



仁愛堂田家炳中學
教與學

建基立本迎三十
逐夢追風澤萬人

Teaching and Learning

Yan Oi Tong Tin Ka Ping Secondary School



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不解之緣

田慶先校監

今年仁愛堂田家炳中學踏入三十週年，亦是仁愛堂成立四十周年的日子，是值得慶賀的時刻。我回憶起在1958年家父田家炳先生整家從印尼移居香港這個人地生疏的地方，他有幸得到屯門鄉紳陳日新先生的幫助找到廠地，開創塑膠事業。當時的屯門還是新界一個漁村，此後他便與屯門結上不解之緣。在1977年更與三位屯門鄉紳捐資籌組仁愛堂成為非牟利慈善團體。1987年田先生捐資創辦仁愛堂田家炳中學，多年來學校與仁愛堂及田家炳基金會合作無間。田先生對本校有一份特別感情，他希望這所學校能為本區的青少年提供優質教育。學校以「己立立人」為校訓，並且強調五育並重、德育為先，這正是代表他行事為人的信念，所以本校一直本著他的訓言辦學。田家炳先生今年已經98歲，他仍不時關心學校的發展。

今日是一個重要的日子，六年來各位同學在學校努力付出，期間你們經歷順境逆境的時候，得到老師適時的指導，以及父母的支持，讓你們慢慢成長。畢業意味著中學階段的總結，也是學習獨立走上合適自己人生路的開始，你們要謹記「己立立人」的校訓，自強不息，貢獻社會。各位同學，我要代表田家炳先生祝福你們今後展翅飛騰，邁向理想。

最後，我要特別感謝三十年來背後默默支持學校發展的歷屆校董及不離不棄、培育學生成長的老師們。再一次多謝錢校長為畢業典禮主禮。祝各位身體健康，萬事勝意！

節錄於仁愛堂田家炳中學第二十九屆畢業禮致詞

Steadfast at 30

*Mr. Chui Hing Wa
Vice Principal*

Yan Oi Tong Tin Ka Ping Secondary School has gone through various stages of curriculum development since its establishment 30 years ago. Our teachers have formulated various directions and strategies of curriculum development based on the qualities of students and in response to the needs of society. These developments are the result of continuous explorations and trials that take current circumstances into account. Details are listed in the table below:

Stage of development

Background

Directions and strategies of curriculum development

1987-1997

Establishment and Reinforcement

Establishment (87-92):
Students had varying degrees of learning capability with weak parental support. Teachers became a reliable source of support for students. The teaching team was young and motivated, showing great care for students' development. Positive teacher-student relationships were established.

Reinforcement (92-97):
The matriculation curriculum was started and continual improvements were seen in the competence of S1 students. These changes were accompanied by higher academic expectations.

The focus was on the development of school-based curriculum and curriculum integration to cater to the needs of students. The subject of Civic Education was created in the first year of school operation. Civic Education was subsequently integrated with History, Economics and Geography into the subject of General Studies for junior secondary students.

HKCEE and HKAL curricula were initiated. Public examination results and university admission showed continuous improvements.

1997 – 2007

Diversified Development

The Education Bureau implemented a mandatory territory-wide language policy. All secondary schools in Hong Kong were categorized as either EMI (English as medium of instruction) or CMI (Chinese as medium of instruction) schools.

The Education Bureau launched the Quality Education Fund, which provided additional resources for the school.

The Education Bureau released the “Reform Proposal for the Education System in Hong Kong” report, marking the beginning of education reform that spanned more than 10 years.

The language policy of the Education Bureau provided an opportunity for the school to reinforce its emphasis on biliteracy and trilingualism. In the junior secondary curriculum, teaching was conducted in students’ mother tongue to build a solid foundation for learning. This was accompanied by an increase in resources to enhance English teaching. Furthermore, an English bridging curriculum was implemented in the subjects of Science, Mathematics and General Studies to enhance students’ ability to learn in other subjects using English as a medium. These measures served the purpose of using English as the medium of instruction in the senior secondary curriculum and to build a solid foundation for the school to become an EMI school in the future.

Applications for the Quality Education Fund were successful on multiple occasions, enabling the provision of a diversified learning experiences.

In support of the education reform, the school continued to optimize the junior secondary General Studies curriculum with integration of project work to facilitate the development of comprehensive skills. Furthermore, a school-based junior secondary curriculum fostering positive personal growth (P.A.T.H.S to Adulthood) was developed in collaboration with the Chinese University of Hong Kong and the Hong Kong Jockey Club Clarities Fund.

Study tours were organised for senior secondary students, providing opportunities to broaden their horizons and learning through visits outside Hong Kong.

Stage of development

Background

Directions and strategies of curriculum development

2007 – 2017

Building a School Culture of Excellence

The Education Bureau's Fine-tuning of Medium of Instruction for Secondary Schools policy was implemented since the 2010/11 school year.

*The peak of education reform:
The new senior secondary curriculum was established. The new curriculum consisted of 3 years of junior secondary education, 3 years of senior secondary education and 4 years of university education.*

The HKCEE and HKAL examinations were combined into the HKDSE examination.

The school fulfilled the Education Bureau's requirements on students' learning ability, teachers' readiness to teach in English, and associated support measures. English was adopted as the main medium of instruction across all levels.

The new senior secondary curriculum was successfully launched, with senior secondary subject combinations finalized.

In support of the education reform, the junior secondary curriculum was refined with bridging to the new senior secondary curriculum. The content of teaching was optimized, as was the framework for school-based teaching and assessment. Students' experiential learning was deepened in line with our mission of providing whole-person education.

In summary, the school prioritizes students' learning needs in curriculum development, teaching and assessment. Changes in teaching environment and education policy, even if substantial, will not alter the school's core value of student-oriented education.

Core elements of teaching and learning

1. Emphasis on teachers' teaching and students' learning; Development of school-based curriculum to enhance teaching effectiveness

An appropriately designed school-based curriculum can enhance students' interest in learning and support their future development needs. The following are some of the many highlighted school-based curricula over the last 30 years:

Junior secondary General Studies

In 1994, the subjects of Economics, History, Geography and Civic Education were integrated into the junior secondary General Studies. The new subject maintained the important concepts in each component subject, providing bridging to relevant subjects in the senior secondary curriculum. Furthermore, students' ability to conduct project work was developed. Teaching materials, assignments and modes of assessment were refined to develop a comprehensive school-based curriculum. Compared with the senior secondary Liberal Studies curriculum, reform of the school's junior secondary General Studies curriculum was initiated more than 10 years ahead of a similar initiative by the Curriculum Development Institute of the Education Bureau.

Chinese Language

The school-based Chinese Language curriculum organically combines the 3 components of learning, teaching and assessment. Students' performance in school examinations and public examinations are reviewed, while attention is paid to their different qualities in the design of systematic and stage-wise teaching content. The uniqueness of our school-based Chinese Language curriculum is reflected in the early "module-based teaching" and the 6-year school-based Classical Chinese curriculum developed specifically for HKDSE in recent years. A solid foundation is first laid to equip students with knowledge and a cultural background for Chinese Language learning. This is followed by opportunities for students to accumulate and deepen their learning experience, which enable them to grasp effective means of learning and facilitate knowledge building.

Mathematics

The "Credit for Excellence" Scheme in Mathematics integrates elements of classroom learning and extracurricular activities. The scheme covers Mathematics competitions, reading reports, group projects, model development and various e-Learning platforms. The diverse modes of learning enable the school to cater to the needs of students with varying learning abilities. The scheme enables students to identify suitable learning platforms and arouse their interest in learning the subject. Meanwhile, it helps students master fundamental skills and methods in learning Mathematics.

English Language

The design of a school-based English Language curriculum started back in the early days when the school was founded. The curriculum has transformed from Mastery Learning-based Special Test in the early days to the Thematic Task-based curriculum. In recent years, cross-subject collaboration has resulted in the implementation of initiatives such as Reading Across the Curriculum, Writing Across the Curriculum and Language Across the Curriculum. These initiatives provide students with various opportunities to learn English and create an optimal environment for English learning.

Science

The school-based Science curriculum is developed based on 5 core elements: Accommodation, Bridging, Consolidation, Development, and Exploration. It covers bakery science, heat transfer, particle theory, Science-English bridging curriculum, solar cooker making, and forensic science. Adjustments have been made to the teaching schedule and the framework of the junior secondary curriculum so that it can be delivered in a systematic and well-structured manner. This enables students to understand scientific concepts, grasp effective means of learning, and develop attitudes of perseverance and truth-seeking in learning.

2. Implementation of the policy of English as medium of instruction; Enrichment of English learning environment

The Education Bureau implemented guidelines on mother tongue as the medium of instruction in 1997. Thirteen years later, in 2010, the school fulfilled three criteria set by the Education Bureau, namely student's ability to learn in English, teachers' readiness to teach in English and associated support measures, and thus was categorized as a school with the capacity to adopt English as the medium of instruction. Such achievement is the result of support from the sponsoring body, incorporated management committee and parents, as well as the concerted efforts of all teachers and students.

Measures supportive of learning in English at the school are comprehensive. They include curriculum learning, extracurricular activities and a rich English environment. For years, the school has provided summer English bridging courses to primary 6 students who are progressing to S1. Furthermore, bridging modules are in place in junior secondary subjects to ensure students are accustomed to learning in English as early as possible so that they can transition smoothly to learning other senior secondary subjects in English. The school has organized a range of English learning activities, such as English café, movie shows, English forums, cross-curricular English speaking day, English drama and English debates. These activities provide exposure and opportunities for students to use English inside and outside the classroom.

3. Provision of diverse learning experience; Achievement of whole person development

The school values whole-person development, which focuses on developing each individual's potential abilities. Every individual is unique with his own potential for learning. As such, adopting one single mode of teaching and one set of teaching content is insufficient to cater to the developmental needs of all students. The school has therefore implemented curriculum frameworks and teaching designs that facilitate student development beyond the traditional realm of knowledge.

Physical, Arts, Cultural and Life Education

The school values diverse development of students. The "One Sport, One Art for Life" programme has been implemented since early years to provide arts and sports education outside of the formal curriculum and the classroom. Subsequently, inter-class educational activities have been launched in S2 and S3, where S2 students produce short music videos or micro movies and S3 students organize fashion shows to showcase fashion items designed and made by themselves. These activities develop students' talents in sports and arts by combining formal and informal curricula. The new senior secondary curriculum reform in recent years has provided an opportunity for the school to further combine "sports and arts development" with cultural elements. This has enabled the school to longitudinally link junior and senior secondary curricular, and to systematically implement physical, arts, cultural and life education within the formal senior secondary curriculum. Elements of physical, arts, cultural and life education in the senior secondary curriculum include pottery, dance, music, fashion design, drama, photography and photo development, and computer animation. Sports and arts education is thus integrated with life and cultural education, spanning the entire secondary curriculum and becoming one of the unique school-based curricula of the school.



Culture Tours and Service Learning in China

The school began organizing culture tours in China back in 1991. The tours enabled students to experience, learn and deepen their understanding of the economic developments, culture, history, education, environmental protection and various social phenomena in China.

The culture tours are currently organized mainly for S3 students and students in certain senior forms. Tours to the Pearl Delta area are organized for S3 students annually, while approximately 40 senior secondary students participate in study tours in Hua Dong or farther areas. Since 2015, the element of service learning has been incorporated, providing students with opportunities to participate in voluntary teaching in mountain areas. This enables them to appreciate and observe through personal experience, which facilitates the development of positive life values and attitudes in life through introspection, self-reflection and action.

“Quality Schools in Hong Kong” Programme

In 2016, the school was selected by the Hong Kong Institute of Educational Research, Chinese University of Hong Kong (CUHK), as one of the five member schools in the “Quality Schools in Hong Kong” programme. By forming a learning network and collaborating with CUHK and other QSHK member schools, the school has been able to optimize its curriculum and facilitate students in their efforts to strive for academic excellence. The network and collaboration also encourages student participation in social affairs and develop their sense of care and sense of commitment for society. Student development in sports and arts is also facilitated through the development of their aesthetic and cultural literacy. The programme has thus enabled the school to implement its mission of whole-person education.

4. Catering to differences among students; Motivating students to strive for excellence

The prerequisite of catering to differences among students is to accept these differences between each individual. The school’s overall principle is to provide students with diverse learning experiences, enabling students with potential to fully utilize their talents while providing appropriate support to students who need extra assistance.

With the availability of resources, small-group teaching and streaming has been implemented in the Chinese Language, English Language and Mathematics subjects, with after-school remedial classes organized for junior secondary students. In other subjects, teaching content is adjusted based on the different needs of students. Appropriate teaching methods and different assessment approaches are adopted to take care of the learning needs of different students.

In recent years, information technology and e-Learning have been utilized to increase students’ interest in learning and cater to the needs of individual students, thus enhancing the effectiveness of learning. Since 2002, the “Knowledge Forum” has been introduced in the Chinese Language subject to facilitate higher-order thinking and collaborative learning. In General Studies, an electronic mobile learning platform has been introduced for site visits and project work in the junior secondary curriculum. The use of the “eClass learning platform” has also been optimized in various subjects, with assessment bank built to promote self-directed learning and the strategy of Assessment for Learning. Furthermore, basic facilities and e-Learning equipment have been installed and purchased to encourage utilization of electronic technologies in various subjects to arouse students’ interest in learning.

In addition, the Chinese Department has partnered with universities and other professional teams to optimize writing training for students, enabling them to attempt literary creations. The “English Ambassador” scheme has been implemented in English Language. As for Science, the “Forensic Science” curriculum and the “Biotechnology” elite curriculum are in place for junior and senior secondary students respectively. In Mathematics, the “Credit for Excellence” programme has been implemented. These initiatives provide platforms for students to nurture and demonstrate their potential in various areas. They have been effective in facilitating self-motivated learning and the striving for excellence among students.

5. Teaching team building; Establishing professional learning community

“Student-oriented education” and “governance by teachers” are development principles that have been in place since early days of the school’s operation. As such, professional development of teachers has become an element of the school culture. Collaborative lesson planning sessions are arranged for teachers to share their teaching experience. These sessions allow teachers to jointly design school-based curriculum, discuss lesson planning in detail, share teaching methods and review assessment results. Over the years, a culture of collaboration has been established in the teaching team. Teachers work closely in lesson preparation, delivery, class observation and curriculum evaluation, resulting in synergy in teaching.

The school has devoted much effort into inter-disciplinary and inter-school collaboration. The establishment of multidisciplinary professional networks has enabled us to achieve further breakthroughs and improvements in the effectiveness of teaching. Examples of internal inter-disciplinary collaboration include the restructuring of the junior secondary General Studies curriculum; the HKDSE elective “Workplace Communication” module designed jointly by the English Department and the Career Counselling Committee; the Mathematics and Science Week co-organized by the Science and Mathematics Departments; the “Writing Across the Curriculum”, “Reading Across the Curriculum” and “Language Across the Curriculum” initiatives developed jointly by the English Department and the Chinese University of Hong Kong, University of Hong Kong and Education Bureau; the “Reciprocal Teaching” and “Knowledge Forum” initiatives developed by the Chinese Department and the University of Hong Kong in the early days, teaching materials for the elective “Famous Literacy Works and Adaptations of Literature into Films” module developed in recent years, and participation in the “Understanding the Author’s Intended Meanings in Chinese Classical Texts” programme in 2013, development of the school-based “Junior Secondary Writing Education” curriculum in collaboration with the Chinese University of Hong Kong, and the “Literature Writing Workshop” organized jointly with the literature magazine *Fleurs des lettres*. These examples demonstrate our success in teaching efficacy.

Achievements and Reflections

The school has gone through remarkable developments in the last 30 years under the leadership of the sponsoring body and Tin Ka Ping Foundation. Despite numerous challenges, the results of our development have been fruitful, with our students being recognized for their performance in public examinations and their conduct. These have established a positive school reputation in the community and gained recognition within the education sector.

- 1. 1991: One of the first schools to participate in the “School Management Initiative” (SMI) of the Education Department*
- 2. 2000: Selected by the Education Bureau as an “Effective School in Hong Kong”*
- 3. 2001: Recognized by the Quality Education Fund (QEF) as a school of excellence in the domain of “Support for Students and School Ethos” and received the “Outstanding School Award”*
- 4. 2004: Received the “Chief Executive’s Award for Teaching Excellence” from the Education Bureau in recognition of our “module-based teaching” implemented in the school-based Chinese Language curriculum*
- 5. 2002-2005: The Chinese Language subject team participated in the University of Hong Kong’s Professional Development Network for Knowledge Building in Schools for 3 consecutive years and received the “Knowledge Building Award” and “In-depth Exploration Achievement Award”*
- 6. 2010: Recognized by the Education Bureau as a school with capacity to choose the medium of instruction and successfully transitioned into an EMI (English as medium of instruction) school*
- 7. 2011: The Chinese orchestra received the highest honour “Guoxing Award” in the 6th National Youth Science and Arts Conference in China*
- 8. 2010-2013: Participation in the “Sustainable Development School Reward Scheme” for 3 consecutive years and received the gold award*
- 9. 2009-2012: Successful implementation of new senior secondary curriculum with commencement of career planning curriculum and service education, while incorporating the Arts and Culture subject into the formal senior secondary curriculum*
- 10. Since 2009: Invited by the Education Bureau to participate as a “Professional Development School” in the “Professional Development Schools Scheme” (PDS), and featured as keynote speaker at sharing sessions organized by the Curriculum Development Institute (CDI)*
- 11. 2014-2016: Became a member school of the Centre for Education Policy and Professional Development Programme for School Leaders and Middle Managers and Establishment of Online Knowledge Management Platform (PDSL)*
- 12. 2016-2019: Selected by the Hong Kong Institute of Educational Research, Chinese University of Hong Kong, as one of the five member secondary schools in the “Quality Schools in Hong Kong Programme”*

The teaching team has been dedicated to nurturing students over the years. Our alumni demonstrate their talents in various sectors and industries, with many having become elites of society. While looking back at the vibrant and meaningful moments we have experienced over the last 30 years, we are still in constant self-reflection and self-improvement. We strive to achieve breakthroughs on the solid foundation we have built. Living up to our school motto “After establishing yourself, help establish others”, we continue to serve our society and provide youths with comprehensive, diverse and quality learning platforms with an aim to nurture knowledgeable and capable individuals with a strong sense of commitment for society and the nation.

三十而立

崔慶華副校長

仁愛堂田家炳中學創校至今，已踏入三十年，本校課程發展經歷了不同的階段，教師因應學生的特質及社會的需要，因時制宜，不斷探索和嘗試，制訂了不同的課程發展方向和策略，詳情見下表：

發展階段	背景	課程發展方向和策略
1987-1997 創建及鞏固期	<p>創建期(87-92)：學生學習能力參差，家長支援較弱，學校老師成為學生可信賴的支援，教師團隊年青有幹勁，關心學生成長，與學生建立良好的師生關係。</p> <p>鞏固期(92-97)：隨著開辦大學預科課程及入讀中一學生素質逐年改善，教師及學生皆對學業成績及學習要求相應提高。</p>	<p>致力發展校本課程，進行課程統整，以切合學生需要。創校第一年已設立公民科，及後更與歷史、經濟和地理科統整為初中通識科。</p> <p>全力開展中學會考及高考課程。公開試成績及入讀大學率逐年提升。</p>
1997 - 2007 多元發展期	<p>教育局硬性推行全港語文政策，把全港中學分為英文中學或中文中學。</p> <p>教育局設立優質教育基金，為學校帶來額外資源。</p>	<p>藉教育局語文政策為契機，確立學校重視兩文三語的語文政策。初中以母語為主要授課語言，讓學生打穩學習基礎；同時增加資源，強化英語課堂教學，並於科學科、數學科及通識科推行英語銜接課程，提升學生運用英語學習其他學科能力，達至高中以英語為教學語言的目的，為將來成為一所英文中學打下根基。</p> <p>多次成功申請優質教育基金，為學生提供多元的學習經歷。</p>

1997 – 2007

多元發展期

教育局發表「香港教育制度改革建議」報告，開展了長達10年以上的教育改革。

配合教育改革方向，持續優化校本初中通識課程，並結合專題研習，發展學生綜合能力。此外，與香港中文大學結為夥伴，參與賽馬會培育計劃，發展校本初中成長課。

高中開展境外考察，學生走出課室，到社區甚或香港以外地區學習，擴闊學生視野。

2007 – 2017

建構卓越校風期

教育局於2010/11學年起實施「微調中學教學語言」政策。

教育改革高峰期：
設立新高中學制，3年初中，
3年高中及4年大學。

整合香港中學會考及香港高級程度會考成為香港中學文憑考試。

學校在學生學習能力、教師英語教學水平及學校英語學習環境三方面皆符合教育局要求，全校各級皆以英語為主要教學語言。

成功開展新高中課程，確立新高中科目組合。

配合教育改革，理順初中課程及過渡新高中課程。完善教學內容，優化校本教學及考評框架。深化體驗學習經歷，實踐全人教育理念。

總結而言，學校無論在課程規劃、教學施教及考評設計各方面，皆以學生學習需要為首要目標，教學環境及教育政策縱有翻天覆地的改變，都不會動搖學校「學生為本」的價值取向。

教學與學習的核心元素

(一) 重視教師教學及學生學習，發展校本課程以提升教學效能。

適切的校本課程既能提升學生學習興趣，也能切合學生未來發展需要，以下羅列了一些學校30年內具特色的校本課程例子。

初中通識科

1994年學校把經濟、歷史、地理及公民科統整為初中通識科。通識課程不單保留原本學科的重要概念，讓學生在高中銜接到相關學科，還要培養學生掌握進行專題研習的能力。學校理順教材、習作和評核方法，發展一套完整的校本課程。相對於新高中的通識科，本校初中通識科的課程改革經驗比教育局課程發展處早了10多年。

中國語文科

本校中文科校本課程有機地結合「學—教—評」三環節。既分析學生在校內考試及公開試表現，同時關注學生的不同特質，繼而設計系統化及階段性的教學內容。由早期的「單元教學」至最近針對中學文憑試而設計的「六年一貫」校本文言文訓練課程，顯示了中國語文科校本課程的特色，先裝備學生掌握學習中國語文的知識及文化基礎，繼而讓同學不斷累積及深化學習經驗，掌握有效的學習方法，促進同學建構知識。

數學科

數學科「優越學分計劃」結合了課堂學習及課外活動元素。計劃涵蓋數學比賽、閱讀報告、專題研習、模型製作及各式電子學習平台。多元化的學習模式能照顧學生學習多樣性，不同學習能力學生皆能找到適合自己的學習平台，既提升同學學習數學的興趣，同時幫助同學掌握學習數學的基本能力及方法。

英文科

英文科在創校初期已開始設計校本課程。由最早期建基於「通達教學法」(Mastery Learning) 而設計的「校本測考」(Special Test) 至「單元教學」(Thematic Task-based Curriculum)。近年英國語文科還打破科目框框，積極與其他科組進行跨科／組協作，先後推行了「閱讀跨科課程」(Reading Across the Curriculum)、「寫作跨科課程」(Writing Across the Curriculum) 及「語文跨科課程」(Language Across the Curriculum)，全方位為學生提供學習英語機會，營造學習英語的理想環境。

科學科

科學科以五大元素發展校本課程，分別為調適 (Accommodation)、銜接 (Bridging)、鞏固 (Consolidation)、發展 (Development) 及探索 (Exploration)。校本課程包括「烘焙科學」、「熱傳遞」、「粒子理論」、「科學科英語銜接課程」、「太陽爐制作」及「科學鑑證」等等。此外科學科還重整不同教學單元的教學次序，理順初中的課程框架，務求能有系統、有規劃及有序列地施教，讓同學在理解科學概念之餘，同時掌握學習科學的有效方法，建立鍥而不捨的求真學習態度。

(二) 落實以英語為教學語言政策，豐富學生學習英語環境。

自1997年教育局頒布母語教學指引，至2010年學校獲教育局評定具備自行決定以英語為主要教學語言，共歷13年。學校需要在符合學生學習能力、教師英語教學水平及學校英語學習配套三個條件下，才能成為一所可自行決定教學語言政策的英文中學，實有賴辦學團體、校董會及家長的鼎力支持，以及全校老師及學生的共同努力。

學校英語教學措施覆蓋全面，包括課程教學、課外活動及全校英語學習語言環境。多年來學校為小六升中學生提供暑期英語銜接課程，初中各科均設銜接單元，幫助學生盡早在初中適應英語為學習語言，讓學生於高中能順暢地以英語學習其他學科。學校舉辦一系列英語學習活動，包括英語茶座、電影欣賞、英語論壇、跨科英語說話日、英語話劇及英語辯論比賽，讓學生在課堂內外皆能接觸及運用英語。

(三) 提供多元學習經歷，實踐全人發展理想。

本校重視全人發展，全人教育在於發展個人潛能，每一個人皆是一個獨立個體，有不同程度的學習潛能，單一的教學形式及內容絕對不能符合所有學生的發展需求，故此學校設立的課程架構或教學設計，不應只著重傳統的智性要求，反而要為學生提供「智性」以外的發展空間。

體藝生活及文化教育

學校一向重視學生多元發展，早於學校創辦初期已推行「一生一體藝」計劃，以非正規課程推行藝術教育及課堂外的其他體育教育。及後先後在中二及中三級推行跨班學習活動，中二學生分組製作音樂短片或微電影；中三學生設計及製作服裝，並舉辦時裝表演。這樣可同時結合正規及非正規課程，以發展學生體藝才能。近年藉新高中課程改革的機遇，學校更進一步把「體育藝術發展」及文化元素結合，縱向連繫初中及高中課程，於高中正規課程內有系統推行體藝文化生活教育，當中包含陶瓷、舞蹈、音樂、時裝設計、戲劇、攝影沖曬及電腦動畫，把體育、藝術教育融入生活及文化當中，並涵蓋整個中學教育，成為本校其中具特色的校本課程之一。

國內文化考察及服務學習

本校早於1991年已開始舉辦國內文化考察團，讓學生親身體驗及學習；同時加深學生認識國內經濟發展、文化、歷史、教育、環保，以至各種社會現象。

現今本校考察活動主要集中在中三級及部份高中級。中三級每年到珠三角考察交流，另外每年約有40位高中同學會到華東或更遠地區進行考察。自2015年開始，更加入服務學習元素，同學親身到山區小學進行義教，直接從個人經歷中體會和觀察，繼而藉著自省、反思及行動，建立個人正確的價值觀及處世態度。

「優質學校在香港」計劃(QSHK)

本校於2016年成功入選中文大學教育研究所「優質學校在香港」計劃，成為5所成員中學之一。本校與中文大學及其他成員學校組織成學習網絡，攜手優化課程，協助學生在學業上追求卓越；加強學生社會參與，培育學生關心社會的態度和承擔感；以及促進學生體藝發展，培養學生的審美能力和文化素養，實踐全人教育的理念。

(四) 照顧學生差異，激勵學生奮發求進。

照顧學生差異的大前提是接受個別差異，大原則及方向是提供多元學習經歷，讓具備潛質的學生可一展所長，同時對部份未能及時趕上學習進度的學生提供適切的支援。

中、英、數三科在資源許可下，設分組分流教學，並於初中開設課後支援班或功課輔導班，其他學科因應學生不同需要調適教學內容，採用適切的教學方法及不同的考評形式，以照顧不同特質學生的學習需要。

近年學校更善用資訊科技及電子學習，利用不同學習平台，激發學生興趣，配合個別學生的需要，提升學習效能。中文科早於2000年已引入「知識建構電子學習平台」(Knowledge Forum)，促進學生高階思維及共同建構知識。通識科引進電子移動學習平台，在初中進行實地考察及專題研習。各科組善用「eClass學習平台」，設立試題庫，推動學生自主學習及以考評回饋學習的教學策略(Assessment for Learning)。學校同時增設電子學習基礎設施及購置電子學習器材，鼓勵各科組善用電子科技提升學生學習興趣。

