

TTCA Curriculum at a Glance

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張文偉校長

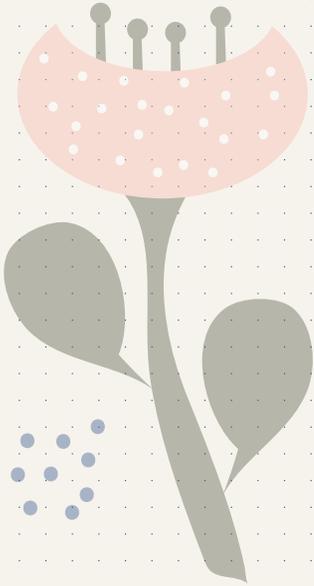
Vision and Mission 辦學理念

Founded by the Tsung Tsin Mission of Hong Kong Shamshuipo Church, Tsung Tsin Christian Academy (TTCA) is an English Direct Subsidy Scheme (DSS) school. Our vision is to establish a caring and enterprising learning environment which provides excellent opportunities for students to reach their potential and to cultivate future talents.

本校由基督教香港崇真會深水埗堂興辦，為一所直資英文中學。我們的遠象是建立一所互相關懷、鼓勵創新嘗試之學習型學校，提供卓越學習發展機會，為香港培育人材。

Professional Development 教師專業培訓

Collaborations and Exchanges 協作及交流



TTCA prides itself on its excellent team of teachers who continuously enhance their professional growth outside of work hours. Our teachers have collaborated with award-winning educators from Taiwan, The Chinese University of Hong Kong and local “seed” schools in the fields of professional development and exchanges, including classroom research, self-directed learning and e-Learning.

基崇擁有極高質素的教學團隊，教師於課餘亦不斷進修增值。本校教師與台灣教育界多位獲獎名師、香港中文大學及其他本地種籽學校合作，於課堂研究、自主學習、電子學習等領域上作專業培訓及交流。

TTCA is committed to enhancing the quality of teaching and learning by taking part in the CUHK Quality School Improvement Project and organising open lessons to improve teaching effectiveness.

基崇致力提升教與學質素，透過參與中文大學舉辦之「優質學校改進計劃」及實踐「校內公開課堂」，不斷優化團隊的教學效能。

Our teachers have also participated in various local and overseas professional development activities, including Shanghai, Singapore, Taiwan, Australia, etc., in order to enhance their professionalism in the areas of “learning and teaching” and “student development”.

本校亦會安排教師出席本地及海外不同的專業培訓活動，計有上海、新加坡、台灣、澳洲等，讓老師在「教與學」及「學生培育」上拓闊視野。



Lesson Study 強效課研

Subject-based lesson preparation, peer classroom observations and academic discussions are constantly implemented with the goal to enhance the efficacy of teaching and learning. Students are able to have a firm grasp of knowledge which will then motivate and stimulate their learning and thinking skills.

本校各科組經常舉行集體備課、同儕觀課、共同議課等課研活動，以期進一步強化課堂效能，使學生更容易掌握課題，並達到提升學習動機、刺激思考、激活潛能等目標。

Furthermore, a number of projects in the school have successfully applied for resources from the Quality Education Fund to optimize and improve language learning, scientific research and curriculum development. The Department of Chinese Language has partnered with well-known educators in Taiwan to promote MAPS, a pedagogy to excel Chinese language learning with skills and organization. The Department of English Language has revised and restructured the junior form reading comprehension curriculum to extend the width and depth of students' learning. The establishment of the STEM Biotech Team aims to cultivate talents to promote cutting-edge technology. Teachers and students are provided with opportunities to enhance their scientific research skills and global vision through external competitions and joint-school research projects.

同時，本校成功申請多項優質教育基金的撥款，在語文、科學及課程發展上得到了優化及提升。中國語文科與台灣星級教師合作推動的「MAPS」教學法，讓學習中文變得更富技巧及條理；英國語文科針對初中課程的閱讀部份作出修訂與重整，使之變得更有規模及深度；生物科技隊的設立則為推動尖端科技培育人材，藉著參加公開比賽和聯校研究計劃，提供多樣化的機會提升教師及學生的科研技能及國際視野。

Quality School Improvement Project (QSIP) 優質學校改進計劃

Adhering to the philosophy of comprehensive school improvement, QSIP delivers school-based support that is aligned with the context and improvement needs of each school to promote holistic development. In the past two years, TTCA has collaborated with the CUHK Hong Kong Institute of Educational Research in QSIP to enhance teaching effectiveness through addressing a wide variety of development focuses.

「優質學校改進計劃」以整全式學校改進 (comprehensive school improvement) 的理念，協助學校從整體的角度規劃及推行各項校本行動，以達到學校全面改進的目標。過去兩年，本校參與了由香港中文大學香港教育研究所舉辦的「優質學校改進計劃」(QSIP)。透過不同主題作為切入點，中大同工與我們一眾老師探討提升教學效能的方法。

Through QSIP, professional educators of CUHK have conducted workshops and professional training for middle-level leaders and subject coordinators for further professional development. Workshops have also been held for each subject unit focusing on lesson delivery and assessment literacy to sharpen professional knowledge and teaching quality.

透過「優質學校改進計劃」，中大同工進入學校，與學校中層人員及一眾科主任進行了一系列的工作坊及培訓，以強化老師的專業領導效能。同時以科組為單位，舉行了不同的工作坊，與前線老師探討「何謂好的課堂」及「評估素養」的理念與實踐，以提升教師的專業知識及優化教學質素。

In addition, ten of our subject units have taken part in the QSIP tailor-made professional support scheme to explore strategies to improve assessment literacy and lesson planning with professional educators. Through lesson observations, lesson planning and exam paper analysis, each subject unit has been able to receive support in catering for our students' learning needs.

