



聖保羅書院

ST. PAUL'S COLLEGE

FOUNDED 1851



FROM THE PRINCIPAL

This handbook has been written to clearly communicate information about the curriculum of the senior school (Forms 4-6) to parents and students. Graduating to senior high is a milestone in a student's life and I hope students are looking forward to a broad and balanced senior curriculum in which they can choose their own elective subjects.

In senior high, apart from the four compulsory core subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies, we offer thirteen elective subjects. All students in Form 4 take three elective subjects on top of the four core subjects. Choosing elective subjects can be difficult and students should consider their interests, abilities as well as their career aspirations. We ask that parents work closely with their child in this decision making process.

We hope this handbook plays its part in helping students to be ready to embark on an enjoyable and productive school year ahead.

Mr. Dennis Yuen Dick Yan
Principal



SENIOR SCHOOL Forms 4 – 6

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

(A) Curriculum

(I) LOCAL CURRICULUM

Starting in Form Four, students at St. Paul's College can choose to follow a three-year course of study leading to the award of the Hong Kong Diploma of Secondary Education (HKDSE). The senior secondary curriculum consists of three major components: Core subjects (45-55%), Electives (25-35%) and Other Learning Experiences (10-15%).

Core Subjects: (45-55%)

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

Electives: (25-35%)

Students would be able to choose a maximum of 3 subjects from **five** key learning areas:

Personal, Social and Humanities Education (Chinese History, Economics, Ethics and Religious Studies, Geography, History)

Science Education (Physics, Chemistry, Biology)

Technology Education (Business, Accounting and Financial Studies, Information and Communication Technology)

Arts Education (Music, Visual Arts) and

Chinese Language Education (Chinese Literature).

Other Learning Experiences: (10-15%)

In addition, senior students at St. Paul's College are required to study a prescribed amount of Physical Education, Religious Studies, Music and Visual Arts.

(II) GENERAL CERTIFICATE OF EDUCATION EXAMS AND INTERNATIONAL ADVANCED LEVELS EXAMS (GCE IAL) CURRICULUM

Commencing in the year 2017-2018, St. Paul's College diversified its senior curriculum and subject choices for senior students. The GCE IAL gives our students an opportunity to pursue an alternative curriculum based on their skills and proficiencies. While the overwhelming majority of SPC students will continue in the DSE curriculum in their senior years, the GCE IAL enables our students to follow the International A Level and GCE exams. This provides a viable alternative to the DSE curriculum, which may allow a more suitable pathway for some of our students. In relation to the GCE IAL curriculum, the Principal, Mr. Yuen, has stated, 'By broadening our outlook, we are in the position to serve each of our students according to their particular needs and orientation.'

All Hong Kong University Grants Committee (UGC) universities recognise the GCE IAL qualification. Hong Kong students can be assessed as a non-JUPAS candidate. Each university has a separate mechanism for evaluating students, just as they do for DSE candidates. In addition, many Hong Kong universities have an early-admission scheme based on prior exam results or predicted grades, as is the case in the United Kingdom.

The GCE IAL is a recognised qualification by all universities in the United Kingdom and the European Union, and widely accepted in USA, Canada, Australia and New Zealand, as well as many Asian countries.

Core Subjects for the GCE IAL programme include Core Mathematics, Further Mathematics, Physics, Chemistry and Biology. Students take a foundation year in Form 4, the IAS in Form 5 and the IAL in Form 6. The first GCE IAL group will graduate in 2020.

GCE IAL Students are also required to study English, Chinese, Physical Education, Religious Studies, Music, Visual Arts and Liberal Studies (F.4).

THE CURRICULUM STRUCTURE (HKDSE)

CLASS	A	B	C	D	E
CORE SUBJECTS	English, Chinese, Mathematics (Core / Core+Module I / Core+Module II), Liberal Studies				
X1 , X2 and X3	Business, Accounting and Financial Studies / Biology / Chemistry / Chinese History / Chinese Literature / Economics / Geography / History / Information and Communication Technology / Music / Physics / Ethics and Religious Studies / Visual Arts				
OLE	There will be lessons for Music, Physical Education, Visual Arts and Religious Studies				

THE CURRICULUM STRUCTURE (GCE IAL)

YEAR OF STUDY	Subjects	
First (Form 4)	English, Chinese, Liberal Studies, Mathematics, Physics, Chemistry, Biology	There will be lessons for Music, Physical Education, Visual Arts and Religious Studies
Second and third (Form 5 and 6)	English, Chinese, Mathematics, Physics, Chemistry and ONE of the following subjects: Further Mathematics / Biology	

Please refer to the Appendix for the detailed curriculum and assessment arrangements of GCE IAL class.

