

Wah Yan College Kowloon
F.6 Mathematics (Core&M1) Scheme of Work (2016-2017)

Textbook	<ol style="list-style-type: none"> 1. New Progress in Senior Mathematics 6A (Compulsory Part) (with Public Exam Essentials and Student's Revision CD,) 2. New Progress in Senior Mathematics (Extended Part) Module 1 Book 1 3. New Progress in Senior Mathematics (Extended Part) Module 1 Book 2
Other Resources	

SL: Scheduled number of lessons

AL: Actual number of lessons

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
First Term (1/9/2016- 1/2/2017, Weeks 1 to 17)	1-3	Chapter 21 Measures of Dispersion <ul style="list-style-type: none"> • To understand the concept of dispersion • To understand the concepts of range and inter-quartile range • To construct and interpret box-and-whisker diagrams and use them to compare the distributions of different sets of data • To understand the concept of standard deviation 	Let's Review (pp.176 – 177) <ul style="list-style-type: none"> • Teachers may ask students to review the techniques for collecting and organizing data, and use statistical graphs to represent frequency distribution and different measures of central tendency. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> • Worksheet 21.0 (Sets 1 & 2) 	

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		<ul style="list-style-type: none"> • To compare the dispersion of different sets of data using appropriate measures <p style="text-align: center;"><i>Non-foundation</i></p> <ul style="list-style-type: none"> • To understand the applications of the standard deviation in real-life problems <p style="text-align: center;"><i>Non-foundation</i></p> <ul style="list-style-type: none"> • To explore and make conjecture on the effects of dispersion in different situations 					
			<p>21.1 Range and Inter-quartile Range (pp.178 – 188)</p> <ul style="list-style-type: none"> • Teachers can remind students the difference in calculating range and inter-quartile range of grouped and ungrouped data. 	2 hours /2 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> • Additional Examples 21.1 – 21.5 • Worksheet 21.1 (Sets 1 & 2) • Ongoing Assessment Package: Quiz 21.1 • Test Bank 21.1 	

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			<p>21.2 Box-and-whisker Diagrams (pp.189 – 198)</p> <ul style="list-style-type: none"> Teachers can illustrate the general configuration of a box-and-whisker diagram. Teachers can teach students how to use box-and-whisker diagrams to compare different sets of data. Teachers can help students develop their information technology skills in drawing the box-and-whisker diagram by using a spreadsheet. 	3 hours /3 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 21.6 – 21.7 Worksheet 21.2 (Sets 1 & 2) Ongoing Assessment Package: Quiz 21.2 Test Bank 21.2 	
			<p>21.3 Standard Deviation (pp.198 – 209)</p> <ul style="list-style-type: none"> Teachers can use two sets of data with the same mean but different dispersions to point out the meaning of standard deviation of the data. 	3 hours /3 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 21.8 – 21.11 Worksheet 21.3 (Sets 1 & 2) Ongoing Assessment Package: Quiz 21.3 Test Bank 21.3 	
			<p><i>Non-foundation</i></p> <p>21.4 Applications of Standard Deviation (pp.210 – 218)</p> <ul style="list-style-type: none"> Teachers can tell students to use the formula for 	2.5 hours /2.5 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 21.12 – 21.15 	

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			<p>standard score to find the standard deviation.</p> <ul style="list-style-type: none"> Teachers can ask students what a standard deviation of 0 represents. 			<ul style="list-style-type: none"> Worksheet 21.4 (Sets 1 & 2) Ongoing Assessment Package: Quiz 21.4 Test Bank 21.4 	
			<p>Non-foundation</p> <p>21.5 Effects on the Dispersion with a Change in Data (pp.218 – 227)</p> <ul style="list-style-type: none"> Teachers can discuss with students about the change on the dispersion of data after making different changes to data values. 	2 hours /2 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 21.16 – 21.17 Worksheet 21.5 (Sets 1 & 2) Ongoing Assessment Package: Quiz 21.5 Test Bank 21.5 	
			<p>Enrichment Mathematics – Applications of the Coefficient of Variation (pp.246 – 247)</p> <ul style="list-style-type: none"> Teachers can point out that the standard deviation is commonly used to compare different sets of data in daily life. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork		
	3-4	Chapter 22					