此外，十個科組更參與「優質學校改進計劃」內的個別支援計劃，與學科的專家就著評估素養或課堂設計進行一系列的研討。期望能透過一眾專家們的觀課、議課或對試卷分析的專業回饋，讓科組掌握實用的建議，並能在發展路上制定對學生更有利的行動計劃及教學策略。



Open Lessons 校內公開課堂

Holding open lessons is an approach to researching practical teaching by reviewing students' performance and teaching observations. Each open lesson includes a classroom observation and a post-lesson meeting to achieve the following:

「校內公開課堂」是一種具實踐性的教學研究，以該公開課之學生課堂學習情形及教學觀察結果，進行研討。所以「公開課堂」包括教學觀察及課後議課。我們期望透過「公開課堂」，可達至以下幾個目的或功能：

- 1 An educational research and sharing platform is established to bring together teaching ideas, materials and strategies.
建立一個教學研究及教學經驗的分享平台，為科組累積教學意念、教材及教學法。
- 2 New teaching strategies and techniques are promoted while adhering to the school's objectives.
配合學校的關注事項，推動創新的教學法。
- 3 Through observing others, teachers are encouraged to take a glimpse of other perspectives and understand students' difficulties to enhance teaching effectiveness.
透過同儕觀察，有助授課老師了解學生的其他面向，更能了解學生學習難點及學習表現，從而提高學與教的成效。
- 4 Teaching outcomes can be recognised.
表揚老師的教學成就

Led by the Principal and the Prefect of Studies, open lessons with classroom observations of one or two teachers were held in each school term this year. Through open lessons, teachers can delve further into focuses including pre-lesson learning, group learning and practical lesson delivery, which in turn facilitate professional exchanges and empower professional growth.

本學年，本校每學期均安排一次「校內公開課堂」，並邀請一至兩位老師作教學示範，由校長及學務主任帶領一眾老師進行觀課及評課。透過「公開課堂」，幫助老師對備課學習、小組學習及課堂實踐有更深入的了解及討論，同時促進教師間專業的交流與成長。



Teaching Staff

教學團隊



Total number of teachers 教學人員數目	75
Graduate teachers 持學士學位教師	100%
Teachers with master's and/or doctorate degree(s) 持碩士、博士或以上學位教師	37%
Other support staff : 其他支援團隊 : Other support staff: 1 educational psychologist, 3 social workers, 3 laboratory technicians, 1 art designer, 2 administrative assistants, 1 teaching assistant, 1 IT technician, etc. 其他支援團隊：教育心理學家(一位)、駐校社工(三位)、實驗室助理(三位)、藝術設計員(一位)、行政助理(兩位)、教學助理(一位)、資訊科技員(一位)等	

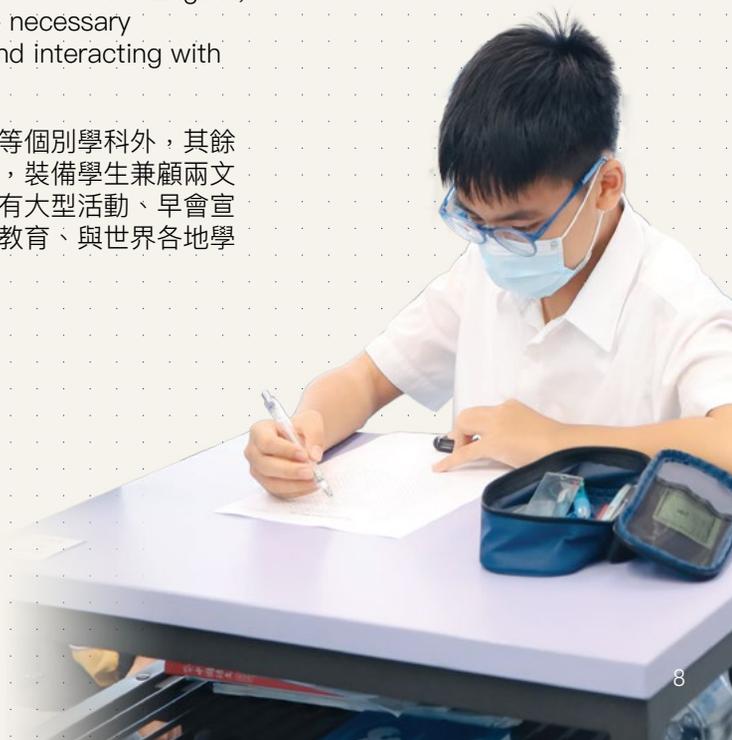




Language Policy 語文政策

As an English DSS school, all subjects, apart from Chinese, Chinese History and Putonghua, are taught in English at TTCA. One class in each junior year uses Putonghua as the medium of instruction in Chinese lessons to enhance students' biliteral and trilingual abilities. At TTCA, we are committed to creating a high-quality language learning environment, with all major events, morning assembly announcements, activity promotions conducted in English, so that our students are well-equipped with the necessary language skills required for tertiary education and interacting with global scholars.

本校為一所直資英文中學，除中文、中史、普通話等個別學科外，其餘科目均以英語授課。初中設立普通話科及普教中班，裝備學生兼顧兩文三語。我們致力營造優良的語言學習環境，校內所有大型活動、早會宣佈、活動宣傳等，均以英語進行，為學生踏上高等教育、與世界各地學者交流作最佳的準備。





Cultivating New Talents 培育「新型人才」

To increase students' competitiveness in a globalised world, TTCA is dedicated to cultivating "new talents" of the 21st century. Global citizens should not only possess the necessary expertise but also exceptional communication skills, self-enhancement abilities, problem-solving skills, innovative spirits and literacy.

為了提高學生未來的競爭力，以應付全球化的需要，基崇致力培養並發展21世紀的「新型人才」——精通一項專業能力外，且要具備優良的溝通技巧、自我增值能力、靈活解難能力，還有創新精神及人民情意素養。

We aspire to cultivate a growth mindset while gradually developing the psychological diathesis of our students towards understanding the issues of this dynamic world. Students are expected to think in different perspectives, deal with challenges with versatility and pave a brighter future with passion.

