

Senior Students' Handbook



St. Paul's
College

New Senior Secondary Curriculum



The fear of the Lord is the beginning of wisdom 寅畏上主是為智之本

From the Principal

The Education and Manpower Bureau (EMB) announced in 2005 that a new three-year senior secondary education system would be introduced across the Hong Kong SAR, commencing in Form 4 in September 2009. The EMB stated at the time that the New Senior Secondary (NSS) will deliver a curriculum that is “flexible, coherent and diversified”.

On the 1st September 2010, boys in Form 4 will commence study in the three-year programme that will lead to the Hong Kong Diploma of Secondary Education (HKDSE) at the completion of Form 6.

This booklet serves as a guide to the NSS at St. Paul’s College. It is designed to provide important information about the NSS and to answer some of the questions that will understandably arise.

I trust that this booklet will be a useful resource for families.

Dr. John Kennard
Principal





SENIOR SCHOOL Forms 4 - 6

At St. Paul's, our senior school aims at preparing students for the challenges they will have to face in society. Our goal is to train our students to be articulate, balanced, caring, knowledgeable, risk-taking, reflective and principled global citizens.

Starting in Form Four, students at St. Paul's College will follow a three-year course of study leading to the award of the Hong Kong Diploma of Secondary Education (HKDSE). The senior secondary curriculum consists of three major components: Core subjects (45-55%), Electives (20-30%) and Other Learning Experiences (15-35%).

Core Subjects: These subjects have to be taken by all students and they include English Language, Chinese Language, Mathematics (core only / core + extended modules) and Liberal Studies.

Electives: Students would be able to choose a maximum of four subjects from six key learning areas: **Personal, Social and Humanities Education** (Chinese History, Economics, Geography and History), **Science Education** (Physics, Chemistry, Biology and Combined Science), **Technology Education** (Business, Accounting and Financial Studies, Information and Communication Technology), **Arts Education** (Music, Visual Arts), **Physical Education** (Physical Education) and **Chinese Language Education** (Chinese Literature).

Other Learning Experiences: In addition, senior students at St. Paul's College are required to study a prescribed amount of physical education, Religious Studies, Music and Visual Arts.

Lesson Allocation

		Lessons / wk			Percentage	Recommended %
		F4	F5	F6		
CORE	English Language	7	7	7	15.60%	12.5-15%
	Chinese Language	7	6	7	14.80%	12.5-15%
	Math (Core + Module I / Module II)	6	6	7	14.10%	10-15%
	Liberal Studies	5	6	6	12.60%	Min 10%
ELECTIVES	X ₁	5	5	5	11.00%	Min 10%
	X ₂	5	5	5	11.00%	Min 10%
	X ₃	5	5	5	11.00%	Min 10%
OLE	Religious Studies	1	1	1	10.00%	15%
	Physical Education	2	2	2		
	Visual Arts	1	1	0		
	Music	1	1	0		
TOTAL		45 lessons			100%	100%

More Choices, More Opportunities

- Elective subjects in great demand are offered to more than one group to increase accessibility and to cater for students' needs.
- Combined Science is offered in three combinations. i.e. Physics + Chemistry, Physics + Biology and Biology + Chemistry.
- All students will have regular Physical Education, Music, Visual Arts and Religious Education lessons.
- Subjects with a usually smaller intake of students, such as Physical Education, Music and Visual Arts are offered to increase students' choices.
- Students are also offered the option of taking IGCSE examinations in some subjects.

