



敬啟者:

S25-2019/20

高中選修科意向調查(第一階段)

本通告旨在收集 2019/2020 年度中三級學生及家長對下學年高中選修科的初步意向,家長請與學生商討後將意願在下列資料收集部份回覆,截止提交資料日期為 2020 年 4 月 29 日(三)。

此致  
貴家長

聖若瑟英文中學校長



潘永強

謹啟

2020 年 4 月 23 日

\*\*\*\*\*資料收集\*\*\*\*\*

學生姓名: \_\_\_\_\_

班號: 3

資料一

請根據以下的代碼表按次序列出 貴子弟最希望修讀的 6 科:

中文為學習語言的科目	
Code	Subject
A	生物
C	化學
E	中國歷史
F	組合科學 (生物、化學)
H	組合科學 (生物、物理)
J	組合科學 (化學、物理)
L	經濟
N	倫理與宗教
O	地理
Q	歷史
S	資訊及通訊科技
V	體育
W	物理
Y	視覺藝術

英文為學習語言的科目	
Subject	Code
Biology	B
Chemistry	D
Combined Science (Biology, Chemistry)	G
Combined Science (Biology, Physics)	I
Combined Science (Chemistry, Physics)	K
Economics	M
Geography	P
History	R
Information and Communication Technology	T
Music	U
Physics	X

第一選擇 : \_\_\_\_\_ (請填入代碼)  
 第二選擇 : \_\_\_\_\_ (請填入代碼)  
 第三選擇 : \_\_\_\_\_ (請填入代碼)

第四選擇 : \_\_\_\_\_ (請填入代碼)  
 第五選擇 : \_\_\_\_\_ (請填入代碼)  
 第六選擇 : \_\_\_\_\_ (請填入代碼)

資料二(請先細閱附件)

來年度 貴子弟希望修讀的選修科數目是\*兩科

\*三科

\* 請在適當的內加上「✓」號。

## 附件 - 高中選修科的數目

### 一. 引言：

本文件旨在讓中三級家長/學生瞭解學校於高中學生在選修科數目上的安排及考慮。

### 二. 各類安排：

#### 1. 一般安排：

考慮到本校學生的能力及四科必修科目的水平，學校一般安排各高中學生修讀兩科選修科目。而這個 4 + 2 的組合於本港升學時一般都足夠。

#### 2. 學生修讀三個選修科的可行做法：

##### 2.1 設立「特別班」：

2.1.1 若有為數不少而學術能力高的學生希望修讀三個選修科，因應中學編排課堂的局限性，學校唯一可選擇的做法是將這批學生編排入同一班，將這班的四科必修科的每周課節減少（但教學進度不可落後於其他班），並利用騰出的課節，安排全班學生修讀同一科的選修科（這科未必是全班學生皆有興趣修讀的）。為了配合教育局每班學生人數要求，來年度這班學生人數至少要有 32 人。

2.1.2 學校從未排除這安排的可能性，因此每年於選科意願調查時均收集相關資料。當中發現，縱使學校將修讀三科選修科的條件降低至學生成績為中等或以上，表示希望修讀三科選修科的學生人數也不多，在 2018-2019 年度，亦只有 6 位。這也是學校自 2012 年開辦香港中學文憑考試課程以來，從未開辦此類特別班的原因。

##### 2.2 個別情況處理：

以下列出學校曾經為個別學生安排第三科選修科的方式：

##### 2.2.1 自修形式：

2.2.1.1 有關此安排所指的是學生在校修讀兩科選修科，另外，再以自修形式修讀第三科選修科。過往曾有 6 名學生參與這計劃，最終有 4 名學生應考文憑試。

2.2.1.2 學生自行安排私人補習或參加補習社的課程，而學校則安排相應科目的一位老師協助學生學習。而在學校的每次測驗或考試中，學生亦必須參加該科目的考核，以評估其學習成果。

2.2.1.3 為免計劃影響學生的總體成績，學校要求有關學生必須於校內的每一次測驗或考試的總平均分數不少於 65（一般而言，高中學生的考測總平均分會比初中時的低 5 至 10 分），而其自修的科目則必須達至及格水平，否則有關計劃將即時終止。

2.2.1.4 上列安排將有其局限性---學生所選的自修科目必須是沒有校本評核部份的科目。校本評核佔該科整體成績的一部份，學校有必要確保分數的公平性及一致性，因此，在現行的考評安排下，理科科目的校本評核實驗會安排同一組的學生同時進行。在這情況下，學生不可以選擇「理科科目」作為「自修科目」（第三科）的選科。

### 2.2.2 參加「藝術與科技教育中心」課程：

由於預計學校在資源上未必足夠開辦一些較冷門的科目(如：視覺藝術、音樂)，教育局成立了「藝術與科技教育中心」，專門開辦這些科目的文憑試課程，供不同學校的學生修讀，學校應屆中六級有四名學生參加，修讀視覺藝術科。課程包括了學生的校本評核部份，學校協助跟進學生的考勤及報名事宜。

### 三. 結語：

1. 家長/學生對於是否修讀三科選修科應予慎重考慮，其中學生的能力及毅力是一個重要因素，否則將嚴重影響其他科目的成績。另一方面，若多出的一科成績只在於「錦上添花」，所需要承擔的風險又是否值得呢？
2. 學校願意為學生探討不同的可能性，但在資源許可及公平分配的原則下，希望能為學生作最適當的安排，讓我們的學生獲最大裨益。



23 Apr 2020

S25-2019/20

Dear Parents of F3 Students,

Re.: Preliminary survey on SS Elective Subjects

We write to collect the preliminary data from F3 Students and Parents on their preference on SS Elective Subjects. Parents are advised to discuss with their son prior to submitting their preferences. Please provide relevant information on the spaces given and reply on or before 29 Apr 2020 (Wed).

