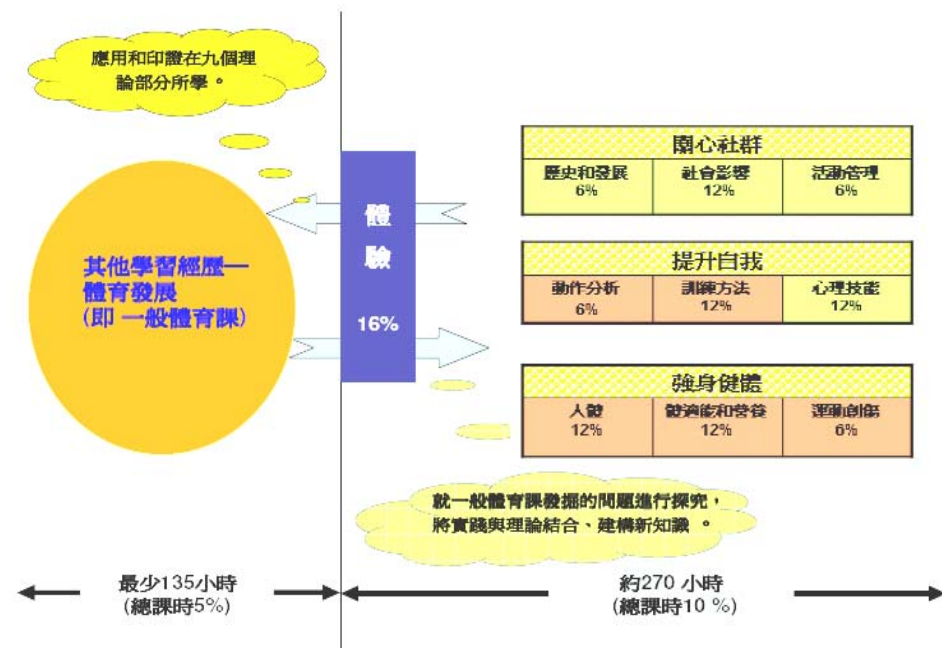


圖 2.2 體育選修科與一般體育課(即其他學習經歷-體育發展)的互動關係

具體內容---理論部份

	課題		
	人體	運動創傷	體適能與營養
高一 (中四)	1 成長和發展 2 神經系統 3 骨骼系統 4 肌肉系統 5 心血管系統 6 呼吸系統 7 能量系統	1 導致運動創傷的成因 2 常見的運動創傷 3 處理 4 預防運動創傷	1 健康的組成份 2 體適能與運動相關體能的定義 3 體適能的組成份及量度 4 運動相關體能的組成份及量度 5 食物與營養 6 體重的控制 7 健康的生活習慣 8 體育運動在預防非傳染病的角色

	課題		
	活動管理	訓練方法	心理技能
高二 (中五)	1 運動和康樂管理的概念 2 籌辦活動 3 體育、運動與康樂的法律課題	1 影響運動表現的因素 2 訓練概念的原理 3 訓練法 4 訓練和停止訓練後的效應	1 學習理論在動作學習中的應用 2 影響表現的心理因素 3 壓力管理在運動的應用
	課題		
	動作分析	歷史和發展	社會影響
高三 (中六)	1 基本力學概念 2 人體動作的類別 3 表現分析：步驟和指引	1 體育、運動、康樂與消閒的角色和價值 2 香港的體育現況 3 香港的運動、康樂與消閒現況	1 奧林匹克運動和奧林匹克主義 2 國際組織、大型運動會和大型國際比賽 3 我國的運動文化 4 運動與社會 5 影響參與運動和康樂活動的因素

具體內容---體驗部份

高一(中四)	高二(中五)	高三(中六)
1.參與校內運動會	1.協助籌備校內運動會	1.籌備校內運動會
2.參與校內越野賽	2.協助籌備校內越野賽	2.籌備校內越野賽
3.協助籌備校內球類比賽	3.籌備校內球類比賽	3.籌備校內球類比賽
4.體適能訓練	4.體適能個人化訓練計劃的設計、實施和評鑑	4.體適能個人化訓練計劃的設計、實施和評鑑
5.校隊訓練	5.校隊訓練	5.以助教身份進行校隊訓練
6.一般體育課	6.一般體育課	6.一般體育課

學習評估

部分	內容	比重	備註
公開考試	理論試 卷一 多項選擇題和短答題 卷二 長答題	60%	2 小時 15 分鐘 1 小時 15 分鐘
	實習試 1. 兩項體育活動的表現 2. 體適能水平、計畫、實施及評鑑的表現	40%	公開實習試評定

相關職業或進修

中小學教師、大學導師、教練、海關、警察或其他紀律部隊、康文署有關行政或管理工作。

本校科目之特色

強項

- 中文授課
- 實習試水平高(2014 開始提升至 40%)
- 前課主任李德輝協助參與課程編輯及文憑試改卷
- 認受性:
 - 文憑試之成績為大部份所以大專之科目所接受
 - 2012 年度之 5**「體育狀元」為現時中大醫科學生

Elective Subjects

Physics

Aims

1. To develop interest in and maintain a sense of wonder and curiosity about the physical world;
2. To construct and apply knowledge of physics, and appreciate the relationship between physical science and other disciplines;
3. To appreciate and understand the nature of science in physics-related contexts;
4. To develop skills for making scientific inquiries;
5. To develop the ability to think scientifically, critically and creatively, and to solve problems individually or collaboratively in physics-related contexts;
6. To understand the language of science and communicate ideas and views on physics-related issues;
7. To make informed decisions and judgments on physics-related issues; and be aware of the social, ethical, economic, environmental and technological implications of physics, and develop an attitude of responsible citizenship.

