

Law Ting Pong Secondary School
Humanities (S1)
Course Outline (2020-2021)

General Descriptions

The S1 syllabus aims to deepen students' Humanities knowledge in local and global context and enhance their English language skills. The school-based curriculum exposes students to a variety of issues in History, Geography and Life and Society that broaden their understanding of concepts, develop a strong sense of social awareness and prepare them for the curricula of New Senior Secondary (NSS) Liberal Studies and Personal, Social, Health and Economic (PSHE) subjects. Through the wide exposure to a variety of tasks, students will be able to acquire subject knowledge and develop essential generic skills that enable them to become lifelong learners.

Learning Objectives

By the end of S1, students will be able to:

- develop creativity, communication and critical thinking skills through a wide range of classroom activities such as presentations, discussions, role playing and writing in different genres;
- become better informed of and concerned for local, national and global issues; and
- enhance note-taking, communication, collaboration and interpersonal skills through engaging in group work with peers.

Textbook

Unit 1: Issue-Enquiry Series Section 21 - Traditional Rural Life of Hong Kong (2016 2nd Edition)

Unit 2 – 3: Issue-Enquiry Series Section 30 - Growth & Development of Hong Kong up to the Early 20th Century (2017 2nd Edition)

Unit 4 – 6: Interactive Geography C1 -Using Urban Space Wisely (2017 Edition)

Curriculum

Week	Period	Unit	Learning Targets	Formative Assessment	Continuous Assessment
1	Sep 3 - Sep 7, 2020	Introduction to the course and course requirements (e.g. explaining course outlines, homework and assessment policies) / Subject affairs (e.g. setting class rules, forming groups, selecting subject leaders, etc.)			
Theme A: A brief history of Hong Kong					
2-8	Sept 8 - Oct 23, 2020	UNIT 1: Traditional Life in Hong Kong	By the end of this unit, students should be able to: 1. understand common historical terms; 2. understand the origins of Hong Kong; 3. explain the livelihoods of major dialect groups and clans; 4. describe the traditional rural life in Hong Kong; and 5. explain the traditional customs and festivals in Hong Kong.	a. Story telling activities; b. Video analysis; c. Comic reading; d. Online research; and e. Short writing.	Creative project
9-14	Oct 27 - Dec 4, 2020	UNIT 2: Economic and Social Issues of Hong Kong Under British Rule	By the end of this unit, students should be able to: 1. understand and explain why Hong Kong was ruled by Britain; 2. explain the causes of different economic and social issues of Hong Kong under British rule; 3. identify and explain the economic and social development of Hong Kong under British rule; and 4. examine the impacts and significance of different economic and social issues of Hong Kong under British rule.	a. Short writing; b. Diagram; c. Case study; d. Online research; and e. Video analysis.	Presentation
15-20	Dec 7 - Jan 15, 2020	UNIT 3: Political System of Hong Kong Under British Rule	By the end of this unit, students should be able to: 1. identify the political structure of the Hong Kong government under British rule; 2. Compare and conclude the similarities and differences of the British governmental system and the contemporary political system; 3. describe the political development of the Hong Kong government under British rule; and	a. Video analysis; b. Online research; c. Mind map drawing; and d. Case studies.	Unit test

			4. summarize and evaluate the works of significant governors in Hong Kong.		
Revision period (Jan 18 - Jan 22, 2021)					
First-term Summative Assessment (Jan 25 - Jan 29, 2021)					
Theme B: Geography of Hong Kong and Map Reading Skills					
23-27	Feb 1 - Mar 5, 2021	UNIT 4: Map Reading Skills	By the end of this unit, students should be able to: 1. identify different conventional signs on maps; 2. understand different types of maps and the features of them; 3. locate objects/places by using grid square and grid reference; and 4. tell directions and bearings between different places/objects accurately.	a. Drawing activities; and b. Map reading exercises.	Unit test
Theme C: Urban Problems in Hong Kong					
28-34	Mar 8 - Apr 23, 2021	UNIT 5: Territories, Districts and Land Uses in Hong Kong	By the end of this unit, students should be able to: 1. identify the logos of the District (Councils); 2. name and locate the territories and the districts in Hong Kong; 3. identify the local characteristics of different districts; 4. explain the functions of the District Councils in Hong Kong; and 5. explain the characteristics of different types of land uses.	a. Map analysis; b. Research projects; c. Presentations; and d. Map analysis.	Poster making
35-40	Apr 26 - Jun 4, 2021	UNIT 6: Urban Problems in Hong Kong	By the end of this unit, students should be able to: 1. explain the characteristics of the old districts in Hong Kong; 2. identify the urban problems in the old districts; 3. identify the stances and reasons of different stakeholders on redevelopment projects;	a. Video analysis; b. Online research; c. Mind map drawing; and d. Data-based tasks.	Unit test