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
		Uses and Abuses of Statistics <ul style="list-style-type: none"> To recognize different techniques in survey sampling and the basic principles of questionnaire design To discuss and recognize the uses and abuses of statistical methods in various daily-life activities or investigations To assess statistical investigations presented in different sources such as the news media, research reports, etc 	Let's Review (p.250) <ul style="list-style-type: none"> Teachers can ask students to review sampling techniques and different methods of data collection. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork		
			22.1 Statistical Surveys (pp.250 – 255) <ul style="list-style-type: none"> Teachers can ask students to discuss in groups about the strengths and weaknesses of various methods of surveys. 	2 hours /2 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Worksheet 22.1 (Sets 1 & 2) 	
			22.2 Sampling Methods	3 hours	Demonstrating some	<ul style="list-style-type: none"> Additional 	

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			<p>(pp.256 – 264)</p> <ul style="list-style-type: none"> Teachers can discuss with students about the reasons of using sampling method as a statistical method. Teachers can point out the difference between probability sampling and non-probability sampling. 	/3 hours	examples and giving some classwork	<ul style="list-style-type: none"> Examples 22.1 – 22.3 Worksheet 22.2 (Sets 1 & 2) Ongoing Assessment Package: Quiz 22.2 Test Bank 22.2 	
			<p>22.3 Statistical Investigations (pp.265 – 273)</p> <ul style="list-style-type: none"> Through reading various statistical reports, teachers can discuss the credibility of the reports with students. Teachers can also ask the students to assess the statistical investigations in groups. 	2 hours /2 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 22.4 – 22.5 Worksheet 22.3 (Sets 1 & 2) Ongoing Assessment Package: Quiz 22.3 Test Bank 22.3 	
			<p>Enrichment Mathematics – Population Census and By-census in Hong Kong (pp.286 – 287)</p> <ul style="list-style-type: none"> Teachers can ask students to find out some data from population census and do a project. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork		
	4-6	Chapter 23	<p>23.1 Concept of Loci (pp.290 – 300)</p>				

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		<p>Locus</p> <ul style="list-style-type: none"> To understand the concept of loci and describe and sketch the locus of points under given conditions To describe the locus of points with algebraic equations To understand the equation of a circle <p>Non-foundation</p> <ul style="list-style-type: none"> To find the number and coordinates of the points of intersection of a straight line and a circle <p>Non-foundation</p> <ul style="list-style-type: none"> To find the equations of tangents to a circle 	<ul style="list-style-type: none"> Teachers can help students investigate the locus of a moving point by geometric software 'winggeom'. Teachers can teach the students how to use algebraic equations to describe the simple locus of a moving point. 	7 hours /7 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 23.1 – 23.6 Worksheet 23.1 (Sets 1 & 2) Ongoing Assessment Package: Quiz 23.1 Test Bank 23.1 	
			<p>23.2 Equations of Circles (pp.300 – 312)</p> <ul style="list-style-type: none"> Teachers can deduce the equation of circle and transform the equation in the form of $x^2 + y^2 + Dx + Ey + F = 0$ or 	5 hours /5 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 23.7 – 23.12 Worksheet 23.1 	

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
			$(x - h)^2 + (y - k)^2 = r^2$. <ul style="list-style-type: none"> Teachers may remind students that the coefficients of x^2 and y^2 must be equal. 			(Sets 1 & 2) <ul style="list-style-type: none"> Ongoing Assessment Package: Quiz 23.1 Test Bank 23.1 	
			Non-foundation 23.3 Intersection of a Straight Line and a Circle (pp.313 – 319) <ul style="list-style-type: none"> Teachers may point out the conditions of the intersection of a straight line and a circle. Teachers can ask students to review how to solve the simultaneous equations. 	5 hours /5 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 23.13 – 23.15 Worksheet 23.3 (Sets 1 & 2) Ongoing Assessment Package: Quiz 23.3 Test Bank 23.3 	
			Enrichment Mathematics – Loci in a Parabola (pp.332 – 333) <ul style="list-style-type: none"> Teachers can point out the properties of parabola. Teachers can introduce the focus and directrix of parabola. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork		
	6-8	Chapter 24 Inequalities and Linear	Let's Review (p.336)	0.5 hour	Demonstrating some	<ul style="list-style-type: none"> Worksheet 24.0 	

