

St. Louis School



2017-18 Internal Test and Exam Syllabus (Final Examination)

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Syllabus

S1 S1 Examination Syllabus for the Final Term 2017-2018

General English One

1. Tenses (*Grammar and Usage 1* Chapters 1 to 5)
2. *Wh-* questions (*Grammar and Usage 1* Chapter 6)
3. Modal verbs (*Grammar and Usage 1* Chapter 7)
4. The imperative (*Grammar and Usage 1* Chapter 8)
5. The to-infinitive and the gerund (*Grammar and Usage 1* Chapter 9)
6. Countable and Uncountable Nouns (*Grammar and Usage 1* Chapter 11)
7. Singular and Plural Nouns (*Grammar and Usage 1* Chapter 12)
8. Pronouns (*Grammar and Usage 1* Chapters 13, 14, 15)
9. Articles (*Grammar and Usage 1* Chapter 16)
10. This / that / there + be (*Grammar and Usage 1* Chapter 17)
11. Describing things and actions (*Grammar and Usage 1* Chapter 19)
12. Making comparisons (*Grammar and Usage 1* Chapter 20)
13. Prepositions (*Grammar and Usage 1* Chapter 21 and 22)
14. Connectives (*Grammar and Usage 1* Chapter 23)
15. Parts of Speech

| Noun | Verb | Adjective | Adverb |
|-----------------------|----------|-----------|-------------|
| heaviness | heave | heavy | heavily |
| length | lengthen | long | //////// |
| height | heighten | high | highly |
| depth | deepen | deep | deeply |
| breadth | broaden | broad | broadly |
| shortness | shorten | short | shortly |
| sharpness | sharpen | sharp | sharply |
| freedom | free | free | freely |
| wisdom | wise | wise | wisely |
| attendance /attention | attend | attentive | attentively |
| difference | differ | different | differently |
| difficulty | //////// | difficult | difficultly |

14. Open Cloze
15. Proofreading
16. Vocabulary

S1 GE1 Final Examination Vocabulary ListVocabulary taken from *Longman Unit 5*

| | | | | |
|--------------------|----------------------|----------------|-------------------|----------------|
| fascinating (adj.) | fusions (n.) | cuisines (n.) | innovative (adj.) | confusion (n.) |
| high-end venues | ingredients (n.) | improvise (v.) | flavours (n.) | unique (adj.) |
| hybrid (adj.) | tender (adj.) | crisp (adj.) | staple (n.) | mingle (v.) |
| reveal (v.) | celebrity chefs (n.) | recipe (n.) | baggy(adj.) | nerd (n.) |
| whisk (v.) | pour (v.) | serve (v.) | fluffiness (n.) | porridge (n.) |

Vocabulary taken from Thematic Anthology Unit 7

| | | | | |
|------------------|----------------|-----------------|-------------------|--------------|
| specialists (n.) | recommend (v.) | arrogant (adj.) | mysterious (adj.) | stumble (v.) |
|------------------|----------------|-----------------|-------------------|--------------|

Vocabulary taken from Thematic Anthology Unit 15

| | | | | |
|-----------------|--------------|----------------|--------------|-----------------|
| techniques (n.) | customs (n.) | foreigner (n.) | manners (n.) | compliment (n.) |
|-----------------|--------------|----------------|--------------|-----------------|

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Vocabulary taken from Critical Literacy –Gender Stereotyping TBL

| | | | | |
|---------------|---------------------|------------------|--------------|------------|
| gender (n.) | stereotyping (n.) | sensitive (adj.) | wail (v.) | scowl (n.) |
| sympathy (n.) | disappointed (adj.) | twist (v.) | disgust (n.) | |

GEII: Part 2: Language Arts: Final exam syllabus: 2017-18

Key text types covered:

| | | | |
|--------|---------------|-------|--------------|
| poetry | short stories | songs | play scripts |
|--------|---------------|-------|--------------|

Understanding of following key elements/features:

| | | | |
|--------------|-------------|----------|-------|
| character(s) | setting | climax | theme |
| twist | plot/events | conflict | |

Understanding & usage of following literary devices:

| | | |
|-------|--------------|--------|
| rhyme | onomatopoeia | simile |
|-------|--------------|--------|

Understanding & usage of following vocabulary:

| | | | |
|----------------------|--------------------|------------------|----------|
| title | author/writer/poet | stanza | lyrics |
| chorus | verse | dialogue | narrator |
| actor(s)/actress(es) | act/scene(s) | stage directions | roles |

