



Ho Yu College and Primary School (Sponsored by Sik Sik Yuen)

Information for Parents (P.1 – P.6)

1. Brief Introduction to our Curricula (Chinese Language, English Language, Math, General Studies)
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2023 - 2024

1. Brief Introduction to our Curricula (Chinese Language, English Language, Mathematics, General Studies)

Chinese Language

Introduction to the Curriculum for Primary 1 to Primary 6

I. Curriculum Outline

- The curriculum comprises the acquisition of knowledge and development of capabilities, interests, and formation of attitudes and habits in nine domains: reading, writing, listening, speaking, Chinese literature, Chinese culture, moral education, thinking and self-learning. The core of the curriculum is the four language skills – reading, writing, listening and speaking, through which other domains of learning are activated.
- Chinese Language education offers both Putonghua and Cantonese as the medium of instruction at all levels to cater for the diversity of learning so as to enhance the effectiveness of Chinese language learning.
- ‘Student-based education’ replaces the traditional ‘word-for-word and term-for-term imparting’ approach with one that puts emphasis on extensive reading and acquisition of characters and terms. Exposing students to abundant and extensive reading materials will arouse their interest in reading, which in turn leads to the development of writing, listening and speaking skills.

II. Curriculum Development

➤ Primary 1 – Primary 2

The ‘student-based education’ in P.1 and P.2 places emphasis on ‘Learning Characters Extensively’ and ‘Starting to Read Early’. Students can learn new vocabulary and enhance their reading skills systematically by reading a large volume of learning materials according to their ability. At the same time, students can form a solid foundation of pronunciation through learning Hanyu Pinyin (Putonghua phonetics). In addition, students will have access to a wide range of reading activities and games from the online reading information platform “DearLand”, the “Read to Succeed” online reading programme, and the “DEAR” reading booklet will be given to students to facilitate the award scheme and Chinese Language teaching. This can arouse students’ interest in reading and cultivate their self-initiative and good habit to read.

➤ Primary 3 – Primary 6

The ‘student-based education’ in P.3 to P.6 is in the form of ‘combination of reading and writing’. Students develop their writing skills through applying the acquired vocabulary in tasks. They will be able to appreciate the work of others and conduct peer evaluation.

The senior primary curriculum puts emphasis on high volume reading and writing. In this way, students can have exposure to a wide variety of learning materials and gain experiences. They can also enhance their overall self-confidence, share the joy of reading, and appreciate different aspects of aesthetics. Moreover, the school also stresses the self-regulated learning mode to help students gradually cultivate critical thinking and self-learning capabilities.

III. Features of Curriculum

➤ Student-based

Our ‘Student-based education’ emphasizes ‘learning prior to teaching’, aiming to train students to take a leading role in the process of learning. Self-regulated Learning (SRL) is implemented at senior primary level. This aims to cultivate students’ self-motivation in learning. Teachers create an open learning environment to facilitate learning. They ask questions to stimulate students’ inquisitiveness and encourage them to give the questions and problems serious consideration. In this way, students are guided to solve the problems and understand the key learning points. Teachers design learning and teaching activities that cater for learner needs, interests and paces, such as reading aloud in class, storytelling, watching animated cartoons, group discussion and participating in interactive mini theatre. From time to time, our teachers make students ‘little teachers’ in class to create an interactive environment and boost students’ interest in learning the Chinese language.

➤ Adaptation of Curriculum

The teaching materials selected are relevant to the linguistic environment and daily life in Hong Kong. This aims to ensure our students can relate to the content and arouse their interest in learning Chinese. In addition, students are encouraged to read classical Chinese literatures. Reciting of “Dizigui” is implemented in P.1 and P.2. This can enable students to develop positive thinking and good character through studying the classical Chinese literatures. In this way, students can gradually build a strong foundation of their knowledge on Chinese Language. Our P.3 students can further develop their interest in Chinese classical literatures by reading and reciting poems of the Tang Dynasty which are full of sophisticated rhythmic patterns. For P.4 to P.6 students, they are required to read the famous classical literatures *Water Margin*, *Three Kingdoms* and *Journey to the West*. In addition to learning the Chinese culture from these reading materials, students can also improve their appreciation of the classical literatures through the exciting plots of these fictions.

➤ Selection and Allotment of Teaching Modules According to Students’ Cognitive Abilities

The junior primary curriculum is daily-life-centered, aiming to broaden students’ horizon. Through this life-based material, students are trained to read and learn characters as well as basic writing skills. For senior primary classes, in addition to the use of life-based materials, the curriculum focuses on boosting students’ listening skills, speaking skills as well as thinking skills. In this way, students can get a good grasp of language skills systematically.

➤ Rational Ordering of Learning Focuses

Bringing in line with our students’ physical and cognitive development stages, our curriculum progresses by degree of complexity and difficulty. Our curriculum planning incorporates paradigmatic and syntagmatic correlations to connect modules and teaching objectives. Reinforcement and consolidation of learning are conducted stepwise. This aims to establish a close connection among all levels, all modules and all key learning points. Ultimately, the learning outcome can be consolidated through such seamless transition. For example, according to the junior primary curriculum, students are required to make sentences verbally and write picture-based sentences and paragraphs. At the senior primary stage, students are required to write paragraphs or passages. Higher requirements for writing are set for more senior students.