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		<p>Programming</p> <ul style="list-style-type: none"> • To solve compound linear inequalities in one unknown • To solve quadratic inequalities in one unknown by the graphical method <p><i>Non-foundation</i></p> <ul style="list-style-type: none"> • To solve quadratic inequalities in one unknown by the algebraic method <p><i>Non-foundation</i></p> <ul style="list-style-type: none"> • To represent the graphs of linear inequalities in two unknowns on a plane <p><i>Non-foundation</i></p> <ul style="list-style-type: none"> • To solve systems of linear inequalities in two unknowns <p><i>Non-foundation</i></p> <ul style="list-style-type: none"> • To solve linear 	<ul style="list-style-type: none"> • Teachers may review the method of solving a linear inequality in one unknown. • Teachers may review the properties of inequalities. 	/0.5 hour	examples and giving some classwork	(Sets 1 & 2) <ul style="list-style-type: none"> • Test Bank 24.0 	

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		programming problems					
			<p>24.1 Compound Linear Inequalities in One Unknown (pp.337 – 346)</p> <ul style="list-style-type: none"> Teachers can introduce the methods of solving compound linear inequalities. 	2 hours /2 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 24.1 – 24.5 Worksheet 24.1 (Sets 1 & 2) Ongoing Assessment Package: Quiz 24.1 Test Bank 24.1 	
			<p>24.2 Quadratic Inequalities in One Unknown (pp.346 – 354)</p> <ul style="list-style-type: none"> Teachers can review solving inequalities graphically. <p><i>Non-foundation</i></p> <ul style="list-style-type: none"> Teachers may teach the skills of solving an inequality by the algebraic method. <p><i>Non-foundation</i></p>	3 hours /3 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 24.6 – 24.9 Worksheet 24.2 (Sets 1 & 2) Ongoing Assessment Package: Quiz 24.2 Test Bank 24.2 	
			<p>24.3 Linear Inequalities in Two Unknowns (pp.354 – 366)</p> <ul style="list-style-type: none"> Teachers may explain to students when to use 	3 hours /3 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 24.10 – 24.12 	

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
			solid line or dotted line in solving linear inequalities in two unknowns.			<ul style="list-style-type: none"> Worksheet 24.3 (Sets 1 & 2) Ongoing Assessment Package: Quiz 24.3 Test Bank 24.3 	
			<p>Non-foundation</p> <p>24.4 Linear Programming (pp.367 – 376)</p> <ul style="list-style-type: none"> Teachers can remind students that under the same constraints, the optimal solutions may differ from different objective functions. Teacher may ask students to verify the result by using a computer software like 'Winplot'. 	3 hours /3 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 24.13 – 24.14 Worksheet 24.4 (Sets 1 & 2) Ongoing Assessment Package: Quiz 24.4 Test Bank 24.4 	
			<p>Non-foundation</p> <p>24.5 Applications of Linear Programming (pp.376 – 385)</p> <ul style="list-style-type: none"> Teachers can discuss with students about examples of linear programming in modeling real-life problems. 	4 hours /4 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 24.15 – 24.17 Worksheet 24.5 (Sets 1 & 2) 	

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						<ul style="list-style-type: none"> Ongoing Assessment Package: Quiz 24.5 Test Bank 24.5 	
			Enrichment Mathematics – Understanding the Concepts of Operations Research (pp.402 – 403) <ul style="list-style-type: none"> Teacher may introduce the development of linear programming. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork		
	8-10	Chapter 13 (M1) Poisson Distribution <ul style="list-style-type: none"> To recognize the concept and properties of the Poisson distribution To calculate probabilities involving the Poisson distribution To use the Poisson distribution to solve problems To use binomial, geometric and Poisson 	13.1 Poisson Distribution (pp.164 – 174) <ul style="list-style-type: none"> Students should be able to represent the probability functions of Poisson distributions graphically. Students should also be able to calculate the probability, mean and variance of Poisson distributions. 	2.5 hours /2.5 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 13.1 – 13.3 Worksheet 13.1 (Sets 1 & 2) Ongoing Assessment Package: Quiz 13.1 Test Bank 13.1 	