此外，中文科夥伴大學及其他專業團隊，優化學生寫作訓練，進而嘗試文學創作；英文科設「英語大使」培訓計劃；科學科於初中推行「科學鑑證」課程，並於高中推行「生物科技」資優課程；數學科推行「優越學分計劃」，以上種種皆為具備各樣潛能學生提供培育及展現平台，無論在提升學生學習興趣，促進自主學習及追求卓越各方面效果理想。

(五) 建立教師團隊，成為專業學習社群。

創校初期，本校已訂立了「學生為本」、「教師治校」的發展原則。教師專業成長已成為學校文化的重要一環。各科設共同備課節，讓教師可分享教學心得，包括共同設計校本課程、討論教學細節、分享教學方法及分析考評結果。教師團隊多年來已建立了成熟的協作文化，無論在共同備課、說課、評課及觀課各方面合作無間，成功凝聚及提升團隊教學能量。

本校致力推行跨科組及跨校合作，透過跨界別專業網絡的建立，進一步突破及提升教學效能。校內跨科組合作例子不少，包括初中通識科的課程統整；英文科與升學及就業輔導組共同設計的香港中學文憑試選修單元“Workplace Communication”；科學科與數學科共同籌辦數理周；英文科先後與香港中文大學、香港大學及教育局合作發展“Writing Across the Curriculum”，“Reading Across the Curriculum”，“Language Across the Curriculum”；中文科早年與香港大學合作開展「相互教學法」及「知識建構平台」，近年合作設計高中選修單元「名著及改編影視作品」教材、2013年參與「閱我深意：文言作品師生互動閱讀教學課程」計劃，與香港中文大學合作發展「初中寫作教學」校本課程及與文學雜誌《字花》合作舉辦高中「文學創作坊」等，皆是成效顯著的成功例子。

成就及反思

30年來，學校在辦學團體及田家炳基金會帶領下發展良好，當中雖遇上不少挑戰及衝擊，仍然在各方面取得豐碩的成果，學生公開試成績及學生品格獲一致好評，在社區內建立正面形象及在教育界內得到認同。

1. 1991年成為第一批參與教育署「學校管理新措施」(SMI)的學校。
2. 2000年獲教育署評選為「高效能學校」。
3. 2001年經「優質教育基金」(QEF)評審在「校風及培育」範疇表現卓越。獲頒發「傑出學校獎」。
4. 2004年中文科憑「單元教學」校本課程獲教育局頒發「行政長官卓越教學」嘉許獎狀。
5. 2002-2005年中文科連續3年參加香港大學「知識建構教師發展網絡計劃」比賽，並獲頒發「知識建構大獎」及「深入探究成果獎」。
6. 2010年經教育局評審成為全港能自決教學語言學校之一，成功轉制成為英文中學。
7. 2011年中樂團於第六屆全國青少年科學藝術大會獲頒發最高榮譽「國星獎」。
8. 2010-2013年連續三年參加「可持續發展學校獎勵計劃」，並獲頒發金獎。
9. 2009-2012年順利開展新高中課程，同時開展生涯規劃課程及服務教育，並把「文化藝術科」納入高中正規課程。
10. 自2009年，通識科一直獲教育局「專業學校發展計劃」(PDS)邀請，成為「專業發展學校」，並多次獲課程發展處(CDI)邀請為分享會主講嘉賓。
11. 2014-2016年成為「香港政策與學校發展研究中心」，「學校領導及中層教師團隊學習計劃暨網上知識管理平台計劃」(PDSL)成員學校。
12. 2016-2019年，學校成功入選香港中文大學教育研究所「優質學校在香港計劃」，成為全港五所成員中學之一，全面發展優質全人教育。

教師團隊多年來悉心盡力培育學生，畢業校友投身不同專業界別，各展所長，當中不少已成為社會上的菁英。繼往開來，在回顧走過30年精彩而有意義的歲月時，學校定必不斷反思求進，於發展良好的基石上尋求突破，貫徹校訓「己立立人」的精神，繼續服務社會，為年青人提供全面多元而具素質的學習平台，為社會及國家培育有知識、具能力及勇於承擔的人才。

探索前路 持續發展

中文科的承傳與開創

區如冰老師

前言

二十年來，中國語文科的課程與評估不斷變化。1994年，高級補充程度增設中國語文及文化科，著重考生運用中國語文的能力和對中國文化的認識，故除了傳統的閱讀及寫作外，亦增加了聆聽、說話等語文能力考核，尤其著重中國文化元素、思維的訓練與語文的實際應用；以及課外閱讀成績考查。2007年開始，會考中文科課程及評核變革翻天覆地，由以往的全常模參照（俗稱「拉曲線」）改為水平參照，並且除了取消26篇範文考核，又仿效高級補充程度中國語文及文化科增設說話卷及聆聽卷，更新設綜合能力卷別及繁複的校本評核；2009年，文憑試課程在校本評核方面又添加選修單元；2015年，又見新猷，卷一增添16篇指定文言文經典篇章。

停不了的課程改革，停不了的挑戰，中文科老師著實忙得喘不過氣來，故此，怎樣才能在變化萬千中找到出路確實是一個重要的課題。我們認為建立校本的中文課程，才能適合本校學生的學習需要及能力，讓他們奠定良好的語文基礎，應付未來的挑戰。



本校中文科校本課程的發展

2007年以前，中學會考中文科一直考核指定範文，教師因受指定篇章局限，教學以單篇課文為主導，篇章之間欠系統規劃，造成教學重點散亂、重複甚至遺漏。由於教育局課程欠完整規劃，教師以傳統方法教授，學生難以掌握基礎知識，只懂死記硬背，搬字過紙，學習效能未如理想。我們認為要了解學生的學習觀感和經驗，才有助改進學校的課程和教育過程，能更切合學生的學習需要。故此，建立校本教材，按本校的特點，重新整體規劃，循序漸進，系統地組織學習內容和活動，才可避免學習經歷支離破碎，從而促進學習。本校中文科校本課程發展如下：

階段	概要
第一階段 蘊釀期 1994—2002	<p>釐清學習目標，發展單元教學，建立校本教材。</p> <ul style="list-style-type: none">1994年開始通達學習法，劃分學習單元，釐清學習目標，透過進展性評估為未達標的學生提供增潤活動。1995年開始發展單元教學，按年逐級發展中一至中三級的單元教材。2000年參與教育局先導學校計劃（「試行課程——共同發展學習材料計劃」），參考專家意見，重新規劃初中課程的學習重點，優化課程。
第二階段 發展期 2002—2013	<p>優化學習策略，邀請專家合作，提升學習效能。</p> <ul style="list-style-type: none">2002年至2009年與香港大學陳桂涓教授及羅燕琴博士合作，透過相互教學法(Reciprocal Teaching)及知識建構平台 Knowledge Forum，培養學生高階思維能力。2011年與香港大學林偉業博士合作，發展選修單元——「名著及改編影視作品」教材。2012-2016與香港中文大學「優質學校改進計劃」湯才偉博士及呂斌博士合作，優化初中寫作教學。
第三階段 成熟期 2013—現在	<p>全面檢討校本課程，發展六年一貫課程及評估，強化初高中銜接，迎接中學文憑試。</p> <ul style="list-style-type: none">2013年參加香港大學「閱我深意：文言作品師生互動閱讀教學課程」。重新規劃及審視初中文言文課程內容及評估。以中華文化為主軸組織學習材料，貫穿讀、寫、聽、說能力。重新選修單元與必修單元的關係，以前者輔助後者，強化學習效能。

本校中文科的課程特色

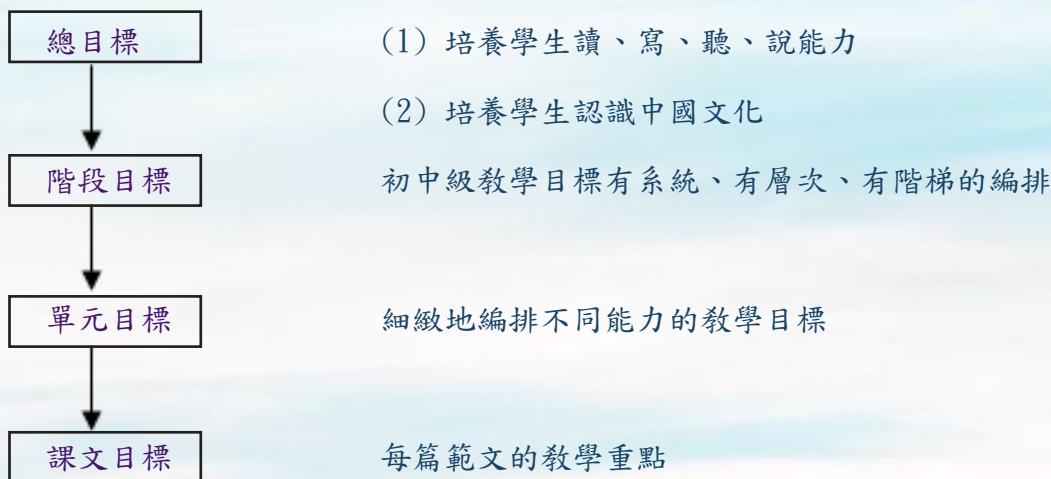
(一) 完善課程，奠定基礎，銜接高中。

本科著重「學—教—評」，為了完善課程、教學及評核，重新規劃初中與高中的課程及評核、增設校本補充教材、設計多元化的教學法，讓同學能掌握語文學習策略，在初中奠定良好的基礎，順利銜接高中，逐步達至文憑試的準則，為將來作好準備。

(甲) 單元教學

單元教學法有機地組織學習內容，令教材內容具有整體性、系統性和階段性。在釐訂單元教學目標前，清楚列出四層目標：(一)總目標；(二)階段目標；(三)單元目標；(四)課文目標。

本校的四層目標如下：



由1994年開始本校以文體及主題為主軸組織單元，以讀寫能力為主，但隨著2007年及2012年公開試的變化，說、聽能力及中國文化元素的越來越重要，2014年開始我們以文化為主軸，訓練學生讀寫聽說能力，再重新規劃單元，有利學生在不同層面的發展及鞏固。

單元教學法是一個不斷進行知識遷移的過程。有系統、有階梯、有序列的教學安排，才能提升學生的學習效能。在閱讀方面，我們運用「導讀—仿讀—自讀」的三個層次，實踐遷移規律的運作，培養學生自學能力。在聆聽方面，我們會盡可能選取生活化的素材，讓學生增廣見聞。在寫作及說話方面，我們要求學生靈活運用所學的知識，寫作文章或表達己見。

示例：中四級單元

文化主題 孝道

閱讀	《論孝》、胡燕青《雙層床》、莫言《賣白菜》、李密《陳情表》、二十四孝故事、魯迅《二十四孝圖》
聆聽	父母與子女相處的時事新聞 或評論
寫作	中秋節與父母爭吵有感
說話	如果要教育兒童孝敬父母，以下哪一個故事最為適合？ 木蘭代父從軍 黃香扇枕溫席 王祥臥冰求鯉

我們深信讀、寫、聽、說結合才能產生協同效應，提升學習效能。畢竟，閱讀、聆聽都是「輸入」，是知識的積累，是生活素材的泉源，是思想文化的沉澱；寫作、說話都是「輸出」，或記述深刻事物，或抒發心中感興，或表達個人觀點，是思想感情的呈現，是說理論證的表述。以文化思想為主軸，令讀、寫、聽、說有機地結合，不但能自然地把知識遷移（由知識層面遷移到應用的層面），提升學生的語文能力，亦能評估學生表達及運用的能力，更能提高學生的興趣，令學生明白到生活就是文化，文化就是生活，可謂一石幾鳥。

由於本校在校本單元課程發展穩定，稍見規模，更在2004年獲行政長官卓越教學獎（嘉許狀）。在十多年的實踐中，我們發覺單元教學能具體地訓練學生的語文能力，而且目標明確清晰，學生能循序漸進地學習，達到理想的學習效果，是一個正確的方向。

（乙）高階思維能力訓練

本校於2002年開始與香港大學陳桂涓副教授及羅燕琴博士合作，成為全港首間於中文科使用「知識建構平台」的中學，研究學生如何在學習群體中建構知識。知識建構平台(Knowledge Forum)是網上建構知識的討論平台，由加拿大多倫多心理學教授 Carl Bereiter 及 Marlene Scardamalia 創建，強調群體學習，群策群力，解決問題，創建新知。

在知識建構平台上，學生需要在網上發表意見，同學回應並給予意見，教師不會回答同學的問題，不會提供標準答案，只會著同學因應某同學的意見再查證或回應，讓學生（整個學習社群 learning community）自行探究，做到自學，讓學生成為學習的主動者，建構知識。

在知識建構平台上，教師會提供「鷹架」(scaffold)，輔助學生學習和幫助學生思考，達至更高層次的討論。當學生經常使用鷹架來表達意見，例如用「我的立場」、「我的觀點」、「我同意」、「我不同意」、「我的理據」、「我的問題」、「我的反駁」、「綜合不同觀點」等不同鷹架，可以幫助學生建立清晰、有條理的思考，最後「內化」(internalized)成學習的策略或能力。

通過知識建構平台的討論，學生提出問題和意見，就別人意見作補充、澄清、質疑，再總結大家的知識，透過群策群力，互相推動，互相補足，使整個群體能夠共同前進，提升群體的學習水平。

示例：

中五級（2013年5E班）嘗試在「選修單元——小說與文化：中國女性在傳統婚姻及愛情的地位」加入知識建構平台，讓學生透過討論對此課題對女性地位有更深入的认识及反思。

教師首先在課堂上教授小說結構框架，讓學生掌握閱讀小說的元素，學生能從人物、情節、背景來探究主題。在課堂上，教師著學生（個人）按祝新華教授「閱讀能力層次」提問一道值得討論問題，之後分組（每組4-5人）討論哪一道問題值得全班同學深入探究。口頭匯報後，由教師及同學認為值得探究的問題放上網，再分組回應提問，引發同學思考。課後，同學（個人）需回家在網上再發表意見及回應，透過搜集資料，引用文化概念，參與討論，從不同角度討論問題，對單元課題有更深入认识，提升討論的層次。例如：學生能透過《杜十娘怒沉百寶箱》、《霍小玉》、《快嘴李翠蓮》、《金鯉魚的百褶裙》、《傾城之戀》互相討論，建構知識，認識古代女性愛情婚姻受封建制度、父權、門第的壓迫，進而反思現今的女性地位、平權問題，達到高層次的思考批判能力。為了培養學生反思能力，最後著同學做學習檔案，選出自己及別人好筆記各兩個，總結單元學習。學生能透過網上討論延伸學習，不斷探究，完善觀點；深化討論，提昇層次，追求知識，反思所學。

知識建構平台要求學生運用所學知識（教師教授有關篇章、朋輩提供資料、自己搜集資料）參與討論；在討論過程中運用不同技能：協作能力、溝通能力、創造力、批判性思考能力、解決問題能力、自我管理能力及研習能力；由於討論時有不同見解，學生需要培養「和而不同」的學習態度，尊重別人的意見，不可人身攻擊，做到積極學習的態度。故此，知識建構平台可以同時評估學生在知識、技能及態度三方面的表現。

本校使用知識建構平台超過十年，不少教師也曾使用它提升學生的高階思維能力，成效不錯，可是因為這兩年未能解決電腦軟件問題，我們只能暫時停止網上討論程式，不過它的鷹架作用、提問技巧，我們仍能在課堂中使用。

(丙) 六年一貫課程

考評局在2007年公開試取消範文考核，在2015年又捲土重來，回復指定篇章考核，而且全部16篇文章皆為文言文。學生本來對文言文已避之則吉，如何釋除他們的疑慮及恐懼最為關鍵。除了編訂校本文言文訓練冊，我們在2013年參加香港大學「閱我深意：文言作品師生互動閱讀教學課程」，掌握教授文言文閱讀策略及技巧，更實施六年一貫課程，讓學生循序漸進掌握文言文。另外，回應公開試的變化，強化學生的中國文化素養，我們文化概念上也做統整，貫穿初中高中六年課程。在評核方面，我們採用螺旋式課程，即中一時考核中一指定篇章，中二時考核中一及中二的指定篇章，中三時考核中一、中二及中三的指定篇章，讓學生明白積累知識的重要性，要溫故知新。



中國文化學會「中國傳統玩意」文化周邀請嘉賓小星導師指導同學玩扯鈴。



(二) 引入專家，強化理論，優化教學。

本科多年來與不同專家、學者合作或研究，借助其理論架構，規劃課程，引入不同教學策略，訂定評估方法，提升教學效能，建立以數據為本的「策劃——推行——評估」的模式，結合理論和研究以策劃發展。

在課程規劃方面，本校自1994年開始單元教學，2000年參與教育局先導學校計劃（「試行課程——共同發展學習材料計劃」），參考專家意見，重新規劃初中課程的學習重點，優化課程。2002年至2009年與香港大學陳桂涓教授及羅燕琴博士合作，透過相互教學法(Reciprocal Teaching)及知識建構平台(Knowledge Forum)，培養學生高階思維能力。2011年與香港大學林偉業博士合作，發展選修單元——「名著及改編影視作品」教材。2013年參加香港大學羅燕琴博士、林偉業博士、潘溫文老師舉辦的「閱我深意：文言作品師生互動閱讀教學課程」。2012-2016與香港中文大學「優質學校改進計劃」湯才偉博士及呂斌博士合作，優化初中寫作教學。2015年至今與水煮魚文化製作有限公司的文學雜誌《字花》曾滄賢編輯合作，開設高中文學創作坊。本科希望透過與專家合作，強化教學理論，優化教學。

同學們參與香港大學舉辦的「知識建構教師發展網絡計劃」工作坊。

（三）分組分流，多元策略，照顧差異。

在補底方面，本科主要透過分組分流教學，照顧學生不同的學習需要。本科於中一、中二、中四設分組分流教學，因應學生的學習需要調節教學步伐及教學策略，以促進學生學習。中一級及中二級各有一組高能力班（「普教中班」）；初中有課後支援班協助能力稍遜的學生。中四級甲乙兩班分三組，分流教學。中五、中六級在課後會按學生學習差異進行分流教學，例如綜合課程、寫作課程。

在拔尖方面，首先初中「普教中班」及高中學習能力較佳班別為拔尖對象，曾使用知識建構平台(Knowledge Forum)為拔尖策略，讓學生建構知識，自主學習，擴闊學生的學習經歷。在2014年，我們嘗試在普教中班注入中華文化元素，提高學生對中國文化的興趣及認知。本校在中一至中六不同級別都有班別使用知識建構平台為教學策略，自2008年起連續3年參與香港大學「知識建構教師發展網絡計劃」比賽，獲得「知識建構大獎」及「深入探究成果獎」。其次，在寫作方面，2012-2016與香港中文大學「優質學校改進計劃」湯才偉博士及呂斌博士合作，優化初中寫作教學。2015-2016更以拔尖形式，提升中三級中文寫作尖子。期間，多次獲得7A班戲劇組藝術總監梁承謙博士蒞臨主講，把戲劇教學手法融入小說創作之中，運用的劇場活動、練習和遊戲，讓學生掌握對話、情節、主題的技巧。另外，2015年至今與水煮魚文化製作有限公司的文學雜誌《字花》曾淦賢編輯合作，開設高中文學創作坊。曾淦賢先生善用漫畫、音樂、舞蹈、電影等不同媒體，並透過剖析古今中外名家的作品，擴闊學生視野，提升學生的創意思維。此外，由2015年開始建立讀書會，讓學術尖子定期透過深度閱讀文學作品，提高其批判及鑑賞能力。

課堂上，教師會運用不同教學策略（例如：相互教學法、協作學習、圖式結構表、知識建構平台、鷹架、評改量表等），提升學生學習的積極性及主動性。而且，教師會針對不同能力學生設計教學活動，照顧學習差異。

（四）多元經歷，認識中華，擴闊視野。

校內中國文化學會與不同學會合作，舉辦多元化活動，例如：文化常識問答比賽、小食攤位、蹴鞠比賽、踢毬比賽、臉譜設計、剪紙、書法、中華文化藝術綜合表演等，引起學生對中華文化的興趣。此外，透過「其他學習經歷」的「中華文化導論課」向中四級同學介紹中華文化常識。學生亦可透過參與校外不同的活動，例如：校際朗誦比賽、徵文比賽、明報小記者等，擴闊視野。另外，本校由2013年開始推行語文優越學分制，鼓勵學生自學，積極參與語文活動。

總結

由於香港學生在中學文憑考試中文科的表現太差，以致中文科被戲稱為「死亡之卷」。我們認為正因為難，更應該從基本扎根，這二十多年的校本課程改革裡，我們深信具系統、尚文化、重能力、崇多元，才能照顧學生的個人興趣及生活經歷，是一個正確的方向。學生不應生吞活剝資料，而是學以致用，敢於創新，體會到「生活就是文化，文化就是生活」，語文與我們息息相關，不可分割。

余光中先生說：「我相信一個人的中文根柢，必須深固於中學時代。若是等到大學才來補救，就太晚了，所以大一國文之類的課程不過虛設。」（《我的國文啟蒙》）

回首向來——憶母校師恩

校友黃小蓉（2003年中七畢業生，香港中文大學中國語言及文學系哲學博士）

（香港中文大學中國語言及文學系講師）

盛夏傍晚，從新亞書院走向辦公室。群書環抱，室燈明照，熒幕是未完成的論文，桌上是新學年的筆記，窗外是蟬鳴……突然電話響起，收到母校三十周年校慶的消息。忽然間，我愣住了，一想，原來母校已成立三十年，而我也離開她十三年了。彈指之間，日子飄遠，畫面卻仍鮮明。母校十周歲那年，我入讀中一丙班。當年學校很熱鬧，充滿樂聲歌聲和各式各樣的表演，我像進了樂園，喜樂樂的展開了中學歲月。一晃，二十年過去了，我已從懵懵懂懂的中一學生變成一位教師。回首向來，每憶師友情誼，有感幸運遇上多位良師，從他們的言行身教中獲益良多，也日漸培養了對中國語文和文學的興趣。

區如冰老師是我中一班班主任，也是我初中中文老師。她一點也不冷，溫婉清純。我從小便喜歡中文，加上深受區老師的氣質吸引，便愈加愛上中文課。區老師教曉我，教師最重要是親和力，熱誠和真摯的態度最能感動學生。在她諄諄善誘下，我認真學習中文，她當年介紹的課外書，阿濃《老井新泉》和《假如我是……》，是我少年最可親的讀物，也讓我知課外書的天地很廣闊。

初中是最悠閒的年代，我偶然會到三樓圖書館，翻開張曉風散文集、阿城《棋王》、錢鍾書《寫在人生邊上》……似懂非懂，但也讀得津津有味。入讀大學後，課外閱讀比課堂學習更重要。當年錢穆圖書館是中文系學生的熱門蒲點，館內經史子集，浩浩瀚瀚，只要願意浸淫其中，便會發現無限驚喜。我在書架間遊走，翻閱各朝的詩詞別集，找到了一位位在「女子無才便是德」的年代仍然堅持創作的才女：顧太清、徐燦、吳藻、呂碧城等，培養了對女性作家研究的興趣。

環顧書架，密密麻麻，中學時代那冊文學課本依然耀眼，紅紫藍綠，色彩繽紛，是周國良老師的文學課。偶然，腦海中閃現一幕幕他講課的情景：「老夫聊發少年狂，左牽黃，右擎蒼」，聲音雄渾，右手一揮，左手一握，化身追逐天狼的蘇子瞻，豪邁軒昂；「回首向來蕭瑟處，歸去，也無風雨也無晴」，語調平和，細味著東坡歷經變故，漸轉豁達的人生；「自其不變者而觀之，則物與我皆無盡也」，雙眼彷彿看到將白的東方，迎向無垠的天地。

一幕幕，常常是東坡的影子，疑幻似真，但可以肯定的是，周老師教曉我用心讀文學，縱使作者與我們年代不同，但只要用心，就能體會文字的力量，走進作者的世界。大學時期，我愈加熱愛古典文學，尤愛宋詞，就讀研究院時，嘗任《蘇辛詞》和《周姜詞》助教，碩士論文也專研清末女詞人。今天想來，真要感謝周老師對我的啟蒙。

周老師不僅是性情中人，還很懂變通之道。他明白研讀文學的苦處——「記憶與遺忘」，背誦大量內容後，時間久了就會忘記，他勉勵學生面對這種得失之時不必灰心，還提出妙方——發揮想像，把資料串聯成情節。日後背誦文章，研讀文學，也學習多結合記憶與聯想。想像力有助記憶，更是文學世界的翅膀，來年我任教創意寫作課，多引導學生發揮想像，從陌生的角度連繫各種事物，探尋文字的魅力。

除了中文課和文學課，馮婉嫻老師的文化課也令人難忘。馮老師很和藹，講課時常常掛著笑臉，語調明快利落，三言兩語便拈出重點。同學最怕長篇大論的文章，馮老師說〈與青年人談中國文化〉這篇文章雖然難，卻有助我們勾勒中國文化的輪廓，必須由此入手。她安排學生交流討論，並用圖表釐清全文脈絡，再深入淺出闡明要點。在她幫助下，我們想通了不少問題，彷彿打通了任督二脈。沒錯，馮老師就是要學生做到舉一反三，融會貫通。她強調中國的倫理觀念、社會結構、文藝精神等並不是割裂的議題，而是息息相關的，提醒學生要從多角度思考，了解各種文化現象的關係。

文化課的訓練對研究文學頗有啟發。作品不是封閉的，作家也不是孤立的，社會背景、時代氛圍、人文精神與文學的關係千絲萬縷，只有從多角度探討，才能與文學展開深入的對話。文學不是孤島，研究文學也不能處身孤島。除了多角度思考，還需與人多交流討論，激發思維，過程中遇上同道中人，更讓你發現路途雖漫長，但並不寂寞。想到這裏，彷彿回到7A的課室，你一言我一語，論著「人禽之辨」，甚麼夜讀的苦悶、高考的壓力，都在這形而上的光芒下隱沒了。

雙眼何必緊盯著熒幕呢？就放一葉扁舟，在時光中飄蕩。窗外蟲聲喧囂，黃昏時分，母校球場旁的會議室燈光明亮，中國文化學會成員與馮婉嫻老師和區如冰老師聚首一堂，計劃著來年的活動，「猜燈謎」、「元宵美食」、「標語創作」，討論得熱烘烘，要把中國文化帶進校園……回首凝望，時光荏苒，影像卻是青蔥的，在我的生活中閃亮著。



校友黃小蓉

思往事

校友林淑娟（2004年中七畢業生，香港中文大學歷史系哲學博士）

（香港浸會大學中國語言文學系講師）

小時候的我，從未想過有一天自己會讀到博士……

從小，我就是一個內向、不喜歡表現自己的人，不喜歡參加表演、運動類的課外活動，也不希望老師認得我。我的學業表現也如我的性格那樣，平平無奇。每年老師在我的成績表上都寫著「內斂安靜」之類的評語，那時候我覺得得到這樣的評價也不錯，但是現在想來，老師們大概是對我印象不深，而我的表現又不過不失，所以才寫了這一類的評語吧？