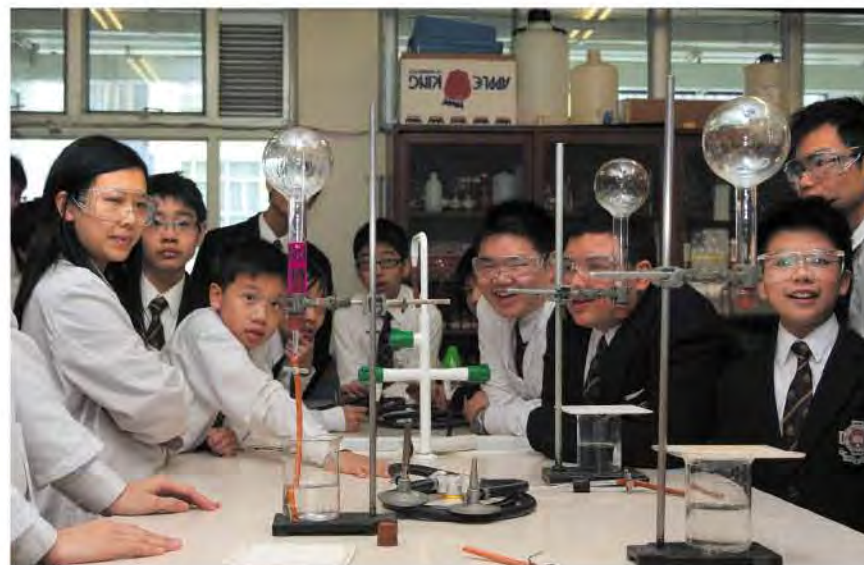
博學而篤志，
切問而近思

Catering for Learner Diversity

Under the new academic structure, all students have the opportunity to complete three years of Senior Secondary schooling. Greater learner diversity in terms of interests, motivation, aspirations, abilities, learning styles and achievements across a range of competencies is therefore expected. This will pose greater challenges to the College and its teachers at this level in their provision of a broad and balanced curriculum. In response to this, the College is adopting flexible grouping for the teaching of core subjects to ensure that teachers can cater for learner diversity.

During the three years of senior studies, **English Language and Chinese Language lessons** in some years will be organized in such a way that two or three classes will be allocated to the same time slot. Classes can then be regrouped into smaller and more homogenous groups to facilitate teaching and learning. Below is one example of how flexible grouping can be organised.

4A, 4B and 4F			
Group 1	Group 2	Group 3	Group 4
4C, 4D and 4E			
Group 5	Group 6	Group 7	Group 8



For **Mathematics**, we will allocate more time to the Compulsory part of Mathematics for those students who are not doing the extended modules. Classes in Mathematics will be organised in the following way.

4A and 4B			
Core	Core	Core + Module I	
4C, 4D and 4E			
Core	Core	Core + Module 1	Core + Module 2
4F			
Only Core + Module 2			

As for **Liberal Studies**, there will be common periods so that classes can have lectures or activities together.

The Academic Structure (2010-2011)

Class	A		B	C		D	E	F
CORE 1	English		English	English		English	English	English
CORE 2	Chinese		Chinese	Chinese		Chinese	Chinese	Chinese
CORE 3	Mathematics (Core)	Mathematics (Core)	Mathematics Core + Module I	Mathematics (Core)	Mathematics (Core)	Mathematics Core + Module I	Mathematics Core + Module II	Mathematics (Core + Module II)
CORE 4	Liberal Studies		Liberal Studies	Liberal Studies		Liberal Studies	Liberal Studies	Liberal Studies
X ₁	Geography		Economics	Physics		Biology	Chemistry	Chemistry
X ₂	Chinese History	BAFS		Combined Science (Chemistry and Biology)	Chemistry (Max 30 students)	Combined Science (Chemistry and Physics)	Combined Science (Physics and Biology)	Physics
X ₃ #	Economics ⁺ / Geography / History / Biology / Chinese Literature / Information and Communication Technology [*] / Physical Education / Visual Arts							
X ₄ #	Music ^{&}							
OLE	There will be lessons for Music, Physical Education, Visual Arts, and Religious Studies							

⁺ A maximum of 2 classes of Economics will be offered in X₃.

^{*} A maximum of 2 classes of Information and Communication Technology will be offered in X₃ and the maximum class size for each class is 15.

[#] Subject to meeting the minimum number of enrollment in each subject.

[&] Lessons will be conducted after class. Students choosing Music as their X₄ may decide not to select an X₃ elective.

Students taking X₁ Physics should not choose Combined Science (Chemistry and Physics) as X₂. Similarly, students taking X₁ Biology should not choose Combined Science (Chemistry and Biology) as X₂.

Our Curriculum Framework

We set out to plan an integrated and balanced curriculum because we believe that students benefit more from a more holistic approach to learning. To this end, subject department heads have been working together to re-align their teaching syllabuses with each other in the 3-year senior secondary curriculum.

Why integrate?

Although subjects are different, similar ideas are taught in concert to facilitate the **transfer of learning** across content areas. This helps to **maximize the utilization of teaching time**.

