

學生學習概覽例子 Example of Student Learning Profile

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學生資料 Student Particulars			
學生姓名: Student Name:	陳小恆 CHAN Siu-hang, Michael	身份證號碼: ID No. :	R000101(2)
出生日期: Date of Birth:	01-10-1994	性別: Sex:	男 Male
學校名稱: School Name:	香港學校 Hong Kong School	學校編號: School Code:	54321
入學日期: Date of Admission:	1-9-2006		
學校地址: School Address:	新界大埔泮涌村 Pun Chung Village, Tai Po, N.T.		
學校電話: School Phone:	(852) 26563446		

(For this part, there are three optional formats in the existing WebSAMS for school's choice, which are presented by 'Marks', 'Grades', 'both Marks & Grades')

校內學科成績 Academic Performance in School							
科目 Subject	滿分 Full Mark	2011-2012 中六 S.6		2010-2011 中五 S.5		2009-2010 中四 S.4	
		校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	主要作品名稱 Name of Key Projects
中國語文 Chinese Language	300	200	300	175	300	(100)	
英國語文 English Language	300	190	300	180	300	160	
數學 Mathematics	100	90	100	95	100	95	
通識教育 Liberal Studies	100	80	100	(45)	100	65	獨立專題探究: 發展中國家的 環保科技 IES Assignment: Environmental Protection Technology in Developing Countries
生物 Biology	100	90	100	85	100	60	
健康管理與社會關 懷 Health Management and Social Care	100	85	100	85	100	85	香港公眾健康—疾病監察 Public Health Project on Disease Surveillance in Hong Kong

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其他學習經歷 Other Learning Experiences

其他學習經歷的有關資料，須由學校確認。其他學習經歷可透過由學校舉辦或學校與校外機構合辦的學習活動獲得，包括在上課時間表以內及/或以外的學習時間進行的有關學習經歷。除核心及選修科目外，在高中學習階段的其他學習經歷，尚包括德育及公民教育、藝術發展、體育發展、社會服務及與工作有關的經驗。

Information about Other Learning Experiences must be validated by the school. Other Learning Experiences can be achieved through programmes organised by the school or co-organised by the school with outside organisations. They may include learning experiences implemented during time-tabled and/or non-time-tabled learning time. Apart from core and elective subjects, Other Learning Experiences that the student participates in during his/her senior secondary education include Moral and Civic Education, Aesthetic Development, Physical Development, Community Service and Career-related Experiences.

活動項目(及簡介)* Programmes (with description)	學年 School Year	參與角色 Role of Participation	合辦機構 (如有) Partner Organisations (if any)	其他學習經歷的 主要範疇 Major Components of Other Learning Experiences	獎項 / 證書文憑 / 成就 ** (如有) Awards / Certifications / Achievements (if any)
<p>共同策劃社會服務 Community Service Together</p> <p>在教師和社福機構專家的指導下，學生組成小組去策劃社會服務。組織工作包括計劃、跟社福機構聯絡及評估服務。這項活動的目的是為提升學生承擔重要責任的能力及學習的素質（例如解決問題的能力、創意和責任感）。</p> <p>Students organise their own Community Service in small groups, under supervision of teachers and experts from community agencies. Tasks include planning, liaising with community agencies as well as evaluating their service. The programme is designed to empower students with key responsibilities and enhance their quality of learning (e.g. problem solving, creativity and responsibility).</p>	2009-2010	組長 Group leader	<p>香港青年協會 The Hong Kong Federation of Youth Groups</p> <p>香港小童群益會 The Boys' and Girls' Clubs Association of Hong Kong</p>	<p>社會服務 Community Service</p> <p>德育及公民教育 Moral and Civic Education</p> <p>與工作有關的經驗 Career-related Experiences</p>	<p>出席證書 Certificate of Participation</p> <p>學習紀錄 Learning Log</p> <p>http://hk.blog.yahoo.com/learning_log</p>
<p>企業計劃 Company Programme</p> <p>透過企業計劃，在義務商管顧問的指導下，學生成立一「小型」公司，售賣股票、生產及推廣貨品，及在最後階段把公司清盤。活動的目的是營造學習氣氛，讓學生與同儕及教師分享學習成果。</p> <p>This is an enterprise programme requiring students to establish a 'mini' company under the guidance of volunteer business advisors. Students are responsible for selling stock, producing and marketing real products, as well as liquidating the company at the last phase. It is intended to build among students a learning climate in which students share their learning with peers and teachers.</p>	2009-2010	會員 Member	國際成就計劃香港部 Junior Achievement Hong Kong	與工作有關的經驗 Career-related Experiences	成就證書 Certificate of Achievement
<p>健康生活日 A Day for Healthy Living</p> <p>在特定的上課日舉行各種的球類運動及與健康生活相關的活動，以提升學生對健康的關注和對健康、體育運動和生活方式的關係的了解。</p> <p>A variety of ballgames, programmes on healthy living and related activities are held on a special school day to increase students' concern and understanding about the relations among health, physical exercise and lifestyle.</p>	2009-2012	出席學生 Student participant	-	<p>體育發展 Physical Development</p> <p>德育及公民教育 Moral and Civic Education</p>	-

