

仁愛堂田家炳中學

初中課程晚會

日期：二零一六年十一月十八日（星期五）

時間：晚上七時三十分至九時三十分

地點：本校禮堂

主持：李余凱婷女士、梁陳淑芬女士

程序

- 1 學會學習 吳潔容校長
- 2 本校初中課程與教學概況 崔慶華副校長
- 3 本校英國語文教學情況 劉詠薇老師
范麗森老師
- 4 家長提問
- 5 分級討論學與教情況

	中一級 崔慶華副校長 李家皓先生	中二級 李余凱婷女士 梁陳淑芬女士
地點	禮堂	學生活動中心(010)



仁愛堂田家炳中學

2016/17 學年開設科目及教學語言 (Subjects and MOI)

中一至中三 (S1 – S3)

CMI (以中文為教學語言)

中國語文、中國歷史、普通話、視覺藝術、體育、音樂、設計與科技、家政、通識教育(中一至中二，包括德育、公民、國民教育及個人成長單元)

Chinese Language, Chinese History, Putonghua, Visual Arts, Physical Education, Music, Design & Technology, Home Economics, General Studies (S1 – S2, including Moral, Civic & National Education and Personal Development)

EMI (以英文為教學語言)

英國語文、數學、綜合科學 (中一至中二)、物理 (中三)、化學 (中三)、生物 (中三)、電腦、通識教育(中一至中二，包括經濟、歷史與地理單元)、經濟及企業、會計與財務概論 (中三)、歷史 (中三)、地理 (中三)

English Language, Mathematics, Integrated Science (S1 – S2), Physics (S3), Chemistry (S3), Biology (S3), Computer Literacy, General Studies (S1 – S2, including Economics, History and Geography Units), Economics & Business, Accounting and Financial Studies (S3), History (S3), Geography (S3)

高中 (S4 – S6)

CMI (以中文為教學語言)

中國語文、中國歷史、中國文學、通識教育、視覺藝術、體育、文化與藝術、德育、公民教育及個人成長、生涯規劃教育

Chinese Language, Chinese History, Chinese Literature, Liberal Studies, Visual Arts, Physical Education, Culture & Arts, Moral and Civic Education & Personal Development, Careers Education

EMI (以英文為教學語言)

英國語文、數學 (包括 M1 及 M2)、物理、化學、生物、企業、會計與財務概論、地理、經濟、歷史、資訊及通訊科技

English Language, Mathematics (Including M1 & M2), Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Geography, Economics, History, Information & Communication Technology

(一) 全校分班分組安排 (Class / Subject-group Arrangement) (2016-2017)

S1	Class	A	B	C	D
	Chi	PMI	B	C	D
	Eng	A	BCD : 4 groups		
S2	Class	A	B	C	D
	Chi	PMI	B	C	D
S3	Class	A (M.I.)	B	C	D
	Maths.	A	B	CD / CD	
S4	Class	A	B	C	D
	X	2X		3X	
	Chi	A / AB / B		C	D
	Maths	M	M / M / M+M1 / M+M2		
S5	Class	A	B	C	D
	X	2X		3X	
	Chi	A / AB / B		C	D
	Maths	M	M / M / M+M1 / M+M2		
S6	Class	A	B	C	D
	X	2X		3X	
	Chi	AB / AB		C	D
	Maths	M	M / M / M+M1 / M+M2		

(二) 高中分科組合 Senior Secondary Subjects Combinations (2016-17)

核心科目 Core Subjects	中學文憑試 學科 HKDSE	中國語文 Chinese Language		
		英國語文 English Language		
		數學 (M) Mathematics (Core)		
		通識教育 Liberal Studies		
	其他學習經 歷 OLE	體育 Physical Education		
		班主任課 / 德育及公民教育 / 高中成長課 / 生涯規劃教育 (Form Period / Moral and Civic Education / Senior P.A.T.H.S / Careers Education)		
選修科目 Elective(s)	中學文憑試學 科 HKDSE	1	選修科目 Elective (X)	數學延伸單元 M1 / M2
		2	選修科目 Elective (X)	
		3	選修科目 Elective (X)	
	其他學習經 歷 OLE	文化及藝術課 Culture & Arts : NSS 1: 中國音樂文化賞析 Appreciation of Chinese Music / 時裝設計 Fashion Design / 戲劇教室 Drama / 舞蹈 Dancing / 電腦動畫 Computer Animation / 愛玩泥 Pottery / 攝影及黑房沖曬 Photography and Darkroom Techniques NSS 2: 舞蹈 Dancing / 電腦動畫 Computer Animation / 時裝設計 Fashion Design / 戲劇 Drama / 中國音樂文化賞析 Appreciation of Chinese Music		
非正規課程 Non-formal Curricula	德育及公民教育 Moral & Civic Education、體藝 Sports and Arts、社會服務 Social Services、生涯規劃教育 Careers Education、領袖訓練 Leadership Training、班會 Class Association、學生會 Students Union、社及學會 Houses and Clubs & Associations			