It provides teachers from different disciplines with a **focus** when preparing their lesson materials and enables **ongoing reinforcement of skills and information learnt**.

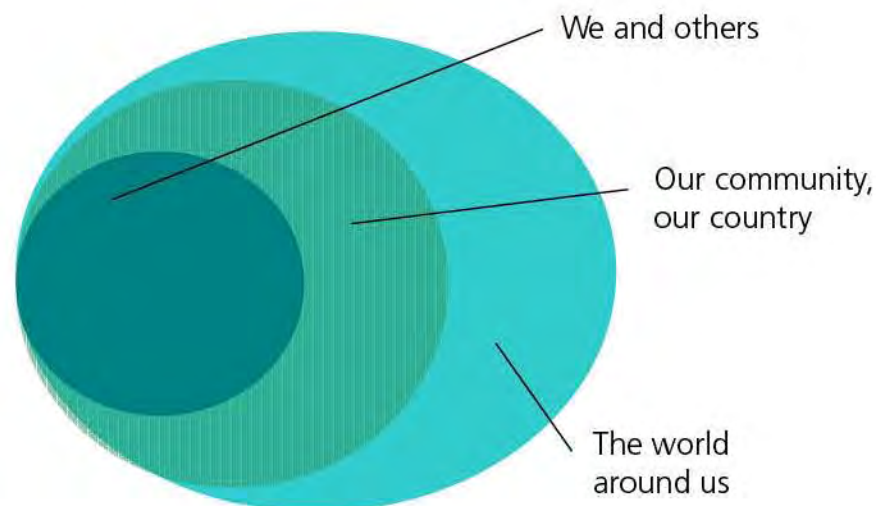
The more students can see the connections between different subjects, the more we will be able to **enhance their higher order thinking skills** such as critical thinking and problem-solving skills.

Our brain is also constantly making connections in order to make sense of the world. Since our brain thrives on making connections, we need to help students see these connections.

It enables the implementation of a whole school required reading programme.

How is the curriculum organised?

Various themes such as globalisation and science and technology will be used as common threads to link a number of topics covered in different subjects. This will encourage teachers from different disciplines to work together to provide students with multiple perspectives in discussing various global issues.



Selection of Subjects



Schedule of selecting subjects

Date	Particulars
28 th May 2010	The online subject selection system will be open.
28 th June 2010 11:59 p.m. (according to our system time)	Deadline for students to submit their choices. Students are allowed to edit or make changes to their preferences within the application period. No changes will be allowed after the submission deadline.
29 th June 2010	A printout of students' choices will be given to parents for confirmation.
30 th June 2010	The printout must be signed and returned to the Form Teacher.
6 th July 2010	Students will be notified of the result of their allocation when they receive their report cards.

Guidelines for Form 4 Streaming

There will be a Form 3 to Form 4 promotion committee meeting in July. The records of all present Form 3 students will be studied carefully. Parental preferences will be taken into account. Wherever possible our Form 3 students who are promoted to Form 4 will be placed in the class / subject of their choice, but the permitted capacity of any one class may prevent all preferences from being met.

As a rule, a student with a higher Form 3 Final Rank Order across the whole form will have his application considered first, in this order of his Form 4 class and subject choices, before another student with a lower Final Rank Order.

Similarly, in deciding whether a student can do extended Module I or II in Mathematics, his overall Rank Order in Mathematics will be considered.

Subjects are allocated according to students' ability, academic performance and preferences

Deadline for Changing Courses in Senior School

Subject to the availability of places in the new Form 4 year, opportunities will be provided for students on the waiting list to change courses. Changes are normally not allowed after the first month of the new school year.

