

## **1. Introduction**

The English curriculum at HKUGAC has been planned in accordance with the philosophical and structural framework of the recent educational reform and with the overall academic philosophy of the school.

### **1.1 Aims of the Curriculum**

The general aim of the English curriculum is to develop in students the ability to:

- become lifelong independent learners
- adapt to a rapidly changing world
- problem solve practically and intellectually
- act confidently as individuals and as part of a group
- be sensitively aware of global issues and act responsibly
- engage in global communication
- have respect for others and appreciate similarities and differences

### **1.2 Curriculum and Philosophical Framework**

To this end, alongside outstanding educational practices all over the world, the senior English curriculum has acknowledged the following as central to learning:

#### **1.2.1 Communication**

English as a language of communication encompasses five skill areas:

- speaking
- listening
- reading
- writing
- viewing

In order to develop students' communication skills in English, all units of work of the English curriculum require students to:

- share ideas orally with others in class, and at times, outside of class
- listen carefully to others and ask relevant questions
- read for understanding, enlightenment, and enjoyment
- write for different purposes and audiences
- work with different text types and media such as newspapers, magazines, film, television, posters, and leaflets to understand different text conventions, purposes, and context

### **1.2.2 Holistic Learning**

This concept stresses the interrelationship between disciplines in order to provide a global view of learning and to enable students to realise the interconnectedness of knowledge. Cross-departmental activities are arranged whenever possible.

### **1.2.3 Intercultural Awareness**

Intercultural awareness fosters tolerance and respect through the exploration of literature – poetry, drama, prose, and film – from different parts of the world. We encourage students to explore literature beyond their immediate culture and ‘comfort zones’ through library lessons and extensive reading / viewing outside of school.

### **1.2.4 Community and Service**

This area sharpens students’ awareness of the world around them and encourages responsible and caring participation in the local setting and the wider community.

### **1.2.5 Human Ingenuity**

Literally, ‘what man fashions.’ It refers to the contribution humanity makes to the world in which we live through the innovations, developments, transformations in literature, art, and architecture. Students can therefore appreciate the human capacity to invent, create, transform and improve the quality of life for all.

### **1.2.6 Environment**

This area looks at the world we have made around us and challenges students to accept responsibility for maintaining a natural and sustainable world now and in the future.

### **1.2.7 Health and Social Education**

As a life-skills area, this is also an important element of the English curriculum, because intellectual development depends very much upon the health of the body and mind and the willingness of students to address issues that may be controversial.

### **1.2.8 E-learning**

The English department has infused e-learning into its 6-year curriculum with the aim of developing students into autonomous learners and enhancing the effectiveness and efficiency of teaching and learning. Learning is no longer confined to the classroom: through different e-learning platforms, students are able to share their work as well as comment on each other’s work easily with their teachers and peers.

## 2. Aims and Objectives of English Language Education

### Aims

The aims of the teaching and study of English are to encourage and enable students to:

- use English as a vehicle for thought, creativity, reflection, learning and self expression
- use English as a tool for personal growth, social interaction and for developing relationships within the international community
- comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings
- explore the many facets of the language through the use of media and IT
- develop the skills involved in speaking, listening, reading, writing and viewing a variety of contexts
- respond appropriately to a variety of texts
- read widely to promote a lifelong interest in English and literature
- develop a critical and creative approach to studying and analysing literature
- develop English skills through interdisciplinary work
- consider the role of literature, both culturally and historically
- reflect on the learning process in various ways and at various stages
- empathise with real people and fictional characters as and when appropriate

### Objectives

At the end of S6, students should be able to:

- understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing
- demonstrate a critical awareness of a range of written and visual texts
- use English to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- understand connotations within English in order to interpret the author's or speaker's intention
- compare and connect themes to show similarities or differences across genres

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- express informed personal responses to literary and non-literary texts and demonstrate the ability to approach works independently
- express ideas with clarity and coherence in both oral and written communication
- structure ideas and arguments, both orally and in writing, in a sustained and logical way and support them with relevant examples
- distinguish the main ideas in a text from secondary ideas
- use and understand an appropriate and varied range of English vocabulary and idioms
- use correct grammar with appropriate and varied sentence structures
- show awareness of the need for an effective choice of register suited to the audience in both oral and written communication

Students in S1 through to S6 will have opportunities throughout the year to practise many of the bullet points above. However, English time in school is limited and students will be encouraged to practise English as much as possible outside the classroom in order to aid fluency.