中國語文科

新高中中學文憑試中國語文科的公開試共設四張考卷，分別是閱讀、寫作、聆聽及綜合能力、說話，目的是要更全面評核學生不同範疇的語文能力，更真確反映學生的語文水平。有見及此，本校初中的中國語文科除了考核學生閱讀及寫作外，亦設有聆聽、說話卷別，訓練學生不同語文能力，期望學生能奠下良好的基礎，為新高中課程與考核作好準備。參考學者及專家的意見，本校沿用推行多年的「單元教學」模式，透過校本設計的教學活動，訓練學生各項語文能力，務求學生掌握不同範疇的語文能力，並能夠活學活用，達至「能力遷移」。

在閱讀方面，為了更有效考核學生的語文能力，本科白話文閱讀理解的試題避免學生作答時搬字過紙、生吞活剝的背誦方式，著重考核學生應用、比較、分析、評價及邏輯思維等能力。例如學生在甲課文學了某項語文知識或寫作手法；考核時，教師會選取學生可能未曾翻閱過的乙篇文章，考核學生對有關能力的掌握。故此，課堂所學白話文篇章只是範文，只是工具，學生必須明白並掌握某項能力，才能有效應付考核，這也是新高中文憑試對學生語文水平的要求。換言之，多讀是學習語文的不二法門。此外，為了鞏固學生文言文的閱讀理解能力，課堂教授的古文篇章會作為評核，希望學生溫故知新，積累所學，奠定良好文言文基礎。本校重視學生持續而良好的閱讀習慣，我們希望藉著一定數量的指定讀物，擴闊學生的視野，豐富他們的學識，提高他們的閱讀能力。在寫作方面，學生按命題作文寫作，必須懂得審題立意，並能靈活運用平日所學的寫作手法及語文知識。在聆聽方面，主要考核學生能否掌握錄音的內容重點，學生也必須具有寫筆記及整理資料的能力。在說話方面，主要考核學生語音、語速、語調及表達、評鑑的能力，學生平日練習可透過朗讀課文或報章，並留意時事新聞，清晰表達己見，做到「言之有物，言之有理，言之有序」。

簡言之，多讀、多寫、多說、多思考是學習中文的金科玉律。

本年度初中考核安排，詳見下表：

卷別	成績表佔分比例	成績表分數	考試時間
卷（一）閱讀	40%	80	1 小時 15 分鐘
卷（二）寫作	40%	80	1 小時 15 分鐘
卷（三）聆聽	10%	20	平時考核
卷（四）說話	10%	20	平時考核
總分	100%	200	

English Language Learning

To enhance the English language proficiency of our learners in YOTTKP, we have been putting emphasis and effort on the following:

Cultivating a Reading culture

We emphasize the importance of reading as an essential input for ideas and language skills. To develop learners' reading habit, we spend a lot of time on reading in class and assign home reading regularly. We also encourage book sharing in English lessons, English Morning Assemblies and various book report competitions.

Developing students' proficiency in writing

In YOTTKP, learners have regular writing practice in their journals. Good writings are shared among the class to encourage peer learning.

Enriching the English speaking environment

We also seek various opportunities for our learners to use English in real daily life context and various activities in school:

English activities	Details	Time
Reading Is Power	Read a text in SCMP and write a journal.	Tuesday morning
English Cafe	Chat with NET & teachers with herbal tea & snacks.	Wednesday lunchtime
English Morning Assembly	Listen to presentation on different topics.	Alternate Friday for junior / senior students.
English Speaking Days	Small talk with teachers and English Ambassadors.	Friday lunchtime
English Ambassadors	Reading and speaking programmes for more motivated English learners.	Tuesday after school every 2 weeks.