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
		distributions to solve problems					
			13.2 Applications of Poisson Distribution (pp.174 – 184) <ul style="list-style-type: none"> Students should be able to solve application problems of Poisson distributions. 	2 hours /2 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 13.4 – 13.6 Worksheet 13.2 (Sets 1 & 2) Ongoing Assessment Package: Quiz 13.2 Test Bank 13.2 	
			13.3 Applications of Different Distributions (pp.184 – 190) <ul style="list-style-type: none"> Students should be able to solve application problems involving two to three different distributions. 	1.5 hours /1.5 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 13.7 – 13.8 Worksheet 13.3 (Sets 1 & 2) Ongoing Assessment Package: Quiz 13.3 Test Bank 13.3 	
			Enrichment Mathematics – Poisson or Bortkiewicz Distribution (p.201)	0.5 hour /0.5 hour	Demonstrating some examples and giving		

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			<ul style="list-style-type: none"> This enrichment introduces the contribution made by Ladislaus Bortkiewicz on the development of the concept of the Poisson distribution. 		some classwork		
	10-12	Chapter 14 (M1) Normal Distribution <ul style="list-style-type: none"> To recognize the concepts of continuous random variables and continuous probability distributions, with reference to the normal distribution To recognize the concept and properties of the normal distribution To standardize a normal variable and use the standard normal distribution table to find probabilities involving the normal distribution To find the values of $P(X > x_1)$, $P(X < x_2)$, $P(x_1 < X < x_2)$ and 	14.1 Continuous Random Variables (pp.218 – 219) <ul style="list-style-type: none"> Students should be able to classify random variables as discrete or continuous. Students should also learn about probability density functions, and the expectation and variance of continuous random variables. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Worksheet 14.1 (Sets 1 & 2) 	

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		related probabilities, given the values of x_1 , x_2 , μ and σ , where $X \sim N(\mu, \sigma^2)$					
			<p>14.2 Normal Distribution (pp.220 – 232)</p> <ul style="list-style-type: none"> Teachers can remind students to make use of symmetry and the laws of complementary probability when finding the probabilities of standard normal distributions. Students should also be able to find probabilities from a standard normal curve and the standard normal distribution table, and find the value of z for the given probability. 	4 hours /4 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 14.1 – 14.4 Worksheet 14.2 (Sets 1 & 2) Ongoing Assessment Package: Quiz 14.2 Test Bank 14.2 	
		<ul style="list-style-type: none"> To find the values of x, given the values of $P(X > x)$, $P(X < x)$, $P(a < X < x)$, $P(x < X < b)$ or a related probability, where $X \sim N(\mu, \sigma^2)$ To use the normal distribution to solve 	<p>14.3 Standardization of Normal Variable (pp.233 – 240)</p> <ul style="list-style-type: none"> Students should be able to find the probabilities of normal distributions and the value of z for the given probability. 	4 hours /4 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 14.5 – 14.9 Worksheet 14.3 (Sets 1 & 2) Ongoing Assessment Package: Quiz 14.3 Test Bank 14.3 	

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
		problems					
			14.4 Applications of Normal Distribution (pp.241 – 251) <ul style="list-style-type: none"> Students should be able to solve practical problems of normal distributions or involving more than one distribution. 	3 hours /3 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 14.10 – 14.14 Worksheet 14.4 (Sets 1 & 2) Ongoing Assessment Package: Quiz 14.4 Test Bank 14.4 	
			Enrichment Mathematics – Approximating a Binomial Distribution by a Normal Distribution (pp.264 – 265) <ul style="list-style-type: none"> This enrichment introduces the de Moivre-Laplace theorem which enables us to approximate a binomial distribution by a normal distribution. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork		
	12-13	Chapter 15 (M1) Sampling Distribution and Point Estimates <ul style="list-style-type: none"> To recognize the concepts of sample statistics and population 	15.1 Sample Statistics and Sampling Distribution (pp.268 – 278) <ul style="list-style-type: none"> Students should be able to calculate and compare sample means, find possible samples from a population and find sample size. 	2.5 hours /2.5 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 15.1 – 15.3 Worksheet 15.1 (Sets 1 & 2) 	