Focus text: The three dolls

Key skill needed overall: Ability to support your opinion/viewpoint with evidence/examples/reasons

English Dictation

| | |
|-----------------------------|---------------------------|
| Passage 1 | |
| Longman Edge Unit 5, Text 1 | Paragraphs 1, 4 and 5 |
| Passage 2 | |
| Thematic Anthology Unit 7 | Paragraphs 2, 4, 6 and 10 |
| Passage 3 | |
| Boys Never Cry (CRAW unit) | Sections 1-3 |
| Unseen dictation | |

S2 General English I

Grammar book

- Tenses Chapters 1-3
- Passive voice Chapter 7
- To-infinitive, bare infinitive, the gerund Chapters 8, 9, 10
- Relative clauses Chapter 15
- Conditional sentences: type 0, 1 and 2 Chapter 20
- Vocabulary

Thematic Anthology Chapter 13 Hong Kong's selfie daredevils

countless, extreme, daredevils, capture, skyscraper, edited, social media platform, exploded in popularity, scroll

Longman English Edge Unit 4 How do animals communicate?

signals, territory, approach, realize, describe, unusual, communicate

The things we say without words

Recognize, opposite, fake, frequent, disapprove, gestures, posture, slouching, fidgeting, scowling

Longman English Edge Unit 7 Giving kids ‘Room to Read’

A huge crowd, developing countries, accomplish, found a new organization, founder, fight illiteracy, gender equality, establish, provide assistance, mentoring, succeed in

Other topics:

- Wh-questions
- Open cloze
- Proofreading

Dictation

- Thematic Anthology Chapter 13 Hong Kong’s selfie daredevils
- Longman English Edge Unit 4 How do animals communicate?
- The things we say without words
- Longman English Edge Unit 7 Giving kids ‘Room to Read’

GEII: Part 2: Language Arts: Final exam syllabus: 2017-18

Key text types covered:

| | | | | |
|--------|---------------|-------|-----------------------|--------------|
| poetry | short stories | songs | films/TV programme(s) | play scripts |
|--------|---------------|-------|-----------------------|--------------|

Understanding of following key elements/features:

| | | | |
|--------------|-------------|----------|------------|
| character(s) | setting | climax | theme |
| twist | plot/events | conflict | resolution |

Understanding & usage of following literary devices:

| | | |
|-------|--------------|--------|
| rhyme | onomatopoeia | simile |
|-------|--------------|--------|

Understanding & usage of following vocabulary:

| | | | |
|----------------------|--------------------|------------------|----------|
| title | author/writer/poet | stanza | lyrics |
| chorus | verse | dialogue | narrator |
| actor(s)/actress(es) | act/scene(s) | stage directions | roles |

Focus text: The Sentimental Reaper & changing it into a play script (drama)

Key skill needed overall: Ability to support your opinion/viewpoint with evidence/examples/reasons

2017 – 2018 Final Examination

1. Tenses and Voices (Aristo Units 1-4)
2. **Expressions + -ing (Aristo Unit 10)**
3. Participle Phrases (Aristo Unit 13)
4. Reported Speech (Aristo Unit 14)
5. Expressing Time, place and manner (Aristo Unit 18)
6. Expressing Purpose, Contrast (Aristo Unit 19-20)
7. Conditional Sentences (First to Third Conditionals: Aristo Unit 21)
8. Phrasal Verbs (Aristo Unit 22)
9. Infinitives and Gerunds (Aristo Units 6 – 8, 10)
10. Longman Edge 3B pages 50: Expressing strong opinions using adjective patterns.

(2) Vocabulary (taken from Longman Edge 3B pages 66-67,77, 42-47,57)

| | | | | |
|--------------------------------|--------------------|----------------------------|--------------------------------------|---------------------------|
| Extinction | genuine change | delicacy | Illegal | Orphan(s) |
| Smuggle (smugglers/ smuggling) | Educate the public | Ivory trade | Impose strict penalties | Africa(n) |
| Join the protest | raise awareness | Make a concerted effort | Endangered animals | entertainment |
| Stand up for | Campaign | Accurately | consumers | Found = set up |
| Distinguish between | netizens | Convince someone | Awful | evident |
| Brutal | Distressed | Slaughter (verb) | Slaughtered (adj) | Achieve |
| Absolutely appalling | Ruthless | Conserve | Decade | Youngster |
| Perish | Poach (verb) | Measures (noun) | Magnificent | Inadequate |
| Thanks to = due to | Ignorance | Martial arts | Performing arts | Traditional crafts |
| Ancestors | Lion dance | Chinese calligraphy | Sweep the graves of ancestors | conceited |
| Extravagant | Immature | Inexpensive | In favour of | Outweigh (verb) |
| In conclusion | on balance | | | |