### **3. Content of the English Curriculum (S4-S6)**

The senior secondary English curriculum at HKUGAC is a continuation of the varied, collaborative learning our students begin from day one in S1. By the end of S6, our students will have covered the full range of literary and non-literary NSS electives that have been seamlessly integrated into the full six-year curriculum. As in the junior forms, all the units of work are eclectic and cover the five skills of reading, writing, listening, speaking and viewing. The units have been specially developed for the students, allowing for the different ways of learning: auditory, kinaesthetic, read/write, and visual. The senior secondary units remain thematically based with an eye on the public examinations.

#### **3.1 S4**

##### **Cultures of the World: Travel Writing**

A study of the genre of travel writing including research and presentation skills.

Class reading texts: *various samples of travel writing and travel guides*

Standardised assessments for the form:

1. Timed Reading
2. Process writing: Travel recount

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3. Timed writing: Travel leaflet (writing to sell / persuade)
4. Timed Listening and Integrated Skills
5. Presentation: Promoting local tourism

### **Gothic Literature**

A further study of the short story genre through the sub-genre of gothic literature.

Class reading texts: a selection of gothic short stories, including *The Landlady*, *The Monkey's Paw*, *The Tell-tale Heart*

Standardised assessments for the form:

1. Timed Reading
2. Process writing: An original gothic or horror short story
3. Timed Listening and Integrated Skills
4. Presentation: Dramatic narration of a gothic or horror short story (Podcast)

### **Pop Culture and Social Media**

A review of film as a text, and an exploration of reality TV and the power of media / social media.

Class text (film): *The Social Dilemma*, *The Truman Show* or *Nosedive*

Standardised assessments for the form:

1. Timed Reading
2. Timed Writing: One-sided Argumentative Essay
3. Timed Listening and Integrated Skills

## **3.2 S5**

### **Environmental Sustainability**

An exploration of the language of advocacy in the context of constructive sustainability.

#### Class texts - Nonfiction Non-Print

*Explained: The Future of Meat*, *History 101: Plastics*, *The Cove*; *Food Inc*; *Earthlings*; *Seaspiracy*

#### Class texts - Nonfiction Print

*What is Sustainability?*, *Bjørn Lomborg Explains How to Save the Planet*, *Greta Thunberg Speech*, various print and electronic materials from advocacy groups.

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Standardised assessments for the form:

1. Timed Reading
2. Timed Listening and Integrated Skills
3. Process writing - A debate speech on a controversial topic related to environmental sustainability
4. Timed Writing: DSE-type writing task (proposal) on a campaign or scheme related to environmental, social or economical sustainability

### **Stage Performances From Around The World**

A study of theme, language, plot conventions and review of plays

Class reading texts: *Any one of Shakespeare's plays (A Midsummer Night's Dream, Macbeth, Romeo and Juliet, The Taming of the Shrew and Hamlet are popular choices), a contemporary play, or a musical production*

Students watch a recorded play. *In recent years, students have visited the APA and watched A Midsummer Night's Dream (14-15), Hamlet (15-16), The Merchant of Venice (16-17), The Complete Plays of William Shakespeare by the Reduced Shakespeare Company (17-18), The Taming of the Shrew (18-19), Romeo & Juliet (2023) and Macbeth (2024).*

Standardised assessments for the form:

1. Timed Reading
2. Timed Listening and Integrated Skills
3. Timed Writing: DSE-type writing task (a review of a drama performance)
4. SBA presentation on students' own experience with drama

### **Career and Further Education**

An introduction to the language of higher education and the workplace. Includes report writing (research, use of data, referencing), personal statements, job postings, cover letters, resumes and interview skills as well as note-taking skills. Students will be equipped with the necessary language skills to confidently handle the written formalities required for university or job applications.

Standardised assessments for the form:

1. Timed Reading
2. Timed Listening and Integrated Skills
3. Process Writing: Personal statement

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4. SBA presentation on a topic related to careers

### 3.3 S6

#### **The Individual and Society**

A study of the individual in fiction, as well as discussions on the challenges and necessity of upholding tradition in modern society.