<p>校內戲劇節 In-school Drama Festival</p> <p>戲劇節是學校每年舉行的大型活動，當中包括一連串的表演項目及比賽，讓所有學生以不同形式參與。學生不僅學習如何有創意地製作戲劇，他們並可多了解戲劇的歷史和發展，從而學習如何欣賞藝術。</p> <p>The Drama Festival is an annual school function with a series of programmes, including competitions, designed for all students with different forms of participation. Students not only learn how to produce plays creatively, but also learn to understand the history and development of drama and acquire a sense of arts appreciation.</p>	2010-2011	舞台經理 Stage manager	-	藝術發展 Aesthetic Development	優良證書 Certificate of Merit
<p>濕地公園暑期實習計劃 Summer internship programme at the Wetland Park</p> <p>教師和學生一起接受環境教育的訓練。計劃的整體目標是透過帶領導賞活動推廣濕地保育，在學校及社區推廣環保意識。學生參加導賞員訓練，以提升能力及信心去配合服務的要求。</p> <p>Teachers and students undergo training in the context of environmental education .The overall aim is to promote a sense of environmental protection among schools and communities through leading guided tours to promote wetland conservation at the end of the programme. Training on tour-guide skills is arranged to enable students to develop the abilities and confidence to meet the service's requirements.</p>	2010-2011	會員 Member	香港濕地公園 Hong Kong Wetland Park	德育及公民教育 Moral and Civic Education 社會服務 Community Service	出席證書 Certificate of Participation
<p>文化藝術義工計劃 Cultural Services Volunteers Scheme</p> <p>本計劃透過義務工作訓練，讓學生推廣藝術及文化的能力。藉著一連串的學習活動及接觸不同的藝術模式及文化的機會，擴闊學生視野及提升其對人文生活素質的關注，讓他們的領導能力、溝通能力及創造力得以發展。</p> <p>The Scheme is designed to equip students with capabilities to promote art and culture through voluntary service. With a range of learning opportunities and exposures to different art forms and cultures, students broaden their horizons and become more aware of the need to raise the quality of the humanities. Overall, students expected to enhance their leadership, communication abilities and creativity.</p>	2010-2011	隊長 Team Leader	康樂及文化事務署 Leisure and Cultural Services Department	藝術發展 Aesthetic Development 社會服務 Community Service 德育及公民教育 Moral and Civic Education	出席證書 Certificate of Attendance
<p>校際音樂節 Hong Kong Schools Music Festival</p> <p>透過參加比賽，讓學生增強有關的演繹技巧、受眾意識，和表演時的音樂感，也讓學生更能認識自我及發展堅毅的精神。</p> <p>Through participating as competitors in the Festival, students enhance the techniques, interpretation, audience awareness, and musicality of their performance. The Festival also helps students to develop better self-understanding and perseverance.</p>	2010-2011	參賽者 Competitor	香港音樂及朗誦協會 Hong Kong Schools Music and Speech Association	藝術發展 Aesthetic Development 德育及公民教育 Moral and Civic Education	獨唱(優良證書) Vocal Solo (Certificate of Merit)