我們期盼，學生能夠理解這個複雜世界的發展，養成成長思維模式(Growth mindset)，逐步發展成熟的心理素質，並願意用不同的角度觀看事物、以靈活多變的方法解決疑難、用積極認真的態度去創造未來。



Learning Structure of the 21st Century

世紀學習架構

Core Curriculum and 21st Century Topics

核心課程及21世紀主題

Learning and Creativity

學習與創新能力

- Creativity 創造力★
- Critical Thinking 批判思維★
- Communication 溝通★
- Sharing 共建、共享

- Environmental Awareness 環境意識★
- Global Awareness 全球意識★
- Finance 財商★
- Citizenship 公民★
- Health 健康

Information, Media and Technology

信息、媒體及科技能力

- Media Literacy 媒體素養★
- Information Literacy 信息素養★
- Technology Application 科技應用★

Life and Career

生活與職業能力

- Leadership and Commitment 領導力、承擔★
- Initiative and Responsibility 主動性、責任感★
- Socials and Communications 社交、溝通★
- Contribution and Reliability 貢獻力、可靠度
- Flexibility and Adaptability 靈活度、適應力

*Covered by the school's curriculum and teaching methods.
*為本校現行課程及教學法所涵蓋的

Aim of Curriculum 課程目標

Our curriculum aims to foster growing talents of the 21st century and promote continued learning for students to meet the needs and challenges in their future. In addition, we adopt multiple assessment approaches so that the learning experience is heightened with students acquiring the fundamental analytical skills and the spirit of exploration.

本校課程以打造 21 世紀「新型人才」為目標，致力提升學生持續學習的能力，以應付未來世界的需要及挑戰；同時推展多元評估，並以之促進學習，讓學生掌握成長必備的分析能力及探究精神。



Under the enrichment of constructive learning and lesson preparation, students will first acquire the essential skills in learning which include inductive analysis and the management of own studies. Such skills are crucial to fostering an inquisitive learning attitude for becoming lifelong learners.

學生在建構式學習及備課文化的薰陶下，首先學會「歸納分析」、「管理個人學習」等做學問的基礎能力，進而培養出窮根究底的自學精神，成為終身學習者。

Curriculum Features 課程特色

Modular Curriculum in Junior Years 初中「學段制」課程

A modular curriculum is implemented in S.1 and S.2 enabling students to study different subjects in each term. Such term-based curriculum allows the school a much broader communication platform and sufficient time to conduct different analytical training and learning activities in each subject such that learning in each area of studies is enhanced, enriched and reinforced.

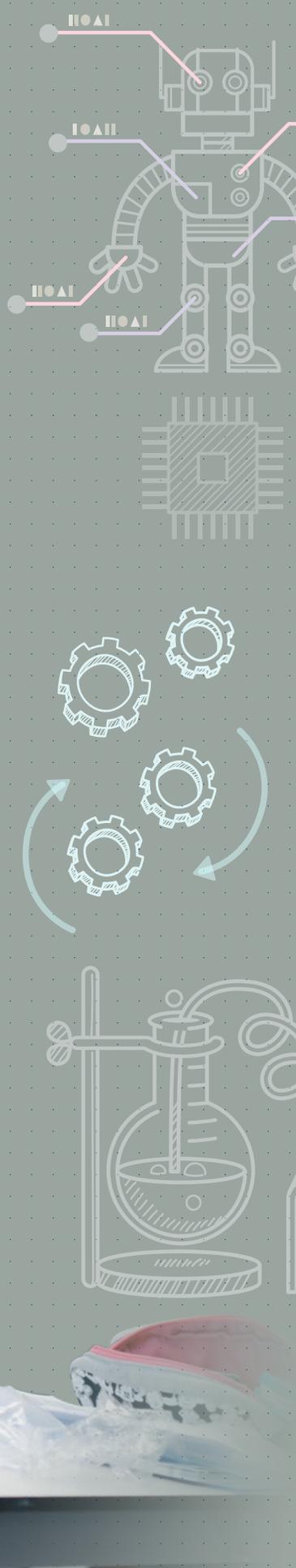
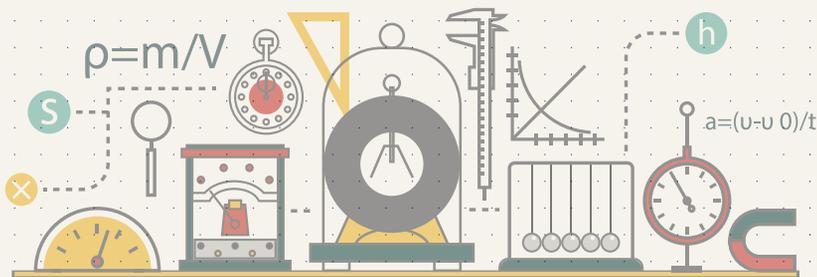
本校於中一及中二推行「學段制」課程，安排學生於不同學期中學習不同學科。「學段制」課程能為學校構建更寬廣的交流平台，提供更充裕的時間予不同學科作思維訓練及學習活動，讓每個領域的學習變得更豐富、更富趣味及更具成效。