➤ **Accumulation of Linguistic Data and Development of Linguistic Sense**

Great stress is placed on fundamental training in Chinese Language at primary level so that students will have a richer vocabulary at the junior secondary level. Senior primary students are expected to expand their vocabulary and bank of Chinese idioms. Students can enhance and consolidate their knowledge through different channels through diversified learning strategies, such as role-play, drama, games, competitions and so on. Subsequently, their writing skills can be enhanced. Our comprehensive ‘Read to Succeed’ reading programme encourages students to read extensively to enrich their language bank and broaden their horizon. Students are taught to read and chant outstanding literary works to develop their sense of language and build up vocabulary. In addition, they are also required to memorise appropriate portions of these works. This aims to impart moral education while heightening students’ appreciation of the characteristics of the language. In this way, mastery of the Chinese language can be achieved.

IV. Primary and Junior Secondary Curricula Integration

- To connect the primary curriculum with the ability-oriented secondary curriculum, we stress the training of basic skills, such as the learning of characters, basic rhetorics and writing skills. This enables the consolidation and enhancement of skills acquired in the primary years during their secondary schooling.
- Our teachers repeat various learning focuses at different points in students’ learning process to consolidate their knowledge and skills. For example, during their primary schooling, students acquire the basic narrative skills and enhance their understanding of Chinese language through storytelling and reading stories of different genres.
- Key learning points of the junior secondary curriculum are progressively incorporated in the Descriptive Writing and Classical Chinese modules of the senior primary phase to enhance the integration of senior primary and junior secondary curricula. Accommodation arrangements are made to the types of exam and test questions and the requirements for the answers. This aims to familiarize students with the learning and assessment formats at the secondary level as soon as possible in order to boost learning effectiveness.

English Language

Introduction to the Curriculum for Primary 1 to Primary 6

I. Overview

The Primary English Language curriculum is composed of three major components: General English Programme, Reading Programme and Intervention Programme.

- **General English Programme** takes up about 60% of the English learning hours. Students learn to master the four skills – reading, writing, listening and speaking through extensive reading and various language exercises and activities. This aims to enable students to apply their skills and communicate effectively in English.
- **Reading Programme** takes up the remaining 40% of the English learning hours (jointly taught by local and Native English-speaking teachers “NET”). Students’ reading skills and strategies are developed through various class/group/individual reading activities.
- **Intervention Programme** provides after-school support to students in need so that their language proficiency can improve gradually through tailor-made exercises.

II. Curriculum Development

- In accordance with the Curriculum Guide issued by the Education Bureau, our school-based curriculum was designed based on students’ characteristics. We aim to boost students’ interest in learning English during their primary years and help them develop a good reading habit, in a bid to expand students’ vocabulary and enhance their English communication skills.
- **P.1 – P.3**
We encourage students to read, write, speak and listen to English through diverse English activities. Students have a lot of opportunities to read aloud and listen to English chants, songs, poems and stories. Our teachers also guide the students to give presentations in English, conduct group discussions and participate in various meaningful activities to enable them to learn and master phonics, expand their vocabulary and develop their creativity. In addition, the “Read to Succeed” reading booklet and “DEAR” reading booklet will be given to P.1 to P.6 students to facilitate the award scheme and English Language teaching. This aims to arouse students’ interest in reading and cultivate their self-initiative and the good habit to read.
- **P.4 – P.6**
Students can also develop reading, writing, listening and speaking skills through a number of channels. To start with, students familiarize themselves with different sentence structures and various text types through our language activities both inside and outside the classroom. Teachers help students develop their reading skills and habits by exposing them to a wide range of texts (e.g. narratives, dialogues, songs, poems, drama scripts, life-related materials). We also place great emphasis on guiding students to become an effective language learner. Through different learning activities and project learning, students can develop self-regulated learning skills. For instance, students are taught the effective use of dictionaries and electronic tools, as well as information collection and screening at this level. In addition, students are challenged with more open-ended questions to train their critical thinking skills and creativity and to develop a sound understanding of the Eastern and Western cultures.
- During both primary learning stages, our students will learn various text types, vocabulary items,

grammar items, sentence patterns and structures by means of interesting life-related texts, language games and activities according to their interests and learning abilities.

- We create a language-rich school environment to facilitate the use of English in the daily school context. Students can visit our English Reading Room during the lunch break to talk to English teachers. There are also English ambassadors who play English learning games with students and tell them English stories. On our ‘English Day’, students can see the short film (English On Air) every week. They can also join a wide range of English activities. During the annual ‘English Fun Day’, students can participate in various English learning games and stall games. In addition, our Inter-class Singing Competition is held annually. These interesting activities are well received by students. They can arouse students’ interest in learning English and develop their self-motivation. At the same time, our teachers make every effort to help students cultivate their team spirit.
- We also encourage students to participate in external English competitions, such as the Hong Kong Schools Speech Festival, writing competitions held by the English newspapers, and English activities organized by the Education Bureau and the Standing Committee on Language Education and Research (SCOLAR). Our students have made encouraging achievements in these competitions.

III. Special Features of Curriculum

- **English Reading Scheme**
The school puts special emphasis on cultivating students’ habit of English reading. Tailor-made reading programmes are implemented for each learning phase catering for the learning needs of different levels of students. In addition to the regular reading activities in class, P.1 to P.3 students participate in the Education Bureau’s Primary Literacy Programme for Reading (PLPR). These diverse learning activities can enhance students’ English skills effectively.
- **Specialized English Teachers and Small-class Teaching**
To better cater for the needs of our students and to maintain a good quality of language teaching, all our English teaching staff are specialized subject teachers. Our teachers are dedicated to the launch of English reading schemes for our P1 to P6 students. On top of regular classes, there are a wide variety of cross-curricular learning activities to hone students’ English skills.
- **Teaching of Phonics, Use of Dictionaries and Reading Strategies**
We have designed a comprehensive school-based phonics programme for our primary students. Well-structured phonics teaching starts at junior primary levels. Combined with training in the use of dictionaries and reading strategies, students' phonics skills are gradually enhanced at senior primary levels.
- **School-based Speaking Programme**
To strengthen students’ ability to express themselves in English, each class at P5 and P6 will

have English speaking lessons which provide more opportunities for students to speak in groups or present before the class to boost both their confidence and skills in their spoken English.