Withdrawal from Subjects

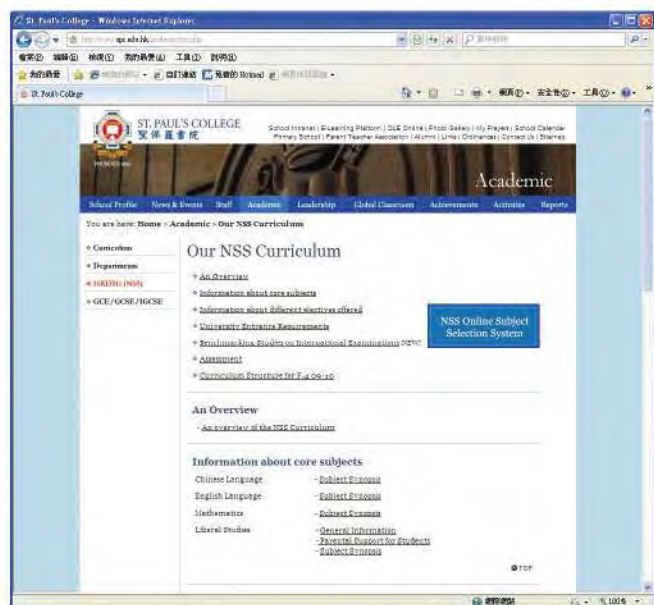
Students are generally not encouraged to withdraw from their elective subjects unless there are compelling reasons for doing so. Students wishing to withdraw from their elective subjects should raise the issue with the subject teacher and Head of Department concerned. Applications for withdrawal have to be made to the Principal in writing before the end of June in 2011. Students taking two elective subjects may be required to attend remedial Chinese and/ or English lessons in lieu of the third elective.

*"Always bear in mind that
your own resolution to
succeed is more important
than any one thing."*

Abraham Lincoln
16th President of US (1809-1865)



The NSS Online Subject Selection System



Key Steps:

1. School website
--> "Academic" menu
--> "NSS" submenu
--> "Online subject selection system" button
2. Login the system
3. Edit/Save/Print choices
4. Submit choices on or before 28/6/2010
(You can still withdraw your submission and edit your choices before the submission deadline.)

Login procedure:

- ☐ Input Class
- ☐ Input Class Number
- ☐ Input first 7 characters of the students' HKID number
- ☐ Click Login button

The screenshot shows the login page for the NSS Online Subject Selection System. It includes the St. Paul's College logo, the text 'ST PAUL'S COLLEGE', 'Welcome to NSS Online Subject Selection System', and the system date/time '03-Feb-2010 10:47'. Below this is a 'Student Login' form with fields for 'Class' (3A), 'Class No', and 'HKID' (1234567). A 'Login' button is at the bottom. An 'Admin Login' link is also present.

Edit/Save/Submit choices:

- ☐ Students can save their choices and modify them later.
- ☐ ALL entries must be filled in when students submit their choices.
- ☐ Students are allowed to modify their submitted choices before the submission deadline.
- ☐ After hitting the 'submit' button, students' choices will be shown again for verification. All choices should be carefully checked. The 'confirm' button has to be pressed to complete the submission process.
- ☐ After the submission deadline, students will only be allowed to view their choices.
- ☐ A computer printout of students' choices will be given to students on 29th June 2010. This has to be checked and signed by parents. The signed form should be returned to the Form Teacher on 30th June 2010

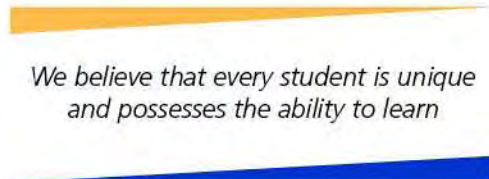
Carpe Diem

Assessment at the Senior Secondary Level

Assessment is an integral part of teaching and learning. Its role is to provide constructive and timely feedback to improve the quality of students' learning and to provide teachers with informed evidence of students' achievements.

Internal Assessment

For internal assessment, both progressive assessment and formal examinations are used in St. Paul's College. Classwork / progressive assessment is used to track



*We believe that every student is unique
and possesses the ability to learn*

students' learning progress over time, build up their confidence and help students to take responsibility for their own learning. We strongly believe that every student is unique and possesses the ability to learn.

Depending on the requirements of individual subjects, a student's assessment may include tests, assignments, homework, bookwork, practical work, exhibitions and presentations. A wide variety of assessment tasks will be assigned to measure students' learning progress in different components of the course. Students will be given sufficient guidelines as to how they can achieve the criteria set. Feedback about the aspects of good work achieved and areas of improvement will also be given when their work is returned.

Formal examinations include a mid-year examination and an end of year examination which indicate students' achievements at significant points during their school life.