Core text: *The Alchemist* by Paulo Coelho

Class texts (optional): *The Catcher in the Rye*; *Of Mice and Men*; *Nation*; *Balzac and the Little Chinese Seamstress*

Standardised assessment for the form:

1. Timed Reading
2. Process Writing: An argumentative essay (academic)
3. Timed Listening and Integrated Skills
4. Timed Writing: Letter to the Editor
5. SBA group discussion / individual presentation based on issue(s) raised in the unit

#### **Class Reading Sets: S4 – S6**

*Dracula* – B. Stoker; *Dragonwings* – L. Yep; *Frankenstein* – M.

Shelley; *Macbeth*; *A Midsummer Night's Dream*; *Romeo and Juliet* – W.

Shakespeare *Music on the Bamboo Radio* – M. Booth; *Nation* – T. Pratchett; *Of Mice and Men* – J.

Steinbeck; *The Catcher in the Rye* – J.D. Salinger; *The Graveyard Book* – N.

Gaiman

### 3.4 HKDSE

All the language arts and non-language arts units related to the HKDSE are integrated into the English curriculum beginning in S1, supported by revision and deeper coverage from S4 onwards in order to enhance the depth of understanding. There is also a greater focus on familiarising students with the HKDSE paper format and exam requirements in senior forms.

From S5 on, students will also complete various speaking tasks as part of the School Based Assessment (SBA) component of the DSE. Final SBA scores will be submitted in the year of their examination.

### 3.5 International General Certificate of Secondary Education (IGCSE) First

## Language English Course

The Cambridge IGCSE is taken in over 100 countries worldwide and is widely recognised by higher education institutions and employers around the world as evidence of academic ability. It also provides students with invaluable public examination experience and an accurate, internationally-recognized measurement of their English capability.

Students who achieve outstanding results in the subject and are seen as capable of completing the IGCSE *First Language English* coursework component to a high standard may opt to sit for the *First Language English* examination in S5. This will require them to join first-language classes in S4 and S5, which are de-facto accelerated classes in which students complete the required coursework alongside the regular curriculum.

### 4. Assessment

#### 4.1 Continuous Formative Assessment and Summative Assessment

Assessment is based on continuous formative assessment completed throughout the year and summative end of term/end of year examinations.

The ongoing continuous work (formative assessment) is worth 40% of the final year mark and the examination (summative assessment) is worth 60%. The final mark is then converted into a grade on a 5\*\* – 1 scale.

<b>GRADE for TERM 1</b>	<b>= SUMMATIVE ASSESSMENT (60%)</b>	<b>+ FORMATIVE ASSESSMENT (40%)</b>
<b>YEAR GRADE</b>	<b>= SUMMATIVE ASSESSMENT (60%)</b> Term 1 (30%) + Term 2 (30%)	<b>+ FORMATIVE ASSESSMENT (40%)</b> Term 1 (20%) + Term 2 (20%)

#### *Breakdown of Formative Assessment*

Component	Component A CONTINUOUS ASSESSMENT (70%)		Component B INDEPENDENT LEARNING (30%)		
	a1. Standardised assessments	a2. Classwork	b1 ILR*	b2 ELP*	b3 Homework record
<b>Weighting</b>	<b>40%</b>	<b>30%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>

\*ILR = Independent Learning Record

\*ELP = English Language Participation



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### *Conversion of Percentage to Grade*

Percentages	Grades
87% or above	5**
83% – 86%	5*
76% – 82%	5
65% – 75%	4
50% – 64%	3
35% – 49%	2
34% or below	1

The general criteria for marking written assignments through the year is based on the HKDSE criteria for Paper 2 though some individual units of work may involve specifically-tailored marking schemes which are given to the students at the appropriate time.

## **4.2 Continuous Formative Assessment Breakdown by Form**

### **4.2.1 S4 Core Assessment/Assignment Breakdown**

#### **Term 1**

##### **Reading**

Timed Paper 1	8.5%
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##### **Writing**

Travel Recount (Process Writing)	6.5%
Timed Travel Leaflet	5%

##### **Listening and Integrated Skills**

Timed Paper 3	11.5%
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##### **Speaking**

Travel Destination Video Presentation	8.5%
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##### **Independent Learning (30%)**

ILR	10%
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Homework	10%
ELP	10%

\*Remaining 30%: Individualised Classwork

### Term 2

#### Reading

Timed Paper 1	8.5%
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#### Writing

Gothic Story (Process Writing)	6.5%
Argumentative Essay (Timed Writing)	5%

#### Listening and Integrated Skills

Timed Paper 3	11.5%
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#### Speaking

Interpretive Reading	8.5%
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#### Independent Learning (30%)