			4. understand and evaluate the solutions of the problems in the old districts; and 5. explain the importance of sustainable development in society.		
End-of-year Revision and Reflection (Jun 7 – Jun 9, 2021)					
Final Exam (Jun 10 – Jun 24, 2021)					
44	Jun 28 - Jun 30, 2021	Exam Paper Checking			

Course Materials and Requirements

1. Folder (with school-based notes, ISS booklets and News/ Article Reading Worksheets)
2. Notebook for note-taking in Humanities lessons
3. Textbook of the unit
4. Workbook of the unit
5. Dictionary
6. Others

Students should bring along the necessary course materials to lessons and keep the materials neat and organized. The assessments and content of the topic may be fine-tuned according to teaching progress.

All assignments must be handed in on time. Mark deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/special case with a parent’s signature).

Parents’ signatures are required for all the continuous and summative assessments. Teachers will contact students’ parents if they fail to show the parents’ signatures.

Assessment Plan

Different assessments have been designed for evaluating students’ performances in each unit. There will be six continuous assessments (CAs) and two summative

assessment (SAs) throughout this year. The following are the major assessment items in Humanities:

Term	Type of Assessments	Assessment Item	Units to be Assessed
I Sep to Jan	Continuous Assessments (25%)	Different types of assessments (e.g. assignments, quizzes) will be conducted One continuous assessment will be conducted in each unit	Each unit covered before the Mid-year Examination
	Online assignments* (5%)	Different types of online assignments during online learning period will be conducted for assessment purpose	Units covered during online learning period
	Summative Assessment (10%)	Mid-year Examination	All units covered before the Mid-year Examination
II Feb to Jun	Continuous Assessments (30%)	Different types of assessments (e.g. assignments, quizzes) will be conducted	Each unit covered between the Mid-year Examination and the Final Examination
	Summative Assessment (30%)	Final Examination	All units covered before the Final Examination

**Teachers will inform students about the arrangement before the distribution of online assignments*

Grade Boundaries

Performance Grade	Performance Descriptor
A* (90 or above)	The student demonstrates a consistent and thorough understanding of the required knowledge and skills. He/ she is able to apply what was learned in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation, where appropriate. The student generally demonstrates creativity, originality and insight.
A (80 – 89)	
B (70 – 79)	The student has a good understanding of the required knowledge and skills. He/she is able to apply them in normal classroom environment. There is more evidence of skills of analysis, synthesis and evaluation. There are adequate details in all aspects of work. Occasionally, creativity, originality and insight are demonstrated.
C (50 - 69)	Although the student has difficulties in some areas, there have been measurable achievements and the student is making effort to overcome the difficulties experienced. The student has some understanding of the required knowledge and skills. He/she is able to apply them. There is occasional evidence of skills of analysis, synthesis and evaluation.
D (40 – 49)	The student has achieved some limited objectives. It is evident that the student has experienced difficulties in understanding and applying the required knowledge and skills necessary to the subject matters. There is still a gap between the current achievements and the required standards of the school.
E (39 or below)	Certain minimal objectives have been achieved. The student has experienced many difficulties in understanding and applying the required skills and knowledge necessary to access subject matters both at home and in the classroom. There is still a big gap between the current achievements and the required standards of the school.

Enquiries

Should parents have any queries regarding the Secondary 1 Humanities curriculum, please contact Secondary 1 Humanities Level Coordinator, Mr. Fung Hoi Hin, or any Humanities teachers at 2685 1210.

Law Ting Pong Secondary School
Humanities (S2)
Course Outline (2020-2021)

General Descriptions

The S2 syllabus aims to deepen students' Humanities knowledge in local and global context and enhance their English language skills. The school-based curriculum exposes students to a variety of issues in History, Geography and Life and Society that broaden their understanding of concepts, develop a strong sense of social awareness and prepare them for the curricula of New Senior Secondary (NSS) Liberal Studies and Personal, Social, Health and Economic (PSHE) subjects. Through the wide exposure to a variety of tasks, students will be able to acquire subject knowledge and develop essential generic skills that enable them to become lifelong learners.