Our Curriculum 全校課程



	1 st Term 第一學期	2 nd Term 第二學期	3 rd Term 第三學期
S.1 中一	Chinese, English, Mathematics, Life & Society, Computer Literacy, STEM, Visual Arts, Home Economics, Music, Physical Education, Christian Ethics, Putonghua, Thinking Skills 中文、英文、數學、生活與社會、電腦、STEM、視覺藝術、家政、音樂、體育、基督教倫理、普通話、思考方法		
	Science (Chemistry), Chinese History 科學(化學)、中國歷史	Science (Biology), History 科學(生物)、歷史	Science (Physics), Geography 科學(物理)、地理
S.2 中二	Chinese, English, Mathematics, Life & Society, Computer Literacy, STEM, Visual Arts, Home Economics, Music, Physical Education, Christian Ethics, Putonghua, Thinking Skills 中文、英文、數學、生活與社會、電腦、STEM、視覺藝術、家政、音樂、體育、基督教倫理、普通話、思考方法		
	Science (Biology), History 科學(生物)、歷史	Science (Physics), Geography 科學(物理)、地理	Science (Chemistry), Chinese History 科學(化學)、中國歷史
S.3 中三	Chinese, English, Mathematics, Life & Society, Computer Literacy, Science (Physics), Science (Chemistry), Science (Biology), Geography, Chinese History, History, Taster Programme (Economics), Taster Programme (BAFS), Visual Arts, Music, Physical Education, Christian Ethics 中文、英文、數學、生活與社會、電腦、科學(物理)、科學(化學)、科學(生物)、地理、中國歷史、歷史、導引課程(經濟)、導引課程(企業、會計與財務概論)、視覺藝術、音樂、體育、基督教倫理		
S.4 HKDSE 中四 香港中學文憑 考試課程	Core Subjects:	Chinese, English, Mathematics, Liberal Studies/ Citizenship and Social Development, Physical Education, Christian Ethics	
	必修科目:	中文、英文、數學、通識/公民與社會發展、體育、基督教倫理	
	Elective Subjects:	Physics, Chemistry, Biology, ICT, Geography, Chinese History, History, Economics, BAFS, Visual Arts, Mathematics Extended Modules 1 and 2	
S.5 – S.6 HKDSE 中五至中六 香港中學文憑 考試課程	Core Subjects:	Chinese, English, Mathematics, Liberal Studies/ Citizenship and Social Development, Physical Education, Christian Ethics	
	必修科目:	中文、英文、數學、通識/公民與社會發展、體育、基督教倫理	
	Elective Subjects:	Physics, Chemistry, Biology, ICT, Geography, Chinese History, History, Economics, BAFS, Visual Arts, Mathematics Extended Modules 1 and 2	
S.5 – S.6 IAL 中五至中六 國際高級 考試課程	Core Subjects:	Chinese, English, Physical Education, Christian Ethics	
	必修科目:	中文、英文、體育、基督教倫理	
	Elective Subjects:	Physics, Chemistry, Biology, Mathematics, Accounting, Psychology	
S.5 – S.6 IAL 中五至中六 國際高級 考試課程	選修科目:	物理、化學、生物、數學、會計、心理學	
	選修科目:	物理、化學、生物、資訊及通訊科技、地理、中國歷史、歷史、經濟、企業、會計與財務概論、視覺藝術、數學延伸單元一及二	
	選修科目:	物理、化學、生物、資訊及通訊科技、地理、中國歷史、歷史、經濟、企業、會計與財務概論、視覺藝術、數學延伸單元一及二	



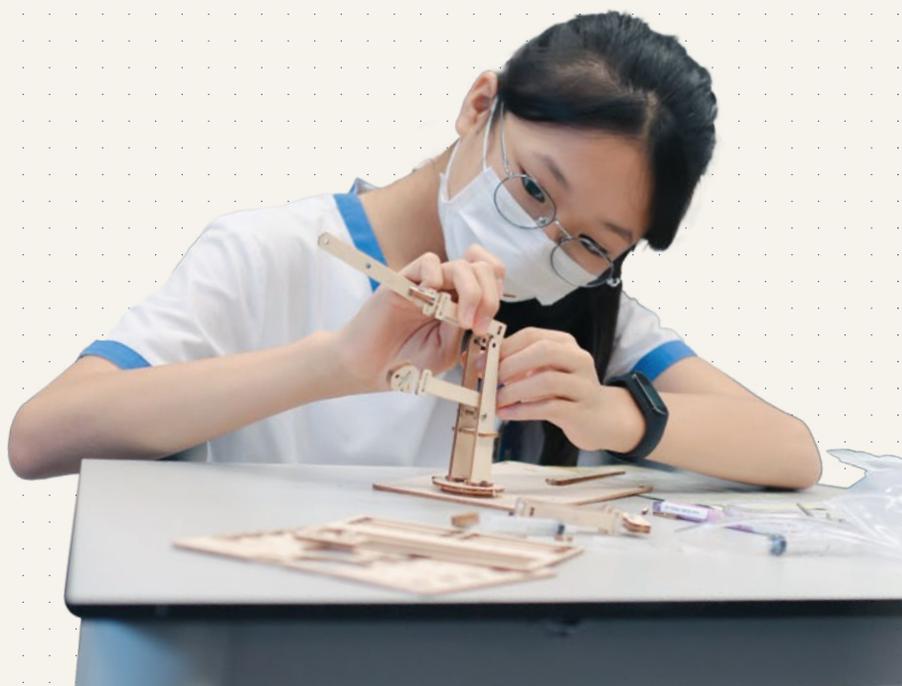
The STEM Curriculum

STEM課程

STEM Development STEM發展

“STEM for ALL and STEM for Elite” is not merely a slogan. The Departments of Physics, Chemistry, Biology and ICT work together to provide a diverse learning experience for students to learn problem-solving skills and entrepreneurship through STEM lessons and activities outside of school. We provide students plentiful opportunities to integrate their knowledge and creativity into different projects in which they experiment by trial and error. Students are expected to develop generic skills which facilitate their lifelong learning under the guidance of teachers.

“STEM for ALL and STEM for Elite”不僅僅是一句口號。物理科、化學科、生物科及電腦科攜手合作為學生提供多樣化的學習體驗，通過 STEM 課堂和校外活動來提升學生的解難能力和培養創業家精神。我們為學生提供豐富的實踐機會，讓他們通過反覆試驗，將知識和創造力整合到不同項目，期望學生在教師的指導下發展共通能力，促進他們終身學習。





Curriculum Information 課程資訊

STEM in TTCA is integrated into S.1 and S.2 science lessons. Students will have the opportunity to learn through “reverse engineering” by building a model and conducting scientific measurement and modification in the projects, each of which is related to a different area of science. Students are also expected to utilize their skills of analysing, designing, optimizing and finalizing to create products in STEM lessons.