(B) Co-Curriculum - Other Learning Experiences

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

The College believes that the very essence of OLE is to facilitate students' all-round development as lifelong learners with a focus on whole person development. The College always provides an exciting and diverse co-curriculum to involve students in a variety of physical, aesthetic, cultural, social and spiritual experiences. These life-enriching experiences help to instill in each student a lasting sense of moral, social and spiritual responsibility for the world. OLE in the new senior secondary curriculum is therefore an essential complement to the core academic curriculum that students have to follow. We aim at providing a framework to engage students in experiential learning and to involve young people in new roles. The emphasis is on learning which must be achieved through real tasks that require real commitment. Students taking part in this programme are expected to reflect on these new experiences that they have gathered over time.



(I) Civic and Moral Education

The College strives to inculcate civic awareness and positive values in students and develop them into responsible and useful citizens of community with respect for human rights and the natural environment, freedom and justice in the local and world community. aims to develop students' ability to identify the values embedded, analyse Civic and Moral Education aims to objectively and make reasonable judgement in different issues so that they could take proper action to deal with the challenges in their future life. The seven priority values and attitudes are "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity" and "Care for Others". Each year, related mass programmes like talks and dramas are arranged during the school years.

Regular morning assemblies and Form 4 Paul's Challenge are parts of the Civic and Moral Education. Examples of other related activities of recent years include:

- Civic and Moral Education Club
- Visits to courts, country parks and so on



(II) Community Service

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

- Be an ORBIS Ambassador
- Be a U-Hearts Volunteer
- Be a UNICEF Volunteer
- Campus Support (S.A. Officials, Prefects' Duties, Librarian, Photography Team, Referees, Student Officials, Bible Readers, Assembly Pianists etc)
- Christian Union Service Activities
- Community Awareness Project
- Community Youth Club Activities
- Flag Selling Days
- Friends of UNICEF Ambassador Programme
- Hong Kong Young Ambassador Scheme
- Interact Club Projects
- Joint Schools Leadership Training Scheme (Community Service)
- Missions to New Arrivals Projects
- Peer Tutoring Scheme
- School Health Ambassadors (HK Red Cross)
- School Timing Team Service
- Scout Volunteer Work
- Serving the Disabled
- Serving the Elderly
- SOWERS Action Young Ambassador Programme
- Sports Association for the Mentally Handicapped
- UNESCO Hong Kong Peace for All Youth Programme
- UNICEF Young Envoys Programme
- Youth Red Cross Activities
- Joint Schools Leadership Training Scheme (Community Service)
- Plan International - Youth Conference
- Paul's Action

(III) Career-related Experiences

Career exploration, planning and management is an important part of life planning. The College provides information, counselling and education on local career choices and study opportunities for students in all forms. The Careers and Life Planning Team organizes a number of career-related experiences and programmes for our students.

For Senior Form students, the programmes include:

- The Mentorship Programme
- Careers guidance lessons for F.4-6
- A talk on writing self-accounts and personal statements
- Careers Awareness Week – small group counselling sessions for F.6
- Admissions talks given by local and overseas universities, including the Study UK Universities Roadshow
- Company visits
- Law and medicine internship opportunities for F.5



(IV) Aesthetic Development

Aesthetic Development fosters students' lifelong interest in the arts and cultivating positive values and attitudes and thus leading a healthy life and achieve whole-person development. The College aims to provide students with rich and meaningful arts learning experiences through appreciating, creating, performing and reflecting. The programmes include structured arts learning sessions and a wide variety of co-curricular activities related to Music, Art, Drama and Speech and so on.