Curriculum Framework

Part A (Compulsory Part), 200 Teaching Hours:

I.	Heat and Gases	II.	Force and Motion
III.	Wave Motion	IV.	Electricity and Magnetism
V.	Radioactivity and Nuclear Physics		

Part B (Elective Part), 2 out 4, 54 Teaching Hours:

- | | |
|--------------------------------|--------------------|
| 1. Astronomy and Space Science | 2. Atomic World |
| 3. Energy and uses of Energy | 4. Medical Physics |

Assessment

Examination (80%):

Paper	Sections	Topics Examined	Questions
Paper 1 (2.5 Hours)	Section A (21%)	Compulsory Part	33 M.C.
	Section B (39%)		Conventional Questions (84 marks)
Paper 2 (1 Hour)	20%	Elective Part	8 M.C. + 1 structured question (10 marks) per elective

SBA (20%):

Practical Work (20%) – at least 3 experiments and 1 full report

Further studies and Career Paths

Physics programmes, Engineering-related programmes (civil & environmental engineering, electronic engineering, industrial engineering, mechanical engineering, etc.)

Elective Subjects

Visual Arts

課程宗旨

視覺藝術科課程旨在使學生能夠：

1. 豐富他們的美感和藝術經驗；
2. 加強具審美和批判性思考的欣賞及創作不同形式的視覺藝術作品的的能力；
3. 透過自主和開放的藝術學習探究過程，發展感知能力、共通能力、多角度觀點，以及後設認知能力；
4. 透過探究多元文化藝術，加強對文化及跨文化的了解；
5. 培養個人情操、正面的價值觀和積極的態度、自我身分以及其對社區、國家、世界的投入感；
6. 獲得基礎學習，以備日後有機會繼續接受與藝術和創意工業有關的教育，並從事相關的工作。

學習範圍

在基礎教育階段，學生經驗和獲得對不同藝術形式和媒介的初步理解。在高中階段，學生則進一步探究適合用以表達其所選主題 / 解決特定難題的視覺形式、媒介和技術的獨特表現的素質。

藝術形式和媒介可包括素描、繪畫、版畫、圖像傳意、**立體設計**、時裝設計、雕塑、工藝、紡織、書法、**攝影**、印章雕刻、混合性及以科技為主的媒介，**例如數碼藝術，錄像藝術、裝置藝術**，以及其他新媒介。

評核

組成部分	內容	比重	考試時間
公開考試	<p>學生須選擇卷一或卷二。</p> <p>卷一 視覺形式表達主題 或</p> <p>卷二 設計</p> <p>在每一考卷中，學生須完成以下兩部分：</p> <p>(a) 對所提供的藝術作品複製本作評賞， 並以文字表達(10%)</p> <p>(b) 藝術創作(40%)</p>	50%	4 小時
校本評核	<p>學生須提交一個作品集，包括：</p> <p>(a) 研究工作簿 (顯示與藝術創作 / 評賞研究相關的藝術評賞及研究過程)(20%)；以及</p> <p>(b) 針對主題的藝術作品 / 評賞研究 (作品集包含四件作品)(30%)</p>	50%	中四 至 中六

升學及就業機會

1. 可升讀香港專業教育學院(IVE)、大專及大學有關視覺藝術的學系，例如：設計系、藝術系。
2. 學習藝術，可以參與香港高速發展的創意工業。大部分的創意工業都與藝術有關，包括專業藝術、視覺傳意、時裝及紡織設計、產品設計、室內設計、形象設計、工業設計、電腦遊戲、玩具設計、首飾設計、手錶設計、眼鏡及配飾設計、創意工藝、博物館與畫廊策畫展覽、新聞攝影、廣告、多媒體、網頁、電視、舞台、電影與錄像製作、藝術和電影評論、建築等。

本校課目之特色

1. 積極發掘多元化的藝術資源及透過舉辦不同的視覺藝術活動，引發學生對學習視藝的興趣及增廣其藝術視野，例如：聯校視覺藝術作品展(文化中心)、參觀活動、校外繪畫、攝影、微電影比賽等；
2. 在編寫進度時，會考慮學生的程度，並照顧他們的興趣及學習需要；
3. 會根據視藝課程的學習目標，釐訂學習重點及設計教學活動；
4. 細心觀察學生的學習進度，照顧個別差異，協助他們克服學習上的困難。