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
		parameters <ul style="list-style-type: none"> To recognize the sampling distribution of the sample mean from a random sample of size n To recognize the concept of point estimates including the sample mean, sample variance and sample proportion To recognize the Central Limit Theorem 	<ul style="list-style-type: none"> Students should also be able to calculate the variance of a sample mean, the mean and variance of a sample from a given distribution, and the mean and variance of a sample from a real-life situation. 			<ul style="list-style-type: none"> Ongoing Assessment Package: Quiz 15.1 Test Bank 15.1 	
			15.2 Point Estimates (pp.279 – 290) <ul style="list-style-type: none"> Suppose $\hat{\theta}$ is a point estimator of population parameter θ. Teachers may point out that if $E(\hat{\theta}) = \theta$, then $\hat{\theta}$ is an unbiased estimator of θ. Students should be able to calculate sample variances and sample proportions, find sample size, and solve practical problems on sample variance. 	2 hours /2 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 15.4 – 15.8 Worksheet 15.2 (Sets 1 & 2) Ongoing Assessment Package: Quiz 15.2 Test Bank 15.2 	
			15.3 Central Limit Theorem	2 hours	Demonstrating some	<ul style="list-style-type: none"> Additional 	

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			<p>(pp.291 – 304)</p> <ul style="list-style-type: none"> Students should be able to solve application problems on the Central Limit Theorem. 	/2 hours	examples and giving some classwork	<p>Examples 15.9 – 15.14</p> <ul style="list-style-type: none"> Worksheet 15.3 (Sets 1 & 2) Ongoing Assessment Package: Quiz 15.3 Test Bank 15.3 	
			<p>Enrichment Mathematics – Central Limit Theorem and Normal Approximation (p.319)</p> <ul style="list-style-type: none"> This enrichment introduces the use of the Central Limit Theorem to approximate a Poisson distribution by a normal distribution. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork		
	13-14	<p>Chapter 16 (M1) Confidence Interval</p> <ul style="list-style-type: none"> To recognize the concept of confidence interval To find the confidence interval for a population mean To find an approximate confidence interval for 	<p>16.1 Concept of Confidence Interval (p.322)</p> <ul style="list-style-type: none"> Students should learn the definition of a confidence interval. 	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Worksheet 16.1 (Sets 1 & 2) 	

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		a population proportion					
			<p>16.2 Confidence Interval for a Population Mean (pp.323 – 339)</p> <ul style="list-style-type: none"> Students should be able to find the confidence interval for normal and other populations, and for populations with unknown population variances. 	5.5 hours /5.5 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 16.1 – 16.6 Worksheet 16.2 (Sets 1 & 2) Ongoing Assessment Package: Quiz 16.2 Test Bank 16.2 	
			<p>16.3 Approximate Confidence Interval for a Population Proportion (pp.340 – 349)</p> <ul style="list-style-type: none"> Students should be able to find confidence intervals and solve application problems on the confidence intervals for population proportions. 	2.5 hours /2.5 hours	Demonstrating some examples and giving some classwork	<ul style="list-style-type: none"> Additional Examples 16.7 – 16.9 Worksheet 16.3 (Sets 1 & 2) Ongoing Assessment Package: Quiz 16.3 Test Bank 16.3 	
			<p>Enrichment Mathematics – Hypothesis Testing (pp.366 – 367)</p>	0.5 hour /0.5 hour	Demonstrating some examples and giving some classwork		

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			<ul style="list-style-type: none"> This enrichment introduces the concept of hypothesis testing. 				
Second Term (2/1/2017-17/7/2017, Weeks 19 to 47)	19-21 24-26	Revisions			Demonstrating some examples and giving some classwork		

* The extended parts should be marked with asterisks. These parts should be more challenging and can be covered when the students can master the knowledge and skills covered in the conventional topics.

Core Values of Wah Yan College, Kowloon

I. Love and care	1. Accept & feel positive about himself 2. Appreciation & Gratitude 3. Empathy & Compassion	4. Forgiveness & Reconciliation 5. Service 6. Family as a basic unit of society; marriage is the foundation of a family
II. Strive for excellence	7. Reflective 8. Commitment 9. Perseverance	10. Curiosity & willingness to learn 11. Value imagination and creativity
III. Respect and Justice	12. Life is valuable and respectable 13. Openness to good in all things 14. Respect for himself & others	15. Integrity 16. Faithfulness
IV. Responsibility	17. Freedom & Self-discipline 18. Care for the environment	19. Social Identities: citizen identity, national identity and global citizen identity
V. Faith	20. Experience of God 21. Explore & practise one's faith	22. Appreciate religious liturgies

