

For Discussion  
on 9 June 2014

## **Legislative Council Panel on Education**

### **Progress of the Review of the New Senior Secondary Curriculum and Assessment**

#### **Purpose**

This paper briefs Members on the progress of the New Academic Structure (NAS) Medium-term Review, with special reference to some interim recommendations (i.e. the first batch of medium-term recommendations) to further fine-tune the New Senior Secondary (NSS) curriculum and assessment that have been recently endorsed by the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority Public Examinations Board (HKEAA PEB).

#### **Background**

2. On 12 November 2012, the Education Bureau (EDB) and the HKEAA reported to this Panel the launch of a review on the NSS curriculum and assessment, which adopted a strategic approach with multiple stages to promptly address the practical concerns of schools and students in the short term, while allowing more time to formulate medium- and long-term recommendations when more information is available. On 30 May 2013, the EDB and the HKEAA reported to this Panel the progress of the short-term stage of the review, with special reference to the implementation of fine-tuning measures on the NSS curriculum and assessment and the provision of support measures in quick response to address the practical concerns of schools. A medium-term review was also recommended to address issues that require a longer time and a more holistic process of review and consultation.

3. The short-term fine-tuning measures on the NSS curriculum and assessment were implemented in September 2013, and the support measures are being delivered according to schedule (see Appendix 1). The NAS Medium-term Review, which adopted the same