

**立法會**  
**Legislative Council**

LC Paper No. CB(2)1430/04-05  
(These minutes have been  
seen by the Administration)

Ref : CB2/PL/ED

**Panel on Education**

**Minutes of special meeting  
held on Monday, 20 December 2004 at 9:00 am  
in the Chamber of the Legislative Council Building**

- Members present** : Dr Hon YEUNG Sum (Chairman)  
Hon Audrey EU Yuet-mee, SC, JP (Deputy Chairman)  
Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP  
Hon CHEUNG Man-kwong  
Hon LEUNG Yiu-chung  
Hon Jasper TSANG Yok-sing, GBS, JP  
Hon Emily LAU Wai-hing, JP  
Hon Tommy CHEUNG Yu-yan, JP  
Hon Andrew LEUNG Kwan-yuen, SBS, JP  
Dr Hon Fernando CHEUNG Chiu-hung  
Hon Patrick LAU Sau-shing, SBS, JP
- Member attending** : Hon Abraham SHEK Lai-him, JP
- Member absent** : Hon MA Lik, JP
- Public Officers attending** : Mrs Fanny LAW, GBS, JP  
Permanent Secretary for Education and Manpower
- Mr Chris WARDLAW  
Deputy Secretary for Education and Manpower (5)

Dr K K CHAN  
Principal Assistant Secretary (Curriculum Development)

Dr Peter W HILL  
Secretary General, Hong Kong Examinations and  
Assessment Authority

Mr Michael STONE, JP  
Secretary-General, University Grants Committee

*Resource Persons*

Hong Kong Baptist University

Dr Robert LAM  
Registrar

Lingnan University

Mr MUI Lok-wood  
Registrar

Hong Kong Institute of Education

Dr SO Kwok-sang  
Registrar

Hong Kong Polytechnic University

Mrs Ada CHAN  
Senior Assistant Academic Secretary

Hong Kong University of Science & Technology

Professor Peter DOBSON  
Associate Vice-President for Academic Affairs

University of Hong Kong

Mr Henry W K WAI  
Registrar

City University of Hong Kong

Ms Annie IP  
Acting Head, Academic Regulations and Records Office

The Chinese University of Hong Kong

Mr LEE Shu-wing  
Deputy Registrar

**Attendance by  
invitation** : Session A

The Federation of the Hong Kong Higher Education  
Institution Staff Associations

Professor K P SHUM  
Chairman

Academic Staff Association, The University of Hong Kong

Mr C W CHAN  
Chairman

Mr A T YEUNG  
Executive Committee Member

Non-Academic Staff Association, The University of Hong Kong

Mr Stephen CHAN Chit-kwai  
President

Mr LEE Chun-min  
Executive Committee Member

University of Hong Kong Employees Union

Mr CHU Kee-tung  
Chairman

Mr KWOK Yuk-sang  
Secretary

The Chinese University of Hong Kong Employees General  
Union

Miss NG Hiu-chun  
President

The Chinese University of Hong Kong School Heads  
Alumni Association

Mr LIU Ah-chuen  
Vice-Chairman

The Teachers' Association of the Chinese University of  
Hong Kong

Professor WONG Chi-sum  
Professor

Hong Kong Baptist University Faculty and Staff Union

Mr Mark LI  
Assistant Professor

Hong Kong Polytechnic University Staff Association

Dr CHAN Chun-wah  
Chairman

Dr Joseph LEE Heung-wing  
Assistant Secretary

City University of Hong Kong Staff Association

Mr W W FUNG  
Treasurer

Hong Kong Federation of Students

Miss Connie LO  
Member

Mr LO Wai-ming  
Member

City University of Hong Kong Students' Union

Mr CHAN Ka-wang  
President

Miss LAM Sze-wun  
External Vice-President

Hong Kong Baptist University Student Union

Mr CHAN Kai-chun  
President

Mr CHU Kin-hang  
Secretary of the University Affair Committee

Hong Kong Youth & Tertiary Students Association

Miss Joe LO Hin-kwan  
Vice-President

Miss WONG Ka-wai  
Member

Postgraduate Student Association, The University of  
Hong Kong

Miss GU Wei-xia  
Vice-Chairperson

Hong Kong Polytechnic University Students' Union

Mr LAI Chun-kit  
President

Mr YEUNG Ka-kui  
External Affairs Secretary

Session B

Hong Kong Professional Teachers' Union

Mr Eddie SHEE Shing-chung  
Director of Right & Complaints Department

Hong Kong Federation of Education Workers

Mr WONG Kwan-yu  
Chairman

Hong Kong Special Schools Council

Dr Simon LEUNG  
Chairman

Ms Louise KWAN  
Vice-Chairman

Hong Kong Subsidized Secondary Schools Council

Mr CHU Fu-yau  
Chairman

Mr HUI Chin-yim  
Ex-Officio Executive Member

The Association of Hong Kong Chinese Middle School and  
Hong Kong Private Schools Association

Mr LEUNG Ping-wah  
Committee Member

The Association of English Medium Secondary School

Mr Lawrence LOUR  
Chairperson

Ms Rosalind CHAN  
External Secretary

Grant Schools Council

Mr George TAM  
Chairman

Mrs Clara LAU  
Vice Chairman

Hong Kong Taoist Association

Dr TONG Wai-hop  
Head of Schools' Affairs Section

Dr YAU Hon-kee  
Principal

The Hong Kong Buddhist Association

Mr AU Kit-ming  
Hon Secretary

Ms HUI Yuen-fong  
Principal Officer

Catholic Diocese of Hong Kong

Ms Alice WOO Lo-ming  
Episcopal Delegate for Education

Hong Kong Christian Council

Mr SO Shing-yit  
General Secretary

The Hong Kong Primary Education Research Association

Mr LEE Siu-hok  
Chairman

Dr NGAI Ming-yan  
Executive Member

Hong Kong Sheng Kung Hui

Mr TONG Kai-hong  
Representative

Mr TAI Tak-ching  
Representative

Hong Kong Society for Education In Art

Dr LAI Ming-hoi  
Member

Mr YUEN Tze-chiu  
Member

The Alliance for Small-Class Learning and Teaching to Promote Quality Education

Mr WONG Hak-lim  
Member

Mr WU Tak-yin  
Member

Yuen Long Primary School Heads Association

Mr TANG Kwai-tai  
Vice-Chairman

Ms CHOI Man-kwan  
Secretary

Wan Chai District Headmasters' Conference

Dr LEUNG Yin-ting  
Chairman

Sr WONG Kam-lin  
Vice-Chairman

Shatin District Secondary School Heads Association

Mr LAI Nai-pang  
Chairman

Mr HO Kuen-fai  
Vice-Chairman

Kowloon City District School Principals' Liaison Committee

Ms CHAN Yuen-sheung  
Vice-Chairman

Association of Principals of Secondary Schools, The  
Hong Kong Council of the Church of Christ in China

Mr TSANG Yau-shing  
Executive Committee Member

Mrs HA LAU Yuen-yung  
Executive Committee Member

Wong Tai Sin District Secondary School Heads Association

Mrs LI MAK Lai-ying  
Chairperson

Mr MOK Chung-fai  
Vice-Chairperson



Hong Kong Association of Heads of Secondary School

Mr YIP Kam-yuen  
Chairman

The Association of Secondary School Heads, Tai Po District

Mr KWOK Wing-keung  
Chairman

Mr POON Hing-fai  
Executive Member

Committee on Home-School Co-operation

Mr Chris YU Wing-fai  
Vice-Chairperson

The Joint Council of Parent-Teacher Associations of the  
Shatin District

Ms WONG Lai-ching  
Chairman

Federation of Parent – Teacher Association of the  
Central & Western District

Mr MAN Chi-wah  
President

Mrs FUNG KI Annie  
Vice-President

Federation of Parent Teacher Associations in Kwun  
Tong District

Ms Florence LI Yim-fong  
Secretary

Mr Kenny TSUI Kar-keung  
Operator

Parents' Alliance on Special Education System

Mrs LEUNG KONG Wai-ying  
Secretary

Mrs LAM WAN Yin-fong  
Member

Hong Kong Association for Specific Learning Disabilities

Ms Jacqueline YU  
Parent

Ms TAM Lai-ying  
Representative

Tseung Kwan O Parents Association

Ms KAM Mi-hing  
Vice-President (Internal)

Mr TSE Yik-wah  
Information, Research & Development Officer

Federation of Parent-Teacher Association, Tai Po District

Mr LAM Wai-hong  
Vice-President

Mr CHAN Kwong  
Vice-President

Tsing Yi Primary School Heads' Association

Ms YAN Yuen-yee  
Chairman

Ms WONG Wan-chu  
Vice-Chairman

**Clerk in attendance** : Miss Flora TAI  
Chief Council Secretary (2)2

**Staff in attendance** : Mr Stanley MA  
Senior Council Secretary (2)6

Miss Sherman WOO  
Legislative Assistant (2)2

---

Action

**I. Reforming the academic structure for senior secondary education and higher education**

[LC Paper No. CB(2)350/04-05(01) and Consultation Document on “Reforming the Academic Structure for Senior Secondary Education and Higher Education – Actions for Investing in the Future”]

The Chairman welcomed representatives of the deputations and the Administration to the meeting.

Session A

2. At the Chairman’s invitation, the following 16 deputations presented their views which were summarised in **the Appendix**.

- (a) The Federation of the Hong Kong Higher Education Institution Staff Associations  
[LC Paper No. CB(2)481/04-05(01)]
- (b) Academic Staff Association, The University of Hong Kong
- (c) Non-Academic Staff Association, The University of Hong Kong  
[LC Paper No. CB(2)422/04-05(01)]
- (d) University of Hong Kong Employees Union  
[LC Paper No. CB(2)474/04-05(01)]
- (e) The Chinese University of Hong Kong Employees General Union
- (f) The Chinese University of Hong Kong School Heads Alumni Association  
[LC Paper No. CB(2)422/04-05(02)]
- (g) The Teachers’ Association of the Chinese University of Hong Kong
- (h) Hong Kong Baptist University Faculty and Staff Union
- (i) Hong Kong Polytechnic University Staff Association  
[LC Paper No. CB(2)498/04-05(01)]
- (j) City University of Hong Kong Staff Association  
[LC Paper No. CB(2)481/04-05(02)]
- (k) Hong Kong Federation of Students  
[LC Paper No. CB(2)481/04-05(03)]

Action

- (l) City University of Hong Kong Students' Union
- (m) Hong Kong Baptist University Student Union
- (n) Hong Kong Youth & Tertiary Students Association  
[LC Paper No. CB(2)481/04-05(04)]
- (o) Postgraduate Student Association, The University of Hong Kong
- (p) Hong Kong Polytechnic University Students' Union

The Administration's response

3. The Chairman summed up that deputations in principle supported the proposed "3+3+4" structure which comprised a three-year junior and a three-year senior secondary education, linking to a four-year undergraduate university programme (the proposed "3+3+4" structure). He highlighted the major areas of concerns as follows –

- (a) the design of new curriculum framework under the proposed "3+3+4" structure, in particular, the curriculum of Liberal Studies as a core subject in senior secondary education and the provision of professional development programmes for teachers;
- (b) the provision of appropriate support measures and additional resources for implementation of the proposed "3+3+4" structure;
- (c) the availability of land in University Grants Committee(UGC)-funded institutions for the construction of university complexes and facilities to accommodate the increase in student population arising from the operation of four-year undergraduate programmes;
- (d) the pathways for sub-degree programme graduates to pursue further studies and the academic status of sub-degree programmes under the proposed "3+3+4" structure;
- (e) the increase of tuition fees for undergraduate programme under the new academic structure, in particular, the possible adoption of differential fees for different undergraduate programmes offered by UGC-funded institutions; and
- (f) the impacts of the proposed "3+3+4" structure on resources allocation, employment of academic and non-academic staff in UGC-funded institutions, including employment of contract staff and outsourcing of general support services to outside agencies.