The Hong Kong Diploma of Secondary Education (HKDSE)

With the emergence of the NSS, the original public examinations (HKCEE and HKAL) will be phased out, resulting in the inception of a single public assessment leading to the Hong Kong Diploma of Secondary Education (HKDSE).

Other than the core subjects (Chinese Language, English Language, Mathematics and Liberal Studies), most school candidates are expected to take two or three elective subjects in the HKDSE. Standards-referenced Reporting of assessments will be used in the HKDSE.

Candidate's results indicate the standards achieved in terms of knowledge and skills regardless of the performance of the other candidates taking the same examination. The results will be reported in terms of five levels of performance, of which 5 is the highest and 1 the lowest. The Level 5 candidates with the best performance will be awarded a 5**, and the next top group awarded a 5*.

School-based Assessment

One of the features in the new diploma is the introduction of school-based assessment. A lot of the assessments will actually be carried out at school internally and there should be less reliance on pen and paper type of examination.

Implementation Timetable of School-based Assessment

Year of Exam	Subjects				
	Chinese Language, English Language, Liberal Studies, Chinese History, History, ICT, Visual Arts	Biology, Chemistry, Physics, Combined Science	Chinese Literature, Economics, Geography, Physical Education	Music	Business, Accounting & Financial Studies
2012	✓	Partial (laboratory work)	Defer	Defer	Defer
2013	✓	Partial (laboratory work)	Defer	Defer	Defer
2014	✓	✓	✓	School Trial	School Trial
2015	✓	✓	✓	✓	School Trial
2016	✓	✓	✓	✓	✓

University Admissions

Heads of Universities Committee (HUCOM) Statement 21st January 2010

HEADS OF UNIVERSITIES COMMITTEE (HUCOM)

City University of Hong Kong ♦ Hong Kong Baptist University
Lingnan University ♦ The Chinese University of Hong Kong
The Hong Kong Institute of Education ♦ The Hong Kong Polytechnic University
The Hong Kong University of Science & Technology ♦ The University of Hong Kong

大學校長會

21 January, 2010

HUCOM's Response to Secretary for Education's announcement on Common Standards for Consideration for Admission to Undergraduate Programmes under the New Academic Structure

The Heads of Universities Committee (HUCOM) welcomes the Secretary for Education's announcement and confirms that as far as the four core subjects are concerned, the UGC-funded institutions would consider the application of students who have attained Level 3 for Chinese Language and English Language and Level 2 for Mathematics and Liberal Studies in the Hong Kong Diploma of Secondary Education (HKDSE) for admission to 4-year undergraduate programmes under the New Academic Structure. In addition to the four core subjects, the institutions will determine the attainment needed in the required one or two elective subjects and, as in the prevailing practice, may stipulate further admission requirements. Details will be announced at a later stage.

大學校長會對教育局局長公布的新學制下獲大學本科考慮入學條件的回應

大學校長會歡迎教育局局長的公布，並確認在新學制下，就公布涉及的四個核心科目，教育資助委員會（簡稱教資會）資助院校會考慮在香港中學文憑的中國語文及英國語文科達到第3級，以及數學及通識教育科達到第2級的學生，報讀四年制學士學位課程的申請。除了以上四個核心科目以外，各院校將自行制訂一個或二個選修科目的成績要求，並沿用現行做法訂立其他收生要求。詳情將於稍後公布。

International Recognition of HKDSE

According to Mr. Michael Suen, Secretary for Education, the diploma has won acceptance for university matriculation in the United States, Britain and Australia. He also said that international qualification agencies compare the diploma favourably with other international exams including the International Baccalaureate.

文憑試等級水平對照及升學出路			
■ 新高中畢業生的升學出路			
學年	大學	副學士	其他
2016 年中	首屆本地大學四年制學士畢業	—	—
2015/16	本地大學四年級畢業	—	—
2014/15	大學三年級	副學士生畢業，可報讀大學三年級銜接學位課程	—
2013/14	大學二年級	副學士二年級	—
2012/13	大學一年級	副學士一年級	—
2012 年中	新高中文憑試舉行，25%學生達中文、英文3級水平、數學、通識2級水平，直接升讀本地四年制資助大學或私立大學		
	35%學生可達5科2級以上水平（等同會考5科及格），可報讀2年制副學士		
	餘下40%學生可報讀新設進修課程，讀畢可獲相等於5科2級水平資歷		
註：新高中畢業生約8萬人		資料來源：教育局	