基崇已將STEM融入中一及中二科學科課堂中。學生有機會以「逆向工程」進行不同科學領域的研習項目，建立模型並進行科學測量和改良。我們期望學生能在STEM課堂上利用他們在分析、設計、優化和落實計劃等方面的技巧，創作他們的製成品。

Outside the Classroom 課外活動

TTCAiAns can explore and develop an interest for STEM outside of the classroom. Apart from regular lessons, students are given opportunities to try a wide range of STEM mini-games in the Science Carnivals and participate in various overseas learning trips. More competent students who are interested in STEM are trained to take part in STEM-related competitions outside of school, such as the GreenMech Contest, Race for the Line micro:bit, robotics competitions and the Hong Kong Student Science Project Competition.

基崇的學生可以在課堂以外探索和培養對STEM的興趣。除了常規課程外，學生還有機會在科學嘉年華中挑戰各種STEM小遊戲，並參與各個海外遊學團。對STEM感興趣而又較有能力的學生會接受培訓並參加校外與STEM相關的比賽，如機關王競賽、micro:bit英國迷你火箭車比賽、機械人比賽和香港學生科學比賽。



Promotion of Reading 推廣閱讀文化

Reading has always been highly valued in many parts of the world as the famous Chinese poet Su Shi of the Northern Song Dynasty once said, “Those who abound in literature radiate with temperament.” Not only does reading foster one’s wisdom and shape one’s character, it is integral to improving the nation and society. Therefore, TTCA does not hold back on the promotion of reading. We cultivate healthy reading habits in students — enhancing their overall reading ability and broadening their horizons by stimulating an interest in reading for enjoyment.

古今中外的聖賢均重視閱讀，北宋著名文學家蘇軾有詩云：「腹有詩書氣自華」，閱讀能增長個人智慧、塑造健全人格，對於提升一個民族和社會的整體素質也有舉足輕重的影響。基崇在推廣閱讀上不遺餘力，幫助學生從小培養良好的閱讀習慣，提升閱讀能力，增長見識和智慧，積極引導學生喜愛閱讀、享受閱讀，建立良好的閱讀習慣。

Our afternoon reading periods, in which students and teachers have the opportunity to enjoy reading in tranquillity, are divided into Chinese, English and self-directed reading cycles. Students will broaden their horizons, improve their comprehension skills, enhance critical thinking skills and stimulate their creativity, as well as improve their literacy.

本校設午間閱讀課，在寧靜的環境中，老師、學生一同閱讀，享受美好的閱讀時光，同時培養學生的閱讀習慣。為了平衡學生閱讀面，學校亦設有中文閱讀周期、英文閱讀周期及自主閱讀周期，讓學生在拓展個人視野、提升理解力、發展思維判斷、激發創新意念之餘，亦能強化語文能力，提升閱讀素養。



TTCA organises regular reading seminars, author workshops, writing competitions, reading award programmes, etc. to promote reading. The Library also holds quizzes, book promotion weeks and several book fairs each year with the aim to promote a healthy reading culture piece by piece. In addition, TTCA has invested HK\$5 million in a construction project to revamp and expand our library to provide a more spacious and luxurious environment to complement students' reading experience. Our modernised and carefully curated library can house more than 24000 books and consists of a leisure reading area, a self-study area, a soundproof conference room, etc. to meet the needs of a dynamic calendar of learning activities.

為了提倡閱讀風氣，本校亦會舉辦導讀會、作家講座、寫作比賽、閱讀獎勵計劃等多元化活動，圖書館亦會安排燈謎會、特別書類推廣周、每年兩次或以上的書展等，漸次形成校內的閱讀文化。為了吸引更多學生投入閱讀，本校斥資超過500萬，將圖書館重新擴建，為師生提供舒適的閱讀環境。這個設計時尚、匠心獨運的多功能圖書館，藏書量可多達24000本，更設有休閒閱讀區、寧靜自修區、多用途隔音會議室等，配合優良的網絡系統，方便學生進行不同的學習活動。



School-Based Thinking Skills Curriculum for Junior Forms

初中校本思考課程

Under rapid technological advances, channels of information communication have become broader and more diversified, resulting in a society all the more permeated with volatility, uncertainty, complexity and ambiguity. Hence, teaching students to think independently is crucial to tackling challenges in the future. TTCA has been funded by the QEF to run the “School-Based Thinking Skills Curriculum for Junior Forms” in 2021–2022 — a subject that combines the application of thinking skills with logic, induction, promotion, etc. The curriculum summarises the analytical thinking skills required by each academic subject; and systematically teaches students these thinking skills and combined skills (e.g. critical thinking, creativity, problem-solving skills, etc.) in formal lessons. Upon the completion of the curriculum in their junior forms, students can better adapt to the senior secondary curriculum and deal with challenges in this ever-changing world.

隨著時代急速轉變，資訊傳播變得廣泛及多元，社會變得充滿易變(volatility)、不確定(uncertainty)、複雜(complexity)及模糊(ambiguity)，培育學生具備獨立思考能力，將有助他們面對未來。本校已獲「優質教育基金」撥款於2021–2022年度開辦「初中校本思考課程」，把思考技能的訓練、邏輯、歸納、推展等的應用獨立成科，統整各學科的思考能力，以正規課堂的形式有系統地提升學生的思考能力及其他共通能力(如明辨性思考能力、創造力及解決問題能力等)。好讓初中學生為銜接高中課程，以及長遠面對21世紀世界急速轉變的挑戰作最佳的準備。



International Advanced Levels (IAL) 國際高級考試課程

TTCA is dedicated to providing students quality education to maximise their personal strengths. The EDB has approved our application to run the IAL curriculum for S.5 students in 2021–2022. The IAL curriculum is internationally recognised; thus, students who opt for the IAL pathway may apply to local universities through the Non–JUPAS admissions scheme or institutions in the United Kingdom, Europe, Canada, Australia, etc. At TTCA, the IAL curriculum is run in parallel to the HKDSE curriculum, allowing students to select the pathway most suited to their abilities and interests so that they can be better prepared for tertiary education.