Action

4. At the invitation of the Chairman, Permanent Secretary for Education and Manpower (PSEM) responded that the proposed “3+3+4” structure would be a major reform which had far-reaching implications for the future development of the education system in Hong Kong, and the success of its implementation would depend on the concerted efforts of the stakeholders and the community in the years ahead. PSEM expressed appreciation that all deputations in general supported the implementation of the proposed “3+3+4” structure. She said that the Administration understood the deputations’ concerns about the implementation of the new academic structure, much of which would have to be tackled and resolved in the course of implementation. The Administration would continue to consult the stakeholders extensively in the course of implementing the new academic structure. Referring to deputations’ major areas of concern, PSEM said that –

- (a) Liberal Studies was already a subject at the Advanced Supplementary level recognised for university admission since the early 90’s. In secondary schools, Integrated Science and Intergrated Humanities were offered in junior secondary classes, and Integrated Humanities and Science and Technology were offered in senior secondary classes from 2002. The curriculum design of Liberal Studies for senior secondary education would aim at enabling students to develop a range of skills for lifelong learning and to enhance students’ understanding of themselves, their society, their nation and the world.
- (b) The inclusion of Liberal Studies in senior secondary curriculum as a core subject would benefit the 82% secondary graduates who had not been admitted to university education. Apart from a four-year university education, the proposed “3+3+4” structure was intended to equip secondary school leavers with the basic skills and knowledge to find employment and pursue continuing education. A six-year secondary education with a diverse curriculum including Liberal Studies and Career-oriented Studies would enable students to develop multi-perspectives on perennial and contemporary issues in different contexts so that they would be able to meet the different challenges and community expectations after leaving school, as well as to contribute to the future development of the community, nation and the world at large.
- (c) The main theme of curriculum reform was to encourage students to learn how to learn and to pursue life-long learning. With the progressive implementation of education reform, school curriculum had become more diversified from 2002 and incorporated eight key learning areas including personal, social and humanities education. The current secondary curriculum

Action

included elements such as project learning which helped students develop their abilities in critical and exploratory thinking and problem-solving.

- (d) As a result of the education and curriculum reform, primary students had improved considerably in their ability to think, analyse and resolve problems. According to a stakeholders' survey in 2004, about 70% school principals considered that their primary students in general were now more expressive, responsive and analytical than before.
- (e) Education and Manpower Bureau (EMB) agreed that Liberal Studies should be taught in smaller classes so that students would have more opportunities to express their thoughts and ideas, and interact with peers and teachers. In this connection, EMB would propose the allocation of additional resources to support schools to run Liberal Studies classes.
- (f) In implementing the new curriculum, schools would be encouraged to adopt a more flexible approach in the allocation of lesson time for different subjects. The number of modules in Liberal Studies could be reduced to meet the needs of students in individual schools.
- (g) Professional development programmes for serving teachers in Liberal Studies would be arranged as early as possible. EMB encouraged secondary schools to start teaching Integrated Humanities in junior secondary classes as long as they felt comfortable.
- (h) Allocation of additional resources for implementation of the proposed "3+3+4" structure as well as the education sector as a whole should be discussed in the context of Government budgets in the next few years. Given the resources constraints, EMB welcomed institutions to discuss the allocation of education resources among pre-primary education, basic education and higher education.
- (i) UGC-funded institutions enjoyed a high level of autonomy and EMB would not interfere with their academic developments and resources allocations as well as staff management matters. Staff and students were encouraged to convey their views and concerns to their university councils through established channels.
- (j) While \$1.8 billion was allocated for UGC-funded institutions to implement four-year undergraduate degree programmes, there would be substantial savings in secondary education sector as a

Action

result of the declining student population in the next few years. According to current projection, except for the transitional peak years, the school places freed up by the declining student population should be sufficient to accommodate the additional intake of senior secondary three students. This would mean packing of classes in, or even closure of under-enrolled schools. There was no need to construct 48 new secondary schools for implementing the proposed “3+3+4” academic structure.

- (k) A total non-recurrent capital grant of \$3.3 billion and \$3.4 billion would be set aside for implementing the new academic structures for secondary education and higher education respectively. The \$3.3 billion would be used for the development of a new senior secondary curriculum and a four-year undergraduate curriculum, professional development of teachers and operating additional classes during the transitional peak years. The \$3.4 billion would be required for the construction of additional university complexes and facilities to cater for students having an extra year of first-degree programmes.
- (l) University students in Hong Kong were subsidised at a larger percentage of the student unit cost than their counterparts in the Mainland and many overseas countries. The community as a whole should determine the appropriate subsidisation rate for undergraduate programmes in UGC-funded institutions in the long term.
- (m) Although the four-year degree programme would start from the 2010-11 academic year the earliest, UGC-funded institutions were encouraged to start planning their space requirements and draw up their campus development plans for consideration by the Administration and relevant parties including District Councils and the Town Planning Board, as early as practicable.
- (n) The development blueprint of higher education in Hong Kong had been largely set out in the Higher Education Review and the UGC document entitled “To make a difference, To Move with the Times”.
- (o) It would not be realistic to provide a degree place for all sub-degree holders. Compared to the situation in 2000, there were now more opportunities for secondary school leavers to pursue post secondary education. Starting from the 2008-09 academic year, more second-year undergraduate programme places would be available for direct entry of sub-degree holders.

Action

- (p) It was encouraging to observe that while secondary education could not evade the influence of the examination-driven culture, sub-degree programme such as Project Yi Jin provided an alternative pathway and mode of learning which had motivated students to learn on a continuing basis. Given the resources constraints, the development of sub-degree programmes and continuing education for sub-degree graduates would have to progress on an incremental basis. As of today, 53% of secondary school leavers had access to sub-degree education and it would be very likely that the policy target of enabling 60% secondary school graduates to pursue post-secondary education could be achieved by the year 2010.
- (q) The “3+3+4” reform would bring lasting benefits directly to future generations and assure the social and economic well-being of Hong Kong. The concerned commitment and contribution from all parties was required in order to realise the significant benefits. The additional fees for university and secondary education to be borne by parents would demonstrate a collective commitment of the community to the future development of education in Hong Kong. The Administration would review the various student financial assistance schemes to ensure that no students would be denied of access to education due to a lack of means.

5. In concluding, PSEM said that EMB was doing its utmost to facilitate smooth implementation of the education reform, as well as the future implementation of the proposed “3+3+4” structure. Meanwhile, EMB looked forward to receiving more feedback from deputations in the near future.

Session B

6. At the Chairman’s invitation, the following 33 deputations presented their views which were summarised in **the Appendix**.

- (a) Hong Kong Professional Teachers’ Union  
[LC Paper No. CB(2)451/04-05(01)]
- (b) Hong Kong Federation of Education Workers  
[LC Paper No. CB(2)422/04-05(03)]
- (c) Hong Kong Special Schools Council  
[LC Paper No. CB(2)481/04-05(05)]
- (d) Hong Kong Subsidized Secondary Schools Council  
[LC Paper No. CB(2)481/04-05(06)]



Action

- (e) The Association of Hong Kong Chinese Middle School  
[LC Paper No. CB(2)422/04-05(04)]
- (f) Hong Kong Private Schools Association
- (g) The Association of English Medium Secondary School
- (h) Grant Schools Council
- (i) Hong Kong Taoist Association  
[LC Paper No. CB(2)481/04-05(07)]
- (j) The Hong Kong Buddhist Association  
[LC Paper No. CB(2)505/04-05(01)]
- (k) Catholic Diocese of Hong Kong
- (l) Hong Kong Christian Council
- (m) The Hong Kong Primary Education Research Association  
[LC Paper No. CB(2)422/04-05(05)]
- (n) Hong Kong Sheng Kung Hui
- (o) Hong Kong Society for Education In Art  
[LC Paper No. CB(2)422/04-05(06) (revised)]
- (p) The Alliance for Small-Class Learning and Teaching to Promote  
Quality Education  
[LC Paper No. CB(2)422/04-05(07)]
- (q) Yuen Long Primary School Heads Association
- (r) Wan Chai District Headmasters' Conference  
[LC Paper No. CB(2)422/04-05(08) (revised)]
- (s) Shatin District Secondary School Heads Association  
[LC Paper No. CB(2)422/04-05(09)]
- (t) Kowloon City District School Principals' Liaison Committee
- (u) Association of Principals of Secondary Schools, The Hong Kong  
Council of the Church of Christ in China  
[LC Paper No. CB(2)481/04-05(08)]
- (v) Wong Tai Sin District Secondary School Heads Association  
[LC Paper No. CB(2)481/04-05(09)]

Action

- (w) Hong Kong Association of Heads of Secondary School
- (x) The Association of Secondary School Heads, Tai Po District
- (y) Committee on Home-School Co-operation  
[LC Paper No. CB(2)481/04-05(10)]
- (z) The Joint Council of Parent-Teacher Associations of the Shatin District
- (aa) Federation of Parent – Teacher Association of the Central & Western District
- (bb) Federation of Parent Teacher Associations in Kwun Tong District
- (cc) Parents’ Alliance on Special Education System  
[LC Paper No. CB(2)422/04-05(10) and CB(2)514/04-05(01)]
- (dd) Hong Kong Association for Specific Learning Disabilities  
[LC Paper No. CB(2)471/04-05(01)]
- (ee) Tseung Kwan O Parents Association
- (ff) Federation of Parent-Teacher Association, Tai Po District
- (gg) Tsing Yi Primary School Heads’ Association  
[LC Paper No. CB(2)472/04-05(01)]

Other submissions received

7. Members noted the submissions from Sisters of the Precious Blood [LC Paper No. CB(2)422/04-05(11)], the Association of School Heads of Islands District [LC Paper No. CB(2)422/04-05(12)] and the Education Convergence [LC Paper No. CB(2)481/04-05(11)].

Way forward

8. The Chairman thanked deputations for attending the meeting. He informed representatives of deputations and the Administration that the Panel would follow up the issues raised by deputations in another meeting. Deputations would be informed of the date of the meeting in due course.

[*Post-meeting note* : The Panel subsequently held a meeting on 3 January 2005 to continue discussion of the item.]