Table taken from Ming Pao 20th January 2010

HKEAA Press Release on 25th January 2010



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

評核促進學習
Assessment for Learning

Press Release

HKDSE Recognized by UK Higher Education Sector

The Hong Kong Examinations and Assessment Authority (HKEAA) announced today that the Hong Kong Diploma of Secondary Education (HKDSE) has been accepted by UCAS (the UK's higher education admissions service) onto the Tariff, a points-based system which benchmarks qualifications against the UK's A Level in order to assess their suitability for higher education.

Upon completion of a comparability study on HKDSE and GCE A Level, the UCAS Board endorsed the recommendations of an Expert Group to include the HKDSE in the UCAS Tariff system with tariff points awarded to 24 HKDSE subjects.

An overall subject point score is recommended for the HKDSE subjects except for Mathematics which carries a unique structure. For example, Level 5 of an HKDSE subject is awarded 120 points, implying attainment at this level is aligned to a Grade A of GCE A Level. Level 3 of an HKDSE subject is awarded 40 points, which is comparable to a Grade E in a GCE A Level subject.

With regard to Mathematics, the curriculum consists of a Compulsory Part and an Extended Part. Candidates' attainments in the Compulsory and Extended Parts will be reported independently and hence tariff points are awarded separately to the two parts of the subject.

Mathematics is one of the compulsory subjects for university admission in Hong Kong whereas there is no such requirement in the UK. Students who intend to pursue further studies in Mathematics or related disciplines are expected to take a module in the more advanced Extended Part in addition to the Compulsory Part which covers fundamental concepts and knowledge of the subject. When students apply for UK university programmes requiring Mathematics as an elective subject, the attainment and subsequent tariff points gained in both parts will be considered together. For example, a student getting Level 5* in the Compulsory Part and Level 5 in the Extended part will be awarded 120 points, which is aligned to a Grade A of GCE A Level.

Tariff points for the highest level of achievement, i.e. Level 5**, will be allocated when further evidence can be gathered after the first administration of the HKDSE examinations in 2012.

Our NSS Plus - International General Certificate of Secondary Education (IGCSE)

Students of St. Paul's College can also take the GCE/IGCSE examinations in addition to the HKDSE. St. Paul's College is now a participating school with the Hong Kong Examinations and Assessment Authority (HKEAA) to enter students for the GCE/IGCSE examinations. Students interested in taking these internationally recognised examinations can now register as school candidates.

Depending on the number of students taking the London Examinations (Edexcel International) IGCSE in May/June 2012, the College is considering the possibility of offering extra tuition in selected IGCSE subjects during the Chinese New Year and/or Easter holidays.

The College is also planning to hold a Summer School at the University of Cambridge to allow Form Four and/or Form Five students to learn more advanced topics in Physics, Chemistry, Biology, Mathematics and Economics. The programme will be based on the GCE AS Level syllabus.



CELEBRATING WHOLE PERSON DEVELOPMENT

OUR CO-CURRICULUM: OTHER LEARNING EXPERIENCES (OLE)

St. Paul's College - Other Learning Experiences

Already a Shullerly member? Sign in to do more

[Home](#) [About OLE](#) [Service](#) [Physical Action](#) [Creativity](#) [Leadership](#) [Global Classroom...](#)



Students' Learning Opportunities

options



Under the NSS Curriculum, schools in Hong Kong are expected to offer students a range of learning opportunities in the five areas of Other Learning Experiences (OLE), namely Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.

The College believes that the very essence of OLE is to facilitate students' all-round development as lifelong learners with a focus on whole person development. The College always provides an exciting and diverse co-curriculum to involve students in a variety of physical, aesthetic, cultural, social and spiritual experiences. These life-enriching experiences help to instill in each student a lasting sense of moral, social and spiritual responsibility for the world.

OLE in the new senior secondary curriculum is therefore an essential complement to the core academic curriculum that students have to follow. We aim at providing a framework to engage students in experiential learning and to involve young people in new roles. The emphasis is on learning which must be achieved through real tasks that require real commitment. Students taking part in this programme are expected to reflect on these new experiences that they have gathered over time.