本校一直致力為學生提供優質的教育機會，讓學生按其興趣及能力盡展所長。本校已獲教育局批准於2021–2022學年為中五級學生開辦 International Advanced Levels (IAL) 國際高級考試課程。IAL 課程為國際認可課程，修讀之學生除了可以經非聯招(Non–JUPAS)途徑報讀本地大學，更可申請報讀英國、歐洲、加拿大及澳洲等地的大學。在本校，IAL 課程將與本地香港中學文憑考試(DSE)課程雙軌並行，讓學生可以因應其能力及興趣選擇合適的課程，為將來升學作更好的準備。

IAL

Students, who opt for the IAL pathway, are required to study Chinese [Note 1] and English [Note 2] as compulsory subjects and 3 elective subjects (see below for the list of elective subjects). They should sit for the corresponding internationally recognised examinations and apply to global institutions with their results. The IAL examinations take place twice a year, i.e. the winter session (January) and summer session (May or June). Students will be arranged to sit for the papers of the subjects they study in different sessions to lessen their burden. Furthermore, TTCA has already been approved to hold the IAL examinations for Edexcel on campus. Students may apply to universities in the UK through UCAS, other overseas institutions and local universities via Non-JUPAS upon obtaining the relevant qualifications.

修讀IAL課程的學生只需修畢中文[註一]及英文[註二]兩個必修科目，以及三個選修學科(科目選擇見下表)，並應考相關的國際認可級別考試，憑藉該考試成績即能報讀世界各地不同的大學課程。IAL的考試日期分為冬季(1月)及夏季(5-6月)，學校將安排學生於不同季度完成各科不同的卷別評核，以減低學生考試壓力。同時，本校亦已成功申請作為IAL考試場地，方便本校學生參與由英國Edexcel Examination Board 舉辦的公開考試。若通過上述考試便可經英國大學聯合招生系統(UCAS)報讀英國大學及其他海外大學，也可經非大學聯合招生辦法(Non-JUPAS)報讀本港任何大學。

[Note 1註一]

GCE AL Chinese Curriculum is offered.

學校將提供GCE AL的中文課程

[Note 2註二]

IELTS is offered.

學校將提供IELTS 的英文課程

IAL Electives Offered 本校IAL課程安排

Elective 1 第一選修科	Physics 物理	Psychology 心理學
Elective 2 第二選修科	Chemistry 化學	Accounting 會計
Elective 3 第三選修科	Biology 生物	Mathematics 數學

Remarks註：

- (i) Students must select three electives.
學生必須修讀三科選修科
- (ii) Only one subject from each row can be selected.
學生只能於每層選修科中選讀一科選修科



Extra-Curricular Activities

多元學習經歷

Academic Activities

學術活動

We firmly believe that academic activities are necessary to cater to students of different needs whilst functioning as a medium for moral and attitude cultivation, technical training and creative inspirations. Through a diverse range of activities, students will learn to collaborate with others and gain invaluable life experience. If given the opportunity of leadership, students will even learn to plan and organise activities, further executing their personal potential and leadership abilities.

我們相信，適切的聯課活動能有助照顧學生不同的需要，其功能包括品德和態度的培養、技能的訓練及創作力的啟發等。通過參與活動，學生可以學習與人溝通和合作，同時亦可以從中得到豐富的生活體驗。學生若有機會參與策劃及組織活動的工作，更能訓練其組織及領導能力，大大激發個人潛能。

Hence, TTCA is dedicated to promoting activities corresponding to each academic subject, e.g. Chinese and English recital competitions, debate competitions, writing competitions, Mathematics fun day, Mathematical Olympiad training, Geography and Biology field trips, humanities, science and language overseas learning trips, STEM Biotech Team, Robotics Society, Home Economics Society, etc., where students can put knowledge into practice outside of the classroom and broaden their horizons in the pursuit of excellence and self-enhancement.

因此，本校積極推動與學科扣連的活動，如中、英文朗誦比賽、辯論比賽、寫作比賽、數學遊踪、奧數培訓、地理及生物科的實地考察、人文學科、科學科及語文科的境外交流團、STEM生物工程校隊、機械人編程學會、家政學會等，讓學生能跳出課堂、活用所學，更能豐富其學習領域、擴闊眼界，並透過活動追求卓越，自我增值。





e-Learning 電子學習

E-Learning refers to the use of technology to assist the learning journey. During its earliest stage, recordings, videotapes, satellite televisions and computers are the primary sources of e-Learning. In the 21st century, a greater emphasis is placed on interactivity and the important goal to transmit, share, give feedback on, and assess information within a short timeframe. Hence, with the popularisation of e-Learning, more focus is set on Internet technologies to develop digitalised teaching methods which are unaffected by time and spatial limitations so that students can learn and communicate knowledge whenever and wherever they are.

e-Learning 就是運用電子科技來協助學習的做法，早期的電子學習科技是以錄音帶、錄影帶、衛星電視、電腦輔助訓練等為主。踏入21世紀，學習追求互動性，更需要於短時間內達到傳遞、分享、回饋、評估等目標，因此電子學習愈發普及，亦逐漸以網絡科技為重心，發展出電子化的教學形式，這種學習模式不受時間、空間的侷限，讓學生能隨時隨地都可以發揮知識傳播及學習的功能。

During the pandemic, ZOOM and Google Classroom were set up as additional learning and communication platforms. Teachers also applied different learning and teaching software along with mobile applications to create interactive and engaging virtual lessons. Examples of applications that were utilized include Nearpod, Kahoot!, Quizlet, Good Notes, Jam Board and Khan Academy, etc. In addition, video clips were filmed to assist teaching and promote learning effectiveness in the future.