Weighting of English Language Exams in Secondary 1-3 (Total: 300 marks)

Components & duration	Marks	Remark
General English S1: 45 mins S2-3: 60 mins	130 Exam (105) + D.A. (25)	Part A: Reading Comprehension (60%) Part B: Vocabulary & Grammar (40%) D.A. :extensive reading, tests
Writing S1: 45 mins S2-3: 55 mins	60 Exam (45) + D.A. (15)	Part A: Sentence making/ rewriting (30%) Part B: Writing (70%) D.A. :writing & journal
Listening and integrated skills S1: 45 mins S2-3: 60 mins	60 Exam (45) + D.A. (15)	Part A: Short tasks (60%) Part B: Integrated tasks (40%) D.A. :on-line learning, TV News
Speaking 1-2 min each student	50 Exam (35) + D.A. (15)	Read aloud, individual presentation / Group interaction D.A. :project & presentation

初中學生學習數學的態度

對於剛升讀本校的學生來說，數學課程最難適應的，會是全英課本及英語授課。這對一些未習慣英語授課的學生來說，的確需要一段時間去適應。針對這種情況，教師及家長有需要多加指導，輔導學生走過這段適應期。

一般小學生只注重計算數的答案，未必會詳細列出計算步驟。但在中學的數學科，計算過程的表達是相當重要的，教師評分時，可能對於只有答案的演算不予給分。本校除了在課堂上訓練學生學習數學(注重過程及步驟)的基本模式，更在課外籌辦數學比賽及數學周等活動，以便提高學生學習數學的自信及興趣。另外，學習數學的方法及態度亦要培養，掌握公式以外，更要著重了解及思考。

本校數學科各級的教學進度可於學校網頁 www.yottkp.edu.hk 瀏覽查看；另外學生評核，包括考試、活動及測驗的分數分配如下：

中一級：	第一學期	測驗	20 %	第二學期	測驗	20 %
		平時表現	5 %		平時表現	5 %
	考試	75 %	專題報告		5 %	
			考試		70 %	

中二級：	第一學期	測驗	20 %	第二學期	測驗	20 %
		數學比賽	5 %		平時表現	5 %
	閱讀報告	5 %	數學比賽		5 %	
	考試	70 %	專題報告		5 %	
			考試		65 %	

The Correct Attitude Towards Learning Mathematics

What most S1 students find the hardest to adapt to for Mathematics are the English textbook, and that the subject is now taught in English. Indeed, both present significant challenges for those students who are not used to English instruction. Therefore, parents and teachers should stay in tune with the learning progress of their children, and provide adequate guidance especially during this difficult adaptation period.

Generally speaking, primary school students are very focused on giving the right answers to the mathematical problems; relatively less attention is devoted to the calculation steps. However, in the secondary school curriculum, the calculation steps can actually be even more important than providing the right answers. In fact, teachers may not give any marks for merely a right answer! As such, other than emphasizing the importance of logical thinking and the problem-solving process in the classroom, we have also devised a series of mathematics activities to help students further develop their confidence and interest in mathematics learning. Moreover, in order to succeed in mathematics at the secondary school level, students should pay more attention and devote more energy to understanding and problem-solving, rather than memorizing the formulae.


The pedagogical progress of Mathematics is updated regularly and can be accessed at the School website: www.yottkp.edu.hk. The components of the final subject score are listed as follows:

S1 Score Allocation:

First Term	Uniform Test	20 %	Second Term	Uniform Test	20 %
	Continuous Assessment	5 %		Continuous Assessment	5 %
	Final Exam	75 %		Project	5 %
		Final Exam		70 %	

S2 Score Allocation:

First Term	Uniform Test	20 %	Second Term	Uniform Test	20 %
	Maths Contest	5 %		Continuous Assessment	5 %
	Reading Project	5 %		Maths Contest	5 %
	Final Exam	70 %		Thematic Project	5 %
				Final Exam	65 %



通識教育科 簡介

本校早於上九十年代初，已開展校本的初中通識教育課程，前瞻地將初中不同的人文學科，如地理、經濟及歷史等課目進行跨課程的設計，屬本港最早期進行初中課程統整的學校之一。初中的通識教育課程更承載著很強的校本特色，並加入成長課、德育、公民教育及國情教育的元素，成為全港的獨有通識課程。