Music

- School Symphony Orchestra
- School String Orchestra
- School Concert Band
- School String Ensemble Groups
- School Winds Ensemble Groups
- School Choirs (Junior, Intermediate, Junior Mixed, Intermediate Mixed, Chapel)
- School Madrigal Singing Groups
- School Organists Team
- School Pianists Team
- School instrumental Class
- School Music Scholarship Scheme
- Music Tour (International Music Festival and Competition, Music Exchange)
- Annual Pre-music Festival Concert
- Annual Summer Concert
- Music Assembly
- Workshops and Masterclass
- Participation in Hong Kong Schools Music Festival



Art

- Alumni Workshop
- Art Experiences Scheme for Senior Secondary Students
- Artist In Residence (Visual Arts)
- Art Club
- Model Making Club
- Courses / Workshops of interest, such as ceramics
- Competitions and exhibitions outside the College
- Photographic Club Activities
- Digital Creative Art Workshop
- Mixed Media and Sculpture Workshop
- Watercolour Painting Workshop
- Spray Painting Workshop
- Video Production Team
- Visual Arts Educational Tour
- Visits to local exhibitions, seminars, workshops and relevant venues
- A journey on Learning the Arts for Senior Secondary students
- MTR Community Art Gallery
- Workshop on 'Ceramic Experiences' – Electric Potter's Wheel



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

Drama and Speech

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



(V) Physical Development

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



Sports Teams

- Archery
- Badminton
- Basketball
- Bowling
- Cross Country Team
- Football
- Handball
- Hockey
- Fencing Team
- Swimming
- Table-tennis
- Tennis
- Track & Field

Action Events

- 3-on-3 Basketball Competition
- Global Classrooms
- Graduates' Cup
- Graduates' Shield
- Graduates' Week
- Hiking
- Inter-class/house Competitions
- Inter-school Competitions
- Military Club Activities
- Principal's Cup
- Scout
- Smith Cup
- Sponsored Walk
- Sports Day
- Students' Festival
- Swimming Gala
- Youth Red Cross



(VI) Global Classroom

The College believes very strongly that students in such a cosmopolitan city as Hong Kong need to widen their horizons and cast their eyes beyond the Special Administrative Region. Therefore, the concept of the “Global Classroom” was introduced in 2005. Every year, a comprehensive programme of overseas visits for College students, accompanied by our own teachers, is organized. Opportunities for overseas visits are further enhanced at the inception of Activity Week. Student Exchange Programmes are also regularly arranged with twin schools overseas and in China.



(VII) Leadership Training & Academic-related experiences

The College strives to foster academic excellence, global awareness and nurture future leaders. Structured leadership training programmes and a wide variety of academic-related learning activities are organised throughout the year. Examples of the breeding ground for our servant-leaders are the three major students' bodies. They are:

- Students' Association: organise school-wide activities and support the affiliated clubs.
- Prefects' Council: maintain school discipline and are obliged to assist fellow schoolmates, and also assist the College in organizing various school events.
- Peer Mentorship Programme: F.4 students are trained to orientate and help the junior form fellow schoolmates, especially F.1 students, to adapt to the school life. Peer mentors also offer help in F.2 Wellness Ambassador Scheme as well as F.2 and F.3 external students.

Students are recommended to participate in the students' bodies for the betterment of personal development as well as contribution to the SPC family.



The College holds inter-class academic-related competitions to foster a culture of healthy competition. Various subject and cross-subject learning activities were held throughout the year, including the Activity Week, Science Week, Chinese Culture Week and so on. Besides, the STEM team have been actively participated in district-wide and overseas competitions and work with organisations in order to gain more exposure.

2019年智慧城市商業計劃大賽 決賽暨頒獎典禮



(C) Assessment

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

(I) HKDSE

INTERNAL ASSESSMENT

For internal assessment, both progressive assessment and formal examinations are used in St. Paul's College. Classwork / progressive assessment is used to track students' learning progress over time, build up their confidence and help students to take responsibility for their own learning. We strongly believe that every student is unique and possesses the ability to learn.

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

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

EXTERNAL ASSESSMENT

Students following the Senior Secondary Curriculum will be expected to take the Hong Kong Diploma of Secondary Education Examination (HKDSE).