Action

**II. Any other business**

9. There being no other business, the meeting ended at 1:40 pm.

Council Business Division 2  
Legislative Council Secretariat  
10 May 2005

Legislative Council Panel on Education  
Special Meeting on 20 December 2004

I. Summary of views from tertiary education organizations on Consultation Document on “Reforming the Academic Structure for Senior Secondary Education and Higher Education”

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Financial arrangement	Supporting measures/ Student Admission Arrangement	Curriculum/Other views
1.	The Federation of the Hong Kong Higher Education Institution Staff Associations (the “Federation”) CB(2)481/04-05(01)	<ul style="list-style-type: none"> <li>- Supports “3+3+4” academic structure reform and its early implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- The proposed drastic increase in tuition fees will add further financial burden onto parents; and</li> <li>- The Government must give careful consideration to the proposals of “increasing tuition fees” and “introducing differential fees”.</li> </ul>	<ul style="list-style-type: none"> <li>- The appropriate provision of additional manpower and facilities is the key to maintaining the quality of university education and ensuring the success of the reform.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole person education should be strengthened at university level, while secondary schools should follow the systems adopted in the Mainland and overseas places by restoring such subjects as history, geography, biology, chemistry, physics and so on. In so doing, secondary school students are bound to study some arts or science subjects, in addition to Chinese Language, English Language and Mathematics. This will instil into students some preliminary ideas of both arts and science subjects. One or two</li> </ul>

<b>Key Area</b> Submissions from deputations/ individuals LC Paper No.	<b>Overall views on the new academic structure</b>	<b>Financial arrangement</b>	<b>Supporting measures/ Student Admission Arrangement</b>	<b>Curriculum/Other views</b>
				<p>units under Liberal Studies cannot conveniently replace these subjects; and</p> <ul style="list-style-type: none"><li>- The proposed new structure of Chinese Language, English Language, Mathematics and Liberal Studies will make the academic system less flexible, and students are given fewer choices of subjects. It is inevitable that the level of mathematical skills required of students will be lowered so as to accommodate the levels of most students. Consequently, the lack of training on the skills of solving difficult problems might make it difficult for students to engage themselves in science or engineering disciplines in future.</li></ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Financial arrangement	Supporting measures/ Student Admission Arrangement	Curriculum/Other views
2.	Academic Staff Association, The University of Hong Kong (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports “3+3+4” academic structure, but the implementation timeframe should not be rigidly set, as many arrangements are still unclear, such as the admission criteria.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents have to afford one additional year of tuition fees in addition to bearing the costs of yearly fee increases, which brings about enormous financial pressure on parents. Moreover, with the adoption of a 4-year undergraduate degree structure, it becomes more likely that parents have to afford the university tuition fees of two children at the same time.</li> </ul>		

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Financial arrangement	Supporting measures/ Student Admission Arrangement	Curriculum/Other views
3.	Non-Academic Staff Association, The University of Hong Kong CB(2)422/04-05(01)	<ul style="list-style-type: none"> <li>- The “3+3+4” academic structure is worth supporting as it conforms to the world trend.</li> </ul>	<ul style="list-style-type: none"> <li>- As the situation of indebtedness of university graduates deteriorates, tuition fees should not be further increased. In particular, since students are required to study one additional year at universities and pay one additional year’s tuition fees, the fees should not be increased impetuously.</li> </ul>		<ul style="list-style-type: none"> <li>- The subject of Liberal Studies is very important for both university and secondary students. It is hoped that the Administration will allocate more resources to the provision of training for teachers and the preparation of more systematic teaching materials. However, it should be implemented in a gradual and orderly manner.</li> </ul>
4.	University of Hong Kong Employees Union CB(2)474/04-05(01)	<ul style="list-style-type: none"> <li>- Offers unreserved support for “3+3+4” academic structure.</li> </ul>	<ul style="list-style-type: none"> <li>- The Government intends to increase the funding for universities by a mere 17% for the implementation of the proposed “3+3+4” academic structure. With insufficient funding, universities may have to sacrifice the interests of lower echelon staff in order to achieve better teaching standards.</li> </ul>	<ul style="list-style-type: none"> <li>- Sufficient resources and suitable supporting measures are required for the successful implementation of the proposal.</li> </ul>	<ul style="list-style-type: none"> <li>- Universities should recruit a suitable number of lower echelon staff remunerated at market levels.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Financial arrangement	Supporting measures/ Student Admission Arrangement	Curriculum/Other views
5.	The Chinese University of Hong Kong Employees General Union (Written submission not provided)	<ul style="list-style-type: none"> <li>- There may be a distortion of views in the consultation process. Support for “3+3+4” academic structure should not be regarded as support for the proposal regarding Liberal Studies. By the same token, support for whole person education should not be regarded as support for Liberal Studies.</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses worries about how universities will deploy the funds allocated for the adoption of a 4-year undergraduate degree programme; and</li> <li>- The remuneration of university staff, the supervisory role of the University Grants Committee and the transparency of the use of funds by universities should be discussed as soon as possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses worries about staff workload during the transitional period.</li> </ul>	<ul style="list-style-type: none"> <li>- Many front-line staff have pointed out that there are problems with the proposed curriculum of Liberal Studies, and that the existing educational system may not be able to cope with the curriculum.</li> </ul>
6.	The Teachers’ Association of the Chinese University of Hong Kong (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports a 4-year undergraduate degree structure.</li> </ul>			<ul style="list-style-type: none"> <li>- Regarding the implementation of Liberal Studies, it is not appropriate to do so by the inclusion of Liberal Studies as a subject in the secondary curriculum. Instead, students should be offered a variety of elective subjects covering different learning areas.</li> </ul>



Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Financial arrangement	Supporting measures/ Student Admission Arrangement	Curriculum/Other views
7.	Hong Kong Baptist University Faculty and Staff Union (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports the Federation's views.</li> </ul>	<ul style="list-style-type: none"> <li>- The Government should increase the allocation of resources in order to implement a full-scale reform; and</li> <li>- The proposed increase in tuition fees will aggravate the burden of parents and students. The Government should also enhance the provision of support for students.</li> </ul>		<ul style="list-style-type: none"> <li>- The curricula of secondary schools should align with those of universities</li> </ul>
8.	Hong Kong Polytechnic University Staff Association CB(2)498/04-05(01)	<ul style="list-style-type: none"> <li>- Supports in principle the "6-year secondary, 4-year university" academic structure reform, but queries how school-based assessment results of students from different schools can be fairly and scientifically moderated.</li> </ul>	<ul style="list-style-type: none"> <li>- The Government should allocate more resources to the development of basic and tertiary education.</li> </ul>	<ul style="list-style-type: none"> <li>- There will be a double cohort of students (around 30 000) entering university undergraduate programmes in 2011, and there may not be sufficient teachers and facilities to accommodate the double cohort of students; and</li> <li>- Apart from insufficient facilities, the availability of land for development is also a problem for universities.</li> </ul>	<ul style="list-style-type: none"> <li>- The Consultation Document has not given details on how to provide "biliterate and trilingual" training for students. It is doubtful whether schools are, in general, capable of offering career-oriented subjects for students within a short time.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Financial arrangement	Supporting measures/ Student Admission Arrangement	Curriculum/Other views
9.	City University of Hong Kong Staff Association CB(2)481/04-05(02)	<p>– University students are likely to be admitted by faculty in future, which is a good system by itself. However, if the numbers of Year 2 students admitted to certain disciplines are subject to the ceilings set by the respective departments, the admission of students will be based on their academic performance. If this is the case, the situation will be equivalent to the reinstatement of the Hong Kong Advanced Level Examination, and students may not be admitted to their preferred departments. This runs against the concept of “admission by faculty”.</p>	<p>– A drastic increase in tuition fees will result in huge financial burden on both parents and students. If the differential tuition fee system is introduced, impoverished students will be denied access to the departments that charge exorbitant fees.</p>	<p>– During the transitional period, there will be a double cohort of senior secondary students entering university undergraduate programmes. The surge in the number of student places in universities will greatly increase the demand for facilities and teachers at universities. Sub-degree and master’s degree programmes may be compressed or substantially reduced since many of these programmes have to share university facilities with undergraduate degree programmes at present; and</p> <p>– It is anticipated that during the forthcoming</p>	

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Financial arrangement</b>	<b>Supporting measures/ Student Admission Arrangement</b>	<b>Curriculum/Other views</b>
				3-year transitional period, it will be even more difficult to increase the number of associate degree places in top-up degree programmes. It is unfair that the Government's improper planning has affected the development of sub-degree students.	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Financial arrangement	Supporting measures/ Student Admission Arrangement	Curriculum/Other views
10.	Hong Kong Federation of Students (“HKFS”) CB(2)481/04-05(03)	<ul style="list-style-type: none"> <li>- The Government should not implement such a massive education reform in a hasty manner;</li> <li>- The Government is using academic structure reform as a pretext for increasing tuition fees; and</li> <li>- The academic structure reform should not be implemented before all the worries surrounding the financial arrangements for the academic structure have been cleared to ensure students’ unimpeded access to pursuing further studies. Otherwise, academic structure reform will only result in colossal loans borne by students.</li> </ul>	<ul style="list-style-type: none"> <li>- It is proposed by the Government that the tuition fees for senior secondary places will be increased to \$7,200 per annum. Regarding the tuition fees for university places, the Government has skilfully proposed “a shared funding model”, which is in fact a pretext for increasing tuition fees, for the alleged purpose of misleading parents and cheating the Legislative Council;</li> <li>- The Government should accord priority to reforming the subvention system in order to actively eliminate the financial hurdles confronting students at various stages, rather than</li> </ul>		

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Financial arrangement</b>	<b>Supporting measures/ Student Admission Arrangement</b>	<b>Curriculum/Other views</b>
			<p>proposing passive measures such as introducing the differential tuition fee system or expanding the Non-means Tested Loan Scheme; and</p> <ul style="list-style-type: none"><li>- The introduction of differential tuition fee system will greatly increase the difficulties faced by students intending to take up disciplines of higher costs.</li></ul>		

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Financial arrangement	Supporting measures/ Student Admission Arrangement	Curriculum/Other views
11.	City University of Hong Kong Students' Union (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports HKFS's views;</li> <li>- Supports "3+3+4" academic structure but holds that it should not be too hastily implemented; and</li> <li>- The Consultation Document is too vague and general, for example, it fails to specify the direction of development for universities.</li> </ul>	<ul style="list-style-type: none"> <li>- Increasing university tuition fees will increase the financial burden of students. It is proposed that the Government should raise the ceilings of loans and reduce the interest rates thereof, as well as start the accrual of interests after the graduation of students.</li> </ul>	<ul style="list-style-type: none"> <li>- The Government should consider providing different avenues for further studies for students who had not been admitted to universities.</li> </ul>	
12.	Hong Kong Baptist University Student Union (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports "3+3+4" academic structure as it can provide more room for development of students.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are in general worried about their financial burden under the new system; and</li> <li>- The Education and Manpower Bureau (EMB) should focus on developing student activities, and provide suitable space and resources to fulfil the objectives of whole person education.</li> </ul>	<ul style="list-style-type: none"> <li>- The adoption of a 4-year undergraduate programme will pose enormous pressure on universities situated in urban areas in terms of space and facilities. EMB should formulate suitable supporting measures.</li> </ul>	<ul style="list-style-type: none"> <li>- The Government should provide sufficient resources for teacher training.</li> </ul>

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Financial arrangement</b>	<b>Supporting measures/ Student Admission Arrangement</b>	<b>Curriculum/Other views</b>
13. Hong Kong Youth & Tertiary Students Association CB(2)481/04-05(04)		<ul style="list-style-type: none"> <li>- Supports “3+3+4” academic structure as it broadens the horizons of students, and enables individual students to spend more time on studying the areas that suit their needs.</li> </ul>	<ul style="list-style-type: none"> <li>- It is proposed that the Government should reconsider the rate of increase of university tuition fees, such as reducing the rate of increase, by taking into account the affordability of the families of students. It is also proposed that after adjusting university tuition fees, the Government should either extend the repayment period of student loans, or provide flexible options for repayment periods. The Government should also raise the amounts of loans offered to students, and lower the interest rates of loans; and</li> </ul>	<ul style="list-style-type: none"> <li>- Before implementing “3+3+4” academic structure reform, the Government must ensure that there are adequate university facilities (especially hostels) to cater for the demands arising from increased university places.</li> </ul>	<ul style="list-style-type: none"> <li>- Supports the Government’s proposal to incorporate Liberal Studies as a compulsory core subject for senior secondary education;</li> <li>- It is proposed that the Government should motivate universities to make good use of the additional year at universities after the reform by incorporating more programmes on Liberal Studies into their curricula; and</li> <li>- It is strongly recommended that the Administration should co-ordinate and differentiate clearly the respective roles of Liberal Studies in senior</li> </ul>

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Financial arrangement</b>	<b>Supporting measures/ Student Admission Arrangement</b>	<b>Curriculum/Other views</b>
			<p>- The Government should adjust the relative ratio between loans and subsidies for different disciplines, so that adequate assistance is available to students to ensure that those with less means will have equal access to disciplines that charge exorbitant fees.</p>		<p>secondary and university education to avoid the duplication.</p>



Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Financial arrangement	Supporting measures/ Student Admission Arrangement	Curriculum/Other views
14.	The Postgraduate Student Association of the University of Hong Kong (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports a 4-year undergraduate degree programme as it can provide students with more time and opportunities for practical work placement, thereby increasing their contacts with society and better preparing them for future employment.</li> </ul>			
15.	The Hong Kong Polytechnic University Students' Union (Written submission not provided)	<ul style="list-style-type: none"> <li>- Concurs with HKFS's views; and</li> <li>- As the Consultation Document fails to point out the direction of reform for universities, universities should announce as soon as possible the reforms to be carried out after implementing the "3+3+4" academic structure, in particular changes in curricula.</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses worries about a reduction in the Government's resource commitment for university education; and</li> <li>- The Government should take into account the current unemployment situation of graduates and the financial burden of their families when proposing an adjustment to university tuition fees.</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses worries about the shortage of land available for use by universities situated in urban areas; and</li> <li>- It is hoped that EMB can expeditiously announce its plans for reserving sites for use by universities.</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses worries about the possible lack of substance in future universities' Liberal Studies programmes.</li> </ul>

**II. Summary of views from primary and secondary education organizations on Consultation Document on “Reforming the Academic Structure for Senior Secondary Education and Higher Education”**

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
1.	Hong Kong Professional Teachers’ Union CB(2)451/04-05(01)	<ul style="list-style-type: none"> <li>- Supports in principle the major direction of “3+3+4” academic structure reform, and urges the Administration to give thorough and detailed consideration to the reforms of the new senior secondary structure and curriculum, which should not be implemented until all the supporting measures are in place.</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledges in principle the significance of introducing Liberal Studies into senior secondary curriculum, but considers that there is no urgency in making it a core subject in 2008. As a start, the Administration should incorporate Liberal Studies as an elective subject so as to give sufficient preparation time for schools, teachers and students;</li> <li>- It is imperative</li> </ul>	<ul style="list-style-type: none"> <li>- The Administration has to improve the assessment system for Liberal Studies, which includes the marking of each answer sheet by at least two markers and enhancing the check marking procedures to ensure a fair and just assessment process; and</li> <li>- The Administration should reconsider whether the adoption of a school-based assessment component should be applied across all subjects, and whether the percentage of the</li> </ul>	<ul style="list-style-type: none"> <li>- The Administration should not, for the sake of training up sufficient number of Liberal Studies teachers in three years, compromise the quality of training courses for teachers in Liberal Studies or compress the training hours thereon;</li> <li>- The class size for Liberal Studies has to be significantly reduced to 15 so that teachers may take care of the difference of abilities among</li> </ul>	<ul style="list-style-type: none"> <li>- During the transitional period, the Administration shall not divert the resources for associate degree programmes to undergraduate programmes, causing the former to suffer from shrinkage due to a shortage of resources; and</li> <li>- The Administration should reconsider the rate of increase proposed for university tuition fees with a view to relieving the burden of parents and students.</li> </ul>

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>that the Administration should reconsider the structure of the curriculum, and should not avoid civic and political issues; and</p> <ul style="list-style-type: none"> <li>- The Administration should re-plot a new direction for subject integration under the new curriculum. It also has to provide adequate justifications for the merger, addition and deletion of subjects, taking into full account the professional views of teachers.</li> </ul>	<p>school-based assessment component in different subjects should be varied according to the features of the subjects.</p>	<p>students, and maximize the effectiveness of Liberal Studies through enhanced interaction; and</p> <ul style="list-style-type: none"> <li>- The Administration should provide sufficient resources and supporting facilities for universities to ensure that no problems will arise during the three-year transitional period for that particular batch of students, and that the subsequent operation of four-year university education will proceed smoothly.</li> </ul>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
2.	Hong Kong Federation of Education Workers CB(2)422/04-05(03)	<p>– Supports the implementation of “3+3+4” academic structure in secondary schools and universities in 2008. However, the Government has to guarantee that the number of teaching posts in each secondary school will not be reduced as a result of changes in academic structure and curriculum or a revised model for determining the establishment of teachers, so that teachers can commit to various reforms without worries; and</p>		<p>– Supports the incorporation of Liberal Studies as a core subject, but considers that the acceptability and maturity of Liberal Studies lag far behind the other three core subjects, namely Chinese Language, English Language and Mathematics; hence, it is suggested that in public examinations on Liberal Studies, the results should only be graded as “pass” or “fail” in order to alleviate the pressure on teachers and students in teaching and learning. That will also provide</p>		

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
		<ul style="list-style-type: none"> <li>- As the reform involves different areas such as academic structure, courses, paradigm, assessment modes, rationalization of subjects and manpower arrangements, its implementation must be cautious, well-planned and progressive so as to strike a balance between the development needs of society and students and the capacity of schools and teachers.</li> </ul>		<ul style="list-style-type: none"> <li>more room for development of this new subject; and</li> <li>- Supports the concept of school-based assessment, but opposes the application of school-based assessment across all subjects in 2008. School-based assessment should be promoted progressively in different subjects.</li> </ul>		

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
3.	Hong Kong Special Schools Council CB(2)481/04-05(05)	<p>- To tie in with the impending implementation of the new “3+3+4” academic structure, EMB should formulate corresponding plans, supporting measures, financial arrangements and implementation timetable in respect of students with special educational needs and special schools.</p>	<p>- Students with special educational needs are certainly entitled to equal opportunities and rights to senior secondary education. In the conception, design and implementation of the 3-year senior secondary school system, the arrangements for students with special educational needs should be considered in the same context as those for the mainstream students.</p>	<p>- Special schools have been attaching great importance to the adoption of school-based assessment. Hence, they agree to include the component of internal assessment by schools. If appropriate guidelines and examples are available in future, it is believed that the effectiveness of assessment can be further enhanced. Reference can be made to the practices adopted in overseas public assessments in assessing the performance of students with intellectual disabilities following the alternative curricula.</p>	<p>- Special schools may not have sufficient manpower resources to offer all the subjects proposed under the new senior secondary curriculum (e.g. career-oriented programmes); therefore, their students may have to take up those subjects in other schools or organizations. It is hoped that EMB can provide corresponding subsidies and offers support in terms of resource allocation and liaison activities.</p>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
4.	Hong Kong Subsidized Secondary Schools Council CB(2)481/04-05(06)	<ul style="list-style-type: none"> <li>- Supports the “3+3+4” proposal. To ensure the success of the reform, sufficient resources should be provided, and adequate supporting measures should be put in place.</li> </ul>	<ul style="list-style-type: none"> <li>- Academic structure reform and curriculum reform should be implemented at the same time;</li> <li>- University admission criteria should be the four core subjects plus one elective subject only; and</li> <li>- The lesson time allocated to Liberal Studies should be the same as an elective subject, i.e. 8%-12%, whilst English and Chinese Languages should be 12%-15% each and Mathematics, 10%-15%.</li> </ul>	<ul style="list-style-type: none"> <li>- Liberal Studies should consist of a compulsory part and an elective part, the former to be publicly examined and the latter be assessed by school-based assessment. The compulsory part should be graded as outstanding, satisfactory or unsatisfactory while the school-based assessment part as either satisfactory or unsatisfactory; and</li> <li>- Agrees that the “standards-referenced” approach should be adopted in public examinations. School-based assessment should not be applied across</li> </ul>	<ul style="list-style-type: none"> <li>- The class size for Liberal Studies should be half of a normal class. Cash grants should be given to schools for employment of teachers to support split class teaching and for subject development; and</li> <li>- Sufficient teacher training should be provided, and teachers should be granted paid leave to receive training. Depending on the needs of individual teachers, the adequate teacher training hours for Liberal Studies should be 90 or more.</li> </ul>	<ul style="list-style-type: none"> <li>- Refuses to accept the possibility that teachers may be made redundant due to the reform of the academic structure. The Government must implement feasible measures to assist schools to solve the problem of surplus teachers, including the implementation of a 5-year toleration period and the introduction of the Early Retirement Scheme.</li> </ul>

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
			all subjects and might be spread over SS2 and SS3. The weighting of school-based assessment should be 10%-30%.		



Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
5.	The Association of Hong Kong Chinese Middle School CB(2)422/04-05(04) and Hong Kong Private Schools Association (Written submission not provided)	<ul style="list-style-type: none"> <li>- Agrees to the implementation of 3-year junior secondary and 3-year senior secondary education, linking to a 4-year undergraduate university programme in 2008. It also agrees to the proposed merger of the two public examinations, i.e. the Hong Kong Advanced Level Examination and the Hong Kong Certificate of Education Examination, so that the pressure of examination on students may be alleviated as soon as possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Agrees that Liberal Studies should be a core subject;</li> <li>- Liberal Studies should account for at least 12.5% of the entire curriculum, but the maximum weighting should be left for the schools to decide;</li> <li>- The contents and weightings of Chinese culture and Chinese history should be enhanced in Liberal Studies and in the new senior secondary curriculum as a whole so that students may know more about our country and</li> </ul>	<ul style="list-style-type: none"> <li>- To ensure that students will attach more importance to Liberal Studies, they should be required to attend a public examination on the subject, while the results should be graded as “fail”, “pass” and “outstanding” only;</li> <li>- Agrees that school-based assessment should be adopted in Liberal Studies in which the assessment should be continuously made in a diversified manner, instead of assessing students’ performance on the basis of one examination only; and</li> </ul>	<ul style="list-style-type: none"> <li>- To avoid the wastage of teaching manpower, it is essential that during the implementation of the new curriculum in senior secondary schools, supporting measures are taken to absorb the surplus teachers resulting from class reduction, having regard to the fact that Form 1 population is substantially declining;</li> <li>- Liberal Studies should be taught in split classes to improve the teacher-to-student ratio and enhance</li> </ul>	<ul style="list-style-type: none"> <li>- EMB should clearly brief parents on the proposed addition, deletion and merger of subjects under the new senior secondary structure as early as possible, so that parents can have a better understanding of the new academic structure and new curriculum, thereby enabling them to choose the best schools for their children according to its curriculum; and</li> <li>- The Administration should thoroughly evaluate the method for determining the</li> </ul>

<p style="text-align: center;"><b>Key Area</b></p> <p>Submissions from deputations/ individuals LC Paper No.</p>	<p style="text-align: center;"><b>Overall views on the new academic structure</b></p>	<p style="text-align: center;"><b>Curriculum</b></p>	<p style="text-align: center;"><b>Assessment</b></p>	<p style="text-align: center;"><b>Supporting Measures</b></p>	<p style="text-align: center;"><b>Other Views</b></p>
		<p>identify themselves with it; and</p> <p>– The subject of Liberal Studies should be reviewed five years after the implementation of the new senior secondary curriculum.</p>	<p>– Recognizes the value and functions of school-based assessment, but teachers must be provided with sufficient training and guidelines. Assessment on the academic performance of students must be objective and fair. There must be a fair monitoring mechanism to maintain quality assurance. School-based assessment should conform to standard deviation and fairness requirements. Schools should provide two sets of results for reference by universities, namely, routine</p>	<p>teaching effectiveness;</p> <p>– Schools with five, 10 and 15 Liberal Studies classes may recruit one, two and three additional teachers respectively. These additional teachers should be included into the school’s approved establishment;</p> <p>– It is suggested that the admission of students to universities should be based on students’ results in six subjects (Chinese Language, English Language, Mathematics, Liberal Studies +2X), and that the</p>	<p>number of laboratory technicians in a school, and adjust the method according to the changes in the offering of subjects and the number of lessons, so as to avoid a drastic reduction in the number of laboratory technicians due to a sharp drop in the number of science lessons.</p>

