

**Yan Oi Tong Tin Ka Ping Secondary School**  
**3-Year Subject Action Plan [Science] (2018/19-2020/21)**

**I Action Plan**

Major Concern	Intended Outcomes	Strategies	Time Scale		
			18/19	19/20	20/21
1. To equip students with a solid and broad foundation in science in the junior secondary level to face challenges in the senior forms and the changing world	<ul style="list-style-type: none"> <li>◆ Students generally master the basic knowledge of science content in each unit by attaining a satisfactory results in both school formative assessment and outside-school academic competitions</li>   <li>◆ Students can make good use of their acquired knowledge in junior forms to tackle problems in science subjects in senior forms. They are equipped with necessary transferrable skills for tackling science-related questions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Clear learning objectives, especially those are categorized as core science content, are set forth to all students during the course of teaching in different units in order to facilitate students' self-awareness in their learning progress and planning of their learning pace. Learning materials are provided in the carefully-designed unit handbooks for students' learning and revision.</li>   <li>◆ Suitable topics and questions are included in junior form science for them to try out on using various skills in answering questions set on unfamiliar situations.</li> </ul>	✓	✓	✓
				✓	✓

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2. To cater for students' learning diversity	<ul style="list-style-type: none"> <li>◆ More able students are provided with enriched learning activities to further build up their solid and broad foundation in science.</li> <li>◆ Average-ability students are supported with appropriate learning opportunities to keep their motivation in learning science.</li> <li>◆ Less able students are targeted to maintain their motivation in learning in classrooms and provided with extra outside-classroom hours for consolidation and revision.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students are encouraged to actively participate in various activities and competitions organized by professional bodies.</li> <li>◆ Students are of the mostly populated ones in the class and teachers spend most of the time in the lessons to cater for their learning needs. They will be frequently provided with opportunities so that their learning or understanding in classrooms are closely monitored and attended to.</li> <li>◆ Students are required or advised to work on basic questions in order to keep their standard to the accepted level. Extra work, revision classes or detention classes may be arranged for them whenever necessary.</li> </ul>	✓	✓	✓
			✓	✓	✓
			✓	✓	✓

Major Concern	Intended Outcomes	Strategies	Time Scale		
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2. To cater for students' learning diversity [cond't]	◆ School-based curriculum is designed to satisfy the needs of students of different learning abilities.	◆ The newly-launched school-based curriculum, learning and teaching materials and supports are constantly reviewed and optimized on the half-yearly basis in the panel meetings and CLPs.	✓	✓	✓
	◆ Students are curious about the world of science outside the classroom / beyond the formal curriculum.	◆ Various channels are developed, viz. school science day, visits, workshops, competitions and social media, for students to explore the world of science.	✓	✓	✓
3. To foster teachers' professional development in teaching junior form science	◆ Successful teaching strategies, with careful planning and intensive deliberation among teachers, will be shared for better learning and teaching in junior form science.	◆ Teachers are encouraged to attend seminars organized by EDB and related agencies. Formal sharing during CLP periods, informal sharing sessions and class observations among teachers are encouraged.	✓	✓	✓

## II Assessment Strategies

Continuous Assessment (30 %)	Examination (70 %)
(a) Lesson Performance (5 %)	<u>FORMAT</u> (a) True-or-false (b) Fill in the blanks (c) Multiple-choice Questions (d) Short Questions (e) Long Questions  Relevant scientific knowledge and language ability for effective communication will be assessed.
(b) Assignments and Quizzes (5 %)	
(c) Uniform Tests (20 %)	

### ◆ Quizzes, uniform tests and examinations

Quizzes, uniform tests and examinations may contain questions set on unfamiliar situations presented in the form of text, diagrams and graphs. In addition, students are expected to apply their scientific knowledge to answer questions set on the information given.

### ◆ Assignments

It may include pre-lesson preparation tasks, science reading tasks, reflective journals, supplementary worksheets, hands-on learning tasks and so on.

◆ Lesson performance

It is carried out on a continuous basis using different methods such as oral questioning, observation of students' performance, participation and attitude towards 'outside-school' competitions and science workshops and so on. In this academic year, students should attend at least one of the many science-related activities daily performance in the second term.