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

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

SCHOOL-BASED ASSESSMENT(SBA)

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

SBA will be implemented in the following subjects:

- Chinese Language
- English Language
- Liberal Studies
- Chinese Literature
- Biology
- Chemistry
- ICT
- Physics
- Visual Arts



(II) GCE IAL

As with its DSE counterparts, the GCE IAL has a combination of both internal and external assessment to ensure quality feedback to student learning and to provide a record of student achievement.

INTERNAL ASSESSMENT

The internal component for the GCE IAL is the same as for DSE.

EXTERNAL ASSESSMENT

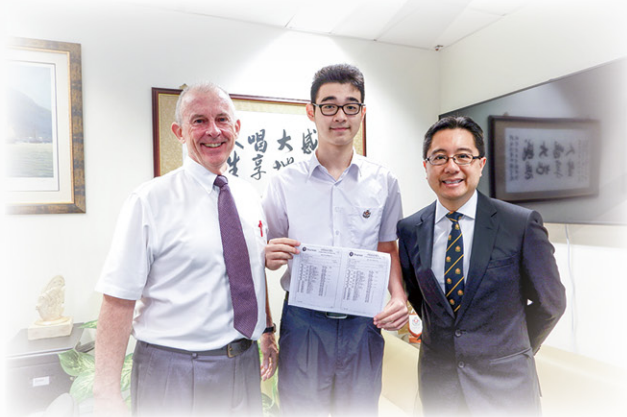
Students who take the GCE IAL exam structure will study the exam syllabus of the course prescription as set out by GCE Edexcel, IAL Edexcel, or IELTS (International English Language Testing System).

Students will take GCE Chinese, IELTS, and four subjects:

- Mathematics
- Physics
- Chemistry
- either Biology or Further Mathematics.

After taking GCE IAL, students may apply to Hong Kong universities through the non-JUPAS route, or may also choose tertiary study overseas.

IAL subjects are 100% exam based, and may be taken more than once. Passing results are Grade C, B, A, and A*.



(D) University Admissions

Joint University Programmes Admissions System (JUPAS)

Joint University Programmes Admissions System (JUPAS) is the main route of application designed to assist students with Hong Kong Diploma of Secondary Education (HKDSE) results to apply for admission to:

UNIVERSITY GRANTS COMMITTEE (UGC)-FUNDED PROGRAMMES

1. UGC-funded full-time bachelor's degree programmes offered by the following eight JUPAS participating institutions:
 - City University of Hong Kong (CityU)
 - Hong Kong Baptist University (HKBU)
 - Lingnan University (LingnanU)
 - The Chinese University of Hong Kong (CUHK)
 - The Education University of Hong Kong (EdUHK)
 - The Hong Kong Polytechnic University (PolyU)
 - The Hong Kong University of Science and Technology (HKUST)
 - The University of Hong Kong (HKU);
2. UGC-funded full-time associate degree programmes offered by CityU;
3. UGC-funded full-time higher diploma programmes offered by EdUHK;
4. UGC-funded full-time higher diploma programmes offered by PolyU;

SELF-FINANCING PROGRAMMES

5. Self-financing full-time bachelor's degree programmes offered by The Open University of Hong Kong (OUHK); and

STUDY SUBSIDY SCHEME FOR DESIGNATED PROFESSIONS / SECTORS (SSSDP) PROGRAMMES

6. SSSDP full-time bachelor's degree programmes offered by the SSSDP institutions.

On the JUPAS website, students can find important information on how this admissions system works, the institutions that participate in it, details of their programmes, entrance requirements, admission scores and interview arrangements, as well as previous years' application and offer statistics.

The Non-JUPAS Pathway

Students who will be sitting the International Advanced Level (IAL) exams may apply to universities in Hong Kong through what is commonly known as the non-JUPAS pathway, which means applying to the universities individually instead of through a common platform. Information regarding the non-JUPAS pathway can be found on the official websites of the different universities.

(E) Points to Consider When Choosing NSS Subjects

1. Interest

Interest is what motivates us to explore. When we are interested in something, we are happy to spend time doing it without being asked or forced. Interest also helps us learn more efficiently and effectively as it enhances both memory and understanding.

