



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

本局檔號 Our Ref. : EDB(CD)/ADM/55/1/89 (8)

電話 Telephone : 3509 8529

來函檔號 Your Ref. :

傳真 Fax Line : 3104 0425

10 October 2013

Miss Polly YEUNG
Clerk to Education Panel
Legislative Council Secretariat
Legislative Council Complex
1 Legislative Council Road
Central
Hong Kong

Dear Miss Yeung,

**Panel on Education
Follow up to meeting on 30 May 2013**

At the meeting of the Panel on Education on 30 May 2013, Members requested the Administration to provide information on the issues of concern from each group of stakeholders, including parents, students, teachers, etc., identified in the consultation regarding the review on the New Senior Secondary (NSS) curriculum and assessment. The information is provided in the Appendix for information of the panel.

Yours sincerely,

(Stephen Y W Yip)
for Secretary for Education

Encl.

**Supplementary Information on the concerns of each stakeholder group
identified in the consultation regarding the review on
the New Senior Secondary (NSS) curriculum and assessment**

In the review of the NSS curriculum and assessment jointly launched by the Education Bureau (EDB), Curriculum Development Council (CDC) and Hong Kong Examinations and Assessment Authority (HKEAA), views and feedback had been collected from stakeholders including school principals, teachers, parents, students, employers, education professional organisations, school sponsoring bodies and non-government organisations, through different channels including forums, seminars, liaison meetings, focus group interviews and surveys. Major issues of concern identified by these stakeholders were similar, and included the streamlining of NSS subject curricula and the public examination; a comprehensive review of School-based Assessment; clarification of the breadth and depth of NSS subject curricula; support in catering for learner diversity through more flexibility in learning and teaching as well as arranging lesson time. Please refer to the Annex for details from each stakeholder group.

EDB had taken these views and feedback into consideration in making recommendations on the fine-tuning of the NSS curriculum and assessment. The recommendations had been deliberated and endorsed by the CDC and HKEAA Public Examinations Board and implemented in schools in September 2013.

Key Issues of Concern from Different Stakeholders

Feedback had been collected from different stakeholders since the review was launched. Their key concerns were as follows:

Stakeholder	Key Issues of Concern
School principals	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> As the subject curricula were too broad and there was insufficient lesson time (including for Other Learning Experiences (OLE)), students could not strike a balance in their learning and leisure time Not sufficient choices of ApL courses for Non-Chinese-Speaking (NCS) students Concern about the recognition of Combined Science, Applied Learning (ApL) and the Student Learning Profile (SLP) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Should revisit the use of the Public Examination scores to adjust School-based Assessment (SBA) marks SBA should be streamlined and coordinated/ not implemented in some subjects to avoid repetition <p><u>Multiple pathways</u></p> <ul style="list-style-type: none"> Universities should provide clearer information on their admissions requirements Provide more pathways for S3 early school leavers <p><u>Support measures</u></p> <ul style="list-style-type: none"> Should provide more grants to support the implementation of the NAS (including more subsidy for ApL) Concern on the teacher-to-class ratio
Teachers	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> Concern on the breadth and depth of the curriculum, and the clarity of the scope for most subjects (including Chinese Language, English Language, Mathematics, Liberal Studies, Chinese Literature, Literature in English, Biology, Chemistry, Physics, Combined Science, Integrated Science, Chinese History, Economics, Ethics and Religious Studies (ERS), Geography, Tourism and Hospitality Studies (THS), Business, Accounting and Financial Studies (BAFS), Design and Applied Technology (DAT), Health Management and Social Care (HMSC), Information and Communication Technology (ICT), Technology and Living (TL), Music, Visual Arts) Concern on the number of elective modules for some subjects (including Chinese Language, English Language, Chinese Literature, Chinese History, Geography) Insufficient lesson time for some subjects (including Chinese Language, English Language, Mathematics, Chinese

Stakeholder	Key Issues of Concern
	<p>Literature, Literature in English, Biology, Chemistry, Physics, Combined Science, Integrated Science, Chinese History, Economics, Geography, BAFS, DAT, ICT, Music, Visual Arts) and Other Learning Experiences</p> <ul style="list-style-type: none"> • Concern on the interface between junior and senior secondary education (including English Language, Liberal Studies, Chinese History, History, DAT) • The Extended Part of Mathematics and the two streams of BAFS should become independent elective subjects • Should provide more Applied Learning courses, and revisit the design (e.g. introducing 3-year courses commencing at S4, improving the taster courses) • Concern about the recognition of the SLP and some elective subjects <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Should streamline the Public Examination, e.g. number of papers, examination time (including Chinese Language, Chinese Literature, Literature in English, Biology, Chemistry, Physics, Combined Science, Chinese History, Economics, Geography, History, BAFS, DAT, HMSC, TL, Music, Visual Arts) • Should streamline/defer/cancel SBA (including Chinese Language, English Language, Mathematics, Chinese Literature, Biology, Physics, Integrated Science, Chinese History, Economics, ERS, Geography, BAFS, DAT, HMSC, ICT, TL, Visual Arts, Physical Education) • Concern on the reliability, validity, moderation mechanism or assessment criteria for the Public Examination/SBA for some subjects (including Chinese Language, Liberal Studies, Biology, Chemistry, Economics, Geography, THS, BAFS, DAT, ICT, Physical Education, and Applied Learning courses) • Should introduce profile reporting of different papers the Public Examination and / or separate reporting of SBA for some subjects (including Chinese Language, Chinese Literature, BAFS, DAT, Visual Arts, Physical Education) • Should introduce the graded approach in the Public Examination for some subjects (including Chinese Language, Chinese Literature) • Concern on insufficient reference materials on public assessment (including Liberal Studies, History, ICT, Visual Arts) <p><u>Workload</u></p> <ul style="list-style-type: none"> • SBA generated a large amount of workload (including English Language, Liberal Studies, Geography, Music) • Should reduce the stress and workload of careers teachers