(3) Open Cloze Passage (unseen)

(4) Proofreading (unseen)

English Dictation

1. Longman Edge: Unit 7: Text 1: p. 42-43: Lines 18 – 49 (Paragraphs 2, 3 & 4)
2. Longman Edge: Unit 7: Text 3: p. 46-47: Lines 7 – 24 (Paragraphs 2, 3 & 4)
3. Longman Edge: Unit 8: Text 1: p. 66: Lines 1 – 17 (Paragraphs 1 & 2)
4. Unseen passage

S4 Papers 1- 4 (Question types and format all modelled after the DSE)

S5 Papers 1- 4 (Question types and format all modelled after the DSE)

Subject: Chinese Language

Syllabus

S1 卷一：

1. 實用文：啟事、章則
2. 長文寫作

卷二：

1. 聆聽
2. 閱讀理解
3. 重點篇章：

| | |
|-----|--------------------------------|
| 單元四 | 《燕詩》 《客至》 《送友人》 《從軍行》 |
| 單元六 | 《風雪中的北平》 |
| 單元七 | 《生物之間的微妙關係》 |
| 單元八 | 《曾子殺豬》 《賣油翁》 |
| 單元九 | 《御人之妻》 《狂泉》 |

4. 語文運用：單元四、單元六、單元七、單元八
5. 文言知識庫：單元六、單元七、單元八、單元九(9.11-13, 9.20-21)
6. 成語工作紙(四)至(六)

S2 卷一

長文寫作：記敘文、詠物抒情、論說文
實用文：演講辭、通告、投訴信

卷二

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

重溫中一篇章：《風雪中的北平》、《曾子殺豬》、《賣油翁》

文言知識庫：單元六、單元七、單元八及
單元九(書頁 9.23-9.24、9.31-9.33、9.39-9.40)

語文運用：單元四、單元六、單元七及單元八

S3

卷一

實用文：通告、啟事、報告、書信
命題寫作：議論、記敘、描寫、抒情、說明

卷二

課文：《論語八則》、《岳陽樓記》、詞曲四首、《閑情記趣》、《核工記》

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語文運用 1.39-1.41，3.32-3.34，4.31-4.32

文言知識庫 1.13-1.15，2.29-2.32，3.13-3.14，9.13-9.14、9.45-9.48

重溫中二課文：《桃花源記》、《愛蓮說》

S4 卷一：閱讀能力
卷二：寫作能力
卷三：聆聽及綜合能力考核
卷四：說話能力

S5 卷一：閱讀能力
卷二：寫作能力
卷三：聆聽及綜合能力考核
卷四：說話能力

Subject: Mathematics

| Syllabus | |
|-----------|--|
| S1 | Books 1A & 1B: Chapter 1 to chapter 13 [except 6.3 A, B & C, 6.4 E, 13.5] |
| S2 | Books 2A & 2B: Chapter 1 to Chapter 12 [except 5.4 & 9.5] |
| S3 | Books 3A & 3B: Chapter 1 to Chapter 12 [except 4.2B, 6.3B, & 8.5] |
| S4 | Books 4A & 4B – Chapters 1 to 10 |
| S5 | Books 5A & 5B – Chapters 1 to 11 |
| | |

| Syllabus | | |
|-----------|----|---|
| S4 | M1 | Book M1A – Chapters 0 to Chapter 4.1 (Pages 1 to 158) |
| | M2 | Book M2A – Chapter 0 to Chapter 4 |
| S5 | M1 | Book M1A – Chapters 0 to 7; Book M1B – Chapter 8 |
| | M2 | Book M2A – Chapters 4, 5 & 6 |
| | | |