2. Aptitude

Our aptitude for something gives us confidence in what we do. Confidence enhances performance. Experiences of success, in turn, reinforce interest. When compared with a subject we are not good at, having the aptitude for a subject often means spending less time but getting better results.

3. Goal

Goals give us a sense of direction. Without a goal, we sometimes wonder why we are doing what we are doing. Or we just accept whatever comes our way instead of taking control of our present and making preparations for our future. By setting a career goal, it is easier to figure out what subjects to take in the senior forms, what university major to choose, and what career to pursue.

4. Understanding Yourself

Reflect on your past experiences. Ask yourself what draws your attention, what excites you, what you enjoy, and what you find relatively easy or difficult. Your family, teachers and friends are also good sources of information on the kind of person you are as well as your strengths and weaknesses. In addition, careers talks, careers guidance lessons, and career interest inventory tests will also help to point you in the right direction.

5. Understanding Your Choice

It is hard to choose without sufficient information. Thus, a closer look at the syllabuses of the subjects you want to choose as electives is essential. Also, with a career in mind, it is easier to see how our choices today will help us achieve

our goals. The website below will give you a basic idea of many careers and how they match up with different personality types and skills.

<http://yen2.hkfyg.org.hk/jobtionary/index.php>

6. Specific Requirements for University Admissions 2019 through JUPAS

The list below is extracted from the JUPAS website. It is not an exhaustive list and it is for your reference only.

<http://www.jupas.edu.hk/en/>

HKU	Bachelor of Medicine and Bachelor of Surgery	Chemistry or Combined Science with the Chemistry component
HKU	Bachelor of Engineering	Physics or Combined Science with the Physics component
HKU	Bachelor of Business Administration (Information Systems)	Biology, Chemistry, Physics, Combined Science, Information and Communication Technology or Integrated Science
CUHK	Global Business Studies	A minimum TOEFL score of 600(paper) / 100(internet) or a minimum IELTS score of 7.0 or native speaker documentation.
CUHK	Bachelor of Laws	Level 5 in English
CUHK	Risk Management Science	Math. Extended Module 1 or Module 2
HKUST	School of Science	One of: Biology / Chemistry / Physics / Combined Science / ICT
PolyU	Physiotherapy	Preferred electives: Biology, Physics and Combined Science with Biology or Physics
PolyU	Hotel and Tourism Management	Highest weighting for English Language
CityU	Bachelor of Veterinary Medicine	Biology and Chemistry
BU	BA in Visual Arts	Portfolio Submission
EdUHK	Bachelor of Education (Honours) (Secondary) in Mathematics	Level 3 or above in the Compulsory Part in Mathematics plus Level 2 or above in one module from the Extended Part.

Besides general entrance requirements, sometimes there are also specific or additional requirements, especially with science, health science, engineering, and business programmes. If a subject is “required” for admissions, students without the subject do not fulfill the entrance requirements. If a subject is “preferred”, students without the subject are at a disadvantage in the admission process.

7. Two Electives or Three Electives

Besides the four core subjects, most local university programmes require one to two electives. The number of electives required can vary from one programme to another even in the same university. Most programmes do not specify what the electives have to be while some programmes give a number of possible subjects the elective(s) could be (see examples on the previous page). A small number of programmes specify what elective(s) students must take.

While no programme requires three electives, the percentage of students with three electives as well as those with both three electives and M1/M2 was high in 2019 JUPAS admissions, especially for highly competitive programmes such as Medicine, Pharmacy, and some business programmes at more popular universities. Some programmes award bonus points to the third elective when calculating admission scores while others may use it as one of the tie-breakers when too many applicants have the same admission score for the remaining places.

Whether students should keep all three electives depends on their interest level in each one of them after at least one year of study and how likely it is for them to do well in these electives in the HKDSE examination. Students who find themselves struggling could consider dropping one elective. They should, however, first check whether after dropping a particular elective they still fulfill all the requirements of the programmes they are interested in. With only two electives, students need to understand that if they fail to attain a certain level (usually Level 2 or 3 minimum) in one of the two remaining electives, they would only have one elective left, which means they would no longer be eligible for programmes that require two electives.