到了中學，我還是喜歡當「透明人」，不主動、不爭風頭（那時我不知道甚麼是道家思想，現在一想，才發現原來自己一直有莊子逍遙遊的那種傾向）。因為長時間處於這種狀態，初中時我對自己沒甚麼自信，覺得自己任何方面都普普通通，而且沒有一技之長。直到中四時我遇到林佩英老師和周國良老師，狀況才有所改變。Miss Lam是一位擅長發掘學生優點的人，平凡如我，竟也能得到她的稱讚。得到Miss Lam的肯定後，我變得積極起來，願意花更多的時間去學習中文，以回應她的期望。那時的我，雖然中文科的成績不俗，但談不上十分喜歡它。不過，在上了周sir的文學課後，我便漸漸喜歡上這學科。周sir總是用輕鬆有趣的方式來上課，直到現在，我仍記得他如何活靈活現地教授《東門行》、《竇娥冤》這些課文。在Miss Lam與周sir的教導下，中四中五時期我的中國語文、中國文學表現越來越好，迷失多年的我，終於找到了自己的興趣與方向。

中六中七時，我遇到了影響我最後選擇讀中文系的老師——區如冰老師。Miss Au是一位感情細膩的老師，猶記得她朗讀李白《蜀道難》時的慷慨激昂；吟誦姜夔《淡黃柳》時的委婉惆悵。她讓我看見了文學更觸動人心的一面，也讓我對文學有更深的感悟。在Miss Au的引導下，我先後閱讀了西西《浮城誌異》、《肥土鎮灰闌記》、《母魚》、《像我這樣一個女子》、《鬍子有臉》，劉以鬯《打錯了》、《寺內》、《蜘蛛精》、《鏈》、《天堂與地獄》、《動亂》、《春雨》、《除夕》，董啟章《安卓珍尼》、《快餐店拼湊詩詩思思CC與維真尼亞的故事》，張愛玲《金鎖記》，陳寶珍《找房子》，關麗珊《與天使同眠》，鍾阿城《棋王·樹王·孩子王》，張系國《星雲組曲》等小說及不同作家的散文、詩歌。在此之前，我只喜歡看推理小說、歷史小說，並不知道文學作品原來有如此豐富多變的表現形式。正因為接觸多了文學作品，我才有了在大學讀中文系，進一步探求文學的想法。

中學的生活只有匆匆數年，可是，這短短的七年，卻對我的人生有了莫大的影響。如果我當初沒有在仁愛堂田家炳中學讀書，沒有遇到那麼多好的老師，大概會走上不一樣的路吧？



校友林淑娟

創作坊

廖穎茵（2017年中六學生）

創作坊，和我預計的不一樣，不是枯燥的寫作技巧訓練班，也不是考試導向的速成班。

我們每一課都會圍繞著曾淦賢老師選取的作品，咬文嚼字地分析文本。曾先生在談吐間流露出深厚的文學造詣，亦令我感覺到他對人生及人性的透徹了解。黃碧雲《心經》透過描寫主角劉金喜的內心矛盾，帶出他的罪孽和悔悟，讓讀書反思人生哲理。倘若沒有曾先生在旁引導，我以為它是一篇庸俗的愛情故事。

新詩中詩人經常透過意象抒發難以言喻的感情，原來小說亦然。在文學課堂中，老師亦指出聞一多以死水這意象諷刺腐敗的中國社會，由於全詩只以一個意象串連，較易明白，但小說篇幅較長，或包含幾個意象，創作坊曾先生就以幾篇小說為例，教我們結合多個意象揣摩文意。最記憶猶深的是韓麗珠的短篇小說《輸水管森林》，它的意象很深奧，我們要仔細咀嚼，反復推敲，才理解作者描述的是人與人之間的疏離。我從沒想過現實生活的題材可以透過各種意象，為讀者提供偌大聯想空間，令文意不會因過於顯露而流於俗氣，反而能令讀者思考人生，就如文學科的考題上所言：「文學源於現實，卻比現實更具感染力」。現實生活的一些議題可以是好題材，於是我以網上看到的一條影片作為藍本，講述內地養雞場的殘酷飼養方式，這樣就創作了我的第一篇小說。

創作坊除了令我認識到更多西方文學作品，更重要的是讓我明白到抒發情感不再局限於既定的愛情、親情，甚或非黑即白的所謂人生哲理，讓我邁向文學的世界。



張麗容（2017年中六學生）

猶記得那段日子裡，每逢星期三，無論是哪位老師的課堂，鐘聲一響就要趕緊離開了，因為緊接著的是創作坊的課堂。

創作坊由文學雜誌《字花》的編輯——曾淦賢先生負責講課，曾先生文學造詣很高，尤擅於新詩創作，他曾獲得青年文學獎新詩亞軍，對新詩具獨特見解，然而或許我對新詩只略懂皮毛，故興趣不大，但仍能從曾先生的講課中對新詩有較深的認識，明白了意象在詩中的重要性，弄清了新詩與散文句子的分別。

除了新詩外，曾先生還有講授小說，這正是我印象最深刻的環節。

音樂、建築、戲劇、漫畫、電影、小說，統統都是藝術，只是載體不同，呈現的形式不同，所受的規限不同，但是卻互通。說說電影，《歌聲魅影》、《賓虛》、《亂世佳人》等等經典的電影都是改編自小說，可見兩者並非互不相干的。

最令我深刻的畫面是曾先生播放了《花樣年華》的一段經典片段，講述一男一女在餐廳裡的對話，分別由梁朝偉和張曼玉飾演，二人的小動作：點煙、低頭、用匙羹攪動杯中物等等，都能顯示出角色的試探、失望和妒忌，鏡頭的轉移和切割都能增加劇情的張力。

我想：這樣的技巧不只適用於電影，亦適用於小說，這正是曾先生播放影片給我們看的原因吧！金庸先生的武俠小說精彩絕倫，其中一個原因正是他的小說富有電影感。金庸筆下猶如攝影機的鏡頭，善於描寫宏大複雜的場面，整體層次井然卻又毫不單調，讓讀者如同親臨其境，他亦精於運用電影中常見的「定格」，使之餘味無窮。以《倚天屠龍記》為例，以張無忌「霎時之間百感交集，也不知是喜是憂，手一顫，一枝筆掉在桌上」作結，讓讀者留下廣闊的想像空間。

學小說不止看小說，學習並非多個獨立的個體，而是互相連接的。學科上，地理與生物息息相關、數學與物理關係密切，不只是這些知識能互相輔助，就舉一個大家作文都愛用的例子吧，喬布斯休學後旁聽書法美術設計課，誰想到它對日後的電腦軟體字形美學有所幫助呢？

其實文學亦是如此，董啟章的《練習簿》以各種學科為題材，英文、生物、數學，應有盡有，新穎有趣；金庸要寫出黃藥師、無崖子等博學多才之人，自己固然也要有豐富的見聞。

小說中的主角並非只有小說家，可以是記者、科學家、籃球員……要寫出有質感的情節，自己便要多元化地追求知識，又或去體驗不同的事物，很多作家的人生閱歷有限，寫奇幻文學會過於天馬行空，寫人物心理變化則流於單調表面，故此多方面的觀摩學習對於文學修為有莫大裨益，可增廣見聞，打通任督二脈，創作必能事半功倍！

讀書會

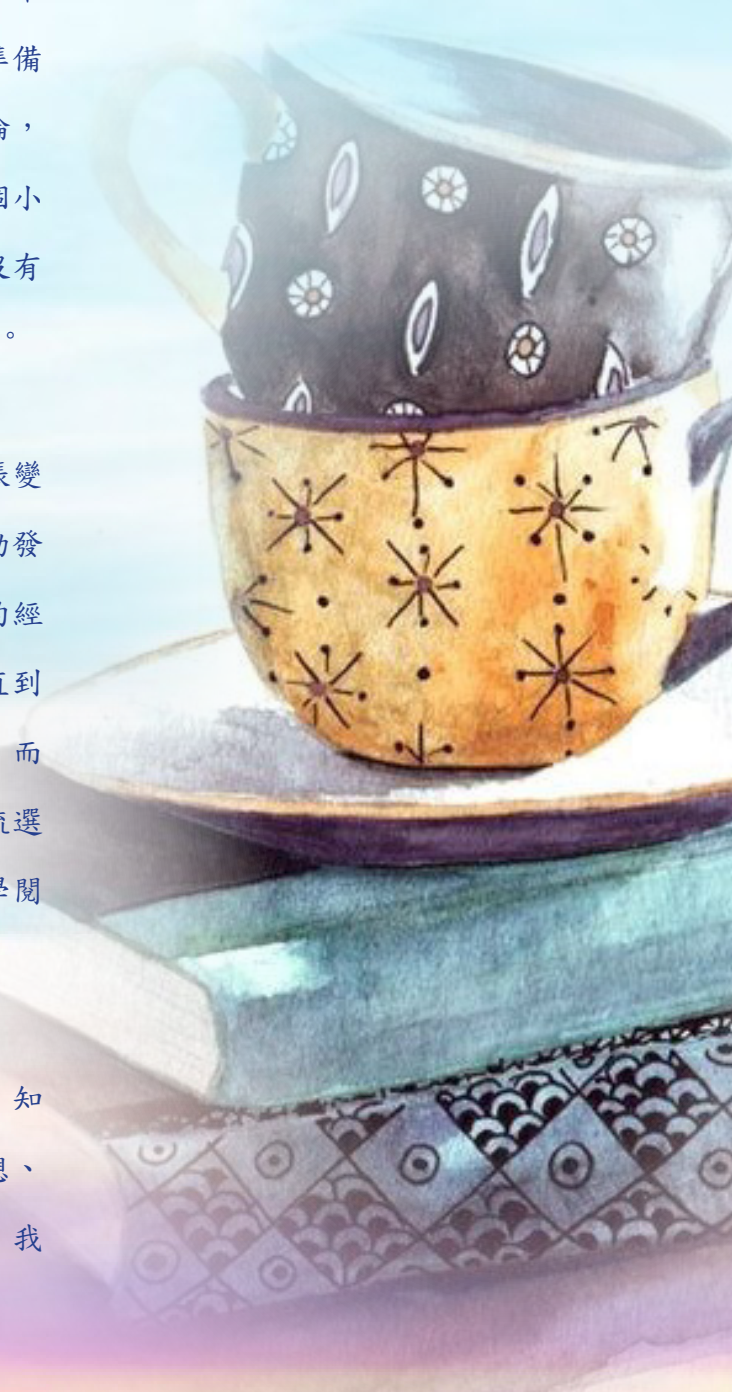
吳梓茵（2017年中六學生）

記得初組成讀書會時，大概是中四下學期吧，那時人不多，只有數名同級同學和兩名中文科老師。第一次聚會，是在個小小的房間，拿着一篇老師預先給我們準備的篇章，然後提出自己不理解的地方，大家一起討論，以求集思廣益，共同解惑，探究題旨。大家擠在一個小房間，邊吃着老師準備的茶點，邊細語討論，不但沒有上課時嚴肅莊重的氣氛，更給予我們溫馨親切的感覺。

如是者我們每月至少一次聚會，大家亦由起初的緊張變成為輕鬆，由審慎思量才敢發言變成随心隨意的主動發表意見。談到某些話題，我們時而會分享個人相關的經驗，時而會爆出一些小笑話，氣氛甚為輕鬆愉快。直到我們升上中五，讀書會漸漸有中三中四的同學加入，而文章亦由老師準備變為同學自己選材。我們更會輪流選擇一篇心儀的文學作品，或小說或散文或詩歌給同學閱讀，更要擔當帶領討論的角色，引導大家思考。

「三個臭皮匠，勝過一個諸葛亮」，縱使大家年齡、知識、想法不同，但只要我們圍在一起分享所思、所想、所感，就能對篇章有更深層次的理解。幸虧讀書會，我才有機會接觸到很多不同的文學作品。

有機會的話，大家不妨加入讀書會，那麼你會發現一個人獨自窩在一角看書，確實比不上與有心人一同討論、一同細味、一同鑽研究所領略到的多。



孫嘉振（2017年中六學生）

幾張椅子、幾張書桌；幾款小食、幾杯濃茶。
嚴肅有時、笑語為多；沒有講課、卻有解惑。
細讀數篇文章，便是一個下午。

這就是我在讀書會的真實寫照。

中五開初，我有幸獲邀加入讀書會，卻不知道自己闖進了新的天地，真正「讀書」的世界。香港著重考試，被稱為填鴨式教育，作為一部應試機器的我們，速戰速決、答題搶分是重中之重。沒有最快，只有更快，由半小時到十五分鐘，不要想太多，速讀最要緊，所有人都在為爭取高分跟時間競賽。而且每道題目亦只有公式化的標準答案，讓學生腦海中的創意持續流失。我從不知道不足百餘字的文章有如此深的內涵，但《我，大衣》的新詩就是要我想得多、不怕錯。在這兒思緒不敏也不打緊，吃塊餅乾，喝口清茶，便可繼續作戰。沒有計時聲，沒有既定的框架，由文字出發，徹底探索作者的心思意念。每一個標點符號也不能放過，因為它有可能是作者留下的線索。我們不喜「速讀」，「慢讀細嚼」才是心中的追求！

猶記得第一次讀書會時，看著兩位老師坐在跟前，感受著她們熱切的眼神，心頭如懸巨石，緊張不已。低頭不語是當時的指定動作，「冷場」更是常設嘉賓，但隨著大家漸漸熟絡，各人也開始打開心窗，踴躍地發表己見。天馬行空的見解、合情合理的看法，以及逗人的「冷笑話」漸漸成為主流聲音。氣氛的高漲令我們不再視讀書會只是學術交流的地方，亦是大家紓緩學業壓力的港灣。校園趣聞、老師的人生見解、同學對愛情的看法，有的沒的都拿出來說一頓，讓讀書會充滿笑聲和歡樂，使我們更期待每月的聚會。

大家由拘謹變成熟稔，各人都在這裡收穫了不同的東西，有知識、有友誼、有歡笑、有回憶。曾經有新成員加入，亦有人離去，但最年長的我們卻一直堅守，如今卻不得不放下這份美好，投入中六的繁忙學習生活，這也許是成長的代價吧？但我一定不會忘記在這個組織中經歷過的歡欣、笑語以及老師們的金玉良言！

The Development of ELT in Yan Oi Tong Tin Ka Ping Secondary School

Ms. Winnie Lau Wing Mei

As YOTTKPSS is approaching its 30th anniversary, we have a review of the development of our English Language Learning and Teaching (ELT) over the 30 years.

Early years (1987-1993)

When school was founded in 1987, due to the intake of weak students, teachers had to work on some basic training. Regular dictation and quizzes were conducted to ensure the mastery of spelling and some grammatical items. During this period, Special Test was an attempt to boost the English learning atmosphere.

Special Test was an attempt to help students develop the habit to do self-study on a regular basis. Basically, students were given some materials for self-study. Regular tests were arranged for students to know how much they could master. The test results of all the students were ranked and compared to see who made progress and who did not. A 'positive competition' was encouraged to facilitate mutual support and learning among students. Teachers showed concern towards students with specific individual problems and needs. Students who showed improvement would be praised openly as encouragement. Students could see and believe that they would improve if they tried hard.

Struggling stage: Thematic task-based approach (1993-2006)

In order to build a solid and sound foundation in junior forms, Thematic task-based approach was adopted. The ready-made textbooks were abandoned and replaced by school-based materials covering different themes; ranging from students' individual life like Me, Myself and My family to different issues, such as Sports & Entertainment, Computer and Technology, and Youth problems. These theme-based modules catered the interest and language need of learners by providing more structural input of language patterns and thematic vocabulary.

However, teachers were heavily burdened with the workload of preparing materials and daily teaching. Later textbooks were adopted again and teachers tailor-made some materials as supplementary worksheets.

From Bridging Programme to LAC (1998 onwards)

To cater the need of transition from primary school to secondary school, the Bridging Programme was designed. In the initial stage, teachers of content areas would compile a vocabulary list to be taught in English lessons. Yet more was needed to cope with the use of English as a learning tool since the school has adopted English as the Medium of Instruction (MOI) for all content subjects.

With the aid of Refined English Enhancement Scheme, the school launched a programme, Reading Across the Curriculum focusing on Academic English, to help facilitate teaching content subjects in English. Consultancy from CUHK, Dr. Cecilia Chun Ka Wai was invited to co-design and co-plan content subject curriculum with a focus on academic English. Apart from co-planning, professional development workshops were conducted on pedagogies and cross-curricular reading. The curriculum was implemented into regular lessons for junior forms.

After developing the reading materials, with the support of Education Bureau, the school started Writing Across the Curriculum by matching different text types of writing in lessons of English Language and content subjects namely, Integrated Science, General Studies and Geography. For example, in English lessons, students learned how to write the procedural writing by learning its format, the organization and language. In Science lessons, students would then apply what they learnt to write about the procedures of an experiment. In this way, students learn to transfer language skills they learnt in English lessons to content subjects.

Another attempt to co-plan the Language Across The Curriculum by Dr. Evelyn Man Yee Fun from The University of Hong Kong, who helped to apply graphic organisers for comprehension and note-taking. Language Across the Curriculum is still on-going in junior forms. Each year, the teaching schedule is mapped to facilitate the teaching of reading and writing texts that are common for English and content subject lessons.

The challenge of New Senior Secondary Curriculum (2008-2014)

The launching of New Senior Secondary Curriculum (NSS) and the Hong Kong Diploma of Secondary Education (HKDSE) brought all schools new changes in 2008. As all students stay in school for six years to take one public exam, the problem of learner diversity must be well tackled. Hence there have been measures to cater for learner diversity:

Split class, Small group teaching

Weaker students were grouped for small group teaching provided with more care and interaction by the teacher. Some students were also requested to attend remedial class after school or on Saturdays.

Curriculum adaptation

We have tried to discuss and lay out the core materials to be covered and extended tasks for the more capable students.

Empowering the capable students

To empower the capable students, an elite team named English Ambassadors was formed to gather them for some training designed by the native English teacher (NET). They are encouraged to be the role model in public speeches and English activities.

Concerted effort and collaboration

Since 2008, task groups were set up to discuss the preparation for NSS. Teachers attended workshops about school-based assessment (SBA) and new electives to be implemented. With the concerted effort of all English Panel members, the transition from the old curriculum to the new one was deemed to be smooth. Four school-based modules for electives have been developed: Poems & Songs, Short Stories, Workplace Communication, and Social Issues. After the first batch of HKDSE students graduated, a framework of the 3-year NSS curriculum and assessment has been basically settled.

We also have collaboration with other departments, such as Department of Career Counselling. Each year after learning the module of Workplace Communication, there will be a Mock Interview Workshop for S5 students to apply what they have learnt and equip them with the practical interview skills.

Through joining the Quality School Improvement Project (QSIP) of CUHK, teachers had professional development workshops to review our existing practices and need for further development.

Way forward: Building on strengths

As the school has better intake and public exam results, we are aiming higher. A core group was set up for refining the curriculum and assessment in junior forms (2014 - 2016). With the aim of setting a clear benchmark of language skills, teachers can better diagnose and cater for students with different abilities and different learning outcome in early stage.

Our next stage is to refine our Senior curriculum (2016 onwards) by making good use of network through QSHK. We are striving to build on our strengths: our school-based curriculum tailoring, our collaboration with content subjects and departments and our network with the community and tertiary institutes.

Language Across the Curriculum in Yan Oi Tong Tin Ka Ping Secondary School

Ms. Tracy Fan Lai Sum

The medium of instruction (MOI) is the key to understanding the subject content. Imagine learning a discipline in a language foreign to you, say Spanish or French, and you will understand the difficulties students are facing when they have to learn a subject in English. This is where Language Across the Curriculum (LAC) comes in.

With the school-based MOI policy in place since late last century, when the MOIs of junior and senior levels were Cantonese and English respectively, the school administration saw the need to improve students' language proficiency so as to equip them for the change of MOI after being promoted to S4. To this end, English Bridging (EB), lessons which focused on the language (e.g. word formation, language functions) as well as reading skills were introduced to S2 and S3 and were conducted by English teachers. Since 2010-2011, as per the fine-tuning of the EDB's policy on MOI, the medium of instruction across all levels was switched to English and the need to provide extra language assistance lands in all junior levels, particularly in S1. Although what was previously done in EB is now regarded as LAC, and new elements are added, the spirit and goal of the former remain.

So what is LAC like today? First, the learning of word formation, study skills and reading skills are still central to students' learning. English teachers are responsible in teaching dictionary skills, phonics and reading skills in the summer bridging programme. Second, in daily English lessons, the skills are constantly applied and common language functions that are useful in content subjects are given attention. Sample materials from other subjects would be demonstrated to make students realise what is learnt in English lessons could be typical to other subjects. Thirdly, students are highly encouraged to gain both knowledge and language through extensive reading. Thus, a good number of titles have been purchased for such purpose.

For content subjects, bridging modules, be it a separate module specifically for this purpose or a relatively easier module, would be taught at the beginning to get students familiarized with the subject specific language. The pace of teaching would also be slowed down to allow time for students to sink in. As far as content subjects concern, LAC means using scaffolding to help students learn in the English medium, strategies such as vocabulary inventory, highlighting common sentence patterns, and graphic organizers are therefore employed to help students get on track as soon as possible.

Apart from fighting alone, we also collaborate. Our latest project involves English teachers delivering content of Integrated Science (IS) about endangered species, but with a clear focus on reading comprehension and language structures common in both English and Integrated Science. By doing so, objectives of both subjects, namely learning to better read the textbook, cause-and-effect patterns, passive voice and knowledge about endangered species are achieved. The outcome has satisfied both English and IS teachers to a great extent.

The above-mentioned is just a brief summary of what have been done. To respond to the changing language needs of students, our teachers are constantly adapting and exploring new possibilities to assist students to learn in a language foreign to them.



Experiencing the English Environment at school

Mr. Joe Leung Cho Ming

English activities provide essential learning experiences and cultivate passion towards the language. The English environment here is a blend of fun activities and academic competitions. An elite team of English Ambassadors run all these regular programs throughout the school year. The highlights of the regular activities are English Café, Open Forum and English Speaking Day.

English Café definitely is the most popular program organized by our NET as we always have a full house! While munching away on crispy cookies, junior form students are given specific oral tasks to do in groups. For instance, they share mutual interests in hobbies, plans for holiday trips, or their school life. This is a great chance for them to get known to each other over a cup of fresh fruit tea.

The Open Forum is a platform for senior form students to have heated debates on current issues. Given topic-related expressions and language scaffolding, students on the floor have ample opportunities to challenge different stake-holders with acute questions. This kind of activity recycles the vocabulary in newspaper articles and familiarizes students with current issues in the HKDSE exams.

English Speaking Day allows both junior form and senior form students to have face-to-face interaction with our English Ambassadors. Each participant is awarded a sticker for gift redemption after answering on a designated question on the English Speaking Day Passport. These questions cover a wide range of topics: Mathematics and Science, General Studies and Economics, Music and Sports, etc.

To facilitate the use of the English in different contexts, the English Society organizes Quiz Contests and Scrabble Competitions. Some students may opt for the Inter-school Debate Competition or the Speech Festival to broaden their horizons and boost their confidence in the use of the language.

The Quiz Contests encourage strong team spirit throughout the whole inter-class competition. English Ambassadors set questions across different subjects for each form. To win the champion title, a class must show quick responses, cheer for team members and switch tactics. Everyone finds this event engaging and exciting! After the games, all the questions are displayed in school corridors for everyone to read.

The Scrabble Competition is held in the English Week. Prior to this major event, students can play the Scrabble game in their classroom. A rookie can try out the Scrabble Master on e-Class using an iPad or a smartphone. Such hands-on experience allows everyone to explore the fun of spelling and learn more about roots of words. Gaining a deep awareness of word families and different parts of speech substantially benefits accuracy and spelling in writing.

Through an active participation in our English activities, our students easily master the language skills at fuller extent and pay closer attention to the authentic use of English in various situations. Indeed, our students can feel the English environment outside the classroom and explore language arts.

Let's live English! Love it! Use it!



English Activity during lunch hour

My Senior Secondary Years

*Ms. Wong Ching Ying (graduated in 2015)
(Bachelor of Law, HKU)*

In retrospect, I focused most of my time on my studies during secondary school. Based on the experience of my friends and me, academic results, particularly HKDSE grades or scores, are the key to securing a place at university.

I probably spent 90% of my time studying. And among different subjects, English Language, which was always a challenge for YOTTKP students, including myself of course, was my main concern. English lessons are indeed very useful, but if you want to learn a language well, independent learning is crucial too.

People learn differently, so the methods which suited me may not be very useful for you. One thing to bear in mind is that “trial and error” is inevitable on the road to finding the learning methods that will work for you. There is, however, a universal rule for everyone: study hard and be patient. Learning English takes time, and it takes at least 6 months before you can see any improvements. Just keep it up and do not give up.

Time flies. I am a second year law student, but I am still learning English and I can say there is always room for improvement when it comes to English proficiency. To be honest, I was really frustrated in my first year of law school. There are two components of university learning: lectures and tutorials (or seminars). In lectures, there are some 200 students and the main task is to listen carefully to what the lecturers say. In tutorials or seminars, the class is much smaller, just 10-30 students, and students are expected to actively participate in discussions to explore the concepts learnt in lectures. Tutorials are always a challenge for me because I have to answer the questions asked by the tutor immediately, in English of course. I feel like I cannot really express my ideas effectively so I am now working on my English speaking again. Not just English speaking, but because of the large volume of readings and assignments I have to do, I am also perfecting my reading and writing skills.

The journey of learning English which requires self-discipline, hard work and perseverance is not easy, but I am glad that at least I tried my best. Do not leave yourself with any regrets and seize the day. Time flies, but your improved English ability will follow you everywhere you go which will benefit you for the rest of your life.



English learning experience in TKP

Mr. Gary Chan Ka Yiu (Graduated in 2013)
(Bachelor of Science, the University of Sunderland)

Having learnt English for more than a decade, I finally realise that vocabulary building and paraphrasing are the essential components in writing essays or completing assignments. Many of my friends have asked me if there is any magic formula to learn better English. The only word I told them is 'Perseverance'. Yet, there might be difficulties and challenges during the learning process, especially vocabulary. What we can do is to strive towards excellence by exposing ourselves to a wide variety of lexicon and English phrases from daily observation and local newspaper articles to online press releases and novels. It is not difficult to acquire new but useful vocabulary in this modern age with advanced technology.

Thanks to the encouragement and generous help of my English teachers in Yan Oi Tong Tin Ka Ping Secondary School, I participated in English activities of all kinds, ranging from Hong Kong Speech Festival to the school Debating Team. I have developed and honed a set of critical thinking skills as I am often required to objectively evaluate a particular issue from various perspectives. Reading a vast amount of texts from different sources helps broaden my horizons and improve my paraphrasing skills, as conceptualising the key ideas from texts is of paramount importance in making a counter-argument in one's speech. Yan Oi Tong Tin Ka Ping Secondary School has offered me a precious opportunity to embark on my challenging yet enlightening journey to learn better English.



Australian Study Tour -- Paronella Park



Australian Study Tour -- Cairns Tropical Zoo



Exchange Student from Italy - Colombo, Veronica

“Credit for Excellence” Scheme

Mr. Wong Man On
Ms. Lam Lai Man
Mr. Yeung Chun Hung

Introduction

The “Credit for Excellence” Scheme has been implemented in Mathematics department since 2005. The scheme provides other learning experiences for junior form students. In the past, form tests and examinations were considered as the only and essential tools to assess students’ learning progress. However, mathematics teachers at TKP thought differently. Instead of routine training on calculations, operations in algebraic equation and so on, our teachers believed that students with different mathematics abilities are able to attain more in mathematics through diverse assessment.

The scheme provides students with different choices to learn and apply mathematics knowledge in form of mathematics competitions, book reports, model-making activities and group projects. The details of each part in the scheme will be introduced in the following sections.