Subject: Liberal Studies**Syllabus**

| | |
|----|--|
| S4 | <p>單元六 能源科技與環境 單元二 今日香港 (主題一: 生活素質)</p> <p>題型: 數據分析、漫畫詮釋、原因、因素、影響、困難、社會問題、挑戰、角色、考慮因素、建議、你同意嗎、多大程度、成效、比較</p> <p>Module 6 Energy Technology and Environment Module 2 Hong Kong Today (Theme 1: Quality of Life)</p> <p>Question types: Data analysis, Cartoon interpretation, Reasons, Factors, Impacts, Difficulties, Social Problems, Challenges, Role, Factors to be considered, Suggestion, Do you agree, To what extent, Effectiveness, Comparison</p> |
| S5 | <p>單元一 個人成長與人際關係 單元三 現代中國</p> <p>題型: 數據分析、漫畫詮釋、原因、因素、影響、困難、社會問題、挑戰、角色、考慮因素、建議、關注點、價值觀、你同意嗎、多大程度、持分者衝突、比較</p> <p>Module 1 Personal Growth and Interpersonal Relationship Module 3 Modern China</p> <p>Question types: Data analysis, Cartoon interpretation, Reasons, Factors, Impacts, Difficulties, Social Problems, Challenges, Role, Factors to be considered, Suggestion, Concerns, Values, Do you agree, To what extent, Stakeholders conflict, Comparison</p> |

Subject: Physics**Syllabus**

| | |
|-----------|---|
| S3 | Active Physics (Modular) 3B: Ray Optics Active Physics (Modular) 1A: Heat |
| S4 | Active Physics 2: Force and Motion Active Physics (Modular) 3A: Wave Motion |
| S5 | Active Physics 4: Electricity and Magnetism Active Physics 5: Radioactivity and Nuclear Energy |
| | |

Subject: Chemistry**Syllabus**

S3 **Chemistry Notes :**
Introduction of Laboratory Safety
Common Apparatus
Atomic Structure
Periodic Table

Book 1 :
Chapter 2 : Atmosphere
Chapter 3 : Ocean
Chapter 4 : Rocks and Minerals

Chemistry Notes :
Occurrence and Extraction of Metals

S4 **Book 1, 2**
Chapter 7 – Chapter 22

S5 **Book 3A & 3B**
Chapter 24 – Chapter 35

Book 4A
Chapter 36 – Chapter 41

Book 4B
Chapter 42 – Chapter 43

Subject: Biology

Syllabus

| | |
|-----------|----------------------------|
| S3 | Ch 2,4,5,6 |
| S4 | Ch 3,4,7,8,11-14 |
| S5 | Ch 3-6, 9-11, 26-28 |
| | |

Subject: Integrated Science**Syllabus**

| | |
|-----------|--|
| S1 | Book 1A (P. 27 – 30, P.66 – 73) Book 1B (Chapter 10 – Chapter 18) |
| S2 | Book 2A (Chapter 20 – 25) Book 2B (Chapter 26, 28 – 34) |

Subject: Economics

Syllabus

S4 Book 1 & Book 2 (Micro Chapters 1-14)

S5 Book 5 & Book 6 (Macro Chapters 1-7)

| | |
|--|--|
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|--|--|

Subject: BAFS

Syllabus

| | |
|-----------|--|
| S4 | Introduction to Accounting (Chapter 1-6) Financial Accounting 1 (Chapter 1-3 and 7) |
| S5 | Financial Accounting Chapters 1-16 |
| | |

Subject: Chinese History

Syllabus

S1 甲部課程

- 第四章：西漢國力的統整張弛
 第一節：西漢初年的政局
 第二節：中央集權的重整
 第三節：西漢國力的擴張
 第四節：西漢國力的衰弛
- 第五章：東漢的戚宦政治
 第一節：東漢政局和戚宦政治
 第二節：東漢的衰亡
- 第六章：魏晉南北朝的分裂
 第一節：三國的分立與覆亡
 第二節：西晉的政局與覆亡
 第三節：東晉的偏安
 第四節：南北朝的對峙

S2 甲部課程

- 第二章：唐代的盛世及其後的藩鎮與宦官亂政
 第一節：唐的建立與盛世
 第二節：安史之亂與唐的中衰
 第三節：唐的衰亡
- 第四章：北宋的積弱與變法
 第一節：北宋的建立與統治政策
 第二節：北宋的變法
 第三節：北宋的滅亡
- 第五章：南宋的偏安
 第一節：宋室南渡與偏安
 第二節：宋蒙關係與南宋滅亡
- 第六章：元代的高壓統治
 第一節：元朝的統治政策
 第二節：元的覆亡
- 第七章：明代的君主集權政治
 第一節：明朝立國及太祖的集權措施
 第二節：靖難之變與成祖的集權措施
 第三節：明代的宦禍與黨爭
 第四節：明的外患與衰亡

S3 甲部課程

- 第五章：軍閥混戰
 第 2 節 張勳復辟與袁世凱稱帝
 第 3 節 五四運動
- 第六章：國共第一次合作與分裂
- 第七章：國共第二次合作與抗日戰爭
- 第八章：戰後國共關係與中華人民共和國成立