IV. Primary and Junior Secondary Curricula Integration

- As a through-train school, we aim at providing a smooth interface between primary and secondary English. The grammar skills, vocabulary and language structures acquired at the primary level will be consolidated and further developed at the secondary level.
- At secondary level, our teachers put extra effort in fostering students' self-learning abilities to maximize their learning effectiveness. At the same time, we aim at helping students develop a positive learning attitude, team spirit and perseverance to equip them for different challenges ahead in the learning process.

MATHEMATICS

Introduction to the Curriculum for Primary 1 to Primary 6

I. Overview

The curriculum aims to develop students' generic skills, positive attitudes, analytical thinking, computational skills and subject knowledge through the five knowledge strands below:

- Mathematics
- Algebra
- Measures
- Shapes & space
- Data management

II. Curriculum Development

As a 'through-train' school, we are in a better position to identify learning barriers through exposure to students of different age groups. The development of our teaching strategy for primary mathematics is driven by our experiences and various means of arousing students' interest in learning. Every effort is made to develop students' analytical thinking skills.

The process of learning mathematics is as important as the outcome. In order to get students focus on the mathematical operation process, we have included a great variety of learning activities to help them understand various concepts and share the joy of learning mathematics. This can lay a solid foundation and help students get well prepared for the secondary mathematics curriculum.

➤ **P.1 to P.3**

The teaching of mathematics at the junior primary level focuses on the application of mathematics in daily life to arouse students' interest and maximize learning effectiveness. We also enhance students' understanding of the mathematical concepts and sensitivity to numbers through mathematics games, various teaching aids, real-life objects, etc.

➤ **P.4 to P.6**

At senior primary level, we focus on training students' high-order thinking through a wide variety of learning materials and activities. We also put emphasis on developing students' inquiring mind through exploratory activities that can improve their analytical thinking ability and problem-solving skills. In addition, "self-regulated learning" is implemented in P.5 and P.6 to complement the mathematics learning activities developed in collaboration with the Curriculum Development Section of the Education Bureau over the years. This aims to cultivate students' self-initiative to learn and develop their

critical thinking skills.

III. Features of Curriculum

Life-wide learning experiences are organized along with classroom learning to maximize learning effectiveness.

➤ **Adaptation of Curriculum**

In our through-train system, our teachers can gain a better understanding of the standard of the students and adapt the central curriculum to students' ability. For example, students of advanced standard can be challenged to do both the core and the extension programme, or even more difficult topics of higher forms. In the current school year, three topics at junior secondary level will be brought forward and taught at senior primary level.

➤ **Life-wide Learning**

We encourage students to join various competitions such as the nationwide Primary Schools Math Olympics (Hong Kong District), Hong Kong Primary Schools Math Competition, In-school Science and Math Tour Competition, Sik Sik Yuen Secondary Schools Math Tour Competition and Outlying Islands Primary Schools Math Competition.

➤ **Interesting Mathematics**

1. Establish Math Room

Ho Yu is one of the few schools in Hong Kong that are equipped with a Math Room. We have got various models, games, and lots of items about the history of Math through which students can develop a different perspective to the study of Math. Over a hundred chess games are available to help students improve their logical thinking ability and understanding of the concept of space.

2. Learning Outside the Classroom

There are also a wide range of life-wide learning experiences for students. We publish the *Math Express*, host the *Math Colosseum* and launch the *Math Reading Scheme* to help students improve their problem-solving skills and appreciate the application of mathematics in their daily life. In addition, the "Read to Succeed" reading booklet and "DEAR" reading booklet will be given to P.1 to P.6 students to facilitate the award scheme and English Language teaching. This aims to arouse students' interest in reading and cultivate their self-initiative and the good habit to read.

3. Commendation Schemes – Ho Yu Market and Math Bank

Students are given "Ho Yu Dollars" both as a token of commendation and as a

learning tool. They can make use of the Ho Yu Dollars to buy their favourite items from the Ho Yu Market. Students can also deposit the Ho Yu Dollars into the Math Bank to gain interest. In this way, students can form the good habit of saving or making donation through the school's Share and Care Programme from a tender age. This can help students appreciate that it is better to give than to receive.

➤ **Use of Information Technology in Interactive Learning**

Our School's on-line e-class forum provides an effective platform for teachers and students to exchange ideas regarding math matters. At the same time, our students can take part in the Mathematics on-line platform to do math exercises and participate in competitions with students all over Hong Kong. In addition, suitable topics will be selected for e-Learning to enrich the variety of the class activities and make them more interactive. Learning effectiveness can be maximized through these interesting activities conducted in a fun-filled environment.

➤ **Science, Technology, Engineering, Arts and Mathematics (STEAM) Education**

STEAM projects are launched in P1 to P6 to promote STEAM education. This aims to enhance students' ability to apply knowledge and skills in cross key learning areas studies. STEAM education can also equip our students with the capability to meet the changes and challenges in society and around the world brought about by the rapid economic, scientific and technological developments.

