A GUIDE TO THE SYLLABUS

This syllabus is presented in two ways:

1. in *integrated form,* showing a possible teaching scheme;
2. in *strand form,* showing the contents of the major mathematics areas covered by the syllabus (see Appendix).

Teachers are free to choose their own teaching sequence. The one presented here is just an example.

It is hoped that this system will provide teachers with maximum flexibility so that courses can be adjusted to meet any individual teaching situation. This should also allow for the use of greater range of textbooks. Schools requiring advice on the use of textbooks for this syllabus should either refer to the 'List of Textbooks Recommended by the Textbooks Committee in Secondary Schools' issued by the Hong Kong Education Department or contact the Mathematics Section of the Advisory Inspectorate, Education Department.

Suggested time allocation for forms one to three is 5 periods and that for forms four and five is 6 periods per week. It is assumed that there are 40 minutes in each period and 40 periods in each week. Schools may choose a slightly different time allocation to allow for the different situation of each individual school.

In view of the amount of time available for mathematics teaching and the wide range of ability of secondary school students, care should be taken not to go into subjects deeply in the first three years. The approach should be informal rather than rigorous at this stage. More rigour is possible in forms four and five. To aid teachers in judging how far to take a given sub-unit, a *time ratio* is given. For forms one to three, this number is the numerator of a fraction whose denominator, 160, is related to the total time spent on mathematics during the school year. For forms four and five, the denominator is 280 which is related to the total teaching time spent on mathematics during the TWO years. This takes into account the time spent on tests, mock examinations and the reduced teaching time due to the Certificate of Education Examination being held around May each year. It is intended that this time ratio will indicate what fraction of the total time may be spent on the sub-unit in question.

The *basic content* serves as the subject heading and can be used to find any particular unit or sub-unit of the *detailed content* and *notes on teaching.*

Specific objectives are given for each unit, directly under the *basic content* heading, and the *detailed content* entry breaks the subject matter of the main units into sub-units.

The given *notes on teaching* are NOT intended to be an exhaustive list of teaching methods. While providing an example of a way in which each given topic may be taught, the notes also demonstrate the type of treatment required. Teachers should regard these notes as a guide to the spirit of the syllabus rather than a set of rigid recommendations that must be followed closely. They are also encouraged to try and experiment with their own methods and approaches as they think fit.