Learning Objectives

By the end of S2, students will be able to:

- develop creativity, communication and critical thinking skills through a wide range of classroom activities such as presentations, discussions, role playing and writing in different genres;
- become better informed of and concerned for local, national and global issues; and
- enhance note-taking, communication, collaboration and interpersonal skills through engaging in group work with peers.

Textbook

Unit 1: Issue-Enquiry Series Section 23 Life in the Ancient Greco-Roman Civilization – Life in Ancient Greece and Issue-Enquiry Series Section 24 Life in the Ancient Greco-Roman Civilization – Life in Ancient Rome

Unit 2: Issue-Enquiry Series Section 26 The Renaissance

Unit 3: Interactive Geography: Module 1 Using Urban Space Wisely: Can we maintain a sustainable urban environment?

Unit 4: Interactive Geography E2 Changing Climate, Changing Environments

Unit 5 & 6: New Century - Life and Society: Module 22 Hong Kong Government and I

Curriculum

Week	Period	Unit	Learning Targets	Formative Assessment	Continuous Assessment
1 - 2	Sep 3 – Sep 7, 2020	Introduction to the course and course requirements (e.g. explaining course outlines, homework and assessment policies) / Subject affairs (e.g. setting class rules, forming groups, selecting subject leaders, etc.)			
Theme A: Ancient Civilisations					
2 – 7	Sep 8 – Oct 16, 2020	UNIT 1: Ancient Greece & Ancient Rome	By the end of this unit, students should be able to: 1. understand the origin of the ancient Greek and Rome civilisations; 2. compare the life in Ancient Greece and Ancient Rome; 3. analysis the impacts brought by ancient Greco-Roman civilization to contemporary society; and 4. appreciate the ancient Greco-Roman civilisations.	a. Video analysis; b. Comics analysis; c. Data-based questions; and d. Group discussion & presentation.	Animation making
8 - 14	Oct 19 – Dec 4, 2020	UNIT 2: The Renaissance	By the end of this unit, students should be able to: 1. understand the main features of the Renaissance; 2. identify and explain the causes of the Renaissance; 3. describe the major developments during the Renaissance; and 4. categorise the impacts brought by the Renaissance to contemporary society.	a. Analysis of artworks of the Renaissance; and b. Group discussion & presentation.	Creative project
Theme B: Geography and Map Reading Skills					
15 - 20	Dec 7, 2020 – Jan 15, 2021	UNIT 3: Map Reading Skills	By the end of this unit, students should be able to: 1. tell directions and bearings between different places/ objects accurately; 2. distinguish the differences between different scales and how to measure distances and areas between different places/objects; and 3. integrating all the map reading skills to authentic contexts.	a. Reading features on different types of maps; and b. Map reading and application of skills to maps.	Unit test

Revision (Jan 18 - Jan 22, 2021)					
First-term Summative Assessment (Jan 25 - Jan 29, 2021)					
Theme B: Geography and Map Reading Skills					
23 - 32	Feb 1 – Apr 9, 2021	UNIT 4: Changing weather and climate	<p>By the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. identify and explain the factors affecting the weather of a place; 2. compare and contrast different rainfall & climatic pattern in a global perspective; 3. evaluate the impacts of greenhouse effects brought to the society; and 4. suggest some measures of how we can lower the carbon emission in daily life. 	<ol style="list-style-type: none"> a. Role-play weather report; and b. Group discussion & Presentations; and c. Data-based questions 	Video making
Theme C: Political System of Hong Kong					
33 - 36	Apr 12 – May 7, 2021	UNIT 5: Hong Kong Government and its Policy-making	<p>By the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. understand the structure of the Hong Kong government; 2. explain the functions of the bureaux in the Hong Kong government; 3. identify the stages of policy-making of the Hong Kong government; and 4. compare and contrast the views of different stakeholders on different policies. 	<ol style="list-style-type: none"> a. Flow chart drawing; b. Group discussion & presentation; c. Video analysis; and d. Debate. 	Unit test
37 - 40	May 10 – Jun 4, 2021	UNIT 6: Elections in Hong Kong	<p>By the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. understand the mechanism of the Legislative Council Election and the Chief Executive Election; 2. identify and explain the functions of political parties in the Legislative Council; and 	<ol style="list-style-type: none"> a. Video analysis; and b. Group discussion & presentation. 	Unit test

			3. explain and suggest some measures of how to maintain a fair election.		
End-of-year Revision and Reflection (Jun 7 - 9, 2021)					
Final Exam (Jun 10 – Jun 24, 2021)					
44	Jun 28 – Jun 30, 2021	Exam Paper Checking			

Course Materials and Requirements

1. Folder (with school-based notes, ISS booklets and News/ Article Reading Worksheets)
2. Notebook for note-taking in Humanities lessons
3. Textbook of the unit
4. Workbook of the unit
5. Dictionary
6. Others

Students should bring along the necessary course materials to lessons and keep the materials neat and organized. The assessments and content of the topic may be fine-tuned according to teaching progress.