ILR	10%
Homework	10%
ELP	10%

\*Remaining 29.5%: Individualised Classwork

### 4.2.2 S5 Core Assessment/Assignment Breakdown

#### Term 1

#### Reading

Timed Paper 1	8.5%
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#### Writing

Proposal (Process Writing)	6.5%
Timed Debate Speech	5%

#### Listening and Integrated Skills

Timed Paper 3	11.5%
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**Speaking**

SBA (GI) - Sustainability	4.5%
SBA (IP) - Well-being	4. %

**Term 2**

**Reading**

Timed Paper 1	8.5%
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**Writing**

Personal Statement (Process Writing)	6.5%
Timed Review	5%

**Listening and Integrated Skills**

Timed Paper 3	11.5%
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**Speaking**

SBA (GI) - Workplace Communication	4.5%
SBA (IP) - Drama	4%

\*Remaining 30%: Individualised Classwork

**4.2.3 S6 Core Assessment/Assignment Breakdown**

**Reading**

Timed Paper 1	8.5%
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**Writing**

Argumentative Essay (Process Writing)	6.5%
Timed Letter to the Editor	5%

**Listening and Integrated Skills**

Timed Paper 3	11.5%
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**Speaking**

The Alchemist SBA	8.5%
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**Independent Learning (30%)**

ILR	10%
Homework	10%
ELP	10%

\*Remaining 30%: Individualised Classwork

**5. Parents' Role in Learning and in the Completion of Homework**

Parents, many of whom are skilled English language practitioners in their own right, can assist very positively in helping students improve their language acquisition and encouraging their children to speak English regularly. Parents themselves can demonstrate to their children, in a variety of ways, the importance they attach to English.

However, it is essential that students do NOT receive parental or other assistance in the completion of English assignments at home. All students must produce work completed solely by themselves with no assistance from parents or tutors and no plagiarism from the internet.

Students complete their work in exercise books or lined paper as instructed and keep all handouts in folders distributed at the beginning of each year. Students are expected to bring these materials to each class.

Writing assignments will be given as homework regularly. When no writing has been assigned, students are expected to spend time on independent learning, and to revise vocabulary, grammar and other language material covered in class.

If any parent wishes further clarification on any of these points, please do not hesitate to contact the English Department.

## 6. Guidelines on the Use of AI (English)

### Guideline on AI-assisted Learning

AI tools, such as ChatGPT, can be valuable resources for learning the English language, but they should be used responsibly and ethically.

#### Encouraged Uses:

1. **Research and Information Gathering:** Use AI to quickly access a wide range of information on topics covered in lessons.
2. **Idea Generation and Brainstorming:** Utilize AI to generate ideas for essays, projects, or presentations.
3. **Self-directed Learning:** AI can help in providing suggestions for improving written work.
4. **Concept Explanation:** Request AI to explain complex concepts in simpler terms or provide additional examples.

#### Important Considerations:

1. **Always Verify Information:** AI can sometimes provide inaccurate or biased information. Always cross-check information from reliable sources.
2. **Develop Critical Thinking:** Don't rely solely on AI for answers. Use it as a tool to enhance your own understanding and analysis.
3. **Protect Privacy:** Be mindful of the personal information you share with AI tools.

### Guideline on ethical use of AI (Important)

#### Using AI Responsibly in Your Work

1. **Cite AI Sources:** If you use AI-generated content in your work, be transparent and cite it appropriately.
2. **Avoid Plagiarism:** Never submit AI-generated work as your own. This is a serious academic offense. Copying and pasting or slightly modifying AI-generated text is not considered original work too, even if cited.
3. **Mandatory Declaration of Original Work:** When submitting project

work, students must attach a declaration form confirming that the project is entirely their own work and that any external sources or AI assistance used have been fully acknowledged.

### **Penalties for Unethical AI Use**

The unethical use of AI for assignments or projects carries serious consequences. Penalties will be determined based on the severity and frequency of the offense and may include:

- A written reprimand and warning.
- A reduced or capped mark for the affected coursework or project.
- A zero mark for the affected coursework or project.
- A requirement to repeat the coursework or project (if a repeat is granted).
- Additional disciplinary actions as outlined in the school policies.

Please note that multiple penalties may be applied depending on the nature of the offense.

### **Other Reminders**

- Consult your teacher if you have questions about using AI.
- By adhering to these guidelines, you can harness AI's power to enhance your learning while maintaining academic integrity and responsible digital citizenship.