IV. Primary and Junior Secondary Curricula Integration

➤ **Collaborative Teaching**

Some junior secondary classes are divided into Math ability groups for better care and more effective learning.

➤ **Enhancement of Students' Learning Effectiveness with English as the Medium of Instruction**

English is the medium of instruction for all subjects of our Junior Secondary classes. In view of this, suitable topics are selected to be taught in English with bilingual text for reference in our senior primary classes. This can enable students to acclimatize to the English learning environment as soon as possible.

General Studies

Introduction to the Curriculum for Primary 1 to Primary 6

I. Overview

- The curriculum covers the three key learning areas of **i) Science Education, ii) Personal, Social and Humanities Education (PSHE), and iii) Technology Education**; and aims to develop students' generic skills, subject knowledge and positive attitude through the six strands as follows:
 - I. Health and Living
 - II. People and Environment
 - III. Science and IT in Daily Life
 - IV. Community and Citizenship
 - V. National Identity and Chinese Culture
 - VI. Global Understanding & the Information Era

II. Curriculum Development

As a 'through-train' school, our curriculum is to provide appropriate and well-integrated learning experiences for students to prepare them for the challenges of the 21st Century. With our school-based General Studies curriculum, we are in a better position to motivate students, promote critical thinking and design appropriate strategies tailored for students' needs and abilities.

General Studies is also a cross-subject curriculum incorporating subject matters in Integrated Science, Humanities, History & Culture and Liberal Studies. As curiosity is an important motivator for learning, the curriculum puts emphasis on developing students' spirit of exploration. We also aim to develop students' creativity and self-learning ability through a wide range of activities, in a bid to enable students to acquire skills and knowledge indispensable in a knowledge-based society.

- **P.1 and P.2**

The curriculum adopts the life event approach and the core elements are **Personal, Social and Health Education (PSHE)**. Emphasis is put on the development of science module activities in the current school year. We aim to arouse students' interest in nature and science through hands-on activities that require analytical thinking and exploration. This can also boost students' curiosity about what is happening around them. In addition, moral education and civic education are enhanced.
- **P.3 and P.4**

In addition to PSHE, more study modules of **Science Education** and **Technology Education** will be gradually introduced in P.3 and P.4. We will also develop theme-based biotechnology learning activities ("**Glo**" **Hands** and "**Micro-organisms around us**") to develop students' interest in science.
- **P.5 and P.6**

The core element **science and technology education** is complemented by the school-based "Theme-based Learning Programme". The six themes of the Programme are (I) **Science in the Kitchen**, (II) **Bionomics of Insects**, (III) **Social Sciences**, (IV) **Mechanics**, (V) **Green Living** and (VI) **Around Tung Chung**. The curriculum puts emphasis on building students' generic skills and enables them to learn the different areas in depth according to their interests.

- **Primary Biotechnology Education**
Biotechnology education is one of the unique features of Ho Yu. The school-based biotechnology curriculum for P.3 to P.6 provides students with a superb learning platform and exposure to advanced technology early in life, in a bid to nurture the development of our little scientists.
- **Science, Technology, Engineering, Arts and Mathematics (STEAM) Education**
It is important for us to keep abreast with the global teaching trend that caters for the increasing emphasis on Science, Technology, Engineering, Arts and Mathematics (STEAM) education. This can equip students with the necessary skills to meet the changes and challenges of our fast-paced society and around the world with rapid economic, scientific and technological developments in the new millennium. Our Science teaching team proactively implements STEAM education at Ho Yu. P.1 and P.2 students are given monthly parent-child learning folders for them to conduct interesting science experiments with their parents at home. In this way, students' curiosity and interest in learning science can be cultivated. On top of this, fun-filled and challenging activities as well as programming are included in the General Studies curriculum of all levels to strengthen students' ability to integrate and apply their knowledge and skills.
- We aim to provide students with a holistic learning through life-wide activities, hands-on classroom learning and using theme-based course books. In addition, the "Read to Succeed" reading booklet and "DEAR" reading booklet will be given to P.1 to P.6 students to facilitate the award scheme and English Language teaching. This aims to arouse students' interest in reading and cultivate their self-initiative and the good habit to read.
- **Enhance students' English ability**
In order to enhance students' confidence in learning English and to better facilitate the use of English as a medium of instruction (EMI) in different subjects, EMI has been adopted in part curriculum of the P.5 and P.6 General Studies. Students are exposed to a wide range of vocabulary items so as to enhance their skills in English and help them build a solid foundation for adapting to junior secondary English learning.

III. Features of Curriculum

- **Cross-subject curriculum Design**
As the General Studies curriculum covers cross-subject knowledge, it is edited and integrated to avoid overlaps and enhance learning effectiveness. Some of the junior secondary topics that fit in with the senior primary General Studies curriculum will also be taught at senior primary levels to ensure a well-integrated through-train curriculum. On top of the vertical curriculum, our General Studies curriculum also integrates with the "STEAM Programme" of other subjects and the "Cross-subject Reading Scheme". This aims to enrich students' exposure and consolidate their knowledge.