Academically better prepared students who wish to get into a competitive programme at a popular university are encouraged to keep all three electives. Students who wish to continue their studies overseas, for example in the U.K.,

should also check the requirements of the universities they wish to apply to. Students who are particularly weak in one of their three electives and strongly believe that they would do better in the subjects that remain by dropping the weakest link could consider keeping only two electives.

(F) Points to note during Senior Secondary School

1. Selection Principles and Subject Weightings for University Admissions 2019 through JUPAS

Different university programmes use different selection principles and weighting systems. This can be found on the JUPAS website as well as those of the respective institutions. The following are some examples of selection principles and subject weightings.

HKU – Bachelor of Dental Surgery (Best 6)

Science electives were given a weighting between 1.1 and 2.

HKU – Bachelor of Science in Surveying (Best 5)

No subject was given a heavier weighting.

HKU – Bachelor of Business Administration (Law) and Bachelor of Laws (4C + 2X)

English was given a higher weighting than all other subjects. Liberal Studies was not given any weighting.

CUHK – Government and Public Administration (4C + 2X)

English x 1.5, Chinese x 1.25 and Liberal Studies x 1.25.

HKUST – BS in Quantitative Finance (4C + 2X)

English x 2 + Mathematics x 2 + Better of Best 4 other subjects OR
Best of Chemistry / Economics / Physics / M1 / M2 x 1.5 and Best 3 other subjects

CityU – BSocSc Asian and International Studies (4C + 2X)

English x 2 and Liberal Studies x 1.5.

Students need to be aware of the selection principles used by different programmes and the weighting they give to different subjects. This is because doing well in subjects that are given a heavier weighting in a particular programme will increase their chances of receiving an offer from that programme. The weightings above are subject to change and so may not stay the same every year.

2. University Information Days

On Information Days, different faculties and schools of universities set up stalls to give visitors information on their programmes and answer questions. There are also general admission talks that explain entrance requirements and sometimes mini-lectures that give those in attendance a taste of particular programmes. Students are strongly encouraged to start going to these Information Days when they are in Forms 4 and 5 instead of waiting until Form 6. Information Days of local universities are usually held in October and November on Saturdays.

3. Education Exhibitions and Fairs

For those students who plan to further their university studies overseas, education exhibitions and fairs are definitely a good place to start. The dates and venues may vary but they are held every year, often at the start and at the end of each school year. Students should try to find out as much as they can about countries, universities and study programmes that interest them as well as the steps they need to take and the documents they need to prepare for their applications.

4. SAT / ACT / TOEFL / IELTS / University Admission Tests

Universities in English-speaking countries often require applicants whose mother tongue is not English to take tests such as SAT, ACT, TOEFL, or IELTS to show their proficiency in English. Registration for these tests can be done on their official websites. Students who need these tests should make sure that their test scores will be released in time for them to meet the application deadlines. Also, some overseas programmes require university admissions tests such as BMAT, UKCAT, LNAT, etc. Students should register for them as soon as the registration period starts, usually near the end of their Form Five year. It may be too late to register in September when they are in Form 6.

5. UCAS / The Common Application

UCAS for UK universities and The Common Application for many US universities are systems similar to JUPAS for universities in Hong Kong. Application starts with the registration for an account online. The deadline for Oxford, Cambridge and most courses in medicine, dentistry and veterinary medicine/science in the UK is often 15th October. For the majority of courses in the UK, the UCAS deadline is often 15th January. For universities in the US using The Common Application, the deadline varies but certain universities have their Early Decision deadlines in early November.

(G) Application procedures and deadline

1. Schedule of selecting subjects

Date	Particulars
29 th May 2020	The online subject selection system will be open.
30 th June 2020 3:00 p.m. (according to our system time)	Deadline for students to submit their choices. No changes will be allowed once the confirm button is pressed.
3 rd July 2020	A printout of students' choices will be given to parents for reference.
9 th July 2020	Students will be notified of the result of their allocation when they receive their report cards.