To achieve this, students will be asked to plan their OLE at the beginning of each academic year. Students are required to take part in at least one activity from each of the three domains represented by the initials of St. Paul's College **SPC**:

Service
Physical Action
Creativity

Service



Commitment to community service is one of the features that distinguishes St. Paul's College from other schools. The College firmly believes in its responsibility towards society and demonstrates its social and educational responsibility through a host of service activities. Examples of community service activities organised by our College include:

- Be a U-Hearts Volunteer
- Be a UNICEF Volunteer
- Campus Support (S.A. Officials, Prefects' Duties, Librarian, Photographic Team, Referees, Student Officials, Bible Readers, Assembly Pianists etc)
- Christian Union Service Activities
- Community Awareness Project
- Community Youth Club Activities
- Flag Selling Days
- Friends of UNICEF Ambassador Programme
- Hong Kong Young Ambassador Scheme
- Interact Club Projects
- Junior Police Call Activities
- Peer Tutoring Scheme
- School Health Ambassadors (HK Red Cross)
- School Timing Team Service
- Scout Volunteer Work
- Serving the Disabled
- SOWERS Action Young Ambassador Programme
- Sports Association for the Mentally Handicapped
- UNICEF Young Envoys Programme
- Youth Red Cross Activities
- Joint Schools Leadership Training Scheme (Community Service)

Physical Action

Sports Teams	Action Events
• Athletics • Archery • Badminton • Basketball • Bowling • Cross Country • Football • Handball • Hockey • Judo • Life Saving • Squash • Swimming • Table-tennis • Tennis • Volleyball • Water Polo	• Combined Cup • 3-on-3 Basketball Competition • Global Classrooms • Graduates' Cup • Graduates' Shield • Hiking • Inter-class/house Competitions • Inter-school Competitions • Military Club Activities • New Talent Cup • Principal's Cup • Scout • Smith Cup • Sponsored Walk • Sports Day • Students' Festival • Swimming Gala • Training Courses • Youth Red Cross



Physical Action is an essential and integral part of students' learning experiences. It makes significant contributions toward the achievement of desirable education and health outcomes through the medium of physical activity, expedition, sports participation and competitive games. Quality physical action programmes promote the physical growth and development of students while contributing to their general health and well being. Ultimately, they should help students keep physically fit and enjoy many forms of physical activity during the school years and continuing throughout life.

Creativity



Creativity is a skill that can be developed and a process that can be managed. Creativity is also a core competency for leaders. One of the missions of the College is to prepare students for a creative and cooperative future. Aesthetic Education such as art and music is a dynamic channel to foster a student's creativity. The seeds of creativity live in every student and should be nurtured throughout their years in the College.

Opportunities for Creativity Development

Music

- Music Union Executive Committee
- School Chinese Orchestra
- School Choirs (Junior, Intermediate, Senior and Chapel)
- School Concert Band
- School Orchestra
- School Organist
- School Pianist
- School String Orchestra
- St Paul's Singers
- Stage Management Team
- Global Classroom Music Tour
- Hong Kong Schools Music Festival
- Instrumental Class
- Music Contests
- Music Marathon

- Christmas Card Design Competition
- Courses / Workshops of interest, such as ceramics
- Competitions and exhibitions outside the College
- Photographic Club Activities
- Digital Creative Art Workshop
- Video Production Team
- Visual Arts Educational Tour
- Visits to local exhibitions, seminars, workshops and relevant venues

Drama and Speech

- Drama Club Activities
- Performance in school
- Debate Club
- Hong Kong Schools Speech Festival

Art

- Art Experiences Scheme for Senior Secondary Students
- Artist In Residence (Visual Arts)
- Art Club Activities

Others

- Student Science Project Competition
- Joint Schools Science Exhibition
- Robotic Club
- Student Publications Council

Global Classroom

St. Paul's College recognised very early the importance of widening our students' horizons beyond the Special Administrative Region and so we launched the Global Classroom programme in 2005. Every year, a comprehensive programme of overseas visits for College students, accompanied by our own teachers, is organised. In addition to the Global Classroom, student exchange programmes are arranged with twin schools overseas and in China.





天行健君子以自強不息
地勢坤君子以厚德載物

易經

Notes



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