- **Learning to learn**

To enhance students' high-level thinking ability, P.1 to P.6 students are taught different types of mind maps and notes compilation skills. This aims to help students organize the knowledge in the textbook effectively to facilitate learning. In addition, all primary students take part in cross-subject “**Project Learning**” activities that focus on General Studies. Under our well-integrated school-based project learning programme, students are taught the basic skills of project learning in a systematic manner. In addition, “**Self-regulated Learning**” is implemented in P.5 and P.6. We aim to develop students' self-learning ability and attitude gradually through lesson preparation, class discussion, class presentation and post-lesson evaluation. Students are encouraged to put what they have learned into application in various subjects throughout their secondary education to meet the requirements of the new curriculum.
- **Implementation of Life-wide Learning**

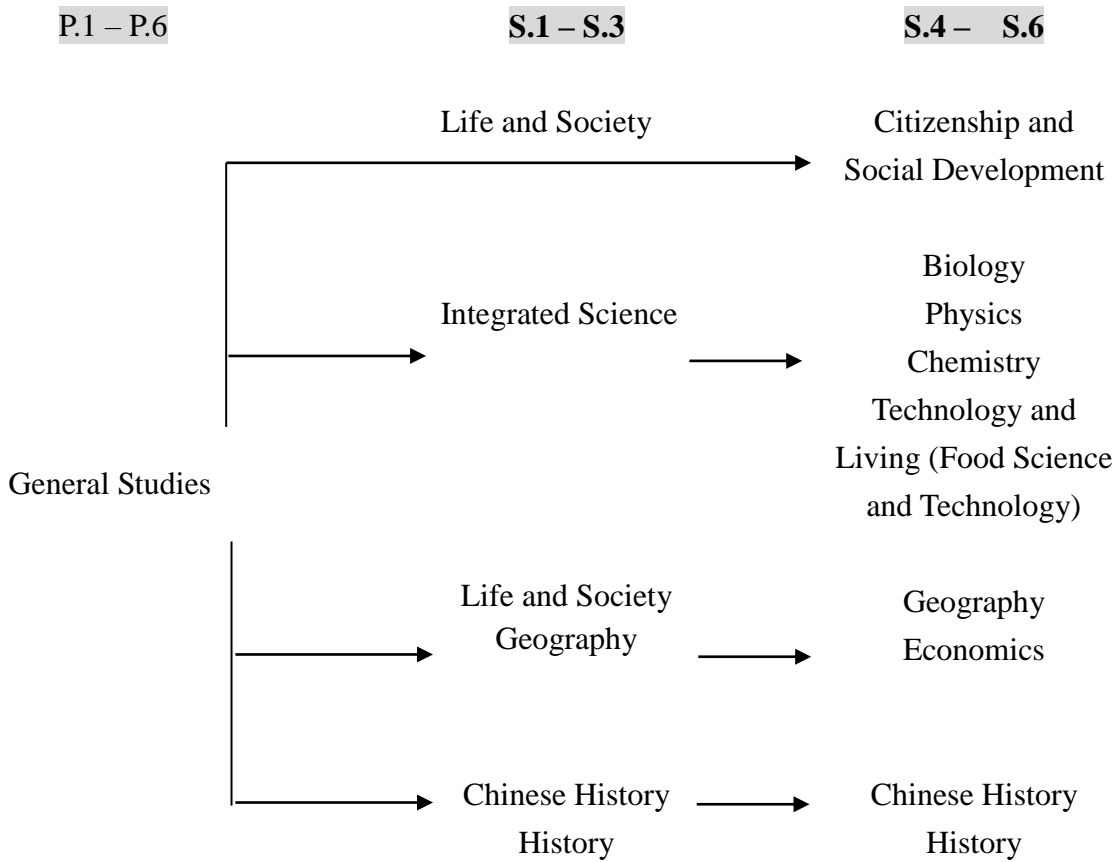
Life-wide learning activities such as “**Active Learning Beyond the Classroom**” aim to enable students to learn outside the classroom during site visits, so that they can learn anywhere and everywhere. Each year, we hold a wide range of activities related to environmental protection, history, moral education, etc., in collaboration with various organizations. Our teachers also guide students in science contests to enrich their learning experience.
- **Motivating Learning**

We aim to motivate students with the thematic learning activities in junior primary levels and ‘Theme-based Learning Programmes’ in senior primary levels. We also provide an extended curriculum including some junior secondary topics and the use of secondary school facilities such as laboratories for doing experiments. In this way, students can build a solid foundation for their secondary General Studies in the future.
- **Enhancement of English Skills**

To boost students' self-confidence and ability to learn various subjects with English as the medium of instruction (MOI) at secondary levels, some P.5 and P.6 General Studies topics are taught in English. English edition of General Studies textbooks and worksheets are used for students to build up their English vocabulary and a solid foundation for their English learning in junior secondary years.

IV. Primary and Junior Secondary Curricula Integration

General Studies is a cross-subject curriculum and its connection with various subjects is illustrated below:



2. Assessment Policies

I. Assessment

Ongoing whole-person development is of utmost importance to the future of our students. Students' daily performance and examination results will be taken into consideration in the calculation of their final grade. Three components (daily assignments, learning attitude and other assessments) are taken into account in determining the daily mark. The weighting of daily performance and examination and the method of calculation are shown below:

1. Assessment weighting of all subjects (P.1 – P.2)

Subject weighting	Chin.	Eng.	Math.	General Studies	Visual Arts	Music	Computer	PE	Putonghua	Moral Ed.
Weighting of exams & other assessments	5	5	5	5	2	2	2	2	2	/
1 st Term Daily (%)	45				45					
2 nd Term Daily (%)	55				55					
Year Total	100				100					

Remark: There are no examinations in all subjects in P.1 and P.2.