Objectives of the scheme:

- 1. To broaden students’ mathematical knowledge and improve their interests in mathematics*
- 2. To allow students with flexibility and apply mathematical knowledge spontaneously*
- 3. To cultivate students’ abilities of logical thinking, creative thinking, analytical and problem-solving skills*
- 4. To develop and integrate higher-order thinking abilities in mathematics*

Developing higher-order thinking abilities is one of the most important reasons for the establishment of the scheme. Encouraging students to use critical thinking is more than an extension activity in mathematics lessons; it is the basis of learning. Teaching students how to think critically helps them move beyond basic comprehension and rote memorization. We believe that students will shift to a new level of increased awareness when they are engaged in learning activities that involve calculation, analyses, problem solving and evaluation.

Development of “Elite for Excellence” Scheme (2005 onwards)

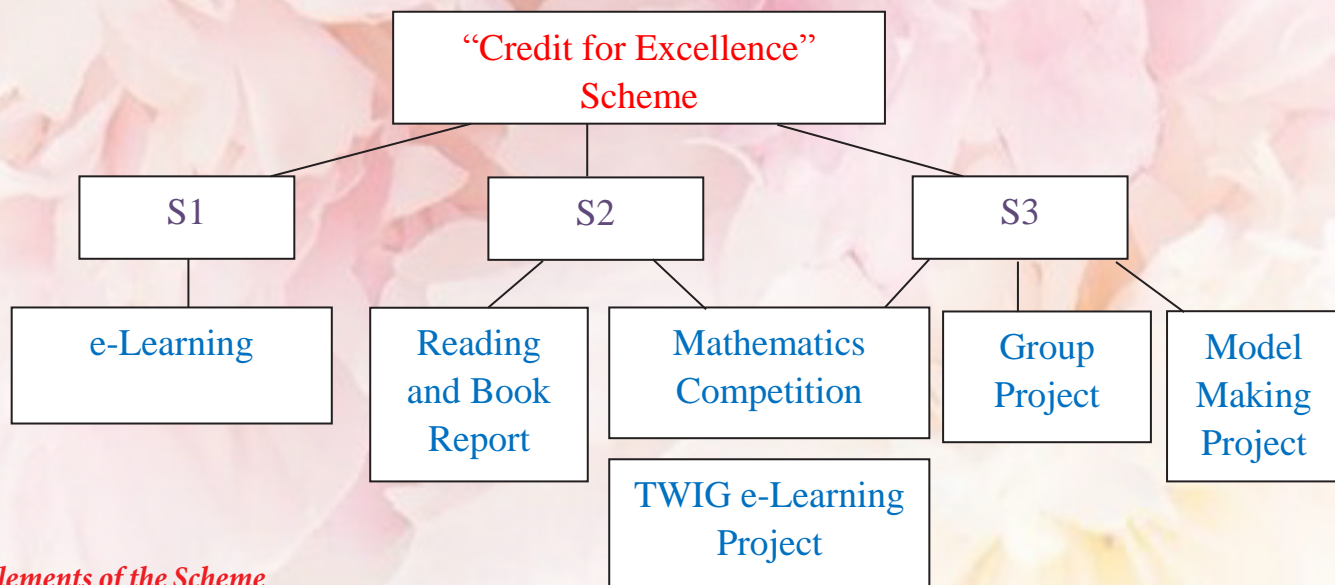
2005-2009 was the first stage of the scheme. Detailed guidelines were provided for students’ reference. Students had to answer a few challenging questions in the Mathematics Station “數學挑戰站” in order to get extra marks. All S2 and S3 students had to join in-class mathematics competitions once a semester. The top 50 students in S3 in Mathematics Competition would join the final Mathematics Competition and then they could exempt from doing group project or reading report if they were able to get satisfactory results in the final competition.

Starting from 2009, there have been some minor adjustments in assessment formats. 5% in Mathematics Station was cancelled due to the high consumption of labour and time. However, we do agree that training in logical thinking and reasoning skills is very important. Therefore, the number of mathematics competitions for S3 students has been extended from once every semester to twice every semester. On the other hand, with the increase in awareness of diverse assessment, a tessellation project was implemented so that S1 students might also have the opportunity to apply their knowledge in different ways. A S3 model-making activity was also implemented, with the main objective being to consolidate students’ knowledge in “Area and Volume” and “Similar Figures”.

Due to the change in medium of instruction of teaching in the school since 2010, the scoring guide had to be adjusted and emphasized more on English presentation skills. Therefore, a new and unified scoring guide was constructed to help teachers in assessing students’ work.

From 2015 onwards, e-Learning has become one of the main issues in education. The school has purchased 100 iPads to assist in classroom teaching. Some Mathematics teachers have also utilized those iPads in Mathematics lessons. To enable students to learn mathematics at home, the Mathematics Department has provided each junior form student with a TWIG online resource account. Students are required to hand in a film report after watching 3-6 films of particular topics after a holiday.

Design of the Scheme



Elements of the Scheme

1. Mathematics Competition

The Mathematics Competition used to consist of three parts: Part A1 and A2 subject knowledge and Part B higher-order questions in Mathematics Olympic Competition. In 2013, we reduced the proportion of section B questions, while an extra section C including one creative question has been added. Students are expected to answer this part using both subject knowledge and higher-order thinking skills and should present their answers in a logical way.

Here are two examples of the new section:

<p>1. In the figure, $BA = BC$ and $\angle BAD = \angle BCD$. Prove that $DA = DC$.</p>	<p>2. An equilateral triangle with k cm per side consists of 64 equilateral triangles with 1 cm per side.</p> <p>(a) Draw the figure to represent the above information.</p> <p>(b) Find k.</p>
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Evaluation is conducted every academic year. With sufficient data, the structure of our Mathematics Competition could be modified better.

2. *S3 Model-making Project*

This project has been conducted for six years. According to the S3 mathematics curriculum document, students have learnt estimation in measurement, areas and volumes and knowledge in geometry. This project is designed to enable students to better apply and consolidate their knowledge in S2 and S3.

Students are required to make a model that consists of three parts. The shape of each part and the volume of the whole model are set by the teacher. Students have to design the distribution of volume in each part according to their own preference. They have to make sure that the areas of each contact surface are equal.

In 2012-2013 academic year, the scoring guide was updated. Students are not only required to hand in a model, they have to hand in a written report as well. In the report, students have to describe their design in about 100 words, calculate the length of each side, the percentage error of the total volume, and draw the net of the whole model. Students have to design the structure and the distribution of the volume in each part of the model with a given capacity. The general feedback from students has been satisfactory and teachers are impressed by students' work.

3. *S3 Group Project*

S3 mathematics project aims at promoting students' interest in learning mathematics and developing students' generic skills through project learning. Students in groups of 4-5 must design one particular theme of the project. The project could be a study on a mathematical topic or a study on using Mathematics to solve a real-life problem.

In 2012, one group of S3 students in our school participated in the Mathematics Project Competition for Secondary Schools organized by EDB and was selected as the one of the top 8 teams in Hong Kong. They were also awarded the Outstanding Performance Prize. In 2015, another group of S3 students was selected as one of the teams with good performance, which was very encouraging. Thereafter, for the other S3 students, we do encourage them to develop their themes of the project in a more applicable or critical way. High scores will be awarded to those who are able to apply their concepts of the theme or involve suitable experiment and research data. With an improved guideline, it is believed that the learning effectiveness of the group project will be more significant in the future.

4. *S2 and S3 Book Report and TWIG e-Learning Project*

All S2 and S3 students must participate in this scheme. Students should select one book from the school library and complete a book report or a film report after watching 3-6 films and summarizing the mathematical ideas in the films.

Students with good performance or higher scores are generally able to further investigate the content they learn from the book or films. Communication and the use of language in reports are two important assessment criteria. Teachers also assess the fluency and the use of grammar in these book reports. Students who are able to deliver their ideas clearly using appropriate language will be awarded a higher score.

From 2012 onwards, S2 - S4 students have been selected to participate in the Mathematics Book Report Competition organized by the EDB. Most of them were awarded the second prize.

Reviews and Prospect

It is the 11th year of the “Credit for Excellence” Scheme. The scheme has been modified and reviewed every academic year since 2005. With the diversity of students’ learning ability, a diverse assessment approach is essential to cater for students’ needs and adapt to the fast-changing society. We do believe that the scheme deserves to be further developed.

For students with weak mathematics ability, the scheme helps them to keep their interests and academic results in Mathematics. Students gain new knowledge or think about how to relate mathematics in daily life through reading or the investigation process of the group project. It is very important to guide our students to understand and learn mathematics with a positive attitude. On reading and writing book reports, teachers should help students to understand how to “read” and “report in their own way” instead of direct copying. With active participation in the group projects, students have to learn and apply mathematics concepts through discussions and collaborations with their peers. Furthermore, they need to put forward hypothesis, to test the hypothesis and to make inferences from their research findings. All these learning experiences facilitate students’ understanding of mathematics concepts, logical thinking skills, problem-solving skills and development of creativity.

In terms of catering for learning diversity of the students, the Mathematics Competition and the TWIG e-Learning platforms are becoming more important. For students with high mathematics learning ability, these activities provide them with a good chance to display their talents and critical thinking skills. Even for the students with weak mathematic learning ability, these platforms also help to motivate their learning incentives and arouse their interest towards learning mathematics.



數學優越學分計劃

黃萬安老師

林麗雯老師

楊振雄老師

引言

數學優越學分計劃由2005年開始推行，為初中學生提供另類學習體驗。以往考試測驗被視為評估學生學習進度的唯一方法，然而本校的數學老師有不同想法，我們相信除了練習算術和代數公式外，還可以透過多元化的評估，令具有不同數學能力的學生，可以在這個科目取得更佳成績。

數學優越學分計劃透過比賽、閱讀報告、模型製作和小組專題研習，為學生提供不同的學習和應用機會。以下將詳細介紹這計劃的各項細節：

目標：

1. 擴闊學生的數學知識層面，提高他們的學習興趣。
2. 令學生可以自然地靈活運用數學知識。
3. 培育學生的邏輯思考、創意思維、分析能力和解難技巧。
4. 發展和整合在數學方面的高層次思考能力。

發展學生在數學方面的高階思考能力，是設立這項計劃的其中一個主要原因。鼓勵學生運用批判性思維，是學習數學的根本基礎，所有學習活動更不是數學堂的延伸活動。教導學生如何進行批判性思維，有助他們超越基本理解和死記硬背的模式。本校的數學老師相信，學生在進行計算、分析、解難和評估時，會有更多的啟發和領悟。

數學優越學分計劃的發展（2005年開始）

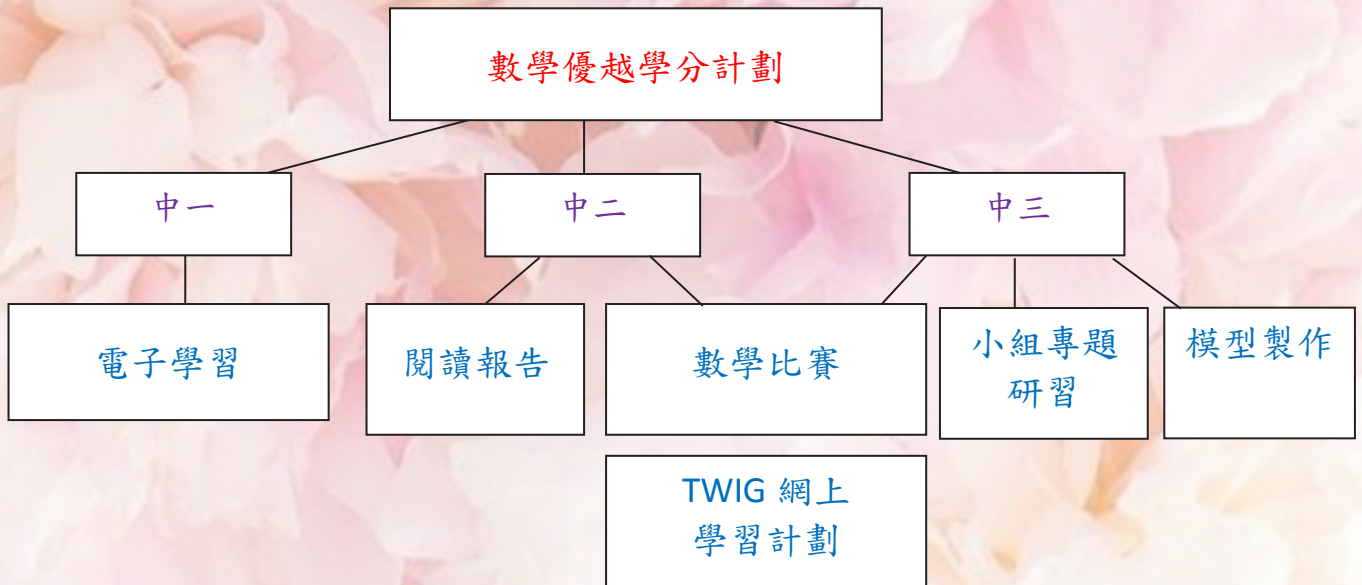
2005至2009年是數學優越學分計劃的第一階段，制訂了詳細的指引供學生參考，學生須在「數學挑戰站」回答一些頗費心思的問題，以取得額外加分。所有中二、中三學生於每個學期都必須參加班際數學比賽，在中三數學比賽名列前茅的50名學生，可晉級參與數學比賽決賽。若果他們在決賽取得理想成績，將可豁免參與小組專題研習或閱讀報告。

由2009年開始，評分準則有所調整，因為佔5%的數學挑戰站太過耗費人力和時間，所以被取消。然而，我們認為訓練邏輯思考和推理能力非常重要，因此中三學生的數學比賽，由每學期一次增至每學期兩次。隨著大家明白到多元化評估的效用，我們推出「密鋪」活動，讓中一學生有機會在不同領域裏應用其數學知識。而中三的模型製作活動，主要目的是鞏固學生對「面積與容量」以及「類似圖形」的認識。

在2010至2014年間，由於學校轉用了英語為教學語言，評分指引亦需調整，比以往更著重英語表達技巧，因此制訂了新的統一評分指引，協助老師評分。

由2015年至今，電子學習成為教育界的其中一個關注重點，隨著學校購買了100部平板電腦以協助老師授課，數學老師亦在課堂中運用平板電腦教授數學概念。為了令學生可以在家裏自行溫習數學，數學老師向每位學生提供一個TWIG網上資源帳號，並要求學生在假期裏觀看3至6齣與特定數學命題有關的影片，然後撰寫觀後報告。

數學優越學分計劃的設計

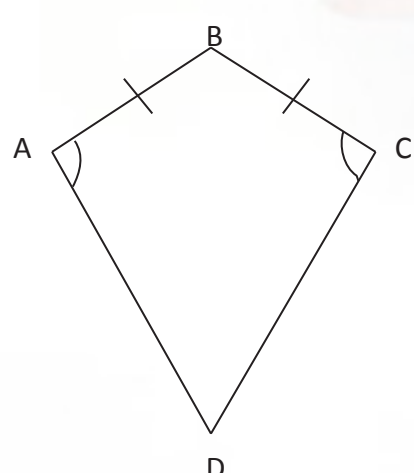
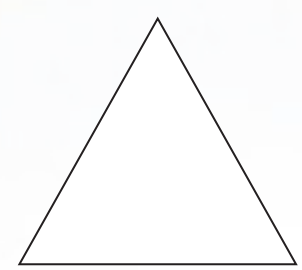


數學優越學分計劃詳情

(一) 數學比賽

過去數學比賽分為三部分：A1和A2部是比拼學科知識，B部是數學奧林匹克比賽中的較高層次問題。在2013年，我們減低B部分問題的比重，新增包括創意問題的C部。學生在回答C部分問題時，需同時運用課本知識和較高層次的思維技巧，並要以合乎邏輯的方式作答。

以下是新增C部分的兩個例子：

<p>1. 圖中 $BA = BC$ and $\angle BAD = \angle BCD$。試證實 $DA = DC$。</p> 	<p>2. 一個邊長為 k 厘米的等邊三角形，包含 64 個邊長 1 厘米的等邊三角形。</p> <p>(a) 繪圖以表達上述資料。</p> <p>(b) 找出 k 的長度。</p> 
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我們每學年皆會對數學比賽進行評估，以搜集充足數據，優化數學比賽的模式。

(二) 中三模型製作

這項活動已進行了6年，根據中三數學課程文件，學生應已學習幾何知識並掌握面積、邊長和體積的計算方法。模型製作的用意，是讓學生透過實踐，鞏固他們在中二和中三學到的幾何知識。

學生須製作一個由3部分組成的模型，每部份的形狀和整個模型的體積由老師指定，學生可自行決定如何把體積分佈在模型的3個部分，但每個接觸面的面積都必須相等。

在2012至2013年，評分指引作出了修改，學生不單要製作模型，還要提交書面報告，在100字內講解他們的設計，並計算出每邊的長度和總體積的誤差百分率，以及量度整個模型的淨容積。在模型製作方面，學生要設計模型的結構，並決定如何把模型的指定容積分配在各個部分。學生對新增的要求作出正面的積極回應，老師亦對他們製作的模型大表讚賞。

(三) 中三小組專題研習

中三的數學研習，旨在透過小組合作共同學習，提高學生對數學的興趣，以及發展他們的共通能力。由4至5名學生組成的小組，須訂出項目的主題，包括數學問題或運用數學解決現實生活難題的方法。

在2012年，本校一組中三學生參與教育局舉辦的中學數學研習比賽，晉身全港八強，並奪得優異表現獎。在2015年，另一組中三同學亦獲評選為優異組別，成績令人鼓舞。自此以後，我們鼓勵中三學生以較實用或具創意的方向訂立研習的主題。學生若果可以把數學概念作出實際應用，或加添合適實驗和研究數據，便可獲得加分。隨著採納了更清晰的評分指引，相信小組專題研習的學習成效將會更為顯著。

(四) 中二及中三閱讀報告和TWIG網上學習計劃

所有中二和中三學生都必須參與這項計劃，他們可在學校圖書館挑選讀本，然後撰寫讀書報告，或是觀看3至6齣以數學為主題的影片，在觀後報告中總結影片內容。

表現較佳或得分較高的學生，通常都會進一步鑽研從這些書本或影片中學得的知識。在學校採用英語為授課語言後，學生能否以英語有效表達亦成為評分的重要準則之一，老師會按照讀書報告的文筆和文法來評分。學生若果能夠運用文字清晰表達他們的意念，會獲得較高的評分。

由2012年起，我們挑選中二至中四的學生參與教育局舉辦的數學閱讀報告比賽，大部分同學都能獲得二等獎。

回顧與展望

數學優越學分計劃推行至今已有11年，自2005年起，數學科在每個學年開始和結束時，都會檢討和修訂這項計劃。由於學生的學習能力各有不同，必須以多元化的評核方法來切合學生的學習需要。本校的數學老師皆深信這計劃應繼續推行並進一步發展。

對於數學能力較低的學生，優越學分計劃有助維持他們的學習興趣，並在某個程度上改善他們的學業成績。學生可以透過課外閱讀和小組專題研習的過程中，學習新的數學知識，並思考如何把數學概念應用在日常生活中。我們深信指導學生以積極態度理解和學習數學，是非常重要的環；在撰寫閱讀報告時，老師須協助學生明白如何「閱讀」數學一手資料，經過理解及組織概念後撰寫報告，而不是直接抄錄書中內容。在小組專題研習中，學生需透過與組員商議，探索如何學習和應用數學知識，並進行相關的實驗或調查，從中歸納出研究結果。閱讀報告和小組專題研習都有助學生發展數學的能力，並促進邏輯思維，提高解難能力，以及啟發他們的創意。

針對不同學生的學習需要，數學比賽及TWIG電子學習平台顯得更為重要。對於數學能力較高的學生，數學比賽讓他們有機會一展所長，發揮其批判思維能力；就算是數學學習能力稍遜的學生，競賽及電子學習平台也能提升他們學習興趣，並維持他們學習數學的學習動機。

傳·承

校友盧潤華(2013中七畢業生)
(現經營補習社並兼任補習導師)

我曾聽說數學科是科學之首，只要學懂數學，其他理科就可以觸類旁通，所以我投放了很多時間在數學上，結果數學的基礎很牢固，可以順利在高中修讀純粹數學科及應用數學科。面對困難的數學內容，幸好母校培養了我忍耐、毅力，以及不斷發問的精神，我才能在絕境中撐過去，最終入讀科大數學系。我以母校老師們為榜樣，立志要成為一個出色的數學科與電腦科老師。

還記得我以前遇到數學科的難題，會時常與老師討論，直至透徹了解才罷休，更有同學戲謔說我是一個「問題少年」。在此，我很感謝老師不嫌我麻煩，耐心回答我冗長的問題，我才得以在數學科有進步。

學海無涯

校友張錚傑（2016年中六畢業生）
（香港中文大學工程系）

論學習，相信各科大同小異，正所謂「業精於勤」。事實上，除了勤力，還有更重要的條件——解難能力。時下考試主導的學習似乎傾向於機械化的操練，死板的答題技巧，固定的考試範圍，令無數莘莘學子對學習絕望，也令無數人成了學習機器。但真正有能力的人，面對任何問題也能從容面對。

數學是一門沒有界限的學科，題目往往是舉一反三，教甲+乙，考甲×乙，同學不能止於老師所教而不加鑽研。以三角函數(sin, cos, tan)為例，既不實用，又難懂，但基於要考，同學只好死記硬背，最後因理解不足，學習方法不對，既浪費大量時間，又沒有成效。

學習數學不能單靠背誦，因為數學變化無限，有系統式的方法學習，相信更有助理解，所以我們要下苦功改變學習方法。我認為學習要有求知慾，對身邊一切事物都抱有好奇心。若果凡事都點到即止，考則讀，不考則罷，就會限制了學習的方向。若是真心有興趣，不妨多學些考試範圍以外的知識，相信他朝一日，知識總會有用武之地，所謂「書到用時方恨少」。例如：我在大學數學精研課程的面試中，教授曾提問畢氏定理的證明，中學生必然知道此定理，可是知曉證明方法的人卻寥寥可數。如果對數學有興趣的同學，可上網尋找答案，相信對日後學習數學定有幫助。

天外有天，人外有人，不論校內校外，總有人比自己厲害。在全球化下，對各位同學來說有利有弊，有利於與志同道合者切磋砥礪；弊於在競爭激烈的社會被淘汰。不過我認為良性競爭是好事，能帶來學習的動力。其實只要努力付出，無愧於自己，學習是一件快樂的事！

從數學之中找到快樂

彭珈穎
(2017年中四學生)

為了節省讀者寶貴的時間，本文將不會有「特別解決數學難題的速成技巧」或一些老掉牙的勉勵說話。長話短說，在這裏我只想分享在學習數學時的領悟。我不會鼓勵大家不停操練數題……聽到這一句，請不要太高興，先冷靜下來，看完整篇文章定會明白。

平常的操練是無計劃的，只就一種題型操練，接下來又會是另一類型。一個正常的同學不分晝夜地和數學搏鬥，難免會感覺乏味或氣餒。自認數學底子不好的同學，對於屢戰屢敗的感覺，肯定不好受，更是同學害怕和逃避數學的最大源由。而我們該學習的不是操練，而是有系統的練習。大前提是你對數學題有足夠的理解，適當的練習才可以助加深記憶和加快時間。

我平常會先操練些較簡易的題目和重新理解。既然前面沒有路，那便後退一步，看看自己有沒有犯錯。「鑽牛角尖」是學習數學最大的敵人，明明很簡單的題目，你有可能被固定思維困住。說真的，如果最基本的題目也不能得分，可謂及格無望。

先操練簡單题目的目的主要是獲取滿足感，試想想：如果你是一個「數學恐懼症」的人，練習卷整頁零分，相信必定很想逃避吧！相反，如果整頁滿分，必定有精力繼續支持下去。如果有人誇口：「我什麼也不怕，反而越戰越勇」，那我可以肯定他必然是未受過挫折。他至今仍然喜歡數學，那是因為數學成績好！如果某天遇上不懂的题目，偶爾不及格，他會否放棄數學？當然，我們身邊總會有幾個極富天賦的同學，無可否認的是，天分是學好數學的其中一環，像種植瓜果的肥料般。可是，如果先天資質不及別人，唯一的方法便是將勤補拙。

要學懂數學就一定要靈活變通，除了要學習課本上的知識，也要多接觸課外領域。其實學校老師也提供不少課程，就我而言，我校內的成績雖然算不上優秀，但學校給予機會，讓我能跳出課本的框框認識外面的世界。最後，「機會是留給有準備的人」，當你遇上機會，就千萬不要放手！只要你肯踏出第一步，遠遠比走九十九步冤枉路的收穫還要多。祝學業進步！

ESSENTIAL ELEMENTS IN JUNIOR SECONDARY SCIENCE @ YOTTKP

Mr. Suen Kwei Lung
Dr. Lee Ka Wai

As described in the official documents of the Education Bureau (2016), the aim of science education at the junior secondary level is to lay a firm foundation in students for further developing the necessary scientific and technological knowledge and skills to live and work in the 21st century. In light of the changing needs of society and the rapid development of the world, a holistic approach in developing a school-based learning-and-teaching curriculum and activities with a high degree of engagement of students, teachers and professional bodies in the science community is of utmost importance to help students build a solid and balanced foundation in science for tackling daily scenarios. In addition, experiential learning activities are of vital significance in nurturing students' interests in areas of science and technology. In response to the above-mentioned goals and strategies, five key elements (A to E) have been identified and adopted in the junior science curriculum in recent years.

ELEMENT A: ACCOMODATION

Some students find science fascinating but quite difficult to understand. The learning content of each chapter in S1 and S2 levels has therefore been systematically reviewed within and across chapters. Such accommodative measures ensure that students not only acquire basic scientific knowledge and concepts for modern life but also develop the ability to think scientifically and creatively in a systematic learning process for problem solving in science-related contexts. In practice, after re-sequencing and organic integration of topics across chapters of similar themes, S1 students are exposed to various fundamental laboratory techniques, basic knowledge of living things, and concepts including energy and scientific investigation; whereas for S2, through systematic reorganization of the formal curriculum content across the junior forms, and integration of school-based modules on 'Bakery Science' (in collaboration with Home Economics) and 'Heat Transfer', students are trained to grasp the central scientific elements, namely the particle theory of matter and science process skills. Across the academic year, students focus on developing different abilities in studying science, in terms of knowledge, skills and values, in a structured learning framework so that they become more confident in understanding scientific knowledge, while enjoying the process of learning in junior secondary levels.

ELEMENT B: BRIDGING

As the S1 intake differ greatly in learning abilities and only few learn science as an independent subject or in English as the medium of instruction in their primary schools, appropriate refinement of the S1 school-based science curriculum is necessary. The teaching sequence has been modified by scheduling a more interesting chapter to the very beginning of the academic year as a bridging module. This provides S1 students with sufficient time to get accustomed to the learning of science in an EMI context.

As for S3, due to a need for HKDSE subject selection for senior secondary levels, Physics, Chemistry and Biology are offered as three individual subjects instead of Integrated Science to facilitate an informed choice on subject selection. Each of the three individual subjects puts forward a school-based curriculum for students to let students experience the learning of the subject. For instance, S3 Biology introduces various HKDSE topics, such as the human circulatory system, human digestive system, properties of enzymes and basic genetics, with proper adjustment in the level of difficulty so that students can not only grasp the knowledge as well as the subject requirements but also understand whether they are interested in majoring the subject in senior levels.