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

2. The NSS Online Subject Selection System

W:\content.php?id=49&mid=4-166

SCHOOL INTRANET E-LEARNING PLATFORM OLE SPORTS RECORD SYSTEM LIBRARY PHOTO GALLERY CONTACT US SITE MAP

ST. PAUL'S COLLEGE
聖保羅書院

ABOUT US NEWS ADMISSIONS STAFF CURRICULUM CO-CURRICULUM GLOBAL CLASSROOM STUDENTS SPC FAM

C U R R I C U L U M
SENIOR SECONDARY (FORMS 4-6)

Junior Secondary (Forms 1-3)
Senior Secondary (Forms 4-6)

Departments
Academic Results
2016
2017
Other Programmes
Artist-in-Residence Programme
Academic-in-Residence Programme
Foreign Language Programme

SENIOR SECONDARY (FORMS 4-6)

Towards the end of Form 3, students are encouraged to plan for their 3-year senior secondary course. Students in the senior forms take English, Chinese, Mathematics and Liberal Studies and three electives from a wide range of subjects leading to the award of the Hong Kong Diploma of Secondary Education (HKDSE). In the spirit of providing an all-round education for students, the College requires all senior students to study a prescribed minimal amount of physical education, music, visual arts and religious education.

(A) The Curriculum

The senior secondary curriculum consists of three major components: Core subjects (45-55%), Electives (25-35%) and

NSS Online Subject Selection System

KEY STEPS

- College website
→ "Curriculum" menu
→ "Senior Secondary (F.4-F.6)" submenu
→ "NSS Online Subject Selection System" button
- Login the system
- Input choices
- Confirm choices on or before 30/6/2020 3:00 p.m.

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

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

STEP 1

- Go to the login page of the NSS Online Subject Selection System (<http://elearning.spc.edu.hk/sop/>).
- Input the assigned Login ID and Password, then click the Submit button.
- Your login ID and password will be sent to you via your form teacher.

ST PAULS COLLEGE

Welcome to
Nss Online Subject Selection System

System Date/Time: 27-Sep-2017 14:24

FOUNDED 1851

Login ID:

Password:

*Login name is your school computer login ID (e.g. 121001)
*Password is the first 6 characters of your HKID number (e.g. If your HKID is Y123456(7), then your password will be Y12345)

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STEP 2

- Input your preferences of Extended Modules in Mathematics.
- Then click Submit to proceed.

NSS Student Survey

elearning.spc.edu.hk/sop/selection.php

Class: 3A
Name: CHAN XXX MING
Student Number: 654321

Elective Subjects

Enter a number (1-13) in the option boxes.

Subject	MOI	Option
Business, Accounting and Financial Studies	英文	<input type="text"/>
Biology	英文	<input type="text"/>
Chemistry	英文	<input type="text"/>
中國歷史	粵語	<input type="text"/>
中國文學	粵語	<input type="text"/>
Economics	英文	<input type="text"/>
Ethics and Religious Studies	英文	<input type="text"/>
Geography	英文	<input type="text"/>
History	英文	<input type="text"/>
Information and Communication Technology	英文	<input type="text"/>
Music	英文	<input type="text"/>
Physics	英文	<input type="text"/>
Visual Arts	英文	<input type="text"/>

Mathematics Extended Modules

Enter a number (1-3) in the option boxes.

Description	Option
Compulsory Part Only	<input type="text"/>
Compulsory Part with Module 1 (Calculus and Statistics)	<input type="text"/>
Compulsory Part with Module 2 (Algebra and Calculus)	<input type="text"/>

STEP 3

- Check the Elective Subjects preferences and the Mathematics Extended Modules preferences you have entered.
- Click the Confirm button to proceed (you cannot modify the preferences afterwards), or click the Reset button to cancel your preferences.

NSS Student Survey

selection_confirm.php

Class: 3A
Name: CHAN XXX MING
Student Number: 654321

Subject	MOI	Option
Business, Accounting and Financial Studies	英文	1
Biology	英文	2
Chemistry	英文	3
中國歷史	粵語	4
中國文學	粵語	5
Economics	英文	6
Ethics and Religious Studies	英文	7
Geography	英文	8
History	英文	9
Information and Communication Technology	英文	10
Music	英文	11
Physics	英文	12
Visual Arts	英文	13

Description	Option
Compulsory Part Only	1
Compulsory Part with Module 1 (Calculus and Statistics)	2
Compulsory Part with Module 2 (Algebra and Calculus)	3

Confirm Reset

STEP 4

- After completing the above steps, a “Record Saved” message will be shown.