在疫情期間，本校老師除了運用「ZOOM」作為學習平台，並輔以Google Classroom作交流平台外，亦能靈活運用不同的學習及教學軟件或流動應用程式如Nearpod、Kahoot!、Quizlet、Good Notes、Jam Board、Khan Academy等，以提升課堂的互動性。老師們更會拍攝及運用視訊短片，以輔助教學並促進學習效能。



Just as the environment in which students live in is intertwined with the Internet, their lifelong learning journeys are also closely related to online resources. Students are bound to play the role of active learners in such revolutionary learning mode with e-Learning.

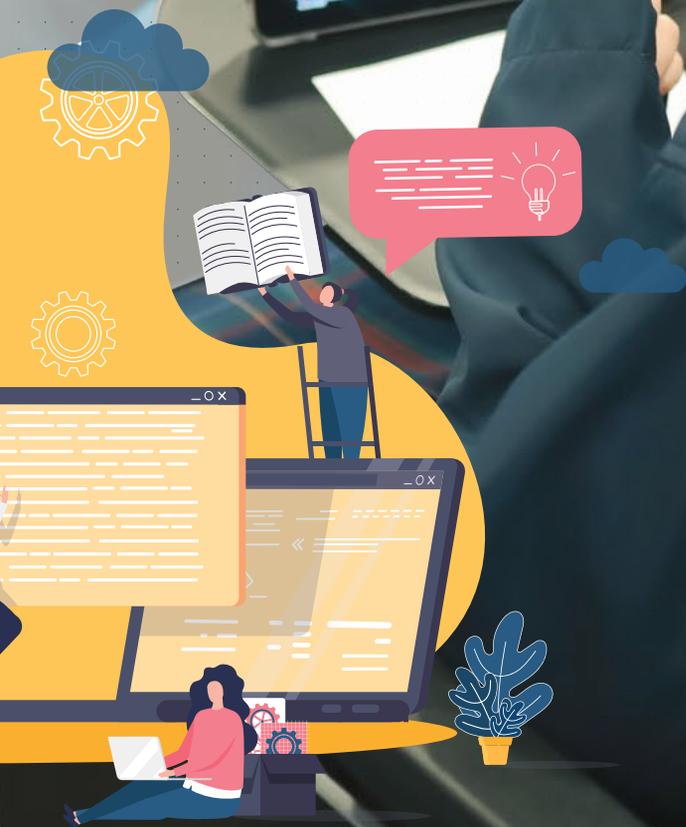
學生所處的環境與網絡愈見相關，其學習情境也需配合網絡資源整合以進行終身學習。e-Learning 所建構的新學習模式，也衝擊著傳統的常規，使得學生之學習角色由被動轉變為主動。

TTCA believes that e-Learning is highly advantageous to interactive communication in class, including the sharing of images and videos, feedbacks, instant quizzes, voting, competitions, etc.; and that integrating games into in-class activities significantly improves students' engagement which in turn promotes learning efficacy by making the process fun and enjoyable. Teachers may also interact, share and feedback to students via e-Learning platforms outside of class hours.

本校相信電子教學有利於課堂上進行的即時互動，包括圖片和錄像分享、意見交流、即時搶答、投票、競賽等等；而在互動教學活動中加入遊戲元素，寓遊戲於學習，更能夠讓學生投入課堂，引起學習興趣和加強學習氣氛，有助提高學習成效。老師更可於課後透過電子平台與學生交流、分享、提供回饋等。

Therefore, e-Learning not only breaks through the traditional boundaries of in-class communication but also enhances interaction and evaluation, resulting in a richer classroom experience and extended learning methods.

因此，電子學習不但打破了師生溝通只限於課堂的時間限制，還促進了更多互動交流、評鑑回饋，育成了更豐富的課堂面貌或延伸學習方式。



Gifted Education 資優教育

TTCA is dedicated to implementing gifted education in accordance with the EDB “3-Tier Support Model” to cater to the needs of gifted students and to realise the goals of “popularisation of gifted education” and “making basic education for the gifted”.

學校對資優教育的推動不遺餘力，配合教育局提倡以「三層架構推行模式」照顧資優生的學習需要，並落實「資優教育普及化」與「普及教育資優化」的願景。

Gifted Education at TTCA 資優教育在基崇

Implementation and Content 推行模式及內容

Phase I 第一層次:



A

Infusion of gifted education elements including higher-level thinking skills, creativity and personal and social abilities into regular curriculum.

在正規課程內加入高層次思維技巧、創造力和個人及社交能力等三大資優教育元素。

- Implementation of the STEM curriculum in junior forms to foster problem-solving skills, collaboration skills and creativity.

初中已加入STEM課程，培養學生解難、協作及創造能力。

- The “School-based Thinking Skills Curriculum for Junior Forms” is implemented.

推展初中思考方法課程。

B

Differentiation of students with outstanding performance in individual academic subjects; and provision of supplementary and extended curriculum contents.

在正規課堂按學生的特質實施分組教學、增潤及延伸專門性學習領域的課程內容。

- Students are allocated into each class in their junior years based on their performance in English and Mathematics abilities. Allocation in senior years is based on their performance in English abilities.

初中編班機制，以英文及數學能力分班。高中則以學生英文能力分班。

Phase 2 第二層次:

C

Students are pulled out of regular classes to undertake supplementary programmes (e.g. creative training, leadership training, etc.).

抽離方式在正規課堂以外進行一般性增潤課程(例如創造力訓練、領袖才能訓練等)。

- Leadership Training Programme
領袖培訓計劃
- Public Announcer Scheme
播報員計劃
- Sharing from Student Leaders in Morning Assemblies
學生領袖早會分享
- Training Programme for Hong Kong GreenMech Contest
香港機關王競賽訓練課程
- Training Programme for Race for the Line micro:bit micro:bit
英國迷你火箭車比賽訓練課程
- Drama Training Programme
話劇培訓課程

D

Students are pulled out of regular classes to undertake advanced courses in specific domains (e.g. Mathematics, Arts, etc.).