<p>探訪老人院 Visits to elderly homes</p> <p>透過這項服務學習計劃，學生培育正面的價值觀和態度，包括責任感、尊重生命、承擔精神、同理心、愛心和關心。提供服務前學生會接受訓練，讓他們了解服務的意義，對老人院這個新的學習環境有基本的認識，及應該如何訂定學習目標。</p> <p>Through this service learning programme, students nurture positive values and attitudes, including responsibilities, respect for life, commitment, empathy, love and care. Pre-service training sessions are provided to help students make meaning of their service, acquire basic understanding of the new learning context at the elderly homes, and set learning goals.</p>	2010-2012	<p>義工 Volunteer</p>	<p>香港明愛 Caritas – Hong Kong</p>	<p>社會服務 Community Service</p> <p>德育及公民教育 Moral and Civic Education</p> <p>與工作有關的經驗 Career-related Experiences</p>	<p>社署義工服務獎勵計劃銅獎 Social Welfare Department's Volunteer Award Scheme (Bronze Award)</p>
<p>圖書館管理員 Library Prefect</p> <p>除了認識及協助學校圖書館運作，學生學習如何對工作負責。透過提供經常性的服務，學生可發展溝通技巧和進一步明瞭服務學校的意義。</p> <p>Besides understanding and offering assistance in the operation of the school library, students learn how to be responsible for tasks under their charge. Through regular service, they also develop communication skills and particularly the meaning of serving the school.</p>	2011-2012	<p>圖書館管理員 Librarian</p>	-	<p>與工作有關的經驗 Career-related Experiences</p> <p>社會服務 Community Service</p>	-
<p>與工作有關的經驗講座 Talk on career-related experiences</p> <p>講座於週會時段舉行。校友向高中同學分享他們寶貴的工作經驗，高中同學可就其理想職業作出提問。透過本活動，同學可了解不同行業的入職要求，並對工作態度及與工作有關的經驗有更多認識。</p> <p>This sharing is arranged during the assembly period. School alumni share their precious working experiences with senior form students. Students could select their desirable professions and make personal enquiries on related areas. Through this activity, apart from knowing more about the entry requirements of different industries, students have more exposure in work ethics and career-related experiences.</p>	2011-2012	<p>參加者 Participant</p>	-	<p>與工作有關的經驗 Career-related Experiences</p>	<p>職業初探報告 Report on "My desirable profession"</p>

* 本部分除介紹相關的活動項目內容外，也可概略地述說學生透過參與該活動項目所發展得來的知識、共通能力、價值觀及態度。
Apart from explaining what the programme is about, the description also shows briefly what knowledge, generic skills, values and attitudes would be developed through the experience.

**有需要時可提供 獎項 / 證書文憑 / 成就 作證明。
Evidence of awards/ certifications/ achievements listed is available for submission when required

備註：上表只展示了學生在高中階段主要的學習經歷，並不需要徹底地列出所有曾參與過的經歷。
Remarks: The above list, which does not mean to be exhaustive, merely illustrates the 'key' learning experiences acquired by the student throughout the senior secondary years.

校內頒發的主要獎項及成就

List of Awards and Major Achievements Issued by the School

年份 Year	獎項及成就 Awards and Achievements	備註 Remarks
2010	李氏數學獎 Mrs. Lee Mathematics Award	
2011	校內戲劇節(優良證書) In-school Drama Festival (Certificate of Merit)	
2012	陸運會(跳高冠軍) Sports Day (Champion in high jump)	

校外的表現 / 獎項

Performance / Awards Gained Outside School

學生可向學校提供一些在高中階段曾參與過而並非由學校舉辦的學習活動資料。學校不須確認學生的參與資料。在有需要時，學生將會負責向相關人士提供適當證明。

For learning programmes not organised by the school during the senior secondary education period, students may provide information to the school. It is not necessary for the school to validate such information. Students will be responsible for providing evidence to relevant people whenever requested.

活動項目(及簡介) Programmes (with description)	學年 School Year	參與角色 Role of Participation	主辦機構 Organisation	獎項 / 證書文憑 / 成就* (如有) Awards / Certifications / Achievements* (if any)
英國皇家音樂學院鋼琴試 Associated Board of the Royal Schools of Music, Piano Examination	2010-2011	考生 Candidate	香港考試及評核局 Hong Kong Examinations and Assessment Authority	英國皇家音樂學院, 八級鋼琴 Associated Board of the Royal Schools of Music, Piano Examination, Grade 8
英國皇家音樂學院聯合委員會術科考試及樂理考試, 為本港最為人熟悉的音樂考試 The ABRSM examinations are the most popular music examinations in Hong Kong				
雅思國際英語測試 International English Language Testing System	2011-2012	考生 Candidate	English for International Opportunity	達到英澳大學入學水平 Achieved UK and Australian universities enrolment standard
雅思國際英語測試原則是為母語並非英語的人士, 測定及認證英文能力的考試。 The International English Language Testing System has been developed for non-native English speakers all over the world in order to evaluate and certify their English-language proficiency.				