Yours faithfully,

Handwritten signature of POON Wing-keung



POON Wing-keung (Mr)
Principal

\*\*\*\*\*

Name of Student: \_\_\_\_\_ Class No.: 3

Information 1

According to the following code table, please list your top 6 choices in order of preference.

Table with 2 columns: Code, Subject. Rows include Chinese as the Medium of Learning with subjects like Biology, Chemistry, Chinese History, etc.

Table with 2 columns: Subject, Code. Rows include English as the Medium of Learning with subjects like Biology, Chemistry, Combined Science, etc.

First Choice : \_\_\_\_\_ (Please give the code)
Second Choice : \_\_\_\_\_ (Please give the code)
Third Choice : \_\_\_\_\_ (Please give the code)

Fourth Choice : \_\_\_\_\_ (Please give the code)
Fifth Choice : \_\_\_\_\_ (Please give the code)
Sixth Choice : \_\_\_\_\_ (Please give the code)

Information 2 (Please read the Appendix first.)

Preferred number of elective subjects \* [ ] Two [ ] Three

\* Please give a "✓" in the appropriate box.

## **Appendix - Number of elective subjects in Senior Secondary Curriculum**

### **A. Introduction**

This document aims at introducing our school's arrangements and considerations regarding the number of elective subjects for senior formers to Form 3 students and their parents.

### **B. Various arrangements**

#### **1. General arrangements**

Taking into account the abilities of our students and their performances in the four compulsory subjects, our school generally arranges senior secondary students to take two elective subjects. This 4 + 2 combination generally satisfies the entrance requirements of local universities.

#### **2. Feasible arrangements for students taking three elective subjects**

##### **2.1 Setting up a special class**

2.1.1 If there are a large number of highly capable students who wish to study three elective subjects, in view of the limitation of the class arrangements of a local school, our only option is to allocate them to the same class. The number of lessons per week for the four compulsory subjects of this class has to be reduced (the teaching progress should not be impeded though) to allow the introduction of lessons for the same extra elective subject that the entire class of students take, even though this subject may not cater for the interest of the whole class. To meet the class size requirement of the EDB, about 32 students will be allocated to this class.

2.1.2 The school has never ruled out the possibility of this arrangement. Therefore, students' preference is collected in the elective subject selection survey every year and it is found that even students of average to above average learning abilities are considered, not many students wish to do so. There were only six last year. This explains why the school has never organized such special classes since the launch of the HKDSE curriculum.

##### **2.2 The handling of individual cases**

The following is a list of special arrangements our school made for individual students who took three elective subjects in previous years:

##### **2.2.1 Self-study**

2.2.1.1 Students study two elective subjects at school and self-study the third. In the past, six students participated in the program, and finally four took the HKDSE exam.

2.2.1.2 Students themselves arrange private tutoring or join tutorials outside of school while our school arranges a teacher of the corresponding subject to assist them with their learning. These students are required to sit all the school exams and tests for their third elective subject so as to evaluate their learning outcomes.

2.2.1.3 In order to prevent the plan from affecting the overall performance of the students, our school requires the students concerned to have a minimum average score of 65 in each school test or examination (generally speaking, the average score of senior secondary students is 5 to 10 lower than that of junior secondary ones), and they must pass the tests and exams for the third elective subject. Otherwise, the plan will be terminated immediately.

2.2.1.4 This arrangement has a limitation that the third elective subject must be one without school-based assessment (SBA). The marks awarded in SBA are counted towards their results in the HKDSE and schools must ensure the fairness and consistency of the scores. Therefore, students from the same group are arranged to conduct SBA experiments at the same time, implying the three science subjects cannot be taken as the third elective subject under this arrangement.

#### 2.2.2 **Joining courses run by the Art and Technology Education Centre**

Since schools may not have enough resources to offer courses in some less popular subjects (such as Visual Arts and Music) to students, the Education Bureau has established the Art and Technology Education Centre to provide HKDSE courses in these subjects for students of different schools. Currently, there are four Form Six students taking the Visual Arts course. The course incorporates the school-based assessment for students and our school assists in keeping track of students' attendance and registration matters.

### **C. Conclusion**

1. Parents / students should carefully consider if an extra elective subject should be taken, the ability and perseverance of students being two determining factors. Otherwise, the results of other subjects may be seriously affected. On the other hand, if the taking an extra subject is only for 'the icing on the cake', is it worth the risk?
2. Our school is willing to explore different possibilities for students, but the arrangements must align with the principle of fair distribution of resources available and benefit our students.