2. Assessment weighting of all subjects (P.3 – P.4)

Subject weighting	Chin.	Eng.	Math.	General Studies	Visual Arts	Music	Computer	PE	Putonghua	Moral Ed.	
Weighting of exams & other assessments	5	5	5	5	2	2	2	2	2	/	
1 st Term	Daily (%)	15				45					
	Exam (%)	30				---					
2 nd Term	Daily (%)	15				55					
	Exam (%)	40				---					
Year Total	100				100						

3. Assessment weighting of all subjects (P.5)

Subject weighting #Weighting of exams & other assessments		Chin.	Eng.	Math.	General Studies	Visual Arts	Music	Computer	PE	Putonghua	Moral Ed.
		5(9)	5(9)	5(9)	5(6)	2(3)	2(2)	2	2	2	/
1 st Term	Daily (%)	15			45						
	Exam (%)	30			---						
2 nd Term	Daily (%)	15			55						
	Exam (%)	40			---						
Year Total		100			100						

4. Assessment weighting of all subjects (P.6)

Subject weighting #Weighting of exams & other assessments		Chin.	Eng.	Math.	General Studies	Visual Arts	Music	Computer	PE	Putonghua	Moral Ed.
		5(9)	5(9)	5(9)	5(6)	2(3)	2(2)	2	2	2	/
1 st Term	Daily(%)	10			30						
	Exam(%)	20			---						
2 nd Term	Daily(%)	10			30						
	Exam(%)	20			---						
Final Exam	Daily (%)	10			40						
	Exam (%)	30			---						
Year Total		100			100						

P.5 second term total, P.6 first term total and second term exams are respectively the first, second and third submissions to EDB for the “Secondary School Places Allocation”; the number in brackets is the weighting of the subject stipulated by EDB. The exam papers for submission will be kept at the school and not to be distributed.

Remarks:

1. The full marks of all subjects are 100. The passing mark for all primary grades is 60.
2. For subjects without exams (Visual Arts, Music, Computer, PE, Putonghua and Moral Education), only daily marks will be calculated.
3. In accordance with the EDB requirements, uniform test score must account for 10% of the 30% daily mark weighting of the P.5 & P.6 year total.
4. Marks Conversion: A: 86-100%; B: 71-85%; C: 60-70%; D: 50-59%, E: below 50%;
(D and below : Fail)

5. Weighting of Exam (if any) & Daily Continuous Assessment of all subjects (P.1 to P.6)

P.1 – P.2 Continuous Assessment

Subject	Paper No.	Paper Name	Paper Weighting	Continuous Assessment		
				Daily Assignments	Learning Attitude	Other Assessments
Chinese	1	Reading	P.1 (50%)	60%	20%	20%
			P.2 (50%)	40%	20%	40%
	2	Writing	P.1 (20%)	60%	20%	20%
			P.2 (20%)	40%	20%	40%
	3	Listening	P.1 – P.2 (15%)	80%	20%	---
	4	Speaking	P.1 – P.2 (15%)	80%	20%	---
English	1	Reading & Writing	P.1 (50%)	60%	20%	20%
			P.2 (30%)	40%	20%	40%
	2	English Usage	P.1 (50%)	60%	20%	20%
			P.2 (30%)	40%	20%	40%
	3	Listening	P.1	---	---	---
			P.2 (20%)	80%	20%	---
	4	Speaking	P.1	---	---	---
			P.2 (20%)	80%	20%	---
Mathematics	1 paper only	P.1 (100%)	60%	20%	20%	
		P.2 (100%)	40%	20%	40%	
General Studies	1 paper only	P.1 (100%)	60%	20%	20%	
		P.2 (100%)	40%	20%	40%	

Remark: There are no examinations in all subjects in P.1 and P.2

P.3 – P.5 Continuous Assessment and Examination Subjects

Subject	Exam Weighting			Continuous Assessment		
	Paper No.	Paper Name	Paper Weighting	Daily Assignments	Learning Attitude	Other Assessments
Chinese	1	Reading	P.3 – P.5 (50%)	40%	20%	40%
	2	Writing	P.3 (20%)	40%	20%	40%
			P.4 – P.5 (30%)			
	3	Listening	P.3 (15%)	80%	20%	---
			P.4 – P.5 (10%)			
	4	Speaking	P.3 (15%)	80%	20%	---
			P.4 – P.5 (10%)			
	English	1	Reading & Writing	30%	40%	20%
2		English Usage	30%			
3		Listening	20%	80%	20%	---
4		Speaking	20%			
Mathematics	1 paper only		100%	40%	20%	40%
General Studies	1 paper only		P.3 – P.4 (100%)	40%	20%	40%
	P.5 First Term	1 paper only	100%			
	P.5 Second Term	Written	70%			
		#Theme-based Learning	30%			

Theme-based learning adopts the continuous assessment of the students' performance throughout the school year; the score (30%) will be incorporated in the General Studies 2nd Term Final Exam score.

P.6 Examination Subjects

First Term & Second Term Examination

Subject	Exam Weighting			Continuous Assessment		
	Paper No.	Paper Name	Paper Weighting	Daily Assignments	Learning Attitude	Other Assessments
Chinese	1	Reading	50%	40%	20%	40%
	2	Writing	30%			
	3	Listening	10%	80%	20%	---
	4	Speaking	10%			
English	1	Reading & Writing	30%	40%	20%	40%
	2	English Usage	30%			
	3	Listening	20%	80%	20%	---
	4	Speaking	20%			
Mathematics	1 paper only		100%	40%	20%	40%
General Studies	1 paper only		100%	40%	20%	40%

Theme-based learning adopts the continuous assessment of the students' performance throughout the school year; the score (30%) will be incorporated in the General Studies 2nd Term Final Exam score.