本校的中一通識課程包括公民及成長部份與綜合人文部份，以雙語進行教學。前者以廣東話教學，後者則採用英語授課，以配合課程需要。透過合適的英文學習教材及逐步進行的英文寫作訓練材料設計，打穩同學人文學科的學習基礎；另一方面以母語促進個人成長，探討德育及公民教育議題、並涉及國情及世情等範疇，目的是協助學生表達己見，並作出理性的分析及討論。再者，課程更加入合適的思維訓練元素，以發揮學生的學習共通能力，尤其是批判思考、溝通及創意思維三項，這也是教統局「個人、社會及人文教育」的學習領域的特質及銜接新高中通識教育科的橋樑。


中二級的課程安排及評核發揮「承上啟下」的作用。在教學內容方面，現時的「香港政經」及「現代中國」的社經發展承接中一的「我的社區」及「香港傳奇」，再下啟中三的「全球化」課程及三個人文學科的教學設計。在教學活動方面，中二級的「專題研習」及「新聞匯報」承接了中一的安排，深化學生在專題研習搜集不同資料的能力；又在新聞匯報中，加強學生的在新聞評論的能力。這些技巧對學生學習中三級的「全球化」議題，以至新高中通識科皆有幫助。

OVERVIEW OF GENERAL STUDIES

As early as about two decades ago, our School started to develop a school-based General Studies curriculum for the junior forms, integrating with foresight the curricula of different humanities subjects such as Geography, E.P.A. and History. We were among the earliest in Hong Kong to reengineer the junior-form curricula. In addition, we have introduced such important elements as Personal Growth, Civic Education, Moral Education, and China Studies into our curriculum, making it a unique school-based General Studies curriculum in Hong Kong.

Our S1 curriculum consists of two sections: Civic Education and Personal Growth, and Integrated Humanities. To cater for the curricular needs, the former is instructed in Cantonese whereas the latter is in English. On the one hand, the curriculum aims to build a solid foundation for the humanities subjects, with appropriate English teaching materials and a step-by-step training in English Writing. On the other hand, the mother tongue is used in such topics as Personal Growth, Moral Education, Civic Education, China studies and World Studies, so as to stimulate analytical thinking and discussion in the classroom. In addition, the curriculum also includes training in thinking skills, enabling students to use their generic skills for effective learning. Particular emphases are put on critical thinking, communication and creativity, as they are the key learning areas of the Personal, Social and Humanities Education as designated by the Education Bureau, as well as the common denominators in both the junior-form General Studies curriculum and the NSS curriculum.

The design of the S2 curriculum integrates seamlessly with the S1 and S3 counterparts. In terms of curricular content, the modules “Hong Kong Economics and Politics” and “Modern China” follow directly from “My Community” and “Hong Kong Legend” in S1 and adhere to the curricular design with three humanities modules. As for the curricular activities, both “Project Learning” and “News Presentation” represent a natural progression from the S1 arrangements: the focus of Project Learning is on deepening the students’ ability to collect different types of data; whereas News Presentation aims to sharpen the students’ commentary skills, which are essential for the “Globalization” module in S3, as well as the entire Liberal Studies subject in the senior forms.



中一評核方法 (S1 ASSESSMENT) : (總分 200)

上學期 FIRST TERM			下學期 SECOND TERM		
平時分數 Daily Marks		80	平時分數 Daily Marks		80
	時事測驗 Quiz on current affairs	10		時事測驗 Quiz on current affairs	10
	新聞匯報 News Presentation	20		新聞匯報 News Presentation	20
	統一測驗 Uniform Test	20		統一測驗 Uniform Test	20
	專題研習 Project learning	15		專題研習 Project learning	15
	學程紀錄、功課、默書 Learning log, Homework, Dictation	15		學程紀錄、功課、默書 Learning log, Homework, Dictation	15
學期考試 Examination		120	學期考試 Examination		120
	卷一 (Paper I)	60		卷一 (Paper I)	60
	卷二 (Paper II)	60		卷二 (Paper II)	60


- 卷一及卷二以語言劃分，前者以英文，後者則以中文作答。
- Paper I is set and answered in English; whereas Paper II is set and answered in Chinese.
- 考試範圍包括基礎知識、資料分析及整理、思維能力等範疇。
- Examinable content includes content knowledge, data analyses and thinking skills, etc.
- 考試方式包括短問題、配對圖、選擇題、新聞及時事漫畫分析題、資料回應題等。
- Question formats include short questions, diagram matching, multiple-choice, current affairs and comics analysis, data-response questions, etc.