以抽離方式在正規課堂以外進行專科/特定範疇的延伸課程(例如數學、美術等)。

- Mathematics Olympiad Training Programme
奧數隊訓練課程
- Chinese and English Debate Training Programmes
中、英文辯論隊訓練課程
- Robotics Team Training
機械人編程校隊訓練
- STEM Biotech Team Training
STEM生物工程校隊訓練
- Sports, Music and Arts Teams Training
不同的體育、音樂、藝術校隊訓練
- Over 30 clubs and teams with more than 600 members
三十多個學會及校隊，超過六百名會員

Phase 3 第三層次:

E

The EDB has collaborated with tertiary education institutions to establish an expert team to promote and develop activities designed for gifted students.

教育局聯同各大專院校的有關人士成立專家小組，發展及推動專為培育特別資優學生而設的活動。

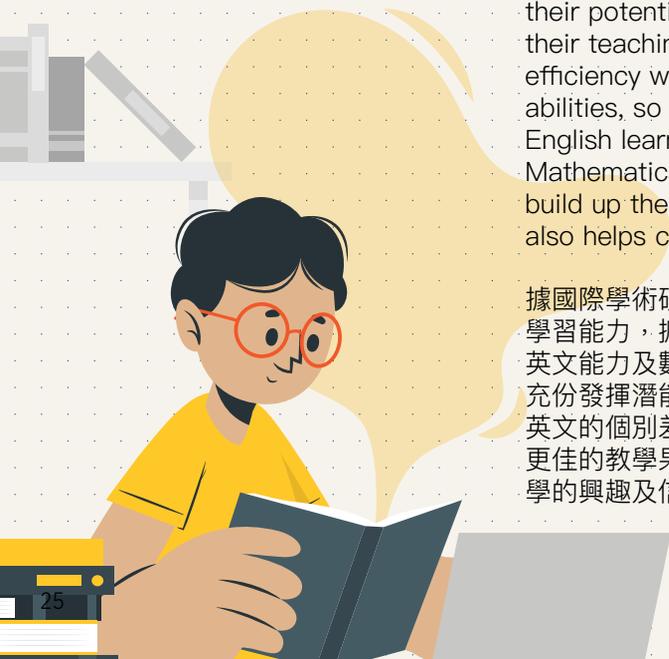
- Students are nominated to participate in gifted education programmes or programmes held by tertiary education institutions.
推薦同學參與不同大專或資優教育學院的課程。
- Students are funded to take part in gifted education programmes or programmes held by tertiary education institutions with the Diversity Learning Grant.
運用多元學習津貼，資助學生參與大專或資優教育學院的課程。



Catering to Learning Differences 照顧學習差異

According to research, a suitable class allocation policy is crucial to recognising students' learning abilities and to optimise their strengths. One class in each junior year in TTCA uses Putonghua as the medium of instruction in Chinese lessons. Class allocation is conducted primarily based on students' English and Mathematics abilities. On one hand, this is done to maximise their potential; on the other hand, teachers will be able to alter their teaching schedules and content to optimise teaching efficiency with the aim to minimise students' differing English abilities, so that they can make the most of their studies in an English learning environment. Streaming our students by their Mathematics abilities helps to develop students' interest and build up their confidence towards this subject. This arrangement also helps cultivate future scientific and mathematics talent.

據國際學術研究顯示，一個適切的分班分流政策能有助於肯定學生的學習能力，擴大學生的學習優勢。基崇在初中設有普教中班別，亦按英文能力及數學能力編配班別，一方面幫助具個別學科能力的學生能充份發揮潛能，另一方面促進教師因材施教的教學效能。盼望在降低英文的個別差異的同時，亦能在這個以英語為學習環境的社群內達致更佳的教学果效。而數學的分流政策除了讓不同能力的學生建立對數學的興趣及信心外，亦為著培育未來的科研數理人才作最佳的準備。



Overseas Exchanges 境外交流

TTCA highly values students' learning experience. Therefore, a wide range of subject-specific overseas exchange activities and excursions are organised each year to broaden their horizons and enrich their life experience, as well as to put knowledge into practice.

本校一向着重學生體驗不同的學習經歷，為了擴闊學生視野，豐富生活經驗，使獲得的知識結合生活，不少學科每年都會舉辦具科本特色的境外交流或考察活動。

In the past years, TTCA has organised various overseas trips for students of different years. For example, the Beijing and North Korea Trip organised by the Departments of Chinese History and Geography aimed to let students experience the livelihood of different cultures; the Canadian Aurora Ecology Tour organised by the Departments of Physics and Geography; the Taiwan Cultural Arts Experience Tour held by the Department of Visual Arts; the Melbourne Oceanology Tour held by the Departments of Chemistry and Biology; the International Tuymaada Olympiad and International Research School organised by the Departments of Science and ICT; the Canada Culture and English Summer Camp organised by the Department of English, etc. Through global exploration, not only is subject knowledge consolidated but students' horizons are also broadened. In addition, their interdisciplinary abilities and the spirit of caring for others are enriched by hands-on learning experience.

過去，學校曾為不同級別的學生舉行了不同的境外交流團，當中有中史及地理科安排的北京北韓考察團，讓學生體驗不同文化下的人民生活；物理及地理科合作舉辦的加拿大極光生態遊、視覺藝術科的台灣文化藝術體驗團、化學及生物科的墨爾本海洋資源研究體驗團、科學科及電腦科的International Tuymaada Olympiad and International Research School、英文科的加拿大英語學習團等等，透過不同的探索活動，深化學科知識的同時，亦拓寬學生的國際視野。在親身經歷的學習過程中，培養多元能力，促進互愛精神。遊學團的專題研習或延伸學習也大大強化了學生於資料蒐集、撰寫報告及匯報的能力。





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