

YAN OI TONG TIN KA PING SECONDARY SCHOOL

SUBJECT PLAN OF ECONOMICS (2020-2021)

(The subject plan is mainly in response to the School Concerns No. 1 and 2)

1. In response to 2020-2021 School Major Concern 1

Strategies	Criteria for success	Time Scale	Teacher in-charge	Evaluation methods	Resources required
<ul style="list-style-type: none"> ● <u>Junior forms curriculum</u> <ul style="list-style-type: none"> ● Collaborate with the General Studies panel in developing and refining the curriculum so that e-learning and self-directed learning tools are to be incorporated into the economics modules ● Further refine F3 economics syllabus by adjusting the teaching pedagogy of macroeconomics in order to arouse students' interest in economics. ● Topic of demand and supply will be included in F3 Economics syllabus in order to equip students with basic graphical analytical tool. ● Incorporate personal financial planning and public finance element in F3 syllabus. ● Further enhance the use 	<ul style="list-style-type: none"> ● Further sophistication of the economics-related modules in the General Studies curriculum ● Students showing good interest and understanding of the subject in NSS subject selection 	<p align="center">Sep 2020 - Aug 2021</p>	<p align="center">YCL & NKL</p>	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' feedback ● Teachers' evaluation statistics by students ● School tests and examination results ● Public examination results 	<ul style="list-style-type: none"> ● Additional funding of employing student assistant to support the development and refinement of the curricula

of e-learning platform.

- **Senior forms curriculum**

- Refine teaching materials to accommodate the changing requirements of the public examination after the first release of HKDSE result
- Provide more differentiated learning materials for students in order to cater for learner diversity and help implementation of 4-5-5 senior curriculum structure.
- Encourage students to form study groups involving students with different learning abilities in order to promote peer learning and academic leadership.
- Promote active learning habit by requiring students to take notes during lessons and prepare their own lesson notes or revision notes
- Adopt pre-lesson preparation with guiding questions
- Early completion of the DSE syllabus and

- Vigorous use of e-classroom and other e-learning facilities as students' self-learning tool
- Peer learning occur both inside and outside classroom.
- Rising academic performance

<p>reserving more curriculum time for revision and mock paper drilling for F6.</p> <ul style="list-style-type: none"> ● Using online learning platform provided by Education City for F6 revision purpose. ● <u>Assessment design</u> <ul style="list-style-type: none"> ● refine the assessment design, from wide-scope summative assessment (form tests) to multiple narrow-scope summative ones (quizzes) ● More online assessments should be implement in order to promote self-learning ● <u>Professional Development of teachers</u> <ul style="list-style-type: none"> ● Expanding professional exchange channels within school and other schools by sharing effective teaching methodology and materials. 	<ul style="list-style-type: none"> ● Better catering for students' learning diversity ● Rising academic performance ● Teachers actively participate in the professional development workshop and seminar organized by EDB and other professional education organizations. ● Further expanding the professional exchange channel among Economics teachers from different schools in order to deeper professional exchange. 				
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3. Panel Coordinator and members

Panel Coordinator

Form Coordinator

F.3	YCL
F.4	YCL
F.5	NKL
F.6	YCL

4. Budget

PARTICULAR	AMOUNT (HK\$)	REMARKS
Library Book	800	
Photocopy	400	
Stencil	1500	
Other Expenses	1200	
Teaching Assistant	4400	
GRANT TOTAL	8300	