Final Examination

Subject	Exam Weighting			Continuous Assessment		
	Paper No.	Paper Name	Paper Weighting	Daily Assignments	Learning Attitude	Other Assessments
Chinese	1	Reading	50%	50%	20%	30%
	2	Writing	30%	80%	20%	---
	3	Listening	10%			
	4	Speaking	10%			
English	1	Reading & Writing	30%	80%	20%	---
	2	English Usage	30%			
	3	Listening	20%	40%	20%	40% (Project)
	4	Speaking	20%			
Mathematics	1 paper only		100%	50%	20%	30%
General Studies	1	Written	70%	40%	20%	40% (Project)
	2	#Theme-based Learning	30%			

Theme-based learning adopts the continuous assessment of the students' performance throughout the school year; the score (30%) will be incorporated in the General Studies 2nd Term Final Exam score.

Non-examination Subjects

Subjects		Homework	Learning Attitude	Assessments
Music	P.1	60%	20%	20%
	P.2 – P.6	20%	20%	60%
Visual Arts	P.1 – P.6	80%	20%	---
Physical Education	P.1	---	80%	20%
	P.2 – P.3		40%	60%
	P.4 – P.6		35%	65%
Computer	P.2 – P.6	50%	20%	30%
Putonghua	P.1 – P.6	50%	20%	30%
Moral Education	P.1 – P.6	30%	70%	---

Remarks:

- Daily assignments include projects, data collection, workbook, worksheets, class preparation, reading book reports, homework and class work. For Writing papers of Chinese Language and English Language, assignments include all writing exercises. We aim to develop students' interest in learning and consolidate their learning by means of diversified assignments. Therefore, we do not encourage plenty of copying or drills.
- All the homework for P.1 – P.6 is uploaded daily on our website: (<http://www.hoyu.edu.hk>) for parents' information and to foster parent-school cooperation in monitoring students' completion of homework.
- Learning attitude refers to students' attentiveness in class, willingness to ask questions, participation in class activities, team spirit in group work, and bringing textbooks and stationery.
- Assessments refer to tests, dictations, and various relevant assessments such as speaking in language subjects, singing in music and physical assessment in P.E
- For students who have been absent with reasonable grounds and whose number of days of attendance for the school term is too low, the daily marks may not be calculated and "ABS" will be shown in the report card for the school term concerned. For students who have been absent without reasonable grounds and whose number of days of attendance for the school term is too low, their daily marks for the school term concerned will be zero.

II. Frequency of Assessments and Dictations

Subject	Assessment	Dictation
Chinese(P.1 – P.2)	(Reading Assessment) twice per term (Writing Assessment) twice per term	
Chinese(P.3 – P.5)	(Reading Quiz) once per term (Reading Uniform Test) once per term (Writing Uniform Test) once per term	About 6-8 times per year
Chinese(P.6)	(Reading Quiz) once per year (Reading Uniform Test) twice per year (Writing Uniform Test) twice per year	
English (P.1)	(Assessment) twice per term	
English (P.2)	(Assessment) 3 times per term	About 6 times per year
English (P.3 – P.5)	(Quiz) twice per term (Uniform Test) once per term	
English (P.6)	(Quiz) twice per year (Uniform Test) twice per year	
Mathematics (P.1 – P.2)	(Assessment) 3 times per term	---
Mathematics (P.3 – P.5)	(Quiz) twice per term (Uniform Test) once per term	
Mathematics (P.6)	(Quiz) 3 times per year (Uniform Test) twice per year	
General Studies(P.1)	(Assessment) twice per year	---
General Studies(P.2)	(Assessment) 3 times per year	
General Studies (P.3 – P.6)	(Uniform Test) twice per year	
Music (P.1 – P.6)	Once per term	---
Computer (P.2 – P.6)	Once per term	---
Physical Education (P.1 – P.6)	Once per term	---

Remarks: A maximum of 2 tests / dictations per week for P.1-P.3 and a maximum of 3 tests /dictations per week for P.4-P.6.

III. Examination Regulations

1. Students who arrive at the examination venue within 10 minutes after the start of the exam will be allowed to sit the exam but no extra time will be allowed. Those who are more than 10 minutes late for the examination will not be allowed to sit the exam.
2. To ensure fairness of the assessment, there are no supplementary examinations. Therefore, students are required to sit for the exams as scheduled. In case of absence from an exam, students are required to submit leave application following proper procedures. For absences with reasonable grounds [sick leave applications must be submitted together with medical certificate issued by a doctor / Chinese medicine practitioner; and submit the medical certificate to the class teacher within two days after the examination. Special leave applications must be submitted three days in advance for approval with school chop]. If students who are on leave of absence in accordance with normal school procedures, “ABS” will be shown for the subject concerned in the report card.
3. Students who cheat and their accomplice will be penalized and their marks for the subject/paper concerned may be disregarded. For serious cases, marks for the entire exam may be disregarded.
4. For students admitted during the school term, and the number of school days is not more than half of the school term, their daily marks of the school term concerned will not be calculated and they will not be ranked for positions for the whole year.
5. If the EDB announces school suspension due to bad weather or other special events, exam(s) scheduled will be held on the day after the last exam day. All other exams will be held as scheduled.

IV. Promotion and Demotion Policy

1. If a student’s (including P.6 students) all-year academic result or conduct is significantly below an acceptable standard, or his/her attendance is less than 80% (except for special cases), s/he has to repeat his/her grade.
2. Students granted conditional promotion may be demoted to their original grade if their performance during the first two months of the new school year is unsatisfactory.

3. Award & Penalty System and Leave Application

The school places emphasis on developing students' self-discipline by means of our award and penalty system. The objective of the awards and penalties is to boost positive learning attitude and good performance.