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
			assessment results and examination results.	candidates are allowed to take no more than seven subjects in total;  – Universities should be required to publish their admission requirements for each discipline before the end of March 2005 so that secondary schools may determine the combination of subjects to be offered as early as possible; and  – The method for determining the number of teachers in a school should be slightly relaxed. For example, when rounding off	

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
					the number of teachers for a school to the nearest one decimal place and the first decimal place shows 0.5 or less, that school should be allowed to recruit half an additional teacher; when it shows 0.6 or above, one additional teacher may be recruited.	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
6.	The Association of English Medium Secondary Schools (Written submission not provided)	<ul style="list-style-type: none"> <li>- The Association will fully co-operate with the Administration and key stakeholders to ensure the successful implementation of the new academic structure.</li> </ul>	<ul style="list-style-type: none"> <li>- The curriculum of English Language should include an extension which allows students with higher level of English proficiency to advance further; and</li> <li>- The number of English lessons should be maintained at 20% to 25% of the total lesson time.</li> </ul>		<ul style="list-style-type: none"> <li>- The class size for English Language in secondary schools should be reduced to 20 to enable the splitting of classes into two to facilitate learning; and</li> <li>- The teacher-to-student ratio should be improved to enhance communication between teachers and students, and help teachers to deal with the extra workload and training needs arising from the education reform.</li> </ul>	<ul style="list-style-type: none"> <li>- The Administration should increase the number of teachers for secondary schools using English as the medium of instruction (EMI schools), so that they are entitled to the same number of teachers as secondary schools using Chinese as the medium of instruction (CMI schools).</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
7.	Grant Schools Council (Written submission not provided)	<p>– Schools should be given four years to prepare for the implementation of the new academic structure for senior secondary education.</p>	<p>– The Administration should reconsider:</p> <ul style="list-style-type: none"> <li>♦ Whether Liberal Studies should be a core subject that requires the assessment of students’ performance by public examinations;</li> <li>♦ Liberal Studies should include a suitable amount of civic education to instill into students correct values and moral concepts; and</li> <li>♦ Whether the</li> </ul>		<p>– University admission criteria should be announced as soon as possible so that secondary schools may, as early as possible, plan and determine the structure and details of their school-based curriculum, including the core and elective subjects to be offered by schools.</p>	<p>– Implementation of the new academic structure should not result in a reduced number of teachers in grant schools.</p>

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		lesson time for Chinese Language, English Language and Mathematics should be reduced to make way for Liberal Studies.			

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
8.	Hong Kong Taoist Association CB(2)481/04-05(07)	<ul style="list-style-type: none"> <li>- Supports the implementation of the new academic structure so that Hong Kong's education system may align with those in overseas places and articulate better with international development in education.</li> </ul>	<ul style="list-style-type: none"> <li>- The development of the traditional unit of Religious Studies under the subject of Ethics and Religious Studies should not be delayed in view of an anticipated low take-up rate by students as an elective subject. Instead, the Administration should expedite the development of these traditional religious subjects, whose curriculum units are yet to be determined, so that students from different schools may have diversified choices.</li> </ul>			



Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
9.	The Hong Kong Buddhist Association CB(2)505/04-05(01)	<ul style="list-style-type: none"> <li>- Supports the academic structure reform but suggests that the implementation of the new academic structure for senior secondary education should be delayed for at least one year.</li> </ul>	<ul style="list-style-type: none"> <li>- Chinese Language, English Language, and Mathematics should be classified as core subjects for which students' performance must be assessed through examinations. But since Chinese Language and English Language are language subjects serving as basic tools for learning other subjects, the allocation of lesson time for these subjects should be proportionately increased;</li> <li>- Expresses</li> </ul>	<ul style="list-style-type: none"> <li>- If Liberal Studies is incorporated into the curriculum as a core subject, students should be required to take it for two or three years on a compulsory basis, and students are required to undergo a school-based assessment. The Curriculum Development Institute of EMB should liaise closely with schools to, in the light of the experience so gained, review the relevant curriculum details, methods for teaching and learning, assessment modes, resource deployment and so on, before deciding</li> </ul>	<ul style="list-style-type: none"> <li>- Liberal Studies should be taught in small classes at a teacher-to-student ratio of 1:20 in each class; and</li> <li>- Teachers of Liberal Studies should be trained for at least half a year and be given another half a year to prepare. During these two periods, EMB should provide schools with additional resources in the form of substitute teachers. A reasonable method for determining the number of teachers in a school should be</li> </ul>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
			<p>reservations about including Liberal Studies as a core subject and making it a compulsory subject for examination; and</p> <ul style="list-style-type: none"> <li>- Agrees that students should be provided with career-oriented studies, which should have the same status as other elective subjects.</li> </ul>	<p>whether compulsory examinations should be held on the subject; and</p> <ul style="list-style-type: none"> <li>- Consideration should be given to the nature of different subjects in implementing school-based assessment, which should start by operating on several subjects, taught mainly in small classes on a trial basis.</li> </ul>	<p>“2 x number of classes in the whole school”. In determining the level of manpower, the figures should not be rounded off to the nearest digit, because it may indirectly reduce the manpower resources that schools are entitled to.</p>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
10.	Catholic Diocese of Hong Kong (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports the direction of reform of the new academic structure, but consideration should be given to the provision of sufficient supporting measures for the implementation of the new academic structure in 2008.</li> </ul>			<ul style="list-style-type: none"> <li>- Liberal Studies should be taught in small classes with class sizes ranging from 15 to 20; and</li> <li>- Additional resources should be allocated to provide teachers with continuous training, and on-line teaching materials should be provided in respect of the units to be taught under Liberal Studies.</li> </ul>	<ul style="list-style-type: none"> <li>- The consultation period should be extended by three months.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
11. Hong Kong Christian Council (Written submission not provided)		<ul style="list-style-type: none"> <li>- Supports the implementation of the new academic structure for senior secondary education.</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses reservations about synchronizing the implementation of the new academic structure with the incorporation of Liberal Studies as a core subject; and</li> <li>- Schools should work out their own curriculum of Liberal Studies in accordance with their objectives and traditions of operating schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Supports that the “Hong Kong Certificate of Education Examination” and “Hong Kong Advanced Level Examination” should be replaced by the proposed “Hong Kong Diploma of Secondary Education Examination”. Nevertheless, it should be ensured that the new diploma is recognized by overseas countries, so that students planning to study abroad will not be affected.</li> </ul>	<ul style="list-style-type: none"> <li>- The number of serving teachers and the subjects taught by teachers will inevitably be affected by the implementation of the new academic structure. The Administration should discuss the transitional arrangements with the education sector as early as possible.</li> </ul>	<ul style="list-style-type: none"> <li>- The Administration should discuss the transitional arrangements with newly-built senior secondary schools and evening secondary schools, so as to alleviate the impact of the new academic structure for senior secondary education on those schools.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
12.	The Hong Kong Primary Education Research Association CB(2)422/04-05(05)	<ul style="list-style-type: none"> <li>- Supports the development of a new academic structure for senior secondary and tertiary education in Hong Kong, which shall align with the major systems in the international communities, and the direction of reform of the new “3+3+4” academic structure.</li> </ul>		<ul style="list-style-type: none"> <li>- Does not agree to the compulsory adoption of school-based assessment across all subjects immediately after the implementation of the new academic structure.</li> </ul>		<ul style="list-style-type: none"> <li>- The Consultation Document only provides a framework. One round of consultation does not provide sufficient time for local education sector to thoroughly discuss the implementation details. The Association hopes that after receiving all the views in January next year, the Government will consolidate and publish all the feedback received, and work out concrete proposals on the implementation of curriculum reform</li> </ul>

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
						and examination reform for the conduct of another round of public consultation, so that the public and the education sector could have in-depth discussions on all details, thereby ensuring the successful implementation of the reforms.

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
13.	Hong Kong Sheng Kung Hui (Written submission not provided)	<ul style="list-style-type: none"> <li>- At present, schools and teachers are fully occupied by the various education reform measures introduced by the Government. When implementing the new academic structure, the Administration should consider in detail the priorities of each reform proposal, so as to lessen the workload of schools and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- The subject of Liberal Studies should be introduced as an elective subject, and be established as a core subject until all necessary preparations have been properly done.</li> </ul>	<ul style="list-style-type: none"> <li>- The proportion of school-based assessment should be lowered, and should be adjusted according to the contents and nature of different subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- The method for determining the number of teachers in schools should be reconsidered, so as to avoid deterioration in teaching quality which in turn will affect the learning effectiveness of students.</li> </ul>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
14.	Hong Kong Society for Education In Art CB(2)422/04-05(06) (Revised submission)	<ul style="list-style-type: none"> <li>- Supports that the “3+3+4” academic structure should replace the “2+3+2” academic structure.</li> </ul>	<ul style="list-style-type: none"> <li>- Welcomes that in the new senior secondary curriculum framework, students will be provided with greater exposure to art through a 5% portion of learning experience in aesthetic activities and the inclusion of an elective unit “Art &amp; Life” under Liberal Studies;</li> <li>- Requests that the eight Key Learning Areas be implemented from lower primary grades to senior secondary levels,</li> </ul>	<ul style="list-style-type: none"> <li>- When implementing the curriculum reform, the relevant authorities should conduct analysis in local context by carrying out small-scale pre-tests of the curriculum, collecting data, assessing and revising the curriculum, and then carrying out further pre-tests, collecting data and further assessing and revising the curriculum. The curriculum should be formally promulgated and implemented after it has been verified that the proposed curriculum can</li> </ul>	<ul style="list-style-type: none"> <li>- EMB is responsible for unequivocally instructing school principals and administrative staff to allocate 5% of the formal sessions to learning experience in art, so as to prevent schools from using co-curricular activities as an excuse to deprive students of the opportunity to receive art education. Art teachers should also strive to ensure that the specified lesson time is allocated to art lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Strongly Urges EMB to seriously take forward the following proposals of the Culture and Heritage Commission:  “The role of education, in particular arts and language education, in developing Hong Kong as a cultural and creative city has been stressed repeatedly in reports by the Education Commission and Culture and Heritage Commission. .... To foster the</li> </ul>



<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>so as to put the ideal of balanced education into practice;</p> <ul style="list-style-type: none"> <li>- Students can only choose two to three elective subjects. This runs contrary to the ideal of “providing students with a greater learning space”;</li> <li>- Subscribes to the proposal of having three Areas of Study under Liberal Studies. However, since the three areas are interrelated, it is proposed that the boundary between the three areas be</li> </ul>	<p>achieve the planned aims of learning.</p>		<p>driving edge of creative business, arts and cultural education should play an emphatic role in pre-primary through tertiary curricula. Resources therefore should be devoted to equip primary and secondary students with diversified arts education, as well as increased exposure to multi-media training.”</p>

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>broken up and the compulsory and elective parts be substituted by those topics which are considered indispensable in life; and</p> <p>– It is proposed that the 20 elective subjects be split into two groups:</p> <p>a) “personal, social and humanities education” and “science education”; and</p> <p>b) “technology education” and “art education and physical education”.</p>			

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
15.	The Alliance for Small-class Learning and Teaching to Promote Quality Education CB(2)422/04-05(07)	<ul style="list-style-type: none"> <li>- Agrees to the rationale and the major direction of the “3+3+4” academic structure.</li> </ul>	<ul style="list-style-type: none"> <li>- Liberal Studies should be incorporated initially as an elective subject so that schools can take into account the interests and abilities of teachers and students when offering subjects. Only when complementary measures such as teacher training, school support measures and assessment mechanisms, are well in place should the Government consider incorporating Liberal Studies as a compulsory</li> </ul>		<ul style="list-style-type: none"> <li>- The class size under the new senior secondary academic structure should be reduced significantly, otherwise the effectiveness of the reform will be undermined;</li> <li>- More teachers should be recruited to cope with the changes under the new structure; and</li> <li>- A system should be put in place to release serving teachers to attend training courses. Schools should hire substitute teachers to take up their teaching</li> </ul>	<ul style="list-style-type: none"> <li>- A standing mechanism should be established to study, plan, co-ordinate and promote the implementation of the new academic structure. Frontline teaching personnel must be included in the above suggested mechanism.</li> </ul>

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
			<p>subject for examination; and</p> <ul style="list-style-type: none"><li>- The details of the career-oriented curriculum should be prudently planned so that the reform will not end up in failure due to the lack of a well-thought-out implementation plan.</li></ul>		<p>duties, so that serving teachers can attend courses and receive relevant training without worries.</p>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
16.	Yuen Long Primary School Heads Association (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports the direction of reform of the new academic structure, and considers that the academic structure reform should synchronize with the curriculum reform.</li> </ul>	<ul style="list-style-type: none"> <li>- Agrees that a 4-year university education system creates a favourable environment for students to have all round development, pursue further studies and adapt to changing circumstances and needs of society; and</li> <li>- It is imperative that Liberal Studies should be incorporated as a core subject to facilitate whole person development of students. The Government has to</li> </ul>		<ul style="list-style-type: none"> <li>- The Government should assess the difficulties that may arise during the reform, formulate corresponding contingency measures, and earmark sufficient resources.</li> </ul>	

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
			discuss the curriculum design with frontline teaching personnel to meet the needs of schools and students.			