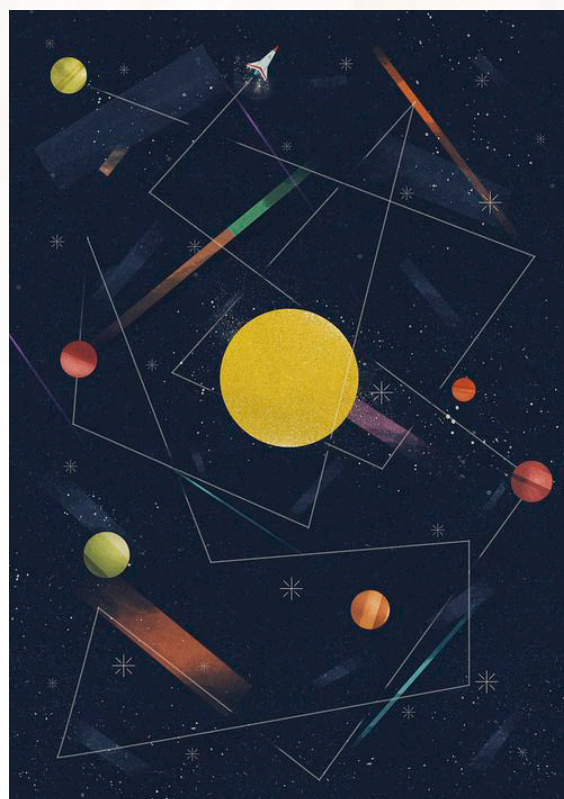
ELEMENT C: CONSOLIDATION

Besides facilitating an informed choice on HKDSE subject selection, the three science subjects works to strike a balance among three components, namely the level of difficulty of the subject content, the bridging towards senior secondary levels and the motivation of students' interest and curiosity. With such considerations, measures including launching a STEM-related project and designing a school-based curriculum in S3 science subjects are in place. S3 students are required to design and test a homemade solar cooker, through which knowledge learnt in S2 Integrated Science and S3 Physics is consolidated. They found the process making the cooker from scratch and testing its effectiveness on their own fun and rewarding. This STEM-related project therefore develops students' capacity to innovate by exercising their creativity and problem-solving skills through integrating and applying knowledge and skills across science, mathematics and technology areas in solving authentic problems.

Apart from knowledge consolidation, the aforementioned school-based S3 science curriculum gives emphasis on application of prior knowledge and integration with new knowledge. In particular, Physics emphasizes applying S1 and S2 science knowledge of heat transfer, particle theory of matter and properties of light in learning several S3 topics, including 'Heat', 'Gas Laws' and 'Lenses' respectively; while Chemistry emphasizes knowledge building in S3 on sub-microscopic levels of matter, including bonding and structure, from the fundamentals of particle theory. This approach to consolidating knowledge through rigorous curriculum design has fruitfully resulted in a large proportion of students taking one or more science subjects in their senior secondary levels.

ELEMENT D: DEVELOPMENT

That a student becomes a lifelong learner in his or her interested areas is one of the several aims in secondary education. To achieve this goal, various learning opportunities have been provided by the Science and Technology Department to unearth students' potentials and cultivate interests in science-related disciplines. For instance, the Mathematics and Science Week, co-organized by the Mathematics Society and Science Society, has been held for four consecutive years. Activities such as the 'Talk Maths, Talk Science Competition' and 'S1 Academic Quiz' offer opportunities for junior secondary students to showcase their understanding of mathematics and science topics learned inside or outside classrooms. Science talks and workshops conducted by universities and professional bodies are also arranged during week for inquiry of broader and deeper science. Both participants and the members of the two societies highly appreciate these learning opportunities for the fun, interaction, strong sense of ownership they gain.

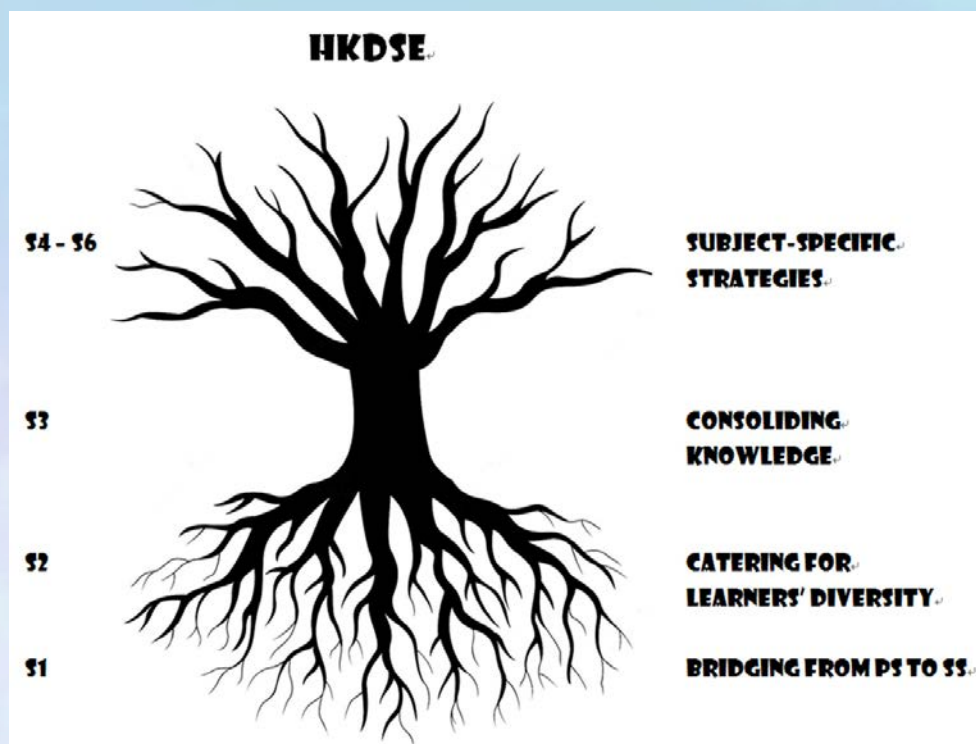


ELEMENT **E**: EXPLORATION

Exploring the wonders of science and technology has always been most appealing. To broaden students' horizons, tailor-made programmes targeting different areas are offered by the school and professional organizations. Examples are many, including a number of S2 and S3 elite students attending a year-long pullout programme on intermediate science process skills and forensic science, and an excursion to Hoi Ha Marine Park to appreciate the wonders of natural habitats. A day-trip to Shenzhen was also organized to visit a car manufacturing factory, a show room of contemporary technological products such as virtual-reality (VR) headsets and artificial-intelligent (AI) robots, and the cosmetic research laboratory on the HKUST Shenzhen campus. Furthermore, an in-house one-day programme, Science Alive, organized by the British Council and the Hong Kong Science Museum, was held on campus for students to actively join their magic show and workshops in 2015. Many inter-school competitions, talks and workshops on academic talents have also been held for both junior secondary and senior secondary students to challenge themselves. These programmes, in short, guarantee students with ample opportunities to explore the wonders of science and technology in their school time. Hopefully, scientists will emerge from the school in the future.

To conclude, the Science and Technology Department attaches great importance to the integration of these five elements in the science education and believes such integration will result in a fruitful and enjoyable experience for students to recall, develop and apply their knowledge in the journey of life ahead of them.

HOLISTIC VIEW OF SCIENCE EDUCATION @ YOTTKP:



- S1: *Appropriate accommodation in curriculum content, teaching strategies and learning aids for bridging students to learn from primary education level to secondary education level*
- S2: *Development of students' scientific knowledge, skills and values in accordance with their abilities and interests in science, and in conjunction with the exploration of interesting science topics for elite students*
- S3: *Consolidation of students' scientific knowledge, skills and values from junior secondary levels, together with concerted exposure of senior secondary physics, chemistry and biology for preparing the study in S4 to S6 sciences*

仁愛堂田家炳中學

初中科學教育的五大要素

孫桂龍老師
李家偉博士

正如香港特區政府教育局（2016年）的官方文件所述，初中的科學教育旨在為學生建立堅實的基礎，以進一步發展在二十一世紀的生活和工作中所需的科學與科技知識和技能。為迎合社會不斷轉變的需求，及因應全球科學與科技的急速發展，當下的首要任務是以全方位的宏觀角度，制訂校本教學課程和相關活動，讓學生、老師與科學界專業團體積極參與，藉此協助學生建立紮實而均衡的科學基礎，令他們可以處理日常生活中與科學有關的事項。此外，體驗性的學習活動，對培養學生的科學興趣至為重要。為了達成上述的目標與策略，我們歸納出ABCDE五大要素，並已於近年應用於本校的初中課程。

要素一：ACCOMODATION 調適

有些時候，學生會說科學雖然趣味盎然，但要理解卻不容易；因此我們有系統地檢討中一和中二的每一課內容，既檢視每課的學習元素，同時亦審度課與課之間的承接鋪排。這些調節措施可確保學生懂得現代生活所需的基本科學知識和概念，並通過系統性學習解決科學難題的過程，發展出科學化的思考方法和創意思維。在實際課堂，中一學生會涉獵各種基本的實驗室技術、生物學的基本知識，並透過課本各相關章節內容的重新編排和有機組合，學習到包括能量與科學探究方法在內的多種概念。中二學生則會透過系統性重組初中課程內容，以及融合有關「烘焙科學」（與家政科相配合）與「熱傳遞」的校本單元，讓學生學會掌握核心的科學原理，包括物質粒子理論和科學探索的技巧等。在整個學年中，學生會在條理清晰的學習框架中，專注發展研習科學（包括知識、技能和價值觀）的各種能力。我們深信學生會對掌握科學知識更具信心，並享受在初中探究科學的過程。

要素二：BRIDGING 銜接

由不同小學升上中一的學生，學習能力可能互有差異，他們過去甚少以獨立科目學習科學知識，而且在小學裏亦較少以英文作為教學語言，因此中一的校本科學課程必須作出適當的微調。我們對授課次序作出修訂，把正式課程裏較有趣的一章編作學期初的第一課，以此作為中、小學之間的銜接單元。這樣可令中一學生有足夠時間適應以英語授課的科學教育。

此外，中三學生需要選修高中科目，以應付三年後的香港中學文憑考試，因此必須把物理、化學、生物獨立成科，而非繼續合併三者為綜合科學。這項安排令學生有機會體驗生物、化學及物理的不同教學方式，令他們在選修高中的科學科目時知所適從。再者，每一個獨立學科皆有其校本課程，可讓學生體會其學習模式。例如中三生物科引入多個高中的課題，包括「人體循環系統」、「消化系統」、「酵素特性」和「基本遺傳學」等；其學習難度經過適當調適，令初中生可以及早掌握基礎知識，並明瞭學科的要求。有興趣的學生，日後可以選讀這些科學科目為主修科。



要素三：CONSOLIDATION 鞏固

由於中三學生將面對高中選科分流，物理、化學和生物三科既要顧及內容的難度，也要銜接高中水平，並引起學生對科學的興趣和好奇，因此我們推出一項與STEM（科學、科技、工程和數學）有關的教學活動，並設計校本的中三科學課程。這項STEM活動由中三學生設計和測試自製的太陽爐，從而鞏固他們在中二科學堂和中三物理科所學得的知識。學生由原材料開始一手一腳製作太陽爐，並自行測試其功能，令他們感到充滿趣味和成就感。這項STEM活動能發展學生的創造力，提高他們的創意和解決問題技巧，綜合運用科學、數學和科技領域的知識與技能，解決具體的現實生活問題。

除了鞏固知識的STEM活動外，上述的校本中三科學課程，亦著重應用以往所學，結合新的知識。當中物理科強調應用中一和中二的熱傳遞知識、物質粒子理論和光的特性，以學習中三的各项課題，包括「熱力」、「氣體定律」和「透鏡」等；而化學科則強調根據粒子理論的基礎，開拓中三的微觀世界的物質知識，包括「化學鍵」和「物質結構」等。這項透過精心設計課程以鞏固知識的方法取得豐碩成果，大部分學生都在高中選讀一科或以上的科學科目。

要素四：DEVELOPMENT 發展

中學教育的其中一個目標，是要令學生為其志趣終身學習。為了達到這目標，科學及科技學習範疇提供多種學習機會，以發掘學生未釋放的潛能，並培養他們對科學領域的興趣。由本校數學學會和科學學會合辦的「數理周」，已經連續舉辦了四年，當中的「數學及科學演講比賽」和「中一學術問答比賽」等活動專為初中生而設，令他們得以發揮在課堂內外學得的數學和科學知識。此外，在「數科周」期間，我們還邀請大學講師和專業團體成員蒞臨學校，舉行科學講座和工作坊，讓學生有機會接觸到中學課程以外的廣闊科學天地。學生十分欣賞這種充滿趣味和互動的學習機會，參與的社會人士亦和學生一樣有極大滿足感。

要素五：EXPLORATION 探索

我們一直渴望探索科學的奧秘，為了拓展學生的視野，本校和專業組織提供專為不同程度學生而設的活動項目，讓學生發掘、參與和享受不同科學領域的奧妙之處。例如部分中二和中三的精英文學生獲邀參加一年的抽離式訓練課程，學習法醫學的基本要素和科研技巧；此外，我們舉辦了海下灣海岸公園探索遊，實地觀察自然生態環境；又到深圳參觀汽車廠和先進科技產品的陳列室，試用虛擬現實產品和人工智能機械人，並到訪香港科技大學深圳校園的化妝品實驗室。由英國文化協會和香港科學館合辦的「活的科學」科普嘉年華於2015年在校內舉行，讓學生一同參與仿如魔術表演的科學實驗。我們的初中和高中學生都分別參與許多校際比賽以挑戰自己，並出席有關學術才能的講座和工作坊。這些活動能讓學生在求學期間有充分機會發掘自己的潛能，並一窺科學的奧秘。

科學及科技部深信把以上五項要素融入學校的科學教育，將為學生帶來充滿樂趣而又實用的學習經驗，令他們在日後的生活裏得以學以致用，在學問上更上一層樓。

香港中學文憑試



- 中一：適當調節課程內容、教學策略和輔助學習材料，協助學生由小學教育過渡至中學教育。
- 中二：按照學生的能力和興趣，發展他們的科學知識、技能和價值觀，同時為精英學生提供鑽研趣味科學題材的機會。
- 中三：鞏固學生從初中學得的科學知識、技巧和價值觀，同時讓他們接觸高中課程的生物、化學和物理科目，為修讀中四至中六科學科目及早準備。
- 中四至中六：為主修科學科目的高中學生作深入的考試準備，讓他們可以在文憑試一展所學。



活的科學 —— 「綠色能源」體驗活動 (2015)



中二級校本科學精英課程 (2016) P. 53

科學堂的點滴

校友陳志鵬

(2012年中七畢業生，香港中文大學藥劑學學士)

(香港藥劑業及毒藥管理局註冊藥劑師)

啟發性的教學方法，讓學生對教學內容有深入的理解，我的科學科老師透過有層次的提問，訓練我們的思考。高中時，老師期望我們能作出有條不紊的優質答案，以合乎公開試的水平。因此每次回答問題時，即使只是簡單的問題，我也感到非常緊張。這雙向的互動，逼使我加倍努力思考，整理出有條理的答案提升我的答題技巧。

老師們對同學關懷備至，課餘時亦樂於為我們解答問題。每節40分鐘的課堂有時不足以詳盡解說每一課的內容，學生往往未能即時掌握一些較複雜或深奧的概念，需要多點時間來梳理、消化。科學老師下課後常於校內留到很晚，他們不單是為了處理教務，還為了解答學生的疑難。老師的當面解說令我獲益良多，省卻我翻閱冗長參考書的時間。

老師的教學方法和對學生的無私奉獻，令我在學習艱深抽象的科學課題時，大大降低了困難。這些經歷亦訓練我對身邊的事物作出批判性的思考，不僅想符合考試的要求。我希望所有學生都能在中學階段快樂地研習科學。

知識改變命運

校友梁美紅

(1999年中七畢業生，香港大學醫學院公共衛生碩士)

(香港衛生署醫生)

當我升上高中時，我毫不猶疑地選擇了理科。我遇上過許多好老師，他們在生物、化學、物理等科學科目上，對我啟發良多；而且他們總是樂於在下課後，犧牲自己的私人時間來解答我的問題。在升上高中後不久，我便開始思索前路和訂下自己的目標。當我訂定自己的計劃，便努力研讀生物、化學及物理。畢竟成功並無捷徑，我只能憑著努力；在一番苦讀和老師的竭力協助下，我在高級程度會考數理各科取得佳績。畢業後成功入讀香港中文大學醫學院，其後在香港大學取得公共衛生碩士學位。

推動我求學的動力，在於深信教育可以改變人的一生，我深信只要努力便可實現夢想。我對鑽研科學的興趣，為我奠定堅實的科學知識基礎，而及早訂下目標和作出良好規劃，亦有助我達成自己的理想。

一間出色的學校並不能一天建成，必須靠著許多人的無私奉獻，仁愛堂田家炳中學努力不懈地為學生創造一個激勵上進的教育環境，成績斐然。隨著引進互動和多姿多采的課程，我們可以看到母校的學弟學妹如何熱愛校園生活。對於母校踏上新的里程，我致以衷心的祝賀。

我的科學學習歷程

校友盧藹然（2015年中六畢業生）
（香港理工大學醫療化學科學）

轉眼間，一年過去了，但過往在母校所渡過精彩的中學生涯，仍然歷歷在目。承蒙母校的栽培，我在公開試中取得不俗的成績。母校不單是一個讓我學習知識的地方，更是一個培養我的學習興趣的地方，尤其是對科學科的興趣。

在課程方面，科學科的課程主要是針對公開考試而編定。我們所學習的內容大多以應付公開試為目標，學習內容緊貼著考評局所訂的課程大綱，而平常所派發的練習或測驗中都有大量過往的試題，令我們能早日熟習考評局的出題方向及答題技巧，有助我們在公開試中的發揮。此外，在日常的課堂中，我們也有機會做實驗，通過這些實驗，我們可以更容易理解所學習的內容，而且這樣比較生動有趣，大大提升我對科學科的學習興趣。但是由於高中時課程內容較多，因此會比初中時較少實驗，令所學習的內容好像變得較空泛，很多時候需要靠死記硬背牢記細節。

在高中三年的課堂中，物理、化學和生物的課堂都帶給我一些印象深刻的回憶。在物理課中，最深刻印象的課堂定必是學習關於天文的課題。每當提及天文的課題時，物理老師雙眼都好像變得閃閃發亮，情不自禁的提及更多的天文知識，而天文營更是我們學習天文知識以及聯誼的好機會。而在化學課中，最深刻印象的是各種不同的實驗，有些實驗會出現一些令人意想不到的結果，亦有一些會放出一些難聞的氣味，令我又愛又恨。最後在生物課中，我印象最深刻的是關於人體不同系統的課題，例如消化系統、呼吸系統。這些課題令我對自己的身體加深認識。

除了平常在課堂上能學習到科學外，學校也提供機會讓我在課堂後學習。在校內方面，其中一個機會就是每年一度的數理週。通過不同的比賽、影片或讀物，我們能加深對科學的理解。我曾經協助籌辦數理週其中一項活動——中一問答比賽。在準備的過程中，我和其他同學一起擬訂適合的題目及比賽的流程，令我不但加深了對科學的認識，還學習到舉辦活動的注意事項和技巧。這經歷當然也加深了我對科學的興趣，令我獲益良多。

而在校外方面，學校提供不同機會讓我參加一些校外的科學活動。我印象最深刻的是香港大學所舉辦的科學活動，當中包括不同题目的工作坊，其中一個工作坊是到米埔自然保育區進行實地考察，觀察居住在米埔的鳥類。通過這個工作坊，我更深入了解米埔的生態以及人類的行為如何影響到這些鳥類。這些工作坊通過一種比較生動有趣的方式去讓我接觸科學，加強了我對科學的興趣。此外，學校也提供機會讓我去參加一些校外的科學比賽，例如科學奧林匹克，而我亦因此成為了香港資優教育學苑的成員之一，可以參加它所舉辦的工作坊，那些工作坊也同樣加深了我對進階科學的認識。

最後，我希望在此再次感謝母校對我的栽培，我亦希望各位學弟學妹能找到自己合適的路向，發展潛能。

Personal, Social and Humanities Education

Ms. Wong Lai Fan

At our school, areas of learning in “Personal, Social and Humanities Education” are covered in the junior secondary subject of General Studies, as well as Economics, Business, Accounting and Financial Studies, Geography and History in senior forms. The goal of learning in Personal, Social and Humanities Education is to enable students to understand themselves, the society and the world at large, maintain healthy personal development, and contribute to the well-being of families, communities, nations and the world as confident, informed and responsible individuals. (Overarching aim and curriculum of Personal, Social and Humanities Education, Education Bureau)

Junior Secondary General Studies

The school pioneered the development of junior secondary General Studies curriculum in the early 1990s by adopting a cross-curriculum design for subjects in Humanities Education such as Geography, Economics and History. We are one of the earliest schools in Hong Kong that implemented junior secondary curriculum integration. Our junior secondary General Studies curriculum is unique, with strong school-based characteristics and incorporation of elements in personal development, moral education, civic education and China studies.

The curriculum includes a civic and personal development module and an integrated Humanities education module and is taught bilingually. In accordance with curriculum needs, the first module is taught in Cantonese and the second module in English. The use of appropriate education materials in English and the design of materials for progressive training in English writing provide a solid foundation for learning in Humanities Education. On the other hand, teaching in students’ mother tongue facilitates personal development by encouraging expression of opinions as well as rational analysis and discussion in topics on moral and national education that involve national and global affairs. Also included in the curriculum are appropriate elements fostering the development of thinking skills, which facilitate students’ learning of generic abilities and competences, particularly in critical thinking, communication and creative thinking. These abilities and skills are the characteristics of “Personal, Social and Humanities Education” as outlined by the Education Bureau, and are the bridges to the new senior secondary Liberal Studies curriculum.

The curriculum for S1 is designed for students to first develop an understanding of themselves, and subsequently to explore the relationship between themselves and communities to which they belong (family, school, social community and Hong Kong). In terms of curriculum content, study themes for the first semester are “My School”, “Personal Development” and “My Communities”, which enable students to understand their rights and responsibilities in different communities from various perspectives. In the second semester, the study themes “Hong Kong Legends” and “History and Economic Development of Hong Kong” enable students to be in touch with the society, review Hong Kong’s economic and social circumstances from its early days as a trading port to the present, and contemplate the value of the individual in the society.

In terms of educational activities, training provided in “current affairs test” and “news reports” strengthen students’ abilities in analyzing news from the perspectives of different stakeholders. “Project works” for S1 are closely linked with study themes and supported by field trips to enable students to collect, organize and analyze relevant information. The study theme in the first semester is Shan King Estate, while the second semester focuses on the past and present of society in Hong Kong. These studies are helpful for tackling HKDSE Liberal Studies examination and the “Independent Enquiry Studies” in the new senior secondary curriculum.

The curriculum design and assessment for S2 are closely linked with the S1 curriculum and prepare students for further studies. The content of the first semester is an extension of “My Communities” and “Hong Kong Legends” in S1. In the first semester, students study “Economics of Hong Kong” and Hong Kong’s social circumstances. In the second semester, the study theme “Contemporary China” enables students to understand social and economic developments in China while providing linkage with valuable and inspiring personal development education, thus enabling them to analyze various issues in contemporary society.

The educational activities “current affairs comics” and “news reports” provide training in news critique and analysis. “Projects” in S2 are spread throughout 2 semesters to provide students with enough time to prepare reports and reinforce their skills in information collection and analysis, which are helpful for HKDSE Liberal Studies examination and Independent Enquiry Studies (IES) in the new senior secondary curriculum.

The S3 curriculum is divided into the subjects of Economics, Business, Accounting and Financial Studies, Geography and History. The aim of a subject-based curriculum is to provide preliminary understanding of various elective subjects and prepare students for subject selection in S4. The curriculum of each subject includes the “Globalization” module in the “Life and Society” curriculum.

Senior Secondary Curriculum

Economics, Business, Accounting and Financial Studies

• Curriculum design and characteristics

Economics enable students to understand factors influencing daily life, particularly the mechanisms and principles of interactions between consumers and manufacturers. The subject also provides an important perspective for students to completely grasp current social and national issues and to understand the inter-dependent relationships between regions and nations. Hong Kong is facing rapid economic changes and striving to maintain its competitive edge in the global economy while actively establishing closer ties with mainland China. As such, the study of Economics, a subject closely linked with contemporary developments, enables students to apply what they learn in daily life.

Commercial and financial activities such as work, consumption, savings and investment are parts of daily life. The subject of Business, Accounting and Financial Studies provides students with knowledge and skills in business to equip them for effective participation in commercial and financial activities. At the same time, the subject emphasizes development of positive civic qualities. Through the subject, students are equipped for opportunities of functioning as ethical and responsible consumers, investors, employees and/or entrepreneurs in the future. They are also educated to consider social factors and ethical principles when analyzing and assessing business-related issues. With rapid changes in local and global societies, students need to be equipped with multiple thinking and communication skills as well as positive values and attitudes to deal with various situations with capability, confidence and morality in knowledge-based economies. Adequate knowledge of business environments not only equip students for the business world, but also develop them as socially responsible citizens who make wise business decisions.

In addition to regular classes, students are encouraged to participate in external activities organized by teachers. Through visits, competitions and various training activities, students will be able to develop multiple common skills such as research, analysis, leadership, team spirit, communication, critical thinking, creativity and problem solving. They will also be able to utilize such skills in various areas of learning. The learning platform provided for students to explore various issues in business will equip them for daily life, education and employment in the future.

Geography

- **Curriculum design and characteristics**

The word “geography” originates from the ancient Greek word “γεωγραφία” (“geographia”), with “geo” meaning land and “graphein” meaning description. Thus, geography means description of land. There are 4 basic areas of study in conventional geography: (1) spatial analysis of natural and humanistic phenomena, (2) regional study, (3) human-land relationship, and (4) earth science.

How do different natural phenomena develop? Will volcanic eruptions, earthquakes and tsunami happen in Hong Kong? Are droughts, flooding, sandstorms, super typhoons and global warming natural phenomena? Or are they nature’s attack on human activities? How should we deal with famine and urbanization? How do the locations of industrial areas in China and around the world change? Students studying Geography will be able to find out answers through their learning.

Geography is the most beautiful subject in natural science. Everything individuals see once they step out of home is closely related to Geography. For example, when visiting rural areas, there would be thoughts about how rivers form. As such, Geography is a lively subject that develops attention to and concerns about the surrounding environment. The subject provides explanations for the environment, phenomena and concepts experienced by students, and is an integration of social and natural science. Geography is therefore a subject that integrates arts and science, a subject crossing both disciplines that provides variations in content. Assessment covers non-textbook information and materials such as news clippings, maps, data, photographs and charts. Students are required to memorize terminologies and content as well as analyze and make logical inferences on data and information.

In the study of Geography, it is very important for students to step out of the classroom. Students are therefore given the opportunities of field trips to contemplate and analyze the geographical phenomena they see from multiple perspectives. Geography is a subject that studies and explores interactions between humans and the environment. Through field trips in different environments, students will be able to observe and experience the applications of knowledge and concepts of Geography in real life.

There are narrow-minded thoughts that individuals who study Geography want to become geographers. In Geography, there is an emphasis of integration of humanities and natural science subjects. This integration not only develops students’ global vision, but also equips them with knowledge and skills useful in various occupations. In the curriculum of secondary education in Hong Kong, the subject of Geography is most closely linked to earth sciences and geology. Students who study Geography are taught about rocks and natural landforms. Apart from earth sciences, there are many fields of study and occupations related to Geography, including mapping, geographical information, careers as geologists of the Civil Engineering and Development Department, land surveying and employment at the Highways Department. However, these are not the only paths of further education or employment for students studying Geography. Other opportunities include transportation, logistics, commerce, the hotel industry, tourism, environmental conservation and town planning. Fundamental knowledge acquired in the study of Geography equips students for further development of their talents and utilization of such talents in various industries.



Senior form students visited the Bank of Tokyo-Mitsubishi UFJ.



S1 students visited Heritage of Mei Ho House and joined the workshop.



S2 students visited the Registration and Electoral Office.



S3 students visited the Coca-Cola Company.