NSS Student Survey

confirm.php

Class: 3A
Name: CHAN XXX MING
Student Number: 654321

Record Saved!

Subject	MOI	Option
Business, Accounting and Financial Studies	英文	1
Biology	英文	2
Chemistry	英文	3
中國歷史	粵語	4
中國文學	粵語	5
Economics	英文	6
Ethics and Religious Studies	英文	7
Geography	英文	8
History	英文	9
Information and Communication Technology	英文	10
Music	英文	11
Physics	英文	12
Visual Arts	英文	13

Description	Option
Compulsory Part Only	1
Compulsory Part with Module 1 (Calculus and Statistics)	2
Compulsory Part with Module 2 (Algebra and Calculus)	3

Logout

STEP 5

- When you login again, you can only see the options you have entered and confirmed.
- You should print a copy of this webpage for your reference.



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3. Guidelines for Form 4 Streaming

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

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

Similarly, in deciding whether a student can do extended Module I or II in Mathematics, the weighted mean of his F.3 Mid-year and Final examinations in Mathematics will be considered.

St. Paul's offers GCE IAL as an alternative curriculum to DSE in the senior school. Students who wish to take the GCE IAL curriculum must take an intensive mathematics and science based course. Students in this course are expected to have potential and interest in mathematics and science. Applicants to the GCE IAL course are reviewed on a case-by-case basis. While the students are selected on the basis of their facility in mathematics and science, interest and aptitude are the key measures. Generally speaking, GCE IAL students would prefer mathematics and science to language based courses. Students are selected on this basis.

4. Deadline for Changing Courses in Senior School

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

5. Dropping an elective / change of programme

Students are generally not encouraged to withdraw from their elective subjects unless there are compelling reasons for doing so. Students wishing to withdraw from any of their elective subjects should approach the Vice Principal, Mr. Alan Yuen, for a copy of the application form. Before submitting the application form, they should consult their subject teachers, the Heads of Departments concerned, and the Career Master for advice. The completed application form and a letter from their parents should be submitted to the Vice Principal before the end of the school year in Form Four or Form Five, or before the Parents' Day in Form Five if the applicant wishes to keep only two electives from the 2nd term of Form Five onwards. Students taking two elective subjects may be required to attend extra Chinese and/or English lessons in Form Five in lieu of the third elective.

Appendix

Curriculum and assessment arrangements of GCE IAL class

Form 4

Subject	Curriculum	Public examination at the end of the year
English	IELTS	
Chinese	GCE A level Chinese	GCE A level Chinese
Mathematics	IAL Mathematics	
Further Mathematics	IAL Further Mathematics	
Physics	IAL Physics	
Chemistry	IAL Chemistry	
Biology	IAL Biology	
Liberal Studies	Local curriculum	
Music, Religious Studies, Physical Education, Visual Arts	School-based curriculum	

Form 5

Subject	Curriculum	Public examination at the end of the year
English	IELTS	IELTS (can be taken throughout the year)
Chinese	GCE Chinese	GCE Chinese (if required)
Mathematics	IAL Mathematics	IAL (AS) Mathematics
Further Mathematics #	IAL Further Mathematics	IAL (AS) Further Mathematics
Physics	IAL Physics	IAL (AS) Physics
Chemistry	IAL Chemistry	IAL (AS) Chemistry
Biology #	IAL Biology	IAL (AS) Biology
Music, Religious Studies, Physical Education, Visual Arts	School-based curriculum	

Students could either take Biology or Further Mathematics.

Form 6

Subject	Curriculum	Public examination at the end of the year
English	School-based curriculum	As required
Chinese	School-based curriculum	As required
Mathematics	IAL Mathematics	IAL (A2) Mathematics
Further Mathematics #	IAL Further Mathematics	IAL (A2) Further Mathematics
Physics	IAL Physics	IAL (A2) Physics
Chemistry	IAL Chemistry	IAL (A2) Chemistry
Biology #	IAL Biology	IAL (A2) Biology
Religious Studies, Physical Education	School-based curriculum	

Students could either take Biology or Further Mathematics.



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THE BEGINNING OF WISDOM**



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