Stakeholder	Key Issues of Concern
	<p><u>Multiple pathways</u></p> <ul style="list-style-type: none"> Concern on the recognition of degrees awarded by institutions in mainland China and Taiwan <p><u>Support measures</u></p> <ul style="list-style-type: none"> More learning and teaching, and assessment resources (e.g. exemplars for the Public Examination, supplementary notes, clarifications of the scope of subject curricula) More professional development programmes (e.g. workshops by EDB and HKEAA) and activities (e.g. sharing of good practices and networking) Increase provision of manpower
Parents	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> Concern about the curricula and assessment of some subjects (including Chinese Language, M1/M2 of Mathematics, Independent Enquiry Study of Liberal Studies) Promotion of ApL courses should be stepped up Some schools were unable to arrange elective subjects to students according to their interests <p><u>Assessment</u></p> <ul style="list-style-type: none"> The marking scheme for Liberal Studies was not clear Should enhance support on examination arrangements for students with special education needs Female students might have an advantage over male students in language ability <p><u>Workload</u></p> <ul style="list-style-type: none"> Some schools required students to complete OLE activities after school or during vacation, which would affect students' revision and family time Workload of teachers should be relieved <p><u>Multiple pathways</u></p> <ul style="list-style-type: none"> University entrance requirements for Chinese Language at Level 3 was demanding; in addition, the different requirements on Chinese Language for JUPAS and non-JUPAS applicants was unfair Clearer post-secondary admissions information should be provided Should facilitate junior secondary students to understand their interests and learning orientation
Students	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> While the NSS curriculum has broadened their horizons, enhanced proficiency in Chinese and English for communication, critical and high order thinking skills, the subject curricula were too broad coupled with insufficient lesson time, leading to many tutorial lessons which took time

Stakeholder	Key Issues of Concern
	<p>away from other learning experiences.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Report writing in SBA tasks should be reduced • There is difficulty in conducting the IES <p><u>Workload</u></p> <ul style="list-style-type: none"> • Students were overloaded <p><u>Multiple pathways</u></p> <ul style="list-style-type: none"> • Insufficient information for pathways other than JUPAS
Education Professional Organisations	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Curriculum contents were too broad • Over-teaching in some subjects • The curricula and assessment of some subjects should be further reviewed (including Chinese Language, Liberal Studies, M1/M2 of Mathematics, BAFS) • Concern on the recognition and articulation of ApL to post-sec institutions • Teacher professional development and sharing on the implementation of OLE should be enhanced <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Questioned the reliability and validity of SBA • Should explore separate reporting of student performance in SBA • Review the criteria for 5** • Review the assessment mechanism of ApL courses <p><u>Catering for learner diversity</u></p> <ul style="list-style-type: none"> • Concern on NCS students' learning of Chinese Language <p><u>Multiple pathways</u></p> <ul style="list-style-type: none"> • Should clarify post-secondary institutions admissions criteria <p><u>Support measures</u></p> <ul style="list-style-type: none"> • Improve the teacher-to-class ratio • More financial support to schools in offering ApL • Concern on learning and teaching resources in Liberal Studies
School Sponsoring Bodies	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Some teachers still needed to better grasp the breadth and depth of the curriculum • More choices of ApL courses should be provided <p><u>Assessment</u></p> <ul style="list-style-type: none"> • SBA for elective subjects should be deferred <p><u>Workload</u></p> <ul style="list-style-type: none"> • The workload from SBA should be reduced <p><u>Multiple pathways</u></p>

Stakeholder	Key Issues of Concern
	<ul style="list-style-type: none"> • Concern about the pathways for the students of special education schools after S6 • More information about JUPAS & Non-JUPAS admissions should be provided <p><u>Support measures</u></p> <ul style="list-style-type: none"> • Should provide more grants to support the implementation of the NAS (including more subsidy for ApL)
Non-Government Organisations	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Provision of ApL courses advanced to the second semester of S4 <p><u>Workload</u></p> <ul style="list-style-type: none"> • Should reduce the workload of careers guidance teachers and provide them with professional training to become specialised posts <p><u>Multiple pathways</u></p> <ul style="list-style-type: none"> • Provide information on multiple pathways (including employment) for early school leavers