History

- Curriculum design and characteristics

The subject of history enables students to understand developments of Hong Kong, China, Japan, Southeast Asia and the world at large during the 20th century and the impact of these developments on the world today. Through understanding cause and effect, continuation and evolution, and comparison of similarities and differences, students will be able to recognize the longitudinal (i.e, chronological) and transversal (i.e, spatial) relationships between these developments. Students will also be able to re-evaluate history based on interpretation of different historical materials. Through this process, they will be able to contemplate the impact of their role, thoughts and beliefs, and learn how to appropriately view historical issues and events.

S3 History provides linkage to the topics “History and Economic Development of Hong Kong” and “Contemporary China” covered in the junior secondary General Studies curriculum. Students will be given an overview of global conflicts in the 20th century, such as the First World War, Second World War and the Cold War. This provides them with a preliminary understanding of Hong Kong, mainland China and the world at large.

The senior secondary History curriculum is designed in accordance with requirements of the HKDSE examination. Students will learn about main developments in Asia and the world in the 20th century. The studies develop their global vision, enable them to understand various factors driving historical developments in the 20th century, and equip them for dealing with challenges in the 21st century.

個人、社會及人文教育

黃麗芬老師

本校「個人、社會及人文教育」學習領域包括初中通識教育科；高中經濟科、企業、會計與財務概論科、地理科及歷史科。個人、社會及人文教育學習領域的宗旨，是幫助學生了解自己、社會和世界，維持健康的個人發展，成為具有信心、知識與責任感的人，從而為家庭、社區、國家及世界謀求幸福。（教育局「個人、社會及人文教育」的學習領域課程綱領）

初中通識教育科

（一）課程設計及特色

本校早於九十年代初，已開展校本的初中通識教育課程，前瞻地將初中不同的人文學科，如地理、經濟及歷史等科目進行跨課程的設計，屬本港最早期進行初中課程統整的學校之一。初中的通識教育課程更承載著很強的校本特色，並加入成長課、德育、公民教育及國情教育的元素，成為全港的獨有通識課程。

課程包括公民及成長部份與綜合人文部份，以雙語進行教學。前者以廣東話教學，後者則採用英語授課，以配合課程需要。透過合適的英文學習教材及逐步進行的英文寫作訓練材料設計，打穩學生在人文學科的學習基礎；另一方面以母語促進個人成長，探討德育及公民教育議題，並涉及國情及世情等範疇，目的是協助學生表達己見並作出理性的分析及討論。再者，課程更加入合適的思維訓練元素，以發揮學生的學習共通能力，尤其是批判思考、溝通及創意思維三項，這也是教育局「個人、社會及人文教育」的學習領域的特質及銜接新高中通識教育科的橋樑。

中一級的課程設計讓學生從自我了解出發，從而探討個人與所身處的群體（家庭、學校、社區及香港）之關係。在教學內容方面，上學期的研習主題為「我的學校」、「自我及個人成長」及「我的社區」，讓學生於不同層面了解自身在群體中的權利和義務。下學期則配以「香港傳奇」及「香港歷史及經濟發展」，讓學生逐步走出社區，探討香港於開埠初期至現在的經濟和社會狀況，反思個人在社會中的自我價值。

在教學活動方面，「時事小測」及「新聞匯報」的訓練，加強學生於拆解新聞及以持份者觀點作分析的能力。中一級的「專題研習」與研習課題互相緊扣，並以實地考察作貫串，旨在讓學生從搜集相關資料開始，繼而作出整理與歸納。上學期以山景村為研習主題，下學期則以香港社區為題作今昔對比，對學生在新高中通識科答題及獨立專題研習皆有幫助。

中二級的課程整個設計安排及評核發揮「承上啟下」的作用。在教學內容方面，上學期繼承中一的「我的社區」及「香港傳奇」課程的特色，進而研究「香港政經」及社會情況，下學期則配以「現代中國」的社經發展及富有價值啟發的成長課承接，剖析當代不同的問題。

在教學活動方面，「時事漫畫」及「新聞匯報」的訓練，加強學生在新聞評論及分析的能力。中二級的「專題研習」貫穿兩個學期，讓學生有足夠的時間準備報告，同時更有助深化學生在專題研習搜集不同資料及分析的能力，對學生在新高中通識科答題及獨立專題研習皆有幫助。

中三級的課程分科進行，分別為經濟科、企業、會計與財務概論科、地理科及歷史科。分科旨在讓同學就各個選修科有初步了解，讓學生為中四選科作好準備。另每科課程均包括「生活與社會」課程中的「全球化」單元。

高中課程

經濟科及企業、會計與財務概論科

（一）課程設計及特色

經濟學幫助同學認識影響人們日常生活，特別是跟消費者和生產者相關的原理和原因，並提供重要的角度，幫助同學全面掌握社會及國家的當前議題，明白不同區域及國家之間相互倚存的關係。香港正面對各種急速的經濟轉變，在積極與內地建立更緊密的關係之餘，還奮力在環球經濟中保持競爭力。因此，學生修讀與時代發展緊密聯繫的經濟科，可將所學應用於實際生活之中。

商業及財經活動，如工作、消費、儲蓄及投資等，是我們日常生活中的一部分。企業、會計與財務概論科課程提供商業的知識和技能，幫助學生能夠在未來有效地參與商業及財經活動的同時，亦著重培育學生良好的公民質素；提供機會讓學生在未來擔當消費者、投資者、僱員及/或企業家等角色，秉持道德及負責任的行為；亦期望他們在分析及評估商業事務時，顧及社會與道德的因素。當前本地及全球社會瞬息萬變，在知識型經濟體系下，學生既要擁有多種思維及溝通技巧，且要具備正面的價值觀和積極的態度，才可以有能力和信心，作出合乎道德操守的行為，去面對各種處境。學生對營商環境有充分認識，不單只可以成為商業世界的一分子，同時亦可以成為一個對社會有責任的公民，在商業方面作出明智的決定。

除正規課堂外，老師安排及鼓勵學生參與對外活動，透過參觀、比賽及各類型的培訓培養學生多方面的共通能力，例如研究能力、分析能力、領導才能、建立團隊的才能、溝通技巧、批判性思考、創意、解難能力等，並可運用有關能力，在不同的學習領域中發揮；及為學生提供一個可以探索不同商業事項的學習平台，為日後生活、學習及就業作好準備。

(一) 課程設計及特色

地理 (geography) 的字根來自古希臘語：γεωγραφία (Geographia)，由 geo (原意為大地) 和 graphein (意為「寫」)，字面意思為對大地的描述。傳統上，地理學有四個基本的研究範疇，(1) 自然及人文現象的空間分析，(2) 區域研究，(3) 人地關係及 (4) 地球科學研究。

不同的自然現象是怎樣形成的呢？火山爆發、地震、海嘯會否在香港出現？旱災、氾濫、沙塵暴、超級颱風、全球增溫是否自然現象？還是自然界對人類行為的反擊？面對飢荒和城市問題，我們要怎樣處理？中國和世界的工業區位又怎樣改變？修讀地理科的學生能親自從學習中尋找答案。

地理科是最美麗的自然科學，基本上踏出家門第一步看到的東西都和地理息息相關。譬如郊遊時，會思考河流如何形成。地理是一科很活的科目，讀地理科可培養學生對身邊環境的關注。地理科從學生的生活解釋環境、現象以至概念。地理科的內容包括了很多科學元素，譬如地質、氣象、自然生態等。地理科綜合社會及自然的學科，是文中有理，理中有文的一科，界乎文理科之間，變化萬千。考核時除了課本以外資料，包括新聞剪報、地圖、數據、照片及圖表，既要記生字及內容，亦要求學生對資料加以分析及作出具邏輯的推論。

跳出課室對地理科的學習十分重要，所以學生會有機會進行實地考察，面對眼前的地理現象以多角度思考及分析。地理科是研究人與環境之間進行研究和探究的學科，透過實地考察，學生可從真實的環境看看地理科裡面的學問和概念如何在現實生活中應用出來。

有人說「修讀地理科是否想做地理學家？」事實上這樣的想法比較狹窄。地理科強調人文學科和自然學科的結合，除了培養全球視野之外，所訓練的知識和技能，在各行各業都有其用武之地。香港中學地理科的課程最接近地球科學和地質學，讀地理科的時候會教授岩石和自然地理。除了地球科學，和地理科相關的職業和學系很多，如測繪、地理資訊、土木工程處地質師、土地測量及地理資訊學系。不同的部門都需要相關訓練的人才，如測繪處、規劃處、運輸處和路政署等。除了上述所提及的出路之外，修讀地理科的同學有更多的出路，例如運輸、物流、工商界、酒店、旅遊、環保及城市規劃等。從地理科所學的基礎知識可裝備學生發展他們的潛質，在各行各業發揮所長。





中三級學生參觀東方報業集團。



高中學生參觀澳門培正中學。

歷史科

(一) 課程設計及特色

歷史科幫助學生認識二十世紀期間香港、中國、日本、東南亞和整個世界的主要發展及對現今世界發展的影響。學生通過理解因果關係、延續與演變，以及異同的比較，定出這些發展之間的縱向(時間方面)和橫向(空間方面)關係。學生亦可根據不同的史料及其詮釋，對歷史結論重新作出評價，並考慮其中個人所擔當的角色、思想和信念的影響，學會如何正確看待歷史問題和事件。

中三級的歷史科課程旨在銜接初中通識教育科「香港歷史及經濟發展」及「現代中國」兩個課題，初步介紹二十世紀世界的衝突，如第一次、第二次世界大戰及冷戰，讓同學對身處的香港、背靠的中國及面向的世界有初步了解。

高中的歷史科課程旨在配合中學文憑試的要求，教授二十世紀亞洲及世界的主要發展，培養學生全球化視野，了解各種推動二十世紀歷史發展的因素，裝備學生以應付二十一世紀的挑戰。

成功須苦幹

校友唐碧琳

(2007年中七畢業生)

(香港總商會工商政策副經理)

記得當初選修歷史科是因為「懶」。

那個已被時代淘汰的中五會考，只需留心上課就可以應付歷史科的考試，稍加溫習就可取佳績。這全賴老師講課生動活潑，以講故事的方式教授沉重的課程內容，帶領同學穿梭時光隧道，令同學自然記憶猶新。

「懶」人初嚐會考的滋味，高考時順理成章也選修了歷史科。原本想重施故技，上課專心就算了。幸好得到老師循循善誘，才考獲A級的佳績，並於面試後順利經校長推薦計劃，成功入讀浸會大學政治及國際關係科。

歷史科除了牢牢記住內容，更著重訓練學生表達己見並作出理性的分析及討論，如：歷史圖片或漫畫解析題、議論題等，藉此評核學生整理、歸納課程內容，並有條不紊以文字表達出來。我手寫我心，評核尤其訓練學生的批判思考和組織能力。

無心插柳下，我發現工作上一直應用讀書時埋下的種子。我於香港總商會主要協助業者專家，專責探討可能會影響香港貿易、工商業、金融或服務稅務及政府收入相關議題。工作要求對搜集資料、整理、歸納、分析和語文能力等，皆有相當高的要求。賈伯斯(Steve Jobs)曾經說過：「你不能把點滴向前串連起來，你只能把它往後串聯，所以你必須相信這點滴將會以某種方式聯繫到你的未來。」(You can't connect the dots looking forward but you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future.) 從前的選科決定，著實對今天的自己有莫大裨益。

最後告誡各學弟學妹，人皆有惰性。我越害怕因為「懶」而落後，越是提醒自己必須努力。

打好根基，學以致用

校友何翠瑩

(2012年中七畢業生)

(明創生活市場推廣主任)

我在中學時期修讀經濟科及會計科，不但為入讀大學商業學系打好基礎，也為未來進入競爭激烈的商業世界做好準備。經濟科使我對微觀及宏觀經濟有了初步認識，而會計科則加深我對公司運作的認知，兩科可謂相輔相成。

在中學時，老師更鼓勵我們參加各類型比賽，目的是透過比賽了解商業世界的運作，如何運用基本經濟及會計的知識，理解公司不同的商業決定以至政府政策的制定。以投資比賽為例，會計原理使我們可以透過財務報表，得知公司是否穩健成長；加上對環球經濟的了解，作出穩妥投資。這些經歷使我們的視野不再局限於香港，而是放眼於國際。

大學時，不論在管理學、金融學、財務分析，經濟及會計原理更是基本概念。相較與理科及文科背景出身的學生，無疑是更易掌握工商管理學系的課堂內容。此外，因有參賽的經驗，令我在大學時更放膽參加各類型商界比賽，擴闊視野。

畢業後，我從事市場推廣，但仍不時運用會計的知識完成工作。例如，比較各宣傳方案的預算及收入，以決定活動內容；計算相關的開支，以制定產品價格等等。在工作時，團隊向公司提出任何建議時，須附上活動預算，以作理性分析，衡量建議可帶來的效益。故此，修讀會計科讓我能有較充份的裝備。在這國際金融城市中，有基本的經濟及會計知識，對自己個人事業發展有一定的幫助。

校友麥冠玲

(2005年中七畢業生)

(香港大學地理系博士生)

修讀地理科擴闊了我的思考模式。地理是研究地球自然環境和人文環境空間分布形態及其相互關係的科學。地理人常問：在哪裡？有什麼特徵？為何那樣分布會塑造那些特徵？對自然和人文環境產生什麼問題和引致什麼影響？如何解決？地理思考模式幫助我解決日常生活中的各種問題。

參與地理實地考察提升我的共通能力，例如觀察、人際互動溝通、資料收集和整理、批判性思考、綜合分析、書寫和口頭的表達能力等等。

The “Changing” and “Unchanging” Senior Secondary Liberal Studies

Ms. Chan Wing Sum

The school was established 30 years ago. In the early days, Civic Education was provided as an independent subject. With subsequent curriculum integration, General Studies was launched as a subject in the junior secondary curriculum. Its syllabus covers Economics, Business, Accounting and Financial Studies, Geography, and History. As the development of junior secondary Liberal Studies has matured over time, the school has also launched Liberal Studies for Advanced Supplementary level. In 2009, Liberal Studies became one of the four compulsory subjects under the new senior secondary curriculum.

With more than 20 years of experience in junior secondary General Studies, the school has a solid foundation for educating senior secondary students in the subject. In the early days of establishing Liberal Studies as a subject in the senior secondary curriculum, the school received plenty of support from the Education Bureau in various forms, such as regular workshops. The article below describes how the subject of Liberal Studies has established its foothold within the “changing” (ie, the trend of new senior secondary curriculum reform) and “unchanging” (ie, the tradition of bridging between junior General Studies and senior secondary Liberal Studies) environment, facilitating continued subject development and better learning.

“Unchanging”

– Continuation of Tradition “Overview of Subject Development”

(1) The beginning: Junior secondary curriculum integration



Caritas Ma On Shan Secondary School and my school launch inter-schools debating competition regularly.



The former Chief Secretary for Administration’s Office, the Honorable Mrs. Anson Chan gave a lecture related to Hong Kong Democratic development to senior form students.

Junior secondary General Studies provides a foundation for Liberal Studies in the senior secondary curriculum. To understand senior secondary Liberal Studies, it is necessary to first understand the subject in the junior secondary curriculum. As mentioned above, the school actively implemented Civic Education in the early days. With subsequent junior secondary curriculum integration, the subjects of Civic Education, Economics, History and Geography were integrated into Liberal Studies as one subject. In the junior secondary curriculum, Liberal Studies is a compulsory subject for S1 and S2 students. For S3 students, Liberal Studies is not an independent subject but covers four subjects namely, History, Geography, Economics, and Business, Accounting and Financial Studies. This integration aims at laying a foundation of relevant knowledge and capability for their studies in Geography, Economics, History, and Business, Accounting and Financial Studies in the senior secondary curriculum, and also to develop multiple intelligence of students. Furthermore, cross-subject collaboration enables students to use English as a medium of instruction, thus enhancing their English proficiency.

(2) Development: Bridging between junior and senior secondary curriculum

General Studies curriculum emphasizes development of awareness about current affairs, enhancement of their personal development and interpersonal relationships, strengthening of their understanding of political and economic developments in Hong Kong and developments in mainland China, as well as enhancement of their ability to conduct projects. The junior General Studies and senior secondary Liberal Studies curricula are closely linked in terms of the development of knowledge, attitudes and skills.

The development of Liberal Studies has reached maturity. Since 2009, the school has been invited by the Education Bureau to participate in the Professional Development Schools (PDS) Scheme. Under the PDS Scheme, the school has been recognized as a Professional Development School and invited to advise partner schools on the bridging between junior and senior secondary Liberal Studies curricula and improvement of teaching efficacy. We have also shared our experience in “Debate Class” and “Independent Enquiry Study” with other schools on multiple occasions (details on teaching demonstrations in the section on “Changing’ – The Changing Environment” below). Last year, the school was invited by the Curriculum Development Institute (CDI) to introduce our classroom teaching on module 1 of CDI Liberal Studies Curriculum and school-based “Independent Enquiry Study” at 3 sharing sessions. In the sharing sessions, we shared how the official curriculum document published by the CDI was effectively integrated with school-based teaching materials, and how the “textual analysis method” was applied in school-based assessments. In the early days of establishing the Liberal Studies, the school also collaborated with the Department of Cultural Studies of Lingnan University to jointly develop the curriculum and evaluate the impact of senior secondary Liberal Studies on both teachers and students.

Collaboration with external professional bodies contributes significantly to the school’s optimization of bridging between General Studies and Liberal Studies curricula. It also facilitates professional development of subject teams and improves teaching efficacy.

“Changing” – Establishing a Foothold in a Changing Environment (Teaching Demonstrations)

(1) The origin: Project learning in junior secondary curriculum

As described above, one of the goals of General Studies is to develop students’ multiple intelligence, particularly in project learning. In the General Studies curriculum, students learn different methods of collecting information. S1 students learn about information collection during field trips. Field trips to the local community, Central and Sheung Wan increase their understanding of Shan King Estate as well as the rich colonial history of Central and Sheung Wan. For S2 students, the “textual analysis method” is employed as the main tool to examine controversial issues in Hong Kong.

The itineraries of field trips to Central and Sheung Wan are designed based on group discussions among students. The field trips enable students to experience the history of Hong Kong by walking along the streets of Central and Sheung Wan and by visiting various historical buildings. In view of the trend in digital learning, tablet computers and apps have been used in field trips to Central and Sheung Wan in recent years to enhance teaching efficacy. In S2, students are required to conduct an in-depth analysis on a selected topic. The analysis spans 1 semester and requires students to collect materials from various sources on a topic based on their interest. The key to success lies in the collection of quality review articles so as to effectively portray controversies, which is closely linked to “Independent Enquiry Study” in the senior secondary curriculum. The “entry level” for S2 provides students with a preliminary experience of school-based assessment in the senior secondary curriculum, thus laying a solid foundation for progression in their studies. Furthermore, the topics of study are related to quality of life in Hong Kong, which enrich students’ knowledge and skills.

The above teaching arrangements enable students to grasp the use of tools for information collection in the junior secondary curriculum, preparing them for school-based assessment in “Independent Enquiry Study” in the senior secondary Liberal Studies. At the same time, Project learning in junior secondary curriculum focuses on fostering active learning and attention to social developments and trends.

(2) Development: “Independent Enquiry Study” in senior secondary curriculum

“Independent Enquiry Study” in the senior secondary curriculum initially adopted the approach practised in the Advanced Supplementary Level for Liberal Studies, requiring students to employ various methods of information collection such as surveys, interviews and field studies in accordance with curriculum guideline recommendations. However, after the first HKDSE, it became apparent to teachers and students that there was a significant discrepancy between efforts and rewards in “Independent Enquiry Study”. The school, therefore, introduced the “textual analysis method” advocated by Mr. Wong Chi Kin, the teaching consultant of the Education Bureau.

As described above, students are required to choose a topic of interest for a 1-year in-depth analysis. The key to success is the collection of quality review articles that analyze the opinions of supporters and opponents, so that controversies can be portrayed effectively. This model is commonly used as framework for public examination questions that ask students to describe whether they support a certain notion. The use of this model in Independent Enquiry Study, therefore, kills two birds with one stone – students are able to grasp current affairs and trends in Hong Kong while building a strong foundation for questions in public examinations. Over the past 5 years, students chose a wide range of topics for their Independent Enquiry Study, including solid waste disposal in Hong Kong, the quota for independent mainland Chinese travellers, and controversies surrounding the issue of land use. Through in-depth studies of various topics, students obtained considerable benefits in both knowledge and skills. Furthermore, this new model requires less teaching time than the previous one, and the time saved enables more efficient teaching arrangements in terms of curriculum content and written assessments. At present, the “textual analysis method” is not commonly used as a tool for “Independent Enquiry Study”. However, as “Independent Enquiry Study” becomes increasingly oriented towards a more practical and structural approach in 2017, the “textual analysis method” is expected to become a mainstream tool. In Liberal Studies, capable students are encouraged to use other information collection tools alongside this method to stand out from the rest.

In the school’s 10th anniversary magazine published 20 years ago, veteran teacher Mr. Chung Man Kin wrote the following concluding remarks: “In a subject that continues to revolutionize, the horizons to be explored are extensive. Whether or not this will bear fruit depends on the training of an adequate number of curriculum developers. The curriculum reform currently being undertaken for the subject is equivalent to a valuable workshop on school-based curriculum design. Every participating colleague will become a developer of school-based curriculum.” Twenty years later, Mr. Chung’s words remain words of gold for the subject. “How to identify the path forward and establish a foothold within a ‘changing’ and ‘unchanging’ environment” will be an issue worthy of contemplation.

「變」與「不變」的高中通識教育科

陳穎心老師

本校成立迄今三十載。早期，本校以獨立科目推動公民教育。其後，經歷課程整合，推出初中通識教育科，內容涵蓋經濟、企業會計及財務、地理、世界歷史等。隨著初中通識教育科發展漸見成熟，本校亦開辦高級補充程度通識教育科。2009年開始，教育局將通識教育科定為新高中課程四個必修科目之一。

幸好本校初中通識教育科有超過二十年的經驗，為高中通識科奠下堅實的基礎，而且在設立高中通識科初期，教育局亦提供了不少支援，如定期的工作坊。下文將介紹本科如何在「變」（新高中課程改革的大氣候）及「不變」（與初中高中通識教育科銜接的傳統）中確立自身的位置，讓科目可持續發展，學生們學得更好。



每年中一級同學都會到中上環考察，
了解香港的殖民地歷史。

「不變」—— 繼承傳統（學科發展簡介）

（一） 源起：初中課程整合

初中通識教育科是高中通識教育科的基礎，要了解高中通識教育科，需從初中通識教育科談起。如上文所述，本校早期積極推動公民教育，及後經歷課程整合，將公民、經濟、歷史及地理科統整為初中通識教育科。初中通識教育科為中一、中二級學生的必修科，中三級雖有通識教育元素，不過並非如中一、中二般獨立成科，學科內容散見於四個不同學科，包括歷史、地理、經濟及企業、會計及財務概論。上述整合主要是裝備學生銜接高中地理、經濟、歷史及企業會計及財務概論的相關基礎知識和能力，以及發展多元綜合學習能力。另外，跨科協作亦能幫助學生以英文作為學習語言，強化其英語能力。

（二） 發展：初中及高中課程銜接

初中通識教育科著重培養學生的時事觸覺，增強他們對個人成長及人際關係的認知，香港政經發展及中國發展的認識，以及提升他們專題探究的能力。在知識、態度及技能上，初中及高中通識教育科的銜接緊密。

鑑於本校初中通識教育科的成熟發展，自2009年起，本校一直獲教育局「專業學校發展計劃」(PDS)邀請為「專業發展學校」，就初中及高中通識教育科課程銜接為夥伴學校提供意見，提升教學效能。另外，本校亦多次與同工分享「辯論課」及校本「獨立專題研究」的經驗。(有關教學示範將於下方「『變』——變化的環境」詳述)。去年，本校獲課程發展處(CDI)邀請，在三次分享會中主講單元一的課堂教學及校本「獨立專題研究」的規劃，介紹如何將CDI出版的課程資源冊及校本教材有機地結合，以及使用「文本分析法」進行校本評核。另外，本科設立之初，本校與嶺南大學文化研究系合作，共同規劃課程，探究高中通識教育科教學對師生的影響。

與校外專業團體的合作對優化本校初高中通識科的銜接有不少幫助，亦能協助科組同事的專業發展，提升教學效能。

「變」——從變化的環境中尋找定位(教學示範)

(一) 源起：初中的專題研習

如上所述，初中通識教育科的其中一個教學目標是幫助學生發展多元綜合學習能力，尤其是專題研習。在初中通識教育科，學生會學習不同方法搜集資料。在中一級，學生會學習以實地考察蒐集資料，透過社區考察及中上環考察活動，增加對山景邨及記載著豐富殖民地歷史的中上環的了解；在中二級，學生以「文本分析法」為主要分析工具，探究具爭議性的香港議題。

進行中上環考察活動前，學生先以小組形式設計路線。當學生走在中上環街頭、步進各式各樣的舊建築，便能立體地認識香港歷史。近年，為回應電子教學的趨勢，中上環考察加入了平板電腦及應用程式等元素，令教學效能得以提高。至於中二級的專題研習，學生需要根據自己的興趣，從眾多議題中取材，進行為期一個學期的專題探究。當中的關鍵是如何搜集具質素的評論性文章作分析，令爭議更見立體，這無疑與高中的「獨立專題探究」有密不可分的關係。中二級的「初階版」讓學生先行體驗高中的校本評核，打好基礎。而且，研習議題離不開對本港生活素質的探究，專題探究令學生無論在知識及技能上皆有進益。

以上的教學安排令學生在初中階段掌握一些資料搜集的工具，以應付高中通識教育科的校本評核——「獨立專題研究」。同時，學生如何學得更活？老師如何引起學生關心社會發展及動態？這些都是初中專題研習的教學目標。

(二) 發展：高中的「獨立專題探究」

起初，本校的高中「獨立專題探究」承接高級補充程度通識科的做法，讓學生運用不同的搜集資料方法，如問卷調查、訪問及實地考察等進行研習，這正是課程指引所建議的。然而，第一屆文憑試後，師生發現「獨立專題探究」的付出與收穫落差甚大。因此，本校引入現為教育局教學顧問黃志堅先生所提倡的「文本分析法」。

如上所述，學生需要以自己感興趣的議題為題，進行為期一年的探究。當中的關鍵是如何搜集具質素的評論性文章，即支持者及反對者的評論作分析，令爭議更見立體。此方法以公開試最常見的「是否同意題」為基本的題目框架，故可一石二鳥，學生除了可從中掌握本港的時事動態外，亦能鞏固「是否同意題」的答題框架。過去五年，學生訂立的題目範圍寬廣，涵蓋面大，例如：本港固體廢物處理、自由行配額問題、土地規劃爭議等。在知識及技能上，學生都有一定得著。而且，相對原有的方法節省了不少教學時間，而騰出的教學時間可就課程內容及筆試方面，作出更有效能的教學安排。縱使以「文本分析法」作「獨立專題探究」的工具未見普遍，惟隨著2017年「獨立專題探究」朝「具結構性研究」方向發展，「文本分析法」將漸成主流。本科鼓勵能力較高的學生在此基本上，使用其他搜集資料的工具，才能突圍而出。

記得在二十年前的十周年校慶文集中，前輩鍾文堅老師以以下一番話作結：「作為一科在課程上不斷創新的學科，待開拓的是一塊廣闊的天地，是否能夠在這塊土地種出碩果，端視是否能夠培訓出足夠的課程設計者。本科現在所進行的課程革新，同時亦是一次難得的學習設計校本課程的工作坊，讓每一位參與的同事成為校本課程的設計者。」二十年後，這番話仍是本科的金石良言。「如何在『變』與『不變』中尋找出路，尋找定位」，將是值得本科思考的問題。