All assignments must be handed in on time. Mark deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/special case with a parent’s signature).

Parents’ signatures are required for all the continuous and summative assessments. Teachers will contact students’ parents if they fail to show the parents’ signatures.

Assessment Plan

Different assessments have been designed for evaluating students' performances in each unit. There will be six continuous assessments (CAs) and two summative assessment (SAs) throughout this year. The following are the major assessment items in Humanities:

Term	Type of Assessments	Assessment Item	Units to be Assessed
I Sep to Jan	Continuous Assessments (25%)	Different types of assessments (e.g. assignments, quizzes) will be conducted One continuous assessment will be conducted in each unit	Each unit covered before the Mid-year Examination
	Online assignments* (5%)	Different types of online assignments during online learning period will be conducted for assessment purpose	Units covered during online learning period
	Summative Assessment (10%)	Mid-year Examination	All units covered before the Mid-year Examination
II Feb to Jun	Continuous Assessments (30%)	Different types of assessments (e.g. assignments, quizzes) will be conducted	Each unit covered between the Mid-year Examination and the Final Examination
	Summative Assessment (30%)	Final Examination	All units covered before the Final Examination

**Teachers will inform students about the arrangement before the distribution of online assignments*

Grade Boundaries

Performance Grade	Performance Descriptor
A* (90 or above)	The student demonstrates a consistent and thorough understanding of the required knowledge and skills. He/ she is able to apply what was learned in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation, where appropriate. The student generally demonstrates creativity, originality and insight.
A (80 – 89)	
B (70 – 79)	The student has a good understanding of the required knowledge and skills. He/she is able to apply them in normal classroom environment. There is more evidence of skills of analysis, synthesis and evaluation. There are adequate details in all aspects of work. Occasionally, creativity, originality and insight are demonstrated.
C (50 - 69)	Although the student has difficulties in some areas, there have been measurable achievements and the student is making effort to overcome the difficulties experienced. The student has some understanding of the required knowledge and skills. He/she is able to apply them. There is occasional evidence of skills of analysis, synthesis and evaluation.
D (40 – 49)	The student has achieved some limited objectives. It is evident that the student has experienced difficulties in understanding and applying the required knowledge and skills necessary to the subject matters. There is still a gap between the current achievements and the required standards of the school.
E (39 or below)	Certain minimal objectives have been achieved. The student has experienced many difficulties in understanding and applying the required skills and knowledge necessary to access subject matters both at home and in the classroom. There is still a big gap between the current achievements and the required standards of the school.

Enquiries

Should parents have any queries regarding the Secondary 2 Humanities curriculum, please contact Secondary 2 Humanities Level Coordinator, Ms. Hung Ming Sum, or any Humanities teachers at 2685 1210.

Law Ting Pong Secondary School
Humanities (S3)
Course Outline (2020-2021)

General Descriptions

The S3 syllabus aims to deepen students' Humanities knowledge in local and global contexts and enhance their English language skills. The school-based curriculum exposes students to a variety of issues in History, Geography and Life and Society that broaden their understanding of concepts, develop a strong sense of social awareness and prepare them for the curricula of New Senior Secondary (NSS) Liberal Studies and Personal, Social, Health and Economic (PSHE) subjects. Through the wide exposure to a variety of tasks, students will be able to acquire subject knowledge and develop essential generic skills that enable them to become lifelong learners.

Learning Objectives

By the end of S3, students will be able to:

- develop creativity, communication and critical thinking skills through a wide range of classroom activities such as presentations, discussions, role playing and writing in different genres;
- become better informed of and concerned for local, national and global issues;
- enhance note-taking, communication, collaboration and interpersonal skills through engaging in group work with peers; and
- build a solid foundation for studying other subjects and be better prepared for New Senior Secondary (NSS) Liberal Studies and Personal, Social, Health and Economic (PSHE) subjects.