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
17.	Wan Chai District Headmasters' Conference CB(2)422/04-05(08) (Revised submission)	<ul style="list-style-type: none"> <li>- Agrees in principle to the new academic structure but expresses reservations about the proposals on how it should be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>- Proposes that more elective subjects should be provided to diversify the curriculum, and all students should take Chinese language, English language, Mathematics plus three to four elective subjects (Liberal Studies as an elective subject);</li> <li>- To truly train up bi-lingual students who are able to think logically, the time spent on Liberal Studies should be distributed back to the core subjects. Therefore, the</li> </ul>		<ul style="list-style-type: none"> <li>- It is a matter of justice that the reform should not affect the employment of the existing teaching staff and EMB should tolerate any redundancy of teachers so caused;</li> <li>- As in the case of CMI schools, EMI schools should be provided with two additional teachers to alleviate the pressure arising from the implementation of the reform; and</li> <li>- In order to make teaching and learning more effective, there</li> </ul>	

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>Conference supports the allocation of 12.5% of total lesson time to Liberal Studies instead of the original 15%; and</p> <ul style="list-style-type: none"> <li>- As in the case of Mathematics, the English and Chinese Languages should also include extensions on English and Chinese culture and literature for the more competent students.</li> </ul>		<p>should be only 30 students in a class for school-based assessment and the number of students for Liberal Studies classes should be reduced to 20.</p>	



Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
18.	Shatin District Secondary School Heads Association CB(2)422/04-05(09)	<ul style="list-style-type: none"> <li>- The proposed new academic structure and curriculum will have great impact on students, schools and the Hong Kong community. It is undesirable to implement them hastily without adequate preparation. It is inappropriate to set 2008 as the deadline for the implementation of the new academic structure and the new curriculum; and</li> <li>- Although the direction of reform of the new senior secondary academic structure and curriculum is correct, its successful implementation hinges upon a</li> </ul>	<ul style="list-style-type: none"> <li>- Liberal Studies is a very important subject in the senior secondary academic structure, and the results of which have a decisive influence on admission to local universities. It should not be hastily implemented without addressing public concerns on this issue; and</li> <li>- There is not much information in the Consultation Document about career-oriented curriculum. It is incumbent upon the Government to provide more specific information in this respect (e.g. the status and</li> </ul>	<ul style="list-style-type: none"> <li>- It is not necessary to adopt school-based assessment for each subject, as this will be disastrous to both teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>- Some subjects (e.g. elective units such as Chinese and English dramas) should be taught in small class and additional resources are required;</li> <li>- The Government should provide grants to schools for the employment of substitute teachers to assist serving teachers who have to attend further training, so that serving teachers can receive training without worries;</li> <li>- Liberal Studies should be taught in groups, and the additional teaching posts required can be filled by the</li> </ul>	<ul style="list-style-type: none"> <li>- The Consultation Document is crudely drafted and lacks specific information. It is very difficult for the community to give feedback correspondingly; and</li> <li>- The new curriculum emphasizes other learning experiences of students. Students from poor families may have financial difficulties to participate in aesthetic and physical activities. The Government should set up a “fund for other learning experiences” to provide subsidies to students in need.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
		<p>number of factors such as the curriculum design, the specific implementation strategies, teacher training, and the deployment of teaching resources. The key to its success lies in whether the reform can win the heart of frontline educators.</p>	<p>accreditation of such courses) and give support to schools.</p>		<p>existing surplus teachers or by recruiting new teachers. These additional teachers should be part of the normal teaching staff establishment so as to avoid creating division among teachers and making them unable to work without worries; and</p> <ul style="list-style-type: none"> <li>- Resources should be reasonably allocated to help schools overcome the problems encountered in implementing the new academic structure. Hence, the teacher-to-student ratio for senior secondary classes should be increased from 1.9 to 2.3.</li> </ul>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
19.	Kowloon City District School Principals' Liaison Committee (Written submission not provided)	<ul style="list-style-type: none"> <li>- Subscribes to the proposed implementation of the new academic structure in 2008. Curriculum reform and supporting measures should be devised and carried out as early as possible to facilitate schools' transition to the new academic structure.</li> </ul>	<ul style="list-style-type: none"> <li>- The contents of Liberal Studies should comprehensively tie in with the need for students to have whole person development. In addition, career-oriented curriculum should be provided at senior secondary level for students with lower academic ability, so as to enable students to choose subjects which are compatible to their individual ability and development needs.</li> </ul>	<ul style="list-style-type: none"> <li>- An adaptation period should be provided for schools to develop in the provision of Liberal Studies. For instance, during the first six years, the assessment results of Liberal Studies should be categorized into three grades only: outstanding, pass and fail. A review should be conducted after six years.</li> </ul>	<ul style="list-style-type: none"> <li>- Hopes that the existing method for determining the level of teaching manpower in schools can be continued, that is to say, if the calculated figure of teachers includes a fraction of a teacher, it will be counted as one teacher; and</li> <li>- The class size for Liberal Studies should be 20.</li> </ul>	<ul style="list-style-type: none"> <li>- Students should be consulted on the new academic structure, so as to make them understand the social responsibilities and duties that individuals are bound to shoulder.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
20.	Association of Principals of Secondary Schools, the Hong Kong Council of the Church of Christ in China CB(2)481/04-05(08)	<ul style="list-style-type: none"> <li>- Supports the “3+3+4” academic structure reform.</li> </ul>	<ul style="list-style-type: none"> <li>- Liberal Studies should:               <ul style="list-style-type: none"> <li>◆ be incorporated as a compulsory subject for examination (only the core parts) and the examination results should be categorized into three grades: outstanding, pass or fail. Regarding the elective parts, the academic results should be assessed by school-based assessment only and be categorized into two grades: “pass” or “fail”.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Concrete measures should be implemented to relieve the pressure on front-line teachers. For instance, substitute teachers may be employed to help those teachers who have to receive training;</li> <li>- Specific means should be provided to solve the problem of surplus teachers brought about by academic structure reform, such as implementing the Early Retirement Scheme for teachers, allowing more than five years of toleration</li> </ul>	<ul style="list-style-type: none"> <li>- An Applied Diploma in Senior Secondary Education (similar to Project Yi Jin certificates) should be introduced wherein the curriculum is principally career-oriented, covering such subjects as the use of workplace languages, commercial mathematics and Liberal Studies.</li> </ul>

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>No “credit transfer” mechanism should be introduced between schools.</p> <ul style="list-style-type: none"> <li>◆ include units on “handling adversities” and “economy and society”.</li> <li>◆ be taught in mother tongue or in a language determined by the schools themselves.</li> <li>◆ be taught in groups of 18 to 20 students.</li> </ul> <p>- Regarding the</p>		<p>period during which surplus teachers are allowed in schools (a toleration period of five years is not enough), and specifying the academic year from which surplus teachers are allowed in schools. The same treatment should be extended to laboratory technicians; and</p> <p>- The new academic structure should be implemented only when the following three criteria have been met:</p>	

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>contents of the three core subjects, namely Chinese Language, English Language and Mathematics, consideration should be given to their practicability, so as to enable students to develop a certain degree of language competencies and mathematical abilities for acquisition of the occupational skills required to meet employment needs; and</p> <p>– Proposes that universities’ entry requirements should be 4+1X at</p>		<p>a) Teachers are provided with sufficient training courses on Liberal Studies, such as the provision of sufficient training places for teachers in three years’ time.</p> <p>b) Teachers are provided with adequate teaching materials on Liberal Studies.</p> <p>c) Sufficient supporting hardware is provided, such as providing enough classrooms for</p>		

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
			most, i.e. four core subjects plus one elective subject, so as to provide students with more room for learning and more freedom in choosing subjects.		teaching Liberal Studies in smaller classes.	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
21. Wong Tai Sin District Secondary School Heads Association CB(2)481/04-05(09)		<p>– The implementation of the new system should be postponed by one or two years, instead of the proposed year 2008, as university admission requirements have not been announced and junior secondary classes have not made suitable preparations. Parents of Primary 6 students are not in a position to know the subjects available in secondary schools when choosing secondary schools</p>	<p>– Considers it excessive to include a total of 15 units under Liberal Studies and suggests to reduce the number of units to avoid superficial learning. As the assessment involves no model answers, students’ performance should be categorized into three grades only: outstanding, pass and fail.</p>	<p>– School-based assessment should be flexibly adopted in various subjects. More teachers should be recruited for laboratory-based disciplines.</p>	<p>– The Government should inject more resources to the creation of a stable environment for teachers to perform their existing teaching duties and to plan and prepare for future reforms. Hence, the Government should not reduce the manpower due to the need of preparing for changes. The commencement year for the 5-year transitional period for natural wastage of surplus teachers might be advanced as appropriate at the</p>	<p>– The accommodation provisions for several schools in Wong Tai Sin fall below the standard provision. If there are sites available in the district, the Government should help relocate these schools to the sites concerned; and</p> <p>– As the population declines, the supply of schools is sufficient at present. Hence, there is no need to build Direct Subsidy Scheme Secondary schools, and the</p>



Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
		<p>for their children. Hence, their right to know may be affected.</p>			<p>discretion of the schools, instead of the first year of implementation of the reform;</p> <ul style="list-style-type: none"> <li>- In view of the large number of teachers who are required to receive further training, substitute teachers must be recruited all year round to enable serving teachers to receive training in turn, so that the progress of teaching will not be adversely affected and teachers may dedicate themselves to learning; and</li> <li>- If the number of</li> </ul>	<p>Government should not use it as a pretext to force the closure of schools.</p>