5C莊慧欣、5C勞思敏、5C伍子然、5D黎嘉豪
及5D梁湛暉獲得2016-2017
百仁基金及香港齊心基金會主辦的
校際辯論比賽總決賽亞軍。

從尋常到不尋常

陳詩琴 (2017年中六學生)

廖穎茵 (2017年中六學生)

胡子釗 (2017年中六學生)

校友伍永智 (2015年中六畢業生)

尋常事

「通識是否通通識？通識是否『吹水』科目？如何將通識學得好？」都是同學常說的問題。

廖穎茵同學及胡子釗同學對於學習通識有一些尋常不過的方法，我們不妨看看如何還原基本步，踏實地學好通識！

「我會視不同的議題為對社會時事的複習，比如說，全面徵收垃圾徵費能否實現源頭減廢？香港派出代表參與奧運電子競技比賽，會否影響青年的價值觀？從題目中探索自己有興趣的範疇，然後搜尋資料，滿足自己的好奇心。所謂政治是眾人之事，芸芸議題之中，總有一個你會關心。將這種好奇心推而廣之到其他議題的不同層面，是讀通通識的第一步。

第二步就是分析推論的研修。通識科考試題目的結構大概離不開三個部份：甲分題是社會現象的表徵，乙分題是借助資料的推論，丙分題和事件的未來發展有關。時事評論員和各大傳媒的工作又何嘗不是如此？從資料中加以分析、提煉，加入既有知識而建立一套自己的見解，我們一直都在體驗他們的工作。建立對事件的好奇心、磨練分析推論，就算不能令通識科分數飛躍上升，也能分辨是非。讀通通識，未必等於五星星一定是囊中之物，但至少，你會感到自己開始言之有物。這一科的魅力就在於和生活的融合。要事事通通識，就要先讀通通識。」（胡子釗同學）

「我的學習習慣未必適用於每一個人，就像不少學生也有一本通識筆記，有的是某某補習天王的天書，有的是自己編寫的筆記。而我個人則偏好後者，畢竟，由自己編寫筆記的記憶較深刻，溫習時可節省時間。另外，我的筆記有九成是在課堂或家課中用過的例子，這樣就能於考卷上妥善運用例子，避免論點和例子無關係的情況。」

我認為通識科的成果是源於平日的練習，考試前夕只是溫習例子庫和題型的最後衝刺。所以，我認同要認真上課，記下有用的例子，而且課堂有助釐清我對某些東西的概念，特別是中國的政策。做功課最重要是知道改善方法，令自己熟悉各類題目的答法。」（廖穎茵同學）

不尋常事

學好通識是否只限於課堂內？如何跳出框框，將從活動所學的置於學習中？陳詩琴同學有以下的體會：

「『以筆代弓，以墨為箭，用文字捍衛人權』

去年八月，我和數位同學參與了由國際特赦組織（AI）舉辦的『青年人權記者計劃』，當中，我們需要每月定期參與不同的工作坊，內容圍繞著世界各地有關人權的問題，如兒童人權，死刑，表達自由，歧視等。

除了認識到更多與人權相關的知識外，計劃進行期間會有不同的講者為我們講解作為記者應有的基本技巧，講師中包括有新聞系教授、資深記者、人權律師等等。每一次的工作坊內容大至如何能對題目作出更深入的探討，撰寫一篇『及格』的報道，小至一些基本的採訪技巧、選圖竅門。當每組完成一次報道後，國際特赦組織的人員亦會為每組的報道作出評價，讓我們能從錯誤中學習。我認為這個計劃亦能幫助到通識這一科。

個人認為通識科重要的不是能否背誦課文內容，而是會不會去了解 and 接觸世界發生的事情。課本上的只是一些基本概念，而當中你能否把你所學到的基本概念應用出來才是最重要的！」

走過尋常與不尋常

走過新高中通識課程，同學順利入讀心儀學系。究竟現時就讀香港中文大學政治及行政學系的伍永智校友對曾經走過尋常與不尋常的通識學習路有何感想？

「讀書其中一個目的是求真，讓人能清楚知道世界如何運作，成為一個理性的人，做任何事都取決於合理的理由。

學習通識亦如是，目的都是為了求真（和考試），不論是趨勢題、成因題和現象題，都是希望同學在一大堆看似毫無關係的東西中找出規律。而規律不只是適用於該題目，而是世界每一處。多大程度題應視乎你認為哪一方面的說法較合理，再選擇立場，而不是因為該立場的論點多或易寫。

求真則必須要從例子出發，因為例子是真實的，是真真正正在世界發生過的，它的出現必定有其原因。然而單一的例子不一定讓人看清真相，兩件事情的出現可能只是巧合，不一定有必然的關係，因此我們需要尋找更多的例子，來排除誤差，讓我們找出事情背後真正的規律。

在通識答題中，闡述不可或缺。縱使有論點，再輔以例子，但未能清楚說明兩者的邏輯因果關係。通識不同於自然科學，自然科學的實驗環境可被調控，容易找出因果關係。相反，通識科中的社會時事議題經常受不同環境影響，故此即使有同一個因，也不一定有同一樣的果。因此闡述必須一步步來，不要略過簡單的邏輯論述，因為越嚴謹的邏輯越少出錯，論證才得以成立。

另外，以上所述不只是適用於答題，對所有人，如老師、新聞、時事評論員、政治人物、以致書本和文章，都要採取懷疑的態度，他們的意見不一定正確，要仔細思考他們的闡述有沒有錯誤。最後，同學學習通識、讀書以及做人都要以求真為目標，以理性為做任何事的依據，而不是聽從權威。」

（伍永智校友）

最後，閱讀過同學從尋常走到不尋常的經歷，你又有什麼體會？讓科組以伍校友的一番話作結：「同學學習通識、讀書以及做人都要以求真為目標，以理性為做任何事的依據，而不是聽從權威。」學習通識科不過是三年高中課程的需要，而如何從學習通識科走向學習做人處事的道理，倒是終生學習的需要。期望每一位曾學習通識科的同學都能從通識科中有所得著！



Physical, Arts, Cultural and Life Education

Mr. Lau Sau Ming

Developments and achievements

It has been the school's focus to foster all-rounded development of students, particularly in the areas of sports and arts. In line with the Hong Kong Arts Development Council's advocacy of the "One Art for Life" concept, the "One Sport & One Art for Life" programme was implemented at the school in the 1996-97 school year. In addition to the regular junior secondary sports and arts curriculum, various activities are organized under the "One Sport & One Art for Life" programme, which enables students to pursue continuous learning and develop lifelong hobbies in extra-curricular sports and arts activities.

Universal development in sports is fostered not only through the "One Sport & One Art for Life" programme, but also dedicated training of students with outstanding performance. Elite school athletes will be recommended to receive training at the Hong Kong Sports Institute or relevant sports associations. Some of these athletes have become full-time athletes, representing Hong Kong in international competitions. At the Asian Games in Incheon, for example, our alumni Wu Lok Chun, Law Cheuk Him and Cheung Tsun Yue competed in cycling, badminton and water polo, respectively. Liu Kai Sum and Liu Wan Hin, siblings educated at the school, competed in dance sport at the Tianjin East Asian Games, while alumna Law Leong Tim competed in triathlon at the first Youth Olympic Games in Singapore. Also representing Hong Kong in numerous overseas competitions were alumni Tsang Sin Kei (squash), Chiu Lai Yung and Chan Wing Kwan (basketball), Yeung Pak Kin and Man Ka Hing (judo), Yu Shek Lung (Kurash wrestling), Law Ka Long (football) and Chan Pak Hei – an alumnus who was recommended to receive training at the Manchester United Football Club, UK, through his participation in the first Jockey Club Elite Youth Football Camp and was a former member of the Sun Pegasus football team. Athletes in Hong Kong sports teams who are studying at the school include Lau Hei Man (volleyball), Sham Wang Yin (lawn bowls), and Chan Cheuk Yiu (taekwondo). The school's sports teams have performed well in inter-school competitions. The most outstanding performance has been in dance, swimming, squash, basketball, lawn bowls and badminton, in which the school's teams have received awards in numerous inter-school competitions. Every year, students of the school are awarded the A. S. Watson Group HK Student Sports Awards.

Besides, interdisciplinary learning activities in arts have been implemented for junior secondary students in recent years. S2 students produce music videos or micro movies as group projects, while S3 students take part in fashion design. What's more, Culture and Arts Variety Shows are organized on a regular basis. In the new senior secondary curriculum, the module of "other learning experiences" provides an opportunity for the school to promote "arts development", enabling the school to incorporate "arts development" into the regular curriculum. This integration has resulted in an extension of arts and cultural education from the junior to the senior, which can make students continue, broaden and reinforce the knowledge they have acquired in junior forms. In line with the school's emphasis on traditional Chinese culture, "arts development" has been renamed as "Culture and Arts". With elements of traditional arts included in the subject, students are able to choose ceramics, dance, music, fashion design, drama, photography and photo development, as well as computer animation as fields of study to broaden their horizons.



LAW Cheuk Him, Hong Kong Badminton Team

The school also organizes a Sports, Arts and Culture Week, providing a platform for students to showcase their talents through lunchtime activities and weekly assemblies. Each year, students are organized into teams to participate in competitions and performances, such as Inter-school Dance Festivals, Music Festivals, Drama Festivals, fashion design and video production. With outstanding performance, these student teams have won numerous awards. Two students with outstanding performance are appointed by the school annually as “School Arts Ambassadors”. They not only promote arts education within the school, but also participate in workshops and open competitions organized by the Arts Development Council. Cheung Wing Sum and Tse Kit Ying, for example, have won championships in double jazz dance at the Hong Kong Open Dance Contest. Tsang Ka Yi is taking after-school dance courses at the Hong Kong Academy for Performing Arts, while Lee Ho Long took a Physical Theatre Course at the London Academy of Music and Dramatic Art, UK, during previous summer holidays.

Taiwan Culture, Arts, Technology and Careers Education Tour

The school organized its first “Taiwan Culture and Arts Tour” after the final examination in the 2013-2014 school year. The tour was designed specifically for students with a deep interest in visual arts and dance. Nine students in the jazz dance class and 17 students in the visual arts club were led by 3 teachers to conduct culture and arts field trips and learn dancing in Taiwan. In addition to visiting popular destinations, the tour also visited arts museums such as Ju Ming Museum, New Taipei City Yingge Ceramics Museum, Taipei Fine Arts Museum, Glass Museum of Hsinchu City and Treasure Hill, Taipei Artist Village. The trip broadened students’ vision and provided an opportunity for them to experience local arts and culture. In the evenings, students in the dance club learned different types of dance such as Hip Hop, Top Rock, House, Breaking, Waacking and Lyrical jazz at the Dance Soul Studio, a famous street dance school in Taipei. The intensive training opened students’ eyes on various dancing skills, boosted their creativity, and developed their sense and appreciation of dance as a form of art.

Apart from subsidies from the Community Fund, students with financial difficulties can receive financial assistance from the school. Financial support allows students with such difficulties to extend their learning overseas, broaden their vision, and break new grounds in arts development.

The “Taiwan Tertiary Education and Cultural Exchange Tour” was organized in the 2014-15 school year with additional elements of technology, and tertiary education incorporated. Apart from students in dance and visual arts clubs, students studying in Information and Communication Technology and those studying Music also took part. The tour visited arts and creativity institutes in Taiwan as well as famous scenic spots, while training in street dance continued in the evenings. Students visited local technology exhibitions, exchange programs with the ZhongHua Chinese Orchestra, and visited the National University of the Arts and Shih Hsin University. These visits enabled students to gain information on tertiary education in Taiwan and earlier planning of their further studies and careers.

Conclusion

To celebrate the school’s 30th anniversary, a “Sports & Arts Development Fund” has been established under Physical, Arts, Cultural and Life Education and the brochure “All-rounded Development for Excellence” has been published. Furthermore, the “Tin Ka Ping Athletes Hall of Fame”, “Tin Ka Ping Outstanding School Teams” honour charters and “School Arts Ambassadors” overview have been displayed at the school’s Cultural Square. Such arrangements are to recognize students with outstanding performance in sports and arts, encourage students to utilize their potential and strive for excellence by looking up to those elite school athletes. The school has made continuous efforts in fostering all-round development of students. Our wide range of extracurricular activities and a well-structured curriculum enable students to be in touch with arts continuously, learn and participate in arts. This develops students’ creative thinking and is in line with our mission to strive for excellence in learning culture.

體藝文化生活教育

劉秀明老師

發展與成果

本校著重培養學生多元發展，尤其是「體育發展」和「藝術發展」，所以隨著藝術發展局提倡「一生一藝術」，本校亦於1996-97年度推行「一生一體藝」計劃。除了初中的正規體藝課程外，「一生一體藝」開辦多項活動，讓學生在課餘時間，因應自己的興趣，從體育及藝術範疇中尋找適合的活動，持續學習，成為終生興趣。

在體育方面，學校除了透過「一生一體藝」進行普及發展，亦悉心培訓有傑出表現的同學，甚至推薦一些尖子運動員到體育學院或總會受訓，有的已成為全職運動員及代表香港參加國際比賽，例如：仁川亞運會的胡樂雋校友（單車）、羅卓謙校友（羽毛球）和張浚裕校友（水球）；天津東亞運動會的廖啓森與廖雲軒兄妹（體育舞蹈）；新加坡首屆青年奧運會的羅亮添校友（三項鐵人）。此外，曾代表本港到多國比賽的曾茜琦校友（壁球）、趙勵勇校友與陳穎君校友（籃球）、楊栢堅校友與文家興校友（柔道）、余碩龍校友（古拉什摔跤）、羅家朗校友（足球）與及首屆「賽馬會青少年精英訓練營」被推薦到英國曼聯球會受訓及前太陽飛馬足球隊隊員的陳柏熹校友。至於本校就讀的港隊代表，包括：劉希雯同學（排球）、沈弘彥同學（草地滾球）及陳芍瑤同學（跆拳道）。各項校隊於校際比賽表現出色，其中舞蹈、游泳、壁球、籃球、草地滾球及羽毛球等尤其優異，屢獲殊榮，而每年都有學生當選「屈臣氏傑出運動員」。

在藝術方面，本校近年在初中施行跨科目專題學習活動，中二學生分組製作音樂短片或微電影，中三學生進行「時裝設計」，另定期舉辦綜合欣賞會。而新高中「其他學習經歷」更成為本校推廣「藝術發展」的契機，本校把「藝術發展」納入高中正規課程，重新統整課程，將初中的藝術文化課程伸延到新高中課程，讓學生將初中所學到的延續、深化及提昇。本校重視中國傳統文化，故將「藝術發展」命名為「文化藝術科」，滲入傳統藝術的元素，讓學生選修陶藝、舞蹈、音樂、時裝設計、戲劇、攝影沖晒及電腦動畫，擴闊學生視野。

此外，本校定期舉辦體藝文化周，於午間活動及周會讓學生展示其體藝才華。而每年皆組織學生參加各項比賽及表演，如校際舞蹈節、音樂節、戲劇節、時裝設計及短片製作等，學生表現出色，摘冠無數。學校每年推薦兩位表現傑出的學生為「校園藝術大使」，除了在校協助推動藝術教育，亦會參加藝術發展局舉辦的工作坊及公開賽，當中張文靜校友榮獲「再造理想城市」拼布創作比賽專業評審大獎，張穎琛校友與謝潔盈校友奪得全港爵士舞公開雙人舞大賽冠軍。而曾嘉儀同學課餘到演藝學院進修舞蹈課程，另李浩朗同學於暑期更到英國倫敦音樂與戲劇藝術學院研習形體劇場課程。



香港三項鐵人代表羅亮添



香港籃球代表趙勵勇



香港壁球代表曾茜琦



香港足球代表陳柏熹



香港草地滾球代表沈弘彥

台灣文化藝術之旅

2013-14年度終期試後，本校首次舉辦了「台灣文化藝術之旅」。本團專為對視覺藝術科及舞蹈有濃厚興趣的學生而設，由三位老師帶領九位爵士舞班及十七位視覺藝術組同學，一起到台灣作文化藝術考察及跳舞學習體驗。行程除了遊覽一般當地景點外，特地參觀當地藝術館，如朱銘美術館、鶯歌陶瓷博物館、台北市立美術館、玻璃工藝博物館及寶藏巖國際藝術村等，擴闊同學視野，讓他們感受當地的文化藝術氣息。舞蹈組的學員晚上到台北有名街舞學校Dance Soul Studio 學習不同類型的街舞，如Hip Hop, Top Rock, House, Breaking, Waacking, Lyrical jazz等等，讓熱衷跳舞的學生，透過密集式訓練，掌握不同舞蹈的技巧，激發創意，培養舞蹈藝術的觸覺及鑒賞能力。

除關愛基金津貼外，學校亦在其他途徑為學生提供經濟資助，讓家境清貧的學生亦能衝出香港，有機會到外地學習，開拓視野，藝術發展更上一層樓。

2014-15年度再辦的「台北升學及文化交流團」，增添科技、音樂及升學元素，除舞蹈及視藝科學生外，更加入資訊及通訊科技科與音樂科學生，繼遊覽台北的藝術及創意園區、風景名勝和晚間學習街舞外，亦參觀當地科技展覽，並與中華國樂團交流，更參訪了國立台北藝術大學及實踐大學，讓學生從多方面了解台灣升學的資訊，早日規劃升學及就業出路。

總結

為迎接本校創校三十周年，「體育文化生活教育」學習領域除了成立「體藝發展基金」，另特別印製「全人教育，追求卓越」刊物，並於文化廣場建設「田家炳運動員名人堂」、「田家炳傑出校隊」榮譽榜及歷屆「校園藝術大使」簡介，除了表揚本校在體育與藝術有傑出表現的校友及學生，旨在鼓勵全校學生以這些體藝精英作為學習榜樣，發揮個人潛能，追求卓越。此外，亦讓大家進一步瞭解本校貫徹培養學生多元發展，透過多元的藝術活動及有系統的課程，讓學生持續接觸藝術，學習藝術和參與藝術，從而培養學生的創意思維，以及推動追求卓越學風的辦學理念。



香港排球代表劉希雯



香港柔道代表文家興

成功從來不是靠運氣

校友廖雲軒

(2015年中六畢業生)

大家好！我是廖雲軒，很高興有機會在這裡與大家分享我跟哥哥廖啟森的運動員經歷。

我從小學開始學習舞蹈，包括芭蕾舞、現代舞，後來又接觸了拉丁舞及標準舞，因為沒舞伴的關係，哥哥在半推半就下當了我的舞伴。一開始我們都是參加一些團體表演及本地賽事，由戰戰兢兢出場，不斷犯錯、跌倒、失望，然後反覆練習、思考分析、累積經驗，到十年後的今天，充滿自信站在賽場的過程實在不容易。

記得我們升上中學前剛好入選了香港青少年代表隊，我們亦開始代表香港參與東南亞舉行的國際賽事，通過本地總會提供的集訓及教練指導，由2008年起，在歐亞各地（如中國、日本、韓國、台灣、澳洲、俄羅斯、意大利等地）囊括了多項青少年及成人組別三甲位置。而印象最深刻的是2013年天津東亞運動會，當中審批過程並不順利，幸好最後獲總會及學校全力協助及支持下，上訴成功，成為香港唯一的標準舞代表。雖然成績不似預期，但作為這項賽事最年輕的運動員（當時哥哥16歲，我15歲），我們學會總結經驗，改善舞姿，令我們在稍後舉行的亞洲錦標賽中獲得了一面銅牌，亦因此成為了香港體育學院的精英運動員。

近年我們分別於俄羅斯、奧地利、意大利等地接受專業的體能訓練及技術提升課程，並繼續前往世界各地作賽——當中包括世界青少年錦標、亞太太平洋錦標、亞錦賽以及世錦賽等。我們近年成績已排名亞洲三甲位置，並於2013-2016連續四年於亞洲體育舞蹈專項錦標賽中合共取得二金三銀三銅佳績。在剛過去的5月更於香港主場舉辦的亞洲U21青年錦標賽中，我在傷患影響下仍然成為大滿貫得主，獲得三面金牌，實在非常感恩。希望同樣是運動員的同學，一定要堅持，畢竟成功從來不是靠運氣的。

現在我們除了是現役香港體育學院精英運動員，亦是拉丁舞及標準舞香港代表隊成員及康文署學校體育推廣計劃下的學校體育大使；我亦被委任為香港體育舞蹈總會的運動員事務委員會秘書，協助運動員解決問題並提供協助。

我跟哥哥每天無休止的練習，當中訓練過程非常刻苦，體能訓練尤其重要，因為我們跳一隻舞的體力消耗等如跑了1500米的賽事，我們一圈比賽要跳五隻舞，由初賽到決賽一般是四圈（有些更是五、六圈），一組賽事跳二十隻舞甚為平常，所以成果確實得來不易，希望大家能夠多了解這個體育競技項目，繼續支持我們為香港創造更好成績！

總括來說，我們能走到今天，隨了得到學校、師長的鼎力支持，總會和教練的帶領及引導，還有父母無私的付出。

我的奧運夢

校友羅亮添

(2010年中五畢業生)

大家好，我是2010年畢業生羅亮添，現在是香港三項鐵人代表隊，成為全職運動員已有八年。我曾代表香港出戰青年奧運會、亞洲沙灘運動會、世界錦標賽等大型賽事，更奪得2015年亞洲排名第一。很高興可以在這裡和大家分享我作為全職運動員的奮鬥史。

在田家炳這個大家庭的五年時間裡，我印象最深刻的除了體育老師劉秀明老師不斷鼓勵我，支持我入選香港代表隊外，還有推動我向運動員這個夢想進發的「一生一體藝」計劃。這計劃的目的是希望同學可以參與一些課外活動，發掘其體藝潛能。

八年的運動生涯中並不是一帆風順。在2012年9月，我在進行單車訓練時發生了嚴重意外，左手尾指的傷勢最為嚴重，傷口深得可以見到手指骨。那時候我的第一個反應就是：糟糕了！兩天後還要出發參加亞洲盃比賽，該怎麼辦？醫生診斷後，指出我左手尾指的跟腱和部分軟骨已經失去了，只能在肋骨抽取一小部分作承拓之用。最後，我在醫院接受了大概一個月的治療。那段時間，媽媽曾勸籲我退出香港隊，不想我再受傷。然而我很堅決地拒絕，並說：「如果連這小小的挫折也承受不了，就不是運動員應有的態度。」

最後，我希望各位能抱持著一份堅持，不要因小小的挫折便輕言放棄，有時候成功全賴誰能堅持到最一刻。直到現在，我還抱住那份堅持，向我的奧運夢而努力。希望大家堅持自己的信念，向著夢想進發。



香港三項鐵人代表羅亮添

藝術世界大得驚人

李浩朗

(2017年中六學生)

還記得初初步入校園，走廊佈滿學會壁報版的情景。眼見學會數量之多，心想學校必定十分重視學生的多元能力，力臻均衡發展，並非一股腦兒要求學生取得優秀成績。在學校追求多元卓越的方針下，我從中一的「一生一體藝」計劃中，得到加入戲劇學會的契機，自此我與戲劇就結下情緣。

首次躋身於劇社的工作坊之中，教我感到極不習慣，因為成員雖多，但全都是較我年長的學兄學姊。在他們的悉心栽培下，我勇於在角色遴選中表現自己，結果獲得一個小小的配角，初次踏台板，嘗試演戲的滋味。我將這次經歷好好牢記於心中，好讓未來有更佳的發展。於是翌年中二時，我有幸憑住對抗地產霸權的「單車俠」一角獲得「傑出演員獎」，助我中三時以《一片兵心》中偵探的角色，得到到校外接受「傑出演員戲劇訓練」。

工作坊給予我這個小演員很大啟示，發現校外的藝術世界大得驚人。自此我這個小演員就熱衷於參與校外的戲劇訓練。「傑出演員戲劇訓練」向我展示一個專業的劇場運作，從寫作劇本到執行實施，一一鉅細無遺的教授學員。後來得到校方推薦，成為「校園藝術大使」，讓我到外結識一群志同道合的同輩，互相切磋。其後於中五學期初，校長與老師力薦我報名參與「Bravo! 香港青年劇場獎勵計劃」。經歷四重遴選、九星期的劇場訓練及一次公開演出後，我有幸從六百多位申請者中脫穎而出，成為計劃中十八位能夠參與海外訓練的學員，可於中五暑假期間到倫敦音樂與戲劇藝術學院受訓四星期，一嘗國外的戲劇訓練，擴闊視野。

也許你會認為我熱衷於課外活動，成績也必定平平無奇，無甚可觀。畢竟課外活動佔大量時間，訓練後已經筋疲力盡，回家對著一堆堆的功課，怎能輕易應付？正因為我溫習的時間較同窗少，反而比別人多一分拼勁，有更大的意志力追趕進度，以彌補時間不足。

此外，戲劇藝術訓練也教曉我不少道理：要將冗長繁多的台詞背得滾瓜爛熟，必須勤奮不懈，反覆溫習；要將劇本搬上舞台，不同部門必須克己私慾，以大局為重，不可任意妄為；要展現角色的神髓，必須仔細觀察生活中各行各業的人物，甚或與同輩切磋、不恥下問。

除自身興趣之外，我熱衷於藝術還有其他原因，就是與熱愛戲劇的同道中人一起為目標奮鬥、在文化中心作公開演出表現自己、到國外接受專業訓練提升藝術造詣等，都是難能可貴的經驗。機會需要自己爭取，夢想需要自己追尋。希望大家能主動從藝術的大海中，尋覓到那屬於你的、獨一無二的貝殼。

最大目標——世界錦標賽

陳芍瑤

(2017年中二學生)

我選讀仁愛堂田家炳中學除了她是一所英文中學之外，還因她具多元化的活動。學校很支持我在田徑和跆拳道方面的發展。我在本年屯門區田徑比賽獲得跳高冠軍及4x100米亞軍。跆拳道方面，我每星期都到港隊訓練四天，而今年七月將代表香港到韓國比賽，屆時希望可以全力以赴，發揮最好！

在學習方面，平日我每天放學後都需要練習，因此必須好好分配時間。有時候，我會在小息、午息時做功課，練習完畢回家後便可休息了。快要考試時，我會善用等待上課的時候溫習部分內容，其餘的留待家中完成，這樣做便能確保我有足夠的溫習時間。

在未來，我最大的目標是爭取參加世界錦標賽！
我必須更加努力向上！



香港跆拳道代表陳芍瑤

從考察中學習 在體驗中成長

國內遊歷反思

姚敏儀老師

自香港回歸中國，香港教育局積極鼓勵學校籌組考察團到內地交流，各學校大大小小的考察團如雨後春筍般。其實，我校早於創校初期，已有幾位志同道合的老師籌劃國內考察團，由擬定考察內容，以至聯絡教育廳等行政工作，均不假手於人，至今廿多年，可謂經驗豐富。

前期

1991年夏天，本校幾位老師得悉中華文化考察獎勵計劃，便申請資助，在暑假期間帶了幾位中四的學生到中山市進行考察，讓學生多瞭解中國。1992年，本校創校人田家炳先生的工廠北移東莞市，並歡迎本校學生參觀。自此之後，學生北訪中國，認識祖國、擴闊視野，亦成為了我校的一大特色。

由1991年至2016年，由校內同事自行規劃，直接聯繫內地單位，組織學生考察的活動，共計77團次。

早期由初中公民科、中三級中國歷史科策劃為主，主要集中廣東省，考察景點包括創校人田老先生的工廠、國內田家炳姐妹學校，亦滲入經濟、歷史元素，讓學生認識珠三角經濟及鴉片戰爭。