Textbooks

Unit 1 & 2: Issue-Enquiry Series Section 31 - International Conflicts and Threats to Peace in the 20th Century

Unit 4: Interactive Geography C4 The Trouble of Water - Too much and too little

Unit 5: Longman Life and Society 1: Personal Growth [I]

Curriculum

Week	Period	Unit	Learning Targets	Formative Assessment	Continuous Assessment
1 - 2	Sep 3 – Sep 7, 2020	Introduction to the course and course requirements (e.g. explaining course outlines, homework and assessment policies) / Subject affairs (e.g. setting class rules, forming groups, selecting subject leaders, etc.)			
Theme A: Major International Conflicts in the 20th Century					
2 - 7	Sep 8 – Oct 16, 2020	UNIT 1: World War I (WWI)	By the end of this unit, students should be able to: 1. understand the causes of WWI; 2. identify and explain the events leading to WWI; 3. explain and summarize the course of WWI; and 4. analyse and evaluate the results and the impact of WWI.	a. Map analysis; b. Video-analysis; c. Timeline drawing; and d. Mind map drawing.	Essay writing
8 - 14	Oct 19 – Dec 4, 2020	UNIT 2: World War II (WWII) and Cold War	By the end of this unit, students should be able to: 1. understand the causes of WWII; 2. identify and explain the events leading to WWII; 3. explain and summarize the course of WWII; and 4. analyse and evaluate the results and the impact of WWII which contributed to the causes of the Cold War.	a. Video analysis; b. Timeline drawing; c. Comics analysis; d. Flowchart; and e. Mind map drawing.	Essay writing
Theme B: Geography and the society					
15 - 20	Dec 7, 2020 – Jan 15, 2021	UNIT 3: Map Reading Skills	By the end of this unit, students should be able to: 1. identify different types of relief and landform accurately; 2. sketch map based on the features provided in the map; 3. distinguish and draw the cross-section from the map; 4. measure the gradient of the map; and 5. integrating all the map reading skills to authentic contexts.	a. Reading features on different types of maps; and b. Map reading and application of skills to maps.	Map reading test
Revision (Jan 18 - Jan 22, 2021)					
First-term Summative Assessment (Jan 25 - Jan 29, 2021)					

Theme B: Geography and the society

23 - 32	Feb 1 – Apr 9, 2021	UNIT 4: Water Cycle	<p>By the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. understand what water cycle is; 2. explain the process of water cycle; 3. identify and explain the development of an ecosystem in the tropical rainforests; and 4. evaluate the impacts of human activities on the sustainability of tropical rainforest. 	<ol style="list-style-type: none"> a. Videos of virtual rainforest visit; and b. Forum on discussing the human activities on the ecosystem in tropical rainforests. 	Poster making
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Theme C: Adolescents' Development and Interpersonal Relationships

33 - 36	Apr 12 – May 7, 2021	UNIT 5: Personal Growth and Salient Trends of Adolescents	<p>By the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. understand typical adolescent physical and psychological characteristics; 2. identify the factors influence the self-esteem of adolescents and how they are related to adolescents' behaviour and aspirations for the future; 2. explain the current salient trends that pose particular challenges and opportunities to adolescents in Hong Kong and how they respond to these trends; and 3. compare and contrast why different life skills are important for adolescents to make full use of present opportunities and prepare themselves for challenges such as adversities and major changes. 	<ol style="list-style-type: none"> a. Group discussion; b. Psychological tests; and c. Video analysis of some salient trends. 	Unit test
37 - 40	May 10 – Jun 4, 2021	UNIT 6: Interpersonal Relationships of Adolescents	<p>By the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. understand the kinds of relationships are commonly available to and most significant for Hong Kong adolescents and know the unique and shared characteristics of these relationships; 	<ol style="list-style-type: none"> a. Video analysis; b. Interview; and c. Group discussion. 	Unit test

			<ol style="list-style-type: none"> 2. identify and explain how adolescents’ identities developed and their roles embedded within different relationships; 3. identify and share the changes in adolescents’ relationships with family members, peers and dating partners; 4. identify and discuss how adolescents in Hong Kong reflect upon their interpersonal conflicts and develop relationships with others; and 5. suggest and evaluate how interpersonal communication methods in modern society influence adolescents’ relationships with others. 		
End-of-year Revision and Reflection (Jun 7 – 9, 2021)					
Final Exam (Jun 10 – Jun 24, 2021)					
44	Jun 28 – Jun 30, 2021	Exam Paper Checking			

Course Materials and Requirements

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	Summative Assessment (30%)	Final Examination	All units covered before the Final Examination

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Grade Boundaries

Performance Grade	Performance Descriptor
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Enquiries

Should parents have any queries regarding the Secondary 3 Humanities curriculum, please contact Secondary 3 Humanities Level Coordinator, Ms. Chiu Wing Yee, or any Humanities teachers at 2685 1210.