中二評核方法 (S2 ASSESSMENT) : (總分 200)

First Term 上學期		
Daily Marks 平時分數		80
	時事測驗 Test of Current issues	15
	統一測驗 Form Test	20
	專題研習 Project	15
	功課 Homework	25
	課堂參與及其他 Classroom Participation & others	5
Examination 學期考試		120
	Paper I (卷一)	60
	Paper II (卷二)	60
總分		200

Second Term 下學期		
Daily Marks 平時分數		80
	時事測驗 Test of Current issues	15
	統一測驗 Form Test	20
	專題研習 Project	10
	功課 Homework	20
	新聞匯報 News Presentation	10
	課堂參與及其他 Classroom Participation & others	5
Examination 學期考試		120
	Paper I (卷一)	60
	Paper II (卷二)	60
總分		200

- 卷一及卷二以語言劃分，前者以英文，後者則以中文作答。
- Paper I is set and answered in English; whereas Paper II is set and answered in Chinese.
- 考試範圍包括基礎知識、資料分析及整理、思維能力等範疇。
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- Question formats include short questions, diagram matching, multiple-choice, current affairs and comics analysis, data-response questions, etc.



初中年級科學教育 (中一及中二)

1. 教學目標

- 1.1 讓學生掌握基本科學知識和技能，以發展學生科學探索的能力。
- 1.2 培養學生科學態度，發展好奇心及探究興趣，及對科技的關注。
- 1.3 讓學生學懂應用科學知識及方法以解決問題。
- 1.4 培養公民責任感，懂得愛護環境及善用資源。

2. 教學策略 (全方位學習)

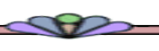
- 2.1 採用「探究式教學」：從日常生活事例帶出問題，鼓勵學生參與提問、討論、設計實驗以找出答案。
- 2.2 推行專題作業、資料蒐集、小組協作、網上學習等多元化學習活動。
- 2.3 定期全級統一測驗，以培養學生良好的溫習習慣。
- 2.4 鼓勵同學閱讀科普書籍及積極參與和科學及科技相關的校外活動及比賽，開展同學的科學視野。
- 2.5 學習基礎課題，讓學生可探索個人學習興趣，因應學習表現和需要，以選修高中科學科目。
- 2.6 中二級校本科學資優學習課程為對科學感興趣或具備較佳科學能力的學生提供機會去掌握適合及高階的科學研究技巧及態度。

3. 以英語為教學語言的措施

- 3.1 中一及中二級全部課題以英語教授。英語銜接學習材料滲入各級教學課題。此外，各級教學課題內容附加英文課題學習手冊，協助同學使用英語學習，以銜接高中級科學科以英語教學的學習。
- 3.2 中三級科學教育劃分為物理、化學及生物科，補充教學材料滲入各課題中，使學生能具備以英語學習高中級科學科的能力。
- 3.3 在課程中引入英語詞彙及練習，藉此加強培訓學生的表達能力，學習使用相關詞彙及簡單句子來表達本科知識。

4. 評核方法

- | | |
|-------------------|------|
| 4.1 考試 | 70 % |
| 4.2 科學探究作業及/或專題研習 | 10 % |
| 4.3 各測驗及課堂學習表現 | 20 % |





Science Education for Junior Secondary Levels (S1 and S2)

Teaching Objectives

- 1.1 To cultivate in students the basic scientific skills and knowledge, enabling them to develop further their exploratory capabilities in science.
- 1.2 To instill in students the objective and scientific attitude towards matters, to develop their curiosity and exploratory interest, raising their concerns for science and technology.
- 1.3 To teach students to solve problems with scientific knowledge and methods.
- 1.4 To cultivate the students' sense of civic responsibility, caring for the environment and using resources wisely.