In appreciation of progress made, active participation in extra-curricular activities, good conduct, outstanding academic performance, service as well as conduct improvement, we offer various awards including Good Conduct Award, Co-curricular Activities (CCA) Award, Academic Award, Service Award, Rainbow Award and All-rounder Award.

	Title	Award	Remarks
Good Conduct Award	Punctuality	1 merit per term	Attendance requirement of 80% or above per term
	Punctuality in Submission of Homework	1 merit per term	
	Tidy Uniform	1 merit per term	
	Outstanding Performance for Good Conduct	Sik Sik Yuen Scholarship #	Student Development Team-in-charge
CCA Award	External Award	Record in Report Card	School representatives winning in external activities
	Excellent Performance in Sports	Sik Sik Yuen Scholarship #	3 places for the whole school
	Excellent Performance in Arts	Sik Sik Yuen Scholarship #	3 places for the whole school
	Excellent Performance in Co-curricular activities	Sik Sik Yuen Scholarship #	3 places for the whole school
	Outstanding Committee Member of Co-curricular Activities and Club Member	1 merit per year #	Nominated by Co-curricular Activities Committee
	External Competitions	Maximum of 1 merit for each award (maximum of 2 merits per year) #	Nominated by Teacher-in-charge of Competition
Academic Award	Award for First in Grade	Sik Sik Yuen Scholarship #	First in Grade
	Award for First in Class	Sik Sik Yuen Scholarship #	First in Class
	Outstanding Performance in Chinese/English/Maths	Sik Sik Yuen Scholarship #	First in Subject
	Gold/Silver/Bronze Award for Academic Performance	Certificate #	Top 3 students of the Year in each Class
	Wong Wan Tin Memorial Scholarship for Distinguished Student	Sik Sik Yuen Scholarship #	All-round Outstanding Performance in conduct, academic studies and extra-curricular activities (1 award for P.6)
	Best Academic Performance of the Whole Year	Certificate #	First in any subject in the whole year
	Academic Progress Award	Certificate #	Overall average score in first term has increased by at least 3 marks in second term (P.1 – P.5)/Overall average score in third term has increased by at least 3 marks in first/second term (P.6)
	Reading Award Scheme – Supreme/Gold/Silver/Bronze Award	Record in Report Card & Books Coupon	Pls. refer to the Reading Award Scheme Pamphlet from the Library

Service Award	Class Monitor / Monitress	1 merit #	Nominated by Class Teacher
	Class Committee	1 merit #	Nominated by Class Teacher
	Subject Monitor/Monitress	1 merit #	Nominated by Subject Teacher
	Self-Regulated Learning Group Leader	1 merit #	Nominated by Class Teacher
	Prefect Group Leader & Vice Group Leader	2 major merits #	Nominated by Student Development Team
	Prefect	1 major merit #	
	Peer Counselling Group Leader & Vice Group Leader	2 major merits #	
	Peer Counsellor	1 major merit #	
	Civic Ambassador Group Leader	1 major merit #	
	Civic Ambassador	2 merits #	
	Student Librarian Group Leader	1 major merit #	Nominated by Teacher Librarian
	Student Librarian	2 merits #	
	Campus TV Member	2 merits #	Campus TV Teacher-in-charge
	English Ambassador Group Leader	2 major merits #	Nominated by English Department
	English Ambassador	2 merits #	
	Certificate of Merit for Excellent Service	Sik Sik Yuen Scholarship #	Student Performance Team-in-charge
For All Functional Units:			
First Term: Maximum of 1 merit for outstanding performance			
Second Term: Maximum of merits offered by individual awards of the Functional Unit			
Rainbow Award Scheme (P.1—P.3 Only)	Star of the Month	Gift (bookmark)	Top 5 in class of the month
	Star of Progress	Record in handbook	Student with the greatest progress in class of the month
	Rainbow Award	Certificate	Student with the full set of 7 bookmarks
All-rounder Award Scheme	All-rounder Gold Award	Certificate #	Students given the minimum marks required for the award or above
	All-rounder Silver Award	Certificate #	
	All-rounder Bronze Award	Certificate #	

This award will be recorded in the report card.

The penalty system aims at helping students to improve their behaviour by learning from their own mistakes.

Penalty	Description
1. After-school detention for self-reflection	Students who have breached the school rules are asked to stay behind after school to reflect on their misbehaviour.
2. Verbal warning and/or Record in handbook	For first time minor misbehaviour
3. Written warning and/or Record in handbook	For multiple breaches of school rules
4. Misconduct	For repeatedly wearing untidy uniform, persistent lateness, repeated failures to submit assignments, use of foul language or other infringements of school rules
5. Minor/Major demerit	For serious breach of school rules

Application for Leave

1. Sick Leave

Parents will call in sick for the student before 8:30am and students have to bring a sick leave application letter signed by their parent or a signed absent note in the Student's Leave Application section of the student handbook within 5 days from the day of return to school; otherwise, the absence will be treated as absence without leave.

A medical certificate issued by a registered doctor or Chinese medical practitioner is also required for absences of 2 days or more and for absences on special school activity days. Otherwise, the absence will be treated as absence without leave.

2. Special Leave

For special leave due to important matters, a special leave application letter signed by the parent or a signed absent note in the Student's Leave Application section of the student handbook must be submitted 3 days in advance for the school's consideration. Absence without the school's prior approval may be treated as absence without leave. To minimize disruption to students' learning progress, parents should not apply for special leave for their child except under very special circumstances.