## 7. Student Declaration Form for Academic Honesty

### Student declaration form for \_\_\_\_\_ (assignment)

#### **A. What is plagiarism?**

(i) The following is an extract taken from *Understanding plagiarism: HKU Teaching and Learning* from The University of Hong Kong:

“Plagiarism is defined as the use of another person’s work (including but not limited to any materials, creations, ideas and data) as if one’s own without due acknowledgement, whether or not such work has been published and regardless of the intent to deceive. Self-plagiarism is defined as the reuse of one’s own work without acknowledging that such work has been submitted elsewhere.

Self-plagiarism is also plagiarism. It is the reuse of one’s own work without acknowledging that it has already been submitted elsewhere.

Plagiarism covers all forms of assessment, including theses, dissertations, take-home examinations, assignments, projects, and all other forms of coursework. The same rules apply whether students work individually or in groups.”

(ii) The following is an extract from the *English Language SBA Teachers’ Handbook* from the Hong Kong Examinations and Assessment Authority:

“Students can make reference to sources but must not plagiarise when completing their work. They should write in their own words and should not simply copy others’ words or ideas, including those generated using Artificial Intelligence tools, and present them as their own. If necessary, they can quote or make reference to something written by another author in their work, as long as they ensure that these quotes or references are identified and the sources properly acknowledged.”

#### **B. Handling of plagiarism by subject teachers**

The following is an extract from the *English Language SBA Teachers’ Handbook* from the Hong Kong Examinations and Assessment Authority:

“In completing the SBA, students can make reference to any sources (books, newspapers, magazines, the Internet etc) and/or discuss with their peers/parents but they must not plagiarise when completing their work. They should acknowledge sources properly in their work. Some examples on how to acknowledge sources properly are provided in the booklet “HKDSE Information on School-based Assessment”, which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>).”

The English Department at HKUGA College has a zero-tolerance policy for plagiarism. Students committing plagiarism will be subject to similar consequences as faced in SBAs. This may include:

- A warning letter to the student(s) concerned
- Mark deduction from the task concerned
- Zero marks awarded for the task concerned

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### C. Signature for Declaration

I certify that I have read the above sections and declare that:

- The titled work is my own work
- My titled work does not include materials copied from other sources without acknowledgment
- I am responsible for ensuring that the work produced is my own and will bear the consequences for committing plagiarism

Student's signature: .....

Date: .....

### D. Acknowledging sources

The following is an extract taken from *Information on School-based Assessment* by the Hong Kong Examinations and Assessment Authority:

"In completing an assessment task, it may be necessary for students to get access to different sources of information when collecting data, formulating a hypothesis or identifying arguments to support their viewpoints. Students should bear in mind that they should write in their own words when completing their assignments. They should not simply copy others' words or ideas (including works generated by AI tools) and present them as their own. If necessary, they can quote or make reference to something written by another author in their work, as long as they ensure that these quotes or references are identified and the sources properly acknowledged. Students are advised not to quote excessively in their work, as this would mean that they themselves could only make a minimal contribution to that piece of work and consequently they would be likely to get low marks from their teacher."

The acknowledgment of any AI tools used should be made in the following format and attached with this declaration form:

AI tool used:	ChatGPT
Short description of actions:	Give me three examples of symbolism in <i>The Alchemist</i> by Paulo Coelho
Summary of output*:	ChatGPT provided three examples. A brief explanation for each example was given.

\*The output from the AI tool should be saved. Teachers may inspect the output where necessary.

Students can duplicate the next page if there are more acknowledgments of AI tools used in their task.



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### Acknowledgment of AI tools used

AI tool used:	
Short description of actions:	<div></div> <div></div> <div></div> <div></div>
Summary of output*:	<div></div> <div></div> <div></div> <div></div>

\*The output from the AI tool should be saved. Teachers may inspect the output where necessary.

AI tool used:	
Short description of actions:	<div></div> <div></div> <div></div> <div></div>
Summary of output*:	<div></div> <div></div> <div></div> <div></div>

\*The output from the AI tool should be saved. Teachers may inspect the output where necessary.

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### Sources:

The University of Hong Kong. (2022, September 21). *Understanding plagiarism: HKU Teaching and learning*. HKU Teaching and Learning | Teaching and Learning in The University of Hong Kong. <https://tl.hku.hk/plagiarism/understanding-plagiarism/>