成熟期

九七前後，考察活動開始跨出廣東省，遠至北京、南京、上海、西安，以至新疆，也開始確定以中三及中六兩個年級為對象。舊學制中六全級的考察團，開始擴充為5天至7天的活動。中三級兩班特色班80人，因為學生人數眾多，就分拆為兩團，於同一市內兩個不同縣區進行3天考察活動。中六級60人，會分拆為兩團或三團，在同一省內不同市縣進行考察活動。

多年來，學校能夠自行籌辦相對較多及規模較大的內地考察活動，實有賴田家炳基金會的鼎力支持，例如：連繫為數接近200所的田家炳系列中學及大學教育單位，讓我們可與內地教育局或事業單位直接聯繫。考察內容包括：與內地田家炳中學交流，家訪當地中學生家庭（甚或在他們家留宿）；在農村小學擔任小老師；訪問農戶，親身下田耕種；參觀企業，訪問工人；逛商場、購物及與市民聊天，以認識當地社會狀況。

幾天的考察，要讓學生有明確而具意義的學習內容，佈置小組專題研習是不二之選。出發前，同學已擬訂研習題目，所以，所有參與的同學是帶著問題前往的。考察過程，鼓勵、引導學生注意人物與環境，多觀察，多訪問，直擊當前國家發展、社會脈搏、民族特色、文化表現，讓學生討論、判斷、分析。透過研習前的資料搜集，多次小組匯報，研習後的理性分析與感性體悟，最後將學生的文字報告與相片編輯結集，在校內分享、校外交流。這樣，考察就成為了一項跨學科學習的國民教育課程。

轉變

近年中三及高中的考察學習已經成了學校每年的學習活動。由中三兩班特色班普及至全級，而多元能力班自2012年起到田老先生故鄉大埔縣進行3-4天考察活動，讓同學能認識田老先生的成長，體驗客家生活文化。至於其餘中三班別則以科技、環境、非物質文化遺產等為主題的2天考察活動。在2014年，我們與升學就業及輔導組合作，帶學生參觀珠海的香港浸會大學聯合國際學院，了解內地升學的情況。

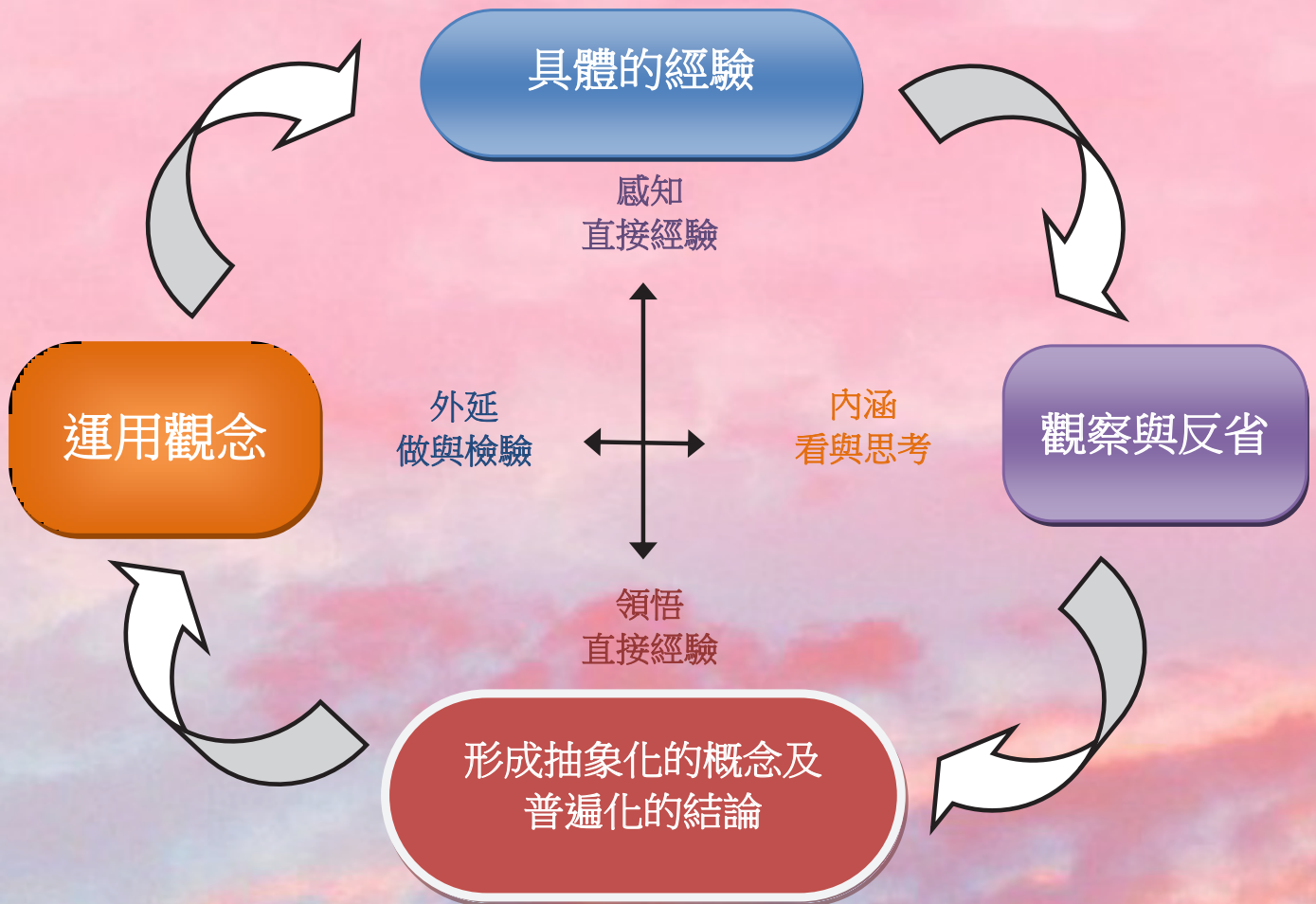
新高中學制展開後，中四及中五兩級經面試後選拔了約40人，在華東一帶地區進行考察活動。生涯規劃對高中生更有迫切性，考察中到訪當地大學更是另一重點項目。講座、會談讓同學掌握香港學生在國內升學的資訊，更重要是，接待我們的大學生都來自港澳，從他們的親身分享，能讓同學認識內地的學習文化，同學們獲益良多。

綜觀而言，同學感受最深刻的環節，就是到農村小學擔任小老師，那種回饋社會的「甜」，填滿同學的心扉。2015年7月，課外活動組的義工服務小組開始籌辦服務學習活動(Service Learning)，帶同學到國內山區進行5天義教服務體驗活動。是項活動與香港另外兩所學校合作，2015年與九龍塘學校（中學部）合辦，2016年則與福建中學（小西灣）合作。所謂「三人行必有我師」，來自不同學校的同學分配至各小隊，在出發前討論、設計課堂活動、分工，到進行義教等，他們不單能從孩童的笑臉獲得成功感，同學亦能認識自己，更可從不同學習環境生活的友校同學身上反思，對其個人成長甚有幫助。幾天的學習經歷，在同學心中播下了「立人」的種子，啟發他們日後待人之道。

體驗式學習，用眼、耳、心去認識國家

經驗式學習由大衛·高比(David Kolb, 1984)提出，又稱「發現式學習」、「經驗為主學習」、「活動學習」或「互動學習」。經驗教育協會(The Association for Experiential Education)定義為：「直接經驗建立知識、技巧及價值觀的一個過程。」經驗即在活動中的個人經歷，透過過程中的經歷、與別人的互動、經驗而在不知不覺中獲取知識，更藉著自省、反思，培養態度與價值觀。這種學習可分為四階段：

Kolb's 經驗學習循環模式



經驗學習的預期成果是，在體驗過程中，參與者可掌握到「怎樣」(How)發生與「甚麼」(What)發生是同樣重要，從而整體了解事件。參與者不單是汲取理性知識，其感受、價值觀及視野的培育也十分重要，透過體驗探索相關的概念，如自信心和面對壓力的關係。最重要是參與者親歷其境，並有所反思，故縱使過了很久，也會很容易的回想起自己的體驗，這是把所學的牢記在心中的表現。(Youthheart Ltd, 2006) 這種學習模式是以參與者為中心，須要在活動中主動學習，從中經歷，並在自省過程中取得新知識。

參與考察，學生有深入而親身的體會，辨識農村與城市的差異，細味人情的冷暖，尋找歷史的足跡，探索生活與文化的變遷，學生開始形成個人的觀感，對國家的認識，可更進一步。

灌輸式愛國教育？

二零零八年的施政報告明確指出透過國民教育「培養香港市民身份的認同，對國家的自豪感和責任感。」國民教育讓學生多接觸祖國，到國內考察交流就是其中一項活動。這類體驗式學習活動，讓學生透過國內考察交流的親身經歷，反思其國民身份為主要目標。

我校就國民教育的定位，是非灌輸式的愛國教育，是「既要愛國家、愛民族，也要培養獨立思維、批判思考的學生；既有文化歷史的認知、欣賞，也不能迴避政府與社會的當前問題」。高中文化考察的目的，在建立一個可供學生產生深刻體驗的平台，提供理性及感性體悟的機會。學生可藉著講座、街頭訪問、與國內中學及大學生交流、結對子等，就國家的發展、人民的生活、青少年的心態作深入的探討，從而自省個人與國家的關係。

活動的主要對象是高中級學生，因為他們心智較成熟，具備較佳的自學與自理的能力，以啟發式的引導，提供機會讓他們自行探究內地的現況較為合適。

文化考察以跨學科課程設計，結合課堂教學、課後研習、實地考察，藉小組協作專題研習模式，培養學生多元共通能力，主動建構知識，提供處理人際關係的機會，體會國家發展，認識社會不同階層人民的實際情況，以實踐國民教育及教育的理念。

內容特色方面，如上述所言，我校重點非在推行愛國教育，只是提供平台，讓學生認識現在的中國。近年農村城市化、新農村出現、農民工大量流動、農業企業化等，都是中華大地最關鍵的課題，也是香港學生最陌生的範疇，故此它成為了我校高中文化考察研習的主軸課題。

每次文化考察需於一年前開始著手籌備，例如撰寫計劃書向機構申請贊助，透過創校人的基金會與到訪城市的姊妹學校及大專院校聯繫，以安排各種交流活動及到姊妹小學做小老師。我們希望讓高中同學從多方面體驗，以第一身去聽、去看、去感受。

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讓我學會跳出自己的舒適圈

校友連梓晴
(2016年中六畢業生)

每次決定參加國內考察團時，骨子裡總存在著一些寄望，期望在短短幾天內可以實現。慶幸的是，每一次我都是盡興而歸，收穫豐富。

參加考察團其中一個目的是希望可以拓闊視野，希望可以在別的地方學到香港、書本上學不到的知識。考察團不單單遊覽當地名勝，更會到不同學校進行交流。遊覽各地名勝，我心裡總是不禁佩服我們的祖國，為什麼在科技不發達的年代可以創造出如此宏偉的建築？建築固然有特色，能屹立多年仍然堅固無比，叫人驚嘆！聽著老師及導遊講解建築的歷史及由來，把歷史書的平面文字實實在在的呈現在眼前，刻下只有讀通一切，由心而生一句：值了！

在到當地學校進行交流時，心裡難免會擔心言語不通，大家會羞於交流。然而我的擔心都是多餘的。當地學生不單熱情招待我們，我們彼此對大家的學習環境很有興趣，七嘴八舌的討論，沒有一絲冷場，反而覺得時間實在不夠用。當地學生極為珍惜每個學習機會，上堂勇於回答及發問問題，感受到的氛圍與香港學生的截然不同，我就明白為什麼香港的老師總是說我們不夠積極。跟他們討論後，才知道他們希望為高考作好準備，認為回答及發問是最容易鞏固當日所學的知識，找出難點，掌握重點，日後溫習就更得心應手。

參加考察團除了參觀、交流，更需要完成研習報告。報告除了讓自己更深入了解當地文化，更可以加深與組員、團員之間的感情。一團人要一起相處接近一星期，總能由陌生變熟悉，熟悉變了解。我們是彼此的夥伴，會在生病時互相照顧，會在做報告時互相合作，這些友誼得來不易。

考察團改變了我不少，讓我學會跳出自己的舒適圈，放眼看這個大世界，審視自己的不足，不安於現狀，努力實踐夢想。



The Joy of Reading

Mr. Chow Wing Leung

Library overview

The library of Yan Oi Tong Tin Ka Ping Secondary School opened in 1987 – the same year the school was founded. Initially, the library was small with limited services and facilities and a collection of only slightly more than 1000 books. In 2004, the library was expanded to a floor area double that of the previous size, with the addition of a Teachers' Resources Centre, Self-learning Centre and Life Planning Room. Services offered have become increasingly diversified.

Apart from regular borrowing and exhibition of books, access to various newspapers and magazines is also available at the library, providing students with opportunities to acquire diverse knowledge. Also available at the library are internal past examination papers, public examination past papers and reference books, which best equip students for forthcoming examinations. In Self-learning Centre and Life Planning Room, students can access printed and online information about tertiary education and employment. The library also provides photocopying, binding and lamination services. On school days, students can study or read in the study zone, or use the computers and audio-visual equipment in the Students' Self-learning Centre to facilitate learning.

Following its expansion, the library's collection has increased to more than 40,000 items. The collection covers science, literature, history, social science, language, spirituality, project reports, CDs and DVDs. The library is undoubtedly an ideal venue for learning and reading.



Old library



Library facelift



Reading

Reading is a source of knowledge, an accomplishment and a form of art. It is a habit developed in youth and an attitude of life that every youngster should have. Students, however, find it hard to juggle their schoolwork with extracurricular activities and various trainings. With the growing popularity of computers and mobile phones, they have even less time or willingness for reading.

The school, therefore, has provided students with more opportunities for reading through an array of platforms and activities. Efforts have also been made to deepen and broaden students' reading. For junior secondary students, S1 reading lessons, reading assemblies, reading scheme, mandatory reading materials for Chinese Language and English Language as well as a reading ambassador scheme are implemented. For the entire school, morning reading sessions are scheduled on Tuesdays and Thursdays, while a reading club, reading gatherings, parents' day book fair and a book-crossing corner are also in place.

(2) Morning reading sessions

We believe that developing positive reading habits in students is beneficial for their quest of knowledge in various disciplines as well as their academic studies and personal accomplishment. That is why the school began implementing morning reading sessions in weekly assemblies on Tuesdays and Thursdays several years ago. These reading sessions allow all teachers and students to read in silence.

(1) Tuesday morning English reading sessions (Reading is Power)

Certain publications (such as Anthology) and English language newspapers (such as SCMP) were previously designated as mandatory reading materials with favourable response. To encourage reading of a wider variety of quality English language materials, English Language teachers have started selecting and writing articles in recent years. Each article contains 10 sets of vocabularies, phrases and sentence structures for students. After reading, students are required to answer a question asking them to express their opinions and utilize their creativity based on the content of the article. This design achieves the purposes of "application of acquired knowledge" and "combination of reading and writing" in language learning.

(1) S1 reading lessons

It has come to our attention that most S1 students already had a reading habit developed when they were in primary school. To sustain this good habit, the school has scheduled one class session in the S1 timetable for teachers to teach reading skills and share reading tips since the school year 2008-2009.

There are 4 main objectives in the S1 reading lesson:

- a. Sustain a positive reading habit
- b. Promote the culture of extracurricular reading
- c. Broaden and deepen students' reading coverage
- d. Widen students' horizon and prepare them for the 334 senior secondary curriculum

S1 reading lesson is conducted in each teaching cycle, with 6 cycles comprising 1 module. In each class, each module is taught by a teacher with a strong interest and rich experience in reading. The teacher-in-charge for each module chooses a book based on his/her personal preference and forte. This book, which will be read by students in the class, has to be uncommonly accessed by students yet worthy of reading. Through discussion, sharing, film/video viewing and reading guided by the teacher, students will obtain an in-depth understanding of the content of the chosen book as well as its writing style and the messages conveyed by the author.

The S1 reading lesson is expected to achieve 4 main learning goals:

- a. to boost language proficiency
- b. to build knowledge foundation
- c. to develop thinking abilities
- d. to enhance personal accomplishment

(II) Thursday morning reading sessions

(1) Self-selected reading materials

Students can read books borrowed from the school library or public libraries or bring their preferred reading materials (in Chinese or English) for reading during the morning reading sessions.

(2) Thematic articles

Teachers of each subject, committee and department provide thematic articles as reading materials for students. These articles are selected based on activities being organized at the school or recent talk of the town. In the “Mathematics and Science Week” co-organized by the Mathematics and Science teams, for example, the teachers involved printed articles related to the principles and making of “paper aeroplanes” in line with the theme of “aerodynamics”. The articles provided students with basic understanding of aerodynamics and prepared them for the finale of the “Mathematics and Science Week” – the “paper aeroplane flying competition”.

When the issue of committing suicide among schoolchildren was in the limelight, teachers of the Counselling Committee prepared inspiring and touching articles for students to reflect on the meaning of life and empower them with positivity.

(3) ‘Read to Share’ on video

The Principal, teachers and reading ambassadors select a book they like and introduce the book through vivid photos, illustrations and verbal commentary. The switch of static text into lively and captivating images has made these videos a popular means of book introduction among teachers and students.

The idea of filming ‘Read to Share’ videos has also facilitated inter-departmental collaboration. For example, Student Radio has provided full technical support in video and audio recording as well as post-production. In collaboration with Career Counselling Committee, the videos last year featured a series of books on self-understanding, time management and dream chasing, which became popular among students.



(III) Parents' day book fair

The parents' day book fair is a major annual event organized at the school. In the 3-day book fair, book publishers showcase more than 10,000 books on various topics in Chinese and English at the school hall. The event has recorded high attendance by both parents and students, with book sales increasing year after year. This reflects the importance of reading to parents and the love of reading among students.

Apart from widespread support by the parents and students, success of the event is attributed to the financial assistance provided by teachers and the school.

The "book voucher scheme" was introduced several years ago to encourage students to purchase good titles and enable students to understand the importance of reading as advocated by the school and teachers. Under the scheme, teachers purchase book vouchers as awards for students who excel in different aspects such as academic, conduct and services. The book vouchers purchased by teachers are partially subsidized by the school. Each year, book vouchers worth more than HKD 10,000 are purchased under the scheme, reflecting the concerted effort made by school and teachers alike to promote leisure reading.

(IV) Book-crossing corner

Originated in Europe, Book-crossing is a reading activity based on the concept of "book sharing". Participants label their books and place these books at popular public venues (called 'book-crossing points') for book enthusiasts to bring them home. After reading, the book will be placed at any "book-crossing points" once again for the next avid reader, so that the tantalising aroma of the book continues to waft through the air.

Book-crossing is different from libraries – no library cards are needed, nor are there fixed return dates or overdue penalties. "Book-crossing points" provide a platform for good titles to continue inspiring others. The spirit of "freedom in reading" and "shared reading" allows unlimited sharing among book lovers.

The school's "book-crossing corner" is located at the Cultural Square. In its early phase, more than 100 books, primarily donated by the Principal and teachers, are available. Book donors are invited to sign and write a message on specially designed bookmarks to share their reasons for donation and reading tips. It is likely that the bookmarks are able to motivate book-lovers or the receiver's desire to read and enhance the book's retention value. The book-crossing activity is going to be carried out in 3 phases:

- Phase 1** Students can choose any book of interest at the book-crossing corner for reading at the school or at home. After reading, the book must be returned to the bookshelf. The books can be kept as long as students wish.
- Phase 2** Students can choose any book of interest at the book-crossing corner. After reading, they can choose to return the book or keep the book as a personal collection.
- Phase 3** Students can choose any number of books of interest at the book-crossing corner. If they want to keep the books after reading, they must donate an equal number of books for further "book-crossing".

BOOK-CROSSING



閱讀 · 悅讀

周永良老師

圖書館簡介

仁愛堂田家炳中學創辦於1987年，圖書館亦是同年正式投入服務。剛開辦的時候，圖書館規模較小，所提供之服務及設施都不太完善，藏書量亦只有千多冊。圖書館於2004年進行擴建之後，面積比以前大了一倍，增設了教師資源中心、學生自學中心及生涯規劃室，服務越趨多元化。

除了提供一般圖書借閱及展出外，圖書館亦會提供不同類型報紙及雜誌等，讓學生能夠接觸各類知識。圖書館收藏歷屆校內及公開試試題及參考書，為學生應試作最好的準備。此外，有關於升學及就業的印刷和網上資料亦能在生涯規劃室及自學中心找到。圖書館亦提供影印、釘裝及過膠的服務。平日，同學可在圖書館的溫習區溫習功課和看書之外，也可到學生自學中心利用電腦及視聽器材學習。

館藏方面，擴建後數量增至四萬多件。圖書及收藏物品種類包羅萬有。除了有科學、文學、歷史、社會科學、語文和心靈，還有專題研習報告及視聽光碟等。圖書館無疑提供一個理想學習和閱讀的好地方。

閱讀

閱讀是知識的根源；是一種修養；是一門藝術；是一個自小培養的習慣；更是每位年青人必須具備的生活態度。誠然，時下學生為了應付功課、測驗考試、課外活動及各式各樣的訓練，已經忙得不可開交。加上電腦和手機的出現，他們可以或願意投放在閱讀的時間越來越少。

因此，學校嘗試透過不同途徑和活動，全方位讓學生增加接觸閱讀的機會，並擴闊學生閱讀的深度和廣度。初中方面，我們設有中一閱讀課、閱讀週會、普及閱讀獎勵計劃、中英文科指定讀物和閱讀大使等。至於全校，星期二及星期四設有早讀時間、閱讀學會、讀書會、家長日書展和漂書角。

(一) 中一閱讀課

我們觀察到大多數中一學生在小學時已經培養了閱讀習慣，為使這個良好習慣得以延續，自2008-2009學年開始，學校在中一級撥出珍貴的一節課予老師教授閱讀技巧、分享閱讀心得等。

中一閱讀課之設立有四大目的：

- a. 延續良好閱讀習慣
- b. 推動課餘閱讀風氣
- c. 擴闊及深化閱讀層面
- d. 擴闊視野及為334新高中學制作準備

課節安排方面，閱讀課每循環週一節，以六個循環週為一單位。每班每單位由一位對閱讀有濃厚興趣和心得的老師負責教授。負責老師會按個人喜好及專長揀選一本學生較少接觸卻具閱讀價值的圖書供學生閱讀。學生透過討論、分享、影片觀賞及老師導讀等活動深入了解圖書的內容、寫作手法和作者的表達的信息。

中一閱讀課期望可達到四大學習成果：

- a. 提升語文能力
- b. 建構知識基礎
- c. 促進思維能力
- d. 提高個人修養



(二) 早讀時間

我們深信培養學生有良好的閱讀習慣，對學生不同範疇知識的涉獵、學科學習、以至個人修養皆有莫大的裨益。故在多年前，學校於每週星期二及星期四早會時間推行早讀時間，讓全校師生安靜地閱讀。

(甲) 星期二英文早讀時間

早年曾嘗試以指定讀物（例如Anthology）及英文報章（例如SCMP）作閱讀材料，效果良好。為鼓勵同學閱讀更多不同類型的高質英語素材，近年由英文老師親自揀選和編寫篇章。每份篇章均有十組詞彙、片語、句式等供同學學習。完成閱讀後，學生需要根據篇章內容回答一道問題，發表個人見解和發揮創意。這個設計可達致語文學習中「學以致用」和「讀寫合一」的目的。

(乙) 星期四早讀時間

i. 自選讀物

學生可在校內圖書館、公立圖書館借閱圖書或自備心愛讀物（中、英文均可）於早讀時間靜心閱讀。

ii. 主題篇章

各科目、組織、部門老師會因應當時籌辦的活動或城中熱話編印主題篇章供同學閱讀。例如上學年由數學科與科學科合辦的「數理周」，主題為「空氣動力學」，負責老師印製了一些有關「紙飛機」原理和製作的文章，使同學對這門學問有基本的認識，並為數理周的壓軸活動——「紙飛機飛行大賽」作好準備。

另一個好例子是輔導組老師在全城學童自殺問題鬧得熱烘烘的時候，為同學準備一些既具啟發性且令人動容的文章，好讓他們反思生命的意義，更為同學注入正能量。

iii. 圖書推介短片

由校長、老師及閱讀大使揀選一本自己喜愛的書籍，透過生動的圖片或圖像和傳神的講解，將呆板的文字變做活潑的影像。這個輕鬆有趣的介紹手法，廣受師生歡迎。

圖書推介短片更促成了跨部門的合作。例如拍攝和錄音技術支援、後期製作等，均得到學生電台全力協助。此外，去年跟升學及就業輔導組合作，以「生涯規劃」為主題，推介了一系列有關自我認識、時間管理、尋找夢想等書籍，同學反應不俗。

(丙) 家長日書展

家長日書展是每年一度的校內大型盛事。一連三日的書展，參展書商在本校禮堂展出過萬本不同種類的中、英文書籍。家長及學生參觀情況踴躍，銷售額亦屢創新高。這正好反映本校家長對閱讀的重視和學生對閱讀的熱愛程度。

除了家長和學生的支持，家長日書展其中一個成功關鍵實有賴老師及校方在「財力」上的配合。

為了提高同學購買益智課外書的意欲，並讓學生感受到學校和老師對閱讀的重視，數年前增設「書券獎勵計劃」。老師自費購買書券，以表揚在學術、品行、服務活動等不同方面有良好表現的同學，而老師購買的部分書券金額會得到校方的資助。每年書券銷售總額高達一萬多元。由此可見，校方和老師推動閱讀不遺餘力。

(丁) 漂書角

何謂「漂書」？「漂書」是一個早年起源於歐洲的閱讀活動。這個活動以「分享圖書」為概念。首先將圖書貼上標籤，然後放在人流較多的公眾場所（稱為「漂書站」），待知音者將圖書帶走，完成閱讀後再放置於任何一個「漂書站」讓圖書繼續「漂流」。

漂書的規則亦有別於一般圖書館。全程不僅不需要借書證，更沒有特定的還書日及逾期罰款等規則。「漂書站」這個平台不但將好書的生命延續，其「自由取閱」與「分享閱讀」的精神，更可讓愛書人互相自由分享。本校的「漂書角」設於文化廣場內。開展初期漂書數目有百多冊，主要由校長和老師捐贈。捐贈者會被邀請在特別設計的書籤上簽署及留言，寫上捐贈理由及閱讀心得。此書籤相信會令愛書者或有緣人增加閱讀書籍的意欲和提高書籍的珍藏價值。漂書活動共分三階段進行：

第一階段——同學在漂書角挑選任何一本自己感興趣的書籍，可以在校內或家中閱讀，讀畢必須將書籍放回書架上。閱讀期限則沒有限制。

第二階段——同學在漂書角挑選任何一本自己感興趣的書籍。他們可以選擇交還或將書籍作為私人珍藏。

第三階段——同學在漂書角挑選自己感興趣的書籍，數量不限。如同學選擇收藏書籍，他們必須捐出相同數量的書籍作「漂流」之用。



細味閱讀

張嘉欣
(2017年中五學生)

一本書，一個故事。每一本書都有它專屬的故事。

幸運的，偶爾就會碰到自己的倒影；
平凡的，或許會替他感到悲傷，難過。
閱讀是個人的興趣，從來沒有對與錯。

閱讀學會是一群喜歡閱讀的同學，
除了自己閱讀以外，我們還希望把不同的故事都與同學分享。
我們透過影片錄音，親自到教室向各級同學分享不同的故事。

也會通過舉行活動，向同學介紹不同類別的書，
希望有一天同學們也會碰到專屬於自己的倒影，愛上閱讀。

閱讀是一種樂趣，
在你傷心時，閱讀也可以成為你精神上的寄託；
在你難過時，閱讀也可以成為你暖心的棉襖。





Yan Di Tong Tin Ka Ping Secondary School

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