Teaching Strategies (All-round Learning)

- 2.1 To adopt the Enquiry Learning Approach: Using real-life scenario to encourage students to ask questions, discuss issues and design appropriate experiments to find the solutions.
- 2.2 To enrich learning activities through project learning, data research, group work and e-learning.
- 2.3 To instill in students a regular revision habit with regular uniform tests.
- 2.4 To encourage students to expand their reading repertoire by covering interesting science materials and to encourage students to participate in various outside-school activities and competitions related to science and technology. These aim to broaden their horizons.
- 2.5 With the knowledge gained from the foundation curriculum, together with students' performance, students would be able to choose the correct science subjects in the senior secondary levels.
- 2.6 School-based gifted education programmes for elite S2 students are launched for cultivating them with proper and advanced scientific skills and attitudes towards learning science.

EMI Measures

- 3.1 All topics for S1 and S2 are taught through EMI. Bridging materials for the transition to learning science in English are incorporated in various chapters in junior forms. Teaching units in junior secondary levels are supplemented with Unit Handbooks and Supplementary Exercises to facilitate learning in English.
- 3.2 S3 students are required to study Physics, Chemistry and Biology. Supplementary learning materials are provided for the subjects in order to equip students with good command of English for learning science in senior secondary levels.
- 3.3 English vocabulary lists and exercises are given to students for the teaching materials of the junior form so that students can learn to express their subject knowledge in English.

Assessment

- | | |
|--|------|
| 4.1 Examination | 70 % |
| 4.2 Scientific Investigation and/or Projects | 10 % |
| 4.3 Uniform Tests, Quizzes and Daily Performance | 20 % |



體藝文化生活教育

1. **科目：**
體藝文化生活教育包括音樂、家政、視覺藝術，設計與科技及體育共五個科目
2. **教學目標：**
 - 2.1 培養學生的創作能力
 - 2.2 提高學生對體育、藝術、設計等的欣賞能力
 - 2.3 激發學生的體藝潛能
3. **教學策略：**
 - 3.1 強調理論與實踐並重。老師除了於課堂進行不同的教學活動，亦會透過聯課活動，如參觀、比賽、學會及展覽等，讓學生對各科有更深入認識。
 - 3.2 實行跨科協作。學生透過分組製作完成一份習作，例如：中二級的 MTV 製作和中三級的時裝設計，以培養學生的創意、鑑賞能力及協作精神，讓學生認識不同的藝術形式，擴闊視野。
 - 3.3 推廣及實踐「一生一體藝」計劃。舉辦多項訓練課程，發展學生多元智能與身心健康，豐富學生的生活質素及提高學生的體藝能力。
4. **評核方法：**

範疇	內容	成績表佔分比例
4.1 平時分	課業及課堂參與	約 20%
4.2 技能	樂器演奏、繪畫及設計等	約 40%
4.3 報告	專題習作	約 20%
4.4 知識／理論	筆試	約 20%

Physical, Arts and Life Education (PALE)

1. **Subjects**
Five subjects, namely Music, Home Economics, Visual Arts, Design & Technology and Physical Education are included in PALE.
2. **Teaching Objectives**
 - 2.1 Develop students' creativity.
 - 2.2 Enhance students' ability in appreciation of sports, arts, and designs.
 - 2.3 Activate and realize students' potentials in arts and sports.
3. **Teaching Methods**
 - 3.1 Both theory and application are stressed. Classroom and co-curricular activities are organized (e.g. visits, competitions, exhibitions and school clubs) so that students can develop a better understanding of all subjects involved.
 - 3.2 Cross-curricular collaboration is implemented. Students are required to complete cross-curricular projects in groups, examples are S2 MTV production and S3 fashion design. This aims to cultivate students' creativity, the spirit of teamwork, and enhance their ability to appreciate arts. It is hoped that their horizons will be broadened through the learning of different art forms.
 - 3.3 'One Sport One Art for Life' is promoted. There is a wide spectrum of training courses to develop students' multiple intelligence, physical and mental health as well as to enrich their quality of life and enhance their ability to engage in sports and arts.
4. **Assessment**

Domain	Content	Weighting
4.1 Daily Assessment	Assignments and class participation	About 20%
4.2 Skills	Instrument- playing skills, drawing and design techniques	About 40%
4.3 Report	Project	About 20%
4.4 Knowledge/ Theory	Written tests	About 20%