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Evidence of awards/ certifications/ achievements listed is available for submission when required

學生的自述 Student's 'Self-Account' (可選擇填寫 / Optional)

(以 1000 字內之英文 或 1600 字內之中文撰寫本部分)
(No more than 1000 words in English or 1600 words in Chinese)

學生可於本欄提供額外資料，重點描述其在高中或以前的學習階段中的學習生活及個人發展方面的情況，以便其他人士(例如各大專院校及未來僱主等)參考。

舉例說，學生可概略地敘述一項印象深刻的學習經歷，如何影響其個人成長及人生目標。學生也可於本欄述說其訂定人生目標的故事，如何影響其個人抱負及全人發展。

In this column, students may provide additional information to highlight any aspects of his/her learning life and personal development *during or before* senior secondary education for readers' (e.g. tertiary education institutions, future employers) references.

For example, the student may take the opportunity to briefly highlight an impressive learning experience that has had an impact on his/her personal growth and life goals. The student may also use this column to tell his/her story about personal goal setting that is influencing his/her career aspirations or whole person development.

我喜歡與人相處……在初中，我是一名童軍，喜歡透過社會服務接觸人群，在過程中，我學習到很多解決問題的方法，這些經驗豐富了我的學習，對我的研習有著正面的影響。在一個「關心社區」的活動中，作為一群年青人，我們向區議會反映意見，改善社區設施，讓鄰舍更有效使用區內的環境。舉例說，我們發現有些椅子的擺放位置並不理想，因為那裡有些沒有上蓋的金屬椅子，在炎熱的夏季是不能使用的，我們把這些發現及相關建議提交區議會考慮。在高中，我有機會參與其他類型的社會服務，例如，在一項名為濕地公園暑期實習計劃中，我可透過導賞活動推廣濕地保育及環保意識。透過這些活動，我可以身體力行地去愛和關心他人，而且我變得更具分析力、觀察力及對人的需要更加敏銳。因著這些正面的經驗，我有更多寫作的題材及設計的意念，我的溝通能力和社交技巧也改善了。除了在學習上的得益，我也發展了著重紀律及關愛別人的性格，比較起童年時以自我為中心的態度，我對自己的強項和限制，及對個人的抱負都了解多了。

在高中參與的活動中，我印象最深刻的是文化藝術義工計劃。透過這項活動，我接觸到很多有關藝術及文化的內容，透過藝術作品了解人們如何看待生命，了解他們認為甚麼是最有價值的事物，我有機會與不同文化背景的義工繪畫醫院的牆壁，因著我們不同的背景，適切的溝通是十分重要的，這能促進我們彼此之間的協作。我發現不論種族、文化、年齡及背景，愛及關心是最大的推動力叫人甘心樂意地付出，為社會謀福祉。

我希望將來可投身服務行業，幫助有需要的人。無論我將身處哪一個工作崗位，我已下定決心以愛心服務人羣，為社會締造更美好的將來。……

I enjoy getting along with people very much. I was a boy scout at junior secondary level. I liked meeting people and solving problems through community service. The experience enriched my learning and exerted a positive impact on my study. In a "Care for Community" project, as a team of teenagers, we made proposals to the district office to improve the facilities in our community so that people could make good use of the environment. For instance, we observed that some chairs in our community were not properly located because some metallic chairs there were not suitable for use during hot summers with no shelter on top. We channeled our ideas to the district office and made suggestions for improvement. At my senior secondary level, I got another opportunity to serve the community in a summer internship programme at the Wetland Park. I was trained to lead guided tours to promote wetland conservation and environmental protection. These activities gave me a chance to share love and care in a practical way. I also became more analytical, observant and aware of people's needs. With these positive experiences, I had more ideas in terms of writing and design, and my communication and interpersonal skills improved. Apart from the benefit in learning, I have also developed a disciplined and caring character. As compared to my childhood, I understand myself better, in terms of strengths, limitations and aspirations for the future.

Among the activities I joined at my senior secondary level, the most impressive one was the Cultural Services Volunteers Scheme. I learned a lot about art and culture, how people perceive life, and what people value the most through their art works. This activity provided me with a chance to paint walls in hospitals with volunteers from different cultures. Because of different backgrounds, proper communication was important to ensure smooth collaboration with each other. I discovered that whatever the culture, whatever the age and background, love and a heart to care for others is the greatest motivation for anyone to work for the best of the community.

I have set a career goal to participate in a service industry that could benefit the needy. Whatever position I have in future, I have decided to try my best to love and serve the community to make us live in a better world. ...

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End of Report