S4 甲部課程

- 單元二：秦、漢
 課題一：秦、漢的統治政策
- 單元四：隋、唐
 課題一：隋唐治世
 課題二：安史之亂與唐代衰亡
- 單元五：宋、元、明、清

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| | |
|-----------|--|
| | 課題一：宋、元的中央集權 課題二：明、清的君主集權 課題三：清初的民族政策 |
| S5 | 乙部課程 單元一：鴉片戰爭至辛亥革命 課題一：列強的人侵 課題二：改革與革命 單元二：辛亥革命至中華人民共和國成立 課題一：民初政展 課題二：國共分合 課題三：抗日戰爭 課題四：國共和談與內戰 單元三：中華人民共和國成立至二十世紀末 課題一：社會主義建設 課題二：文化大革命 課題三：改革開放 課題四：對外關係 |

Subject: History**Syllabus**

| | |
|-----------|--|
| S1 | The Earliest Civilization The Fertile Crescent and the Nile Valley Civilizations 1. Textbook p. 84-121 2. Workbook: p.26-31, 34-39 |
| S2 | Topic 1 French Revolution Topic 2 Napoleonic Wars <ul style="list-style-type: none"> ● Textbook: P.68-91 ● Vocabulary Quiz: Quiz 8-10 ● All notes and worksheets distributed |
| S3 | Topic: The Cold War <ul style="list-style-type: none"> ● Textbook P.92-125 ● Notes P.45-54 |
| | |

Subject: Geography

Syllabus

S1 Book 3 Chapter 3.1 – 3.8

S2 Book C5 and Book 4

S3 Book 2, Book 6 and Book 10

| | |
|--|--|
| | |
|--|--|

Subject: Religious Studies**Syllabus**

| | |
|-----------|-----------------------|
| S1 | Chapter 5, 6, 7, 8, 9 |
| S2 | Chapter 4, 5, 6, 7, 9 |
| S3 | Chapter 4, 5, 6, 7 |
| | |

Subject: Ethics and Religious Studies**Syllabus**

| | |
|-----------|--------------------|
| S4 | Unit 1,2,3,4,5,6,7 |
| S5 | Unit 1,2,3,4,5,6,8 |
| | |

Subject: Computer Subjects**Syllabus**

| | |
|-----------|--|
| S1 | Mbot (Textbook Chapter 1 to Chapter 5) and Google Search |
| S2 | Programming in STEM mBlock Textbook (Chapter 1 to 6) & mBot programming workbook (Lesson 1 to 7) & Components used in STEM project |
| S3 | App Development App Inventor 2 Textbook (Chapter 1 to 9) |
| S4 | Databases Elective A textbook Chapter 1 to Chapter 10 |
| S5 | Programming Elective D textbook Chapter 1 to Chapter 23 |
| | |

Subject: Putonghua**Syllabus**

| | |
|-----------|---|
| S1 | <p>範圍： 第一課至第五課</p> <p>形式： 聽辨詞語、聆聽理解、拼寫聲母、辨識韻母、聲調標注、語音知識、拼音譯寫、粵普對照。</p> |
| S2 | <p>範圍： 課文——第三課至第七課 (第六課除外) 語音知識——第一課至第七課 (第六課除外)</p> <p>形式： 聆聽理解、辨識聲韻母、拼音譯寫、一不變調、輕聲字、人名及地名拼寫、語音知識、粵普對照。</p> |
| S3 | <p>範圍： 第一課至第五課</p> <p>形式： 聆聽理解、拼音譯寫、對比聲母、粵普對照、粵普量詞比較、兒化韻、猜謎語、輕聲詞及多音字。</p> |

Subject: Visual Arts**Syllabus**

- | | |
|-----------|---|
| S4 | 學生須依次完成甲部與乙部： <u>甲部：藝術評賞（45 分鐘）</u> 對所提供的藝術作品以文字作出評賞。 <u>乙部：藝術創作（2 小時 15 分鐘）</u> 以任何媒介、形式、風格及技巧，根據主題創作一件平面作品。 |
| S5 | 學生須依次完成甲部與乙部： <u>甲部：藝術評賞（45 分鐘）</u> 對所提供的藝術作品以文字作出評賞。 <u>乙部：藝術創作（3 小時 15 分鐘）</u> 以任何媒介、形式、風格及技巧，根據主題創作一件平面作品。 |