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
					classrooms in a school cannot cope with the changes entailed by the academic structure reform, the costs of converting special rooms to classrooms should be borne by the Government.	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
22.	Hong Kong Association of Heads of Secondary Schools (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports that the academic structure reform should synchronize with the curriculum reform; and</li> <li>- The Administration should implement the reform of the academic structure as soon as possible so that students may receive 3-year senior secondary education at an early date.</li> </ul>	<ul style="list-style-type: none"> <li>- Liberal Studies should be incorporated into the curriculum as a core subject, and the lesson time allocated to Liberal Studies should be the same as those allocated to Chinese Language, English Language and Mathematics. It should be one of the criteria for university admission;</li> <li>- The number of units under Liberal Studies may be reduced from 15 to 12;</li> <li>- The grades for assessing students' performance in Liberal Studies</li> </ul>	<ul style="list-style-type: none"> <li>- Agrees to the adoption of the "standards-referenced" approach to assess the academic achievements of students, and the inclusion of the "school-based assessment" component. However, the percentage of "school-based assessment" should be flexible.</li> </ul>	<ul style="list-style-type: none"> <li>- Liberal Studies should be taught in classes of 20 students or less;</li> <li>- Additional resources should be provided to enable schools to recruit sufficient substitute teachers, so that serving teachers can complete the relevant training courses as soon as possible;</li> <li>- One additional permanent teaching post should be provided for every five senior secondary classes, rather than providing the proposed Liberal Studies grant; and</li> </ul>	<ul style="list-style-type: none"> <li>- The Administration should enhance their communication with teacher organizations to remove their doubts.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
			<p>should be categorized into either “pass” or “fail”; and</p> <ul style="list-style-type: none"> <li>- Universities should announce as soon as possible the weighting of the results in Liberal Studies in university admission requirements.</li> </ul>		<ul style="list-style-type: none"> <li>- Career-oriented programmes should be deemed equivalent to elective subjects. Students’ achievements in these subjects should be included in the Certificate for Hong Kong Diploma of Secondary Education.</li> </ul>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
23.	The Association of Secondary School Heads, Tai Po District (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports the implementation of the new academic structure in 2008.</li> </ul>			<ul style="list-style-type: none"> <li>- Since schools are required to provide 3-year senior secondary education and some subjects have to be taught in split classes, the new academic structure will inevitably cause the problem of surplus teachers in schools. The Administration should consider extending the transitional period for the natural wastage of surplus teachers to eight years.</li> </ul>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
24.	The Chinese University of Hong Kong School Heads Alumni Association CB(2)422/04-05(02)	<ul style="list-style-type: none"> <li>- Supports the implementation of the new “3+3+4” academic structure.</li> </ul>	<ul style="list-style-type: none"> <li>- The allocation of lesson time for Liberal Studies should be roughly the same as that for elective subjects. It is considered to be excessive to include a total of 15 units under Liberal Studies, and the number of which should be reduced to enable teachers to focus on coping with the new curriculum;</li> <li>- The Government should inject resources to help schools develop the four key tasks identified in education reform: “moral and civic education”,</li> </ul>	<ul style="list-style-type: none"> <li>- “School-based assessment” should be implemented in phases in individual subjects, rather than applying that across all subjects at the same time. At the beginning, the weighting of “school-based assessment” should be limited to 20%.</li> </ul>	<ul style="list-style-type: none"> <li>- Sufficient resources should be provided to schools to teach Liberal Studies in split classes. The teacher-to-student ratio should be 1:20; and</li> <li>- Teacher training should start as soon as possible and the training should be provided in the form of block release courses. The Government should provide sufficient resources to schools for hiring substitute teachers.</li> </ul>	

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>“reading to learn”, and “project learning”, which are conducive to the implementation of Liberal Studies; and</p> <ul style="list-style-type: none"> <li>- EMB should play a leading role in instructing schools to teach Liberal Studies or similar courses at junior secondary level, for the purpose of enabling schools to gradually build up experiences in this respect, so that the teaching of Liberal Studies at senior secondary level will be more effective.</li> </ul>			

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
25.	Committee on Home-School Co-operation CB(2)481/04-05(10)	<p>– Parents basically support the new academic structure and the concept of the curriculum reform. It is hoped that the Administration can expeditiously make decisions on the implementation of the new academic structure and the relevant curriculum reform as well as the details of the implementation, having regard to the views of the education sector and the community. To</p>			<p>– In implementing the new academic structure and the curriculum reform, the Administration should strategically explain to parents the relevant implementation details and supporting measures. It should also, through various channels, brief parents on their roles in assisting their children under the new requirements, such as the compilation of “learning profiles” and the</p>	



<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		put it simply, parents are very concerned about whether the new academic structure is beneficial to the seeking of further studies or employment by their children.			application of school-based assessment.	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
26.	The Joint Council of Parent-Teacher Associations of the Shatin District (Written submission not provided)	<p>- Supports the implementation of the new academic structure, the relevant curriculum reform and the assessment mechanism.</p>	<p>- Parents are generally concerned about :</p> <ul style="list-style-type: none"> <li>◆ Whether the supporting measures required for the implementation of the curriculum reform will be fully put in place;</li> <li>◆ The curriculum of Liberal Studies; and</li> <li>◆ University admission criteria.</li> </ul>	<p>- Parents are generally concerned about :</p> <ul style="list-style-type: none"> <li>◆ The extent to which the Hong Kong Diploma of Secondary Education will be recognized by overseas universities;</li> <li>◆ Whether the assessment mechanism can tie in with the goals of education reform; and</li> <li>◆ How to ensure that the assessment of performance in project learning under Liberal Studies will be conducted in a fair and objective manner.</li> </ul>	<p>- Parents are generally concerned about:</p> <ul style="list-style-type: none"> <li>◆ The arrangements for the provision of professional training for teachers and its appropriateness ; and</li> <li>◆ Teachers' ability to adapt to the new curriculum.</li> </ul>	<p>- Parents are most concerned about the continuation of further studies by their children, including:</p> <ul style="list-style-type: none"> <li>◆ The criteria for advancing from junior secondary to senior secondary levels and from senior secondary to university;</li> <li>◆ How to elect subjects to help students adapt to university curriculum; and</li> <li>◆ The prospect of students who cannot enter university during the year when there is a</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
						double cohort of senior secondary students entering university undergraduate programmes.
27.	Federation of Parent-Teacher Association of the Central & Western District (Written submission not provided)	<ul style="list-style-type: none"> <li>- Parents generally support the direction of reform of the new academic structure, but hold that the implementation of which should be delayed for one to two years.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents are generally concerned about the contents of and the assessment mechanism for Liberal Studies.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents/students are both concerned about the recognition of the Hong Kong Diploma of Secondary Education both locally and in overseas countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents are concerned about the supporting measures to be put in place to cater for the new academic structure; and</li> <li>- Parents believe that teachers should be capable of coping with the curriculum reform at senior secondary level after completing the professional development programmes.</li> </ul>	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
28.	Federation of Parent Teacher Associations in Kwon Tong District (Written submission not provided)	<ul style="list-style-type: none"> <li>- Parents generally support the direction of reform of the new academic structure.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents are concerned about the contents of Liberal Studies.</li> </ul>		<ul style="list-style-type: none"> <li>- Schools should invite professionals to hold subject talks on the various units under Liberal Studies to enhance the contents of Liberal Studies as well as widen the horizons of students.</li> </ul>	<ul style="list-style-type: none"> <li>- The Government should increase the allocation of resources to education, instead of reducing its share of the pie; and</li> <li>- Parents/students are concerned about the proposed increase in university tuition fees.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
29.	Parents' Alliance on Special Education System CB(2)422/04-05(10) and CB(2)514/04-05(01)	<p>– The Government should ensure that the senior secondary structure for special education in future should be comparable to the currently proposed academic structure for senior secondary education. In fact, the arrangements under the new structure are conducive to enabling students with special educational needs to articulate with the mainstream curriculum at senior secondary stage, and to receive continuing education after</p>	<p>– Requests EMB to commit additional resources to schools for the continuing operation of extension courses during the transitional period until the new academic structure for senior secondary education is implemented in 2008.</p>			<p>– Strongly requests that EMB should draft as soon as possible a Consultation Document on the provision of senior secondary special education, which should encompass the following contents:</p> <ul style="list-style-type: none"> <li>◆ Specific arrangements for the implementation of new academic structure for senior secondary education;</li> <li>◆ The resources required for supporting measures and</li> </ul>

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>graduating from senior secondary schools; and</p> <p>– If the proposed senior secondary structure is implemented in 2008, the Administration must ensure that the senior secondary structure for special education is implemented at the same time as that for mainstream education.</p>				<p>services, including teacher-to-class ratio, teacher training, the ratio of allied health staff and the ratio of hostel staff for the severely mentally handicapped and physically handicapped students;</p> <ul style="list-style-type: none"> <li>◆ Financial arrangements;</li> <li>◆ Curriculum and subject arrangements;</li> <li>◆ Assessment proposals; and</li> <li>◆ Members of working groups</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
						<p>to be formed in future should include representatives of the Parents' Alliance; and</p> <ul style="list-style-type: none"><li>- Requests that EMB should, after completing the consultation on the provision of senior secondary special education, immediately examine the arrangements for providing continuing education for students with special educational needs, and further consult the relevant sectors and parents.</li></ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
30.	Hong Kong Association for Specific Learning Disabilities CB(2)471/04-05(01)	<ul style="list-style-type: none"> <li>- Agrees to the direction of reform of the academic structure for senior secondary education and higher education, but deeply regrets that the Consultation Document has failed to specify the education policies for students with special learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Students with specific learning disabilities should be allowed to take two or more elective subjects, instead of taking the three core subjects of Chinese Language, English Language and Mathematics. The percentages of elective subjects or other learning experiences should be increased.</li> </ul>	<ul style="list-style-type: none"> <li>- In devising the criteria of and mechanism for school-based assessment and public assessment, consideration should be given to the needs of students with specific learning disabilities so that they may receive a fair assessment for admission to universities.</li> </ul>	<ul style="list-style-type: none"> <li>- The articulation and supporting arrangements for career-oriented programmes should be devised as soon as possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Students with “specific learning disabilities” should be grouped under students with special educational needs, and the curriculum should be adjusted to take care of the needs of these students.</li> </ul>
31.	Tseung Kwan O Parents Association (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports the direction of reform of the new academic structure but consideration must be given to the appropriate timing for its implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents are generally concerned about the contents of Liberal Studies and the articulation of the senior secondary curriculum with university programmes.</li> </ul>		<ul style="list-style-type: none"> <li>- Parents are worried about the ability of teachers in coping with the curriculum of Liberal Studies and the adequacy of supporting measures provided by the Administration.</li> </ul>	



Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
32.	Federation of Parent-Teacher Association, Tai Po District (Written submission not provided)	<ul style="list-style-type: none"> <li>- Supports the direction of reform of the new academic structure.</li> </ul>			<ul style="list-style-type: none"> <li>- Parents are concerned about the work pressure and morale of teachers as a whole. The Administration should address the problems and adopt measures to relieve the emotions of teachers, including the provision of appropriate professional development programmes; and</li> <li>- A “resource-sharing centre” should be set up in every district to facilitate the implementation of Liberal Studies and career-oriented studies.</li> </ul>	<ul style="list-style-type: none"> <li>- The Administration should provide more information for parents of students currently studying in P6 and S1 regarding the arrangements for these students to advance to SS1 in 2008 and the arrangements for them to advance to S6 or seek employment in 2009; and</li> <li>- A 40% increase in university tuition fees is too high.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
33.	Tsing Yi Primary School Heads' Association CB(2)472/04-05(01)	<ul style="list-style-type: none"> <li>- Most principals support the new "3+3+4" system and welcome a 4-year undergraduate degree structure, the abolishment of one public examination, the introduction of Liberal Studies which focuses on developing students' learning capabilities, as well as the provision of diversified post-school options;</li> <li>- The senior secondary academic structure reform requires comprehensive planning and preparation before it can be implemented step</li> </ul>	<ul style="list-style-type: none"> <li>- The provision of training in Chinese Language and English Language should be strengthened while the time spent on Liberal Studies should not be excessive;</li> <li>- Liberal Studies is rather new to both teachers and students. Liberal Studies should be introduced after comprehensive planning, testing and consultation regarding its contents, scope of coverage, assessment mechanism and teacher training programmes have been completed;</li> <li>- In implementing Liberal Studies,</li> </ul>		<ul style="list-style-type: none"> <li>- The provision of 35-hour training for teaching Liberal Studies is not sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>- Opposes a drastic increase in tuition fees for senior secondary schools and universities.</li> </ul>

