I. General Aims
1.1 To develop students into rational, sensitive and responsible citizens.
1.2 To help students understand the society in which they live.
1.3 To foster students to participate in community services.
1.4 To promote social awareness & responsible citizenship.

II. Objectives
2.1 To promote pleasurable learning among students.
2.2 Students should be able to collect information, interpret data and present findings in simple format.
2.3 To improve students’ academic results and raise the passing percentage of the examination result of each form by 5%.
2.4 To strengthen the foundation for F. 3 students to study Economics & GPA in the upper form.
2.5 To enable students to identify problems & suggest solutions to problems.

III. Internal Analysis
3.1 Strengths
    a. The panel consists of a team of professional, well-qualified and experienced teachers. All panel members are willing to share their experience and strategies in teaching and class management.
    b. Strong sense of cooperation and responsibility among panel members. This helps to maintain a stable relationship and good working atmosphere.
    c. Communication & coordination among members are good.
    d. Good teacher-student relationship is established which can facilitate teaching and learning.
    e. A pool of materials such as video tapes, web sites are available for teachers’ reference.
    f. Different kinds of assignments such as projects and collection of newspaper clippings are given to stimulate students’ interest.
    g. Students can now present their ideas more easily as our school adapt Chinese as the medium of instruction.
    h. Teachers in the panels are willing to develop themselves by attending seminars.
3.2 Weaknesses
a. Teachers are overburdened and lack of spaces for refresher training, experience sharing and making evaluation.
b. Stresses relating to recent demands on curriculum changes are significant.
c. Students are very dependent and examination-oriented. Their analytical power is weak. They are very weak in organizing their own study plans.
d. Students do not have self-learning abilities who rely too much on their teachers. Most of them are quite passive.
e. There is not enough teaching time. Form 2 & 3 only have 2 lessons per cycle. Teachers usually find that there is not enough time for group discussion or presentation.
f. Large class size limit the use of student-oriented teaching strategies.
h. There are some disciplinary problems in some weaker classes.

IV. Implementation Plan
4.1
a. The classroom activities should be designed in a way to consolidate students’ understanding of the teaching materials.
b. Teachers should use more daily life examples for illustration of some major new items at the beginning of lessons.
c. Teachers should apply the technique of powerpoint in the course of teaching.
d. Teachers can provide more chances for students to expose to current news or issues.
e. Teachers can provide students more relevant & useful web sites for each topic.

4.2
a. All assignments should be well-designed in a way to help students to consolidate what they have learnt and to develop their abilities in problem-solving and data-response.
b. In order to arouse students’ interest in reading newspapers, students are encouraged to express their ideas. Some newspaper presentations are encouraged. In order to train students to think logically, students are divided in groups of 3 to 4 persons. Other students are required to ask relevant questions.
c. Issue-based teaching activities are developed such as group discussion & activities.

4.3
a. Teachers in the panel are encouraged to share teaching materials & use different strategies in different classes.
b. Teachers should use different approaches in teaching different classes in the same form because they are of different abilities.
c. There will be at least one quiz for each topic. Students who failed in quizzes are required to stay after school to have make-up quizzes.
d. Class visits will be arranged between panel members.
e. Teachers’ appraisal will be completed by the panel chairperson.

4.4
a. The teaching plan should be ready by the beginning of the term.
b. Teachers should prepare a set of guidelines that will clearly state the objectives and how to carry out lessons.
c. Teachers should recommend some books on E.P.A. topics and show some of the books in class.
d. Teachers are encouraged to participate in seminars and workshops.
e. Panel meetings are held regularly to discuss subject matters.
f. More attention will be put on some academically weaker students and supplementary lessons will be arranged if necessary.

4.5
a. Project work is given to students and students are requested to present the main ideas of the project. All the good projects will be displayed in the exhibition as a kind of encouragement.
b. Students are encouraged to make use of Internet to search for relevant materials in doing their project work.

4.6
a. The bridging programme will be conducted from F.1 to F.3. All the basic English terms should be taught at the end of each topic.
b. More drillings on the spelling power & pronunciation skills should be in the form of dictation, vocabulary quizzes & inter-class contests.

V. Budget

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<td>2. Subject related activities</td>
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VI. Evaluation

6.1 The students’ participation in class discussion and performance in newspaper presentation. Use a well-designed questionnaire to evaluate their response. (objectives - 2. 1 & 2.2 ).

6.2 Assess and compare the examination result with previous years. The
passing percentage of the examination result of each form should be raised by 3 %. (objective- 2.3)

6.3 At least 55% of students should get 50 marks in the vocabulary quizzes.

6.4 Use a well-designed test to evaluate F. 3 students’ knowledge of Economics & G.P.A. at the end of the term. At least 60% of the students can get 50 marks in the test. (objective - 2.4)

6.5 At least 50% of students can should get 60 marks in the projects. (objective – 2.5)
## VII. Gantt Chart

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