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
		<p>by step. It is hoped that the Government can allow sufficient time for conducting consultation and implementing the reform only when sufficient and appropriate supporting measures are in place; and</p> <ul style="list-style-type: none"> <li>- The new academic structure should be implemented once sufficient resources are available.</li> </ul>	<p>consideration should be given to students' language abilities before making it a compulsory subject for examination. Instead, making it a compulsory subject for learning without examination should suffice;</p> <ul style="list-style-type: none"> <li>- Liberal Studies should be incorporated as an elective subject during the transitional period, and as a core subject afterwards;</li> <li>- There are not many career-oriented programmes and with little basic subject</li> </ul>			

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>knowledge, selection of capable students becomes difficult;</p> <ul style="list-style-type: none"> <li>- The number of weekly lessons for major subjects should not be reduced. It is inadvisable to reduce the number of English lessons from eight or nine lessons a week to five lessons as proposed under the new senior secondary curriculum; and</li> <li>- To ensure that curriculum changes can tie in with the reform, the Government should explore the feasibility of gradual or phased implementation.</li> </ul>			

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
34.	Sisters of the Precious Blood CB(2)422/04-05(11)	<ul style="list-style-type: none"> <li>- Supports the early implementation of the proposed new structure for senior secondary education.</li> </ul>	<ul style="list-style-type: none"> <li>- Agrees that the senior secondary curriculum should be divided into three parts: core subjects, elective subjects and other learning experiences. However their weightings should be subject to lower limits instead of upper limits to cater for the needs of different schools; and</li> <li>- Agrees that Chinese Language, English Language, Mathematics and Liberal Studies should be incorporated as core subjects but the time allocation</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training should be provided to enhance teachers' confidence in school-based assessment. The application of school-based assessment across all subjects should be implemented in a gradual manner; and</li> <li>- In the first five years of the implementation of the new structure for senior secondary education, the results of Liberal Studies examination should be graded as "pass" or "fail" only; both school-based assessment results and public examination results</li> </ul>	<ul style="list-style-type: none"> <li>- A training fund for Liberal Studies should be established three years before incorporating Liberal Studies into the curriculum for the purpose of financing the recruitment of substitute teachers so that serving teachers may receive training on and better prepare themselves for teaching Liberal Studies;</li> <li>- Liberal Studies should be taught in split classes and the class size should be 20 or below;</li> </ul>	

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>for Liberal Studies may be reduced to 10%; the number of units under Liberal Studies may be reduced from 15 to 12 or 9. The lesson time thereof may be increased and the coverage be expanded upon the familiarization of teachers with the curriculum.</p>	<p>should be presented on students' result slips.</p>	<p>– If the new structure for senior secondary education were to be implemented in 2008, the adjustment to class structures and teacher establishment in each school should commence in 2005. EMB should allow schools to operate with a higher teacher establishment than its entitlement to avoid possible teacher shortage in 2010 when the last cohort of S7 students co-exists with the first cohort of SS3 students; and</p>	

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
					- The standard class size for senior secondary classes should be 35-38, having regard to the decline of student population.	

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
35.	The Association of School Heads of Islands District CB(2)422/04-05(12)	<ul style="list-style-type: none"> <li>- Subscribes in principle to the new academic structure for senior secondary education; and</li> <li>- The academic structure reform should synchronize with the curriculum reform.</li> </ul>	<ul style="list-style-type: none"> <li>- Basically agrees to the incorporation of Liberal Studies into senior secondary curriculum as a core subject; and</li> <li>- The Administration should examine carefully the basic knowledge, abilities and values that students are expected to be equipped with, and review the structure of the curriculum and devise the contents of the subjects accordingly. In view of this, year 2008 may not be the most</li> </ul>	<ul style="list-style-type: none"> <li>- Three proposals regarding the incorporation of Liberal Studies as a compulsory subject for examination and its assessment methods are suggested below:               <ul style="list-style-type: none"> <li>a) Liberal Studies is a compulsory subject for learning but not examination, and students are free to choose whether or not they wish to attend the examination on Liberal Studies. For students who do not attend the public examination on Liberal Studies, their school-based</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The admission policy of universities affects the offering of subjects by secondary schools. It should be carefully examined to see if it is appropriate to hastily implement the new senior secondary academic structure without a finalized admission policy announced by universities;</li> <li>- The determination of manpower of schools should not result in staff redundancy arising from the implementation of the new academic</li> </ul>	<ul style="list-style-type: none"> <li>- The Government should review the policy of allowing the operation of senior secondary schools, and terminate the granting of approval for new applications for the operation of senior secondary schools. Existing senior secondary schools should be transformed into community colleges that provide tertiary education up to the level of associate degree programmes, or they should be given adequate opportunities to</li> </ul>



<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>opportune time to implement this measure.</p>	<p>performance should be specified as “pass” or “fail”, or “up to standard” or “substandard” on their personal records of learning experiences. For university admission, it is proposed that all students, regardless of whether they have attended public examinations on Liberal Studies, should be considered. Discretion should be exercised by universities to admit those students who,</p>	<p>structure for senior secondary education;</p> <p>– From year 2005-06 onwards, the additional teachers recruited previously for the expansion of classes should be retained on the basis of the number of classes currently operated by the schools concerned. At the same time, the surplus teaching posts made redundant as a result of the implementation of the new academic structure for senior secondary education should</p>	<p>enrol students who are not interested in pursuing studies at senior secondary level in general grammar schools. This will ensure that the existing resources committed to senior secondary schools will not be wasted.</p>

Submissions from deputations/ individuals LC Paper No.	Key Area Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
			<p>albeit not attending the public examination on Liberal Studies, have passed school-based assessment (or ranked as “up to standard”) and attained outstanding performances in other areas.</p> <p>b) Liberal Studies is initially incorporated as a compulsory subject for learning. During a transitional period lasting for three to five years, students are free to choose whether they wish to</p>	<p>be frozen (excluding the surplus teachers that are made redundant due to the reduction of classes resulting from under-enrolment of students), so that schools may focus on preparing for the new curriculum. Upon the successful transition from the old structure to the new senior secondary structure, the Government may then work with the schools concerned to examine possible options to solve the problem</p>	

<p style="text-align: center;"><b>Key Area</b></p> <p><b>Submissions from deputations/ individuals LC Paper No.</b></p>	<p style="text-align: center;"><b>Overall views on the new academic structure</b></p>	<p style="text-align: center;"><b>Curriculum</b></p>	<p style="text-align: center;"><b>Assessment</b></p>	<p style="text-align: center;"><b>Supporting Measures</b></p>	<p style="text-align: center;"><b>Other Views</b></p>
			<p>attend public examinations on Liberal Studies. Liberal Studies will be made a compulsory subject for examination after the expiry of the transitional period. Proposals regarding university admission requirements are the same as those proposed in item (a) above.</p> <p>c) The subject of Liberal Studies is grouped under Other Learning Experiences. Schools should allow students to</p>	<p>of surplus teachers through natural wastage or other means;</p> <ul style="list-style-type: none"> <li>- The class size for Liberal Studies should be 20 at most; and</li> <li>- At least two teachers in each school, who will play a leading role in implementing Liberal Studies in schools, should be granted full-paid leave to attend intensive training courses lasting for at least six months. Other Liberal Studies teachers should attend at least 50-hour to</li> </ul>	

<b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Key Area</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
			<p>elect this subject as required, and only school-based assessment (to be graded as “pass” or “fail”, or as “up to standard” or “substandard”) will be applied. Liberal Studies will not be included into the criteria for university admission.</p> <p>– School-based assessment, if implemented, should account for less than 20% of the total marks.</p>	<p>100-hour training workshops conducted in phases to equip themselves with the necessary skills for teaching Liberal Studies. Special Grants for purchasing books should be offered to schools to purchase large number of books covering different areas of study, so that students may broaden their scope of reading which is conducive to the implementation of Liberal Studies.</p>		

Submissions from deputations/ individuals LC Paper No.	Key Area	Overall views on the new academic structure	Curriculum	Assessment	Supporting Measures	Other Views
36.	Education Convergence CB(2)481/04-05(11)	<ul style="list-style-type: none"> <li>- Supports the implementation of the new academic structure for senior secondary education and tertiary education (“3+3+4” structure). However, curriculum and assessment reforms should be carried out at the same time in a gradual and orderly manner. Supporting measures should also be put in place, such as the commitment of sufficient resources, the provision of teacher training and the</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses no objection to the proposal of making Chinese Language, English Language and Mathematics compulsory core subjects for both learning and examination;</li> <li>- There should be a transitional period of three years, during which Liberal Studies is included into the curriculum as a core subject on which no public assessment will be held. Students’ performance, to be categorized into either “pass” or “fail”, will be</li> </ul>	<ul style="list-style-type: none"> <li>- School-based assessment, which should be “subject-based”, shall be implemented gradually upon the accumulation of experiences in this respect.</li> </ul>	<ul style="list-style-type: none"> <li>- It is imperative that sufficient resources are committed to the implementation of academic structure reform and curriculum reform as required. After the academic structure reform, the number of classes in a school remains unchanged but the number of S6 students will increase from 30 to 40. However, under the new formula as suggested in the two proposals offered by EMB in the Consultation Document, there will be a reduction</li> </ul>	

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
	<p>implementation of pilot schemes on the proposed curriculum.</p>	<p>internally assessed by schools. At the same time, The Curriculum Development Institute should also review the implementation of Liberal Studies and work out proposals regarding the contents, teaching methods and assessment mechanism. A decision on the implementation of Liberal Studies will be made after the expiry of the transitional period; and</p> <ul style="list-style-type: none"> <li>- It is inadvisable to specify too detail the contents of</li> </ul>		<p>in the numbers of teachers in most schools. This gives rise to the problem of surplus teachers and strikes a blow to the morale of the teaching force, which will bring no benefits to the implementation of the relevant reform. In view of this, the Convergence hold that there should not be any reduction in the number of teachers in schools; and</p> <ul style="list-style-type: none"> <li>- Adequate interaction between teachers and students is a pre-requisite for the teaching of</li> </ul>	

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>Liberal Studies because it will restrain the scope of learning areas and run against the original intention of broadening students' horizons. It is proposed that the two compulsory areas of study, namely, "Self and Personal Development" and "Science, Technology and the Environment" should be retained, while "Society and Culture" should be changed to "Contemporary Hong Kong", "Contemporary China" and "The Contemporary World".</p>		<p>Liberal Studies. It is difficult to teach Liberal Studies effectively with a class size of 40. The Convergence therefore suggests that the class size for Liberal Studies should be 20. As a core subject, Liberal Studies teachers must give detailed and in-depth lessons if their students are to learn from the lessons. The Convergence therefore suggests that the teaching manpower should be determined on the basis of a teacher-to-student ratio of 1:10.</p>	

<b>Key Area</b> <b>Submissions from deputations/ individuals LC Paper No.</b>	<b>Overall views on the new academic structure</b>	<b>Curriculum</b>	<b>Assessment</b>	<b>Supporting Measures</b>	<b>Other Views</b>
		<p>Teachers may adjust learning units according to their school conditions. Also, it is not advisable to require students to take up too many units (a total of 15 units made up of nine compulsory units and six elective units). It is recommended that the number of units under Liberal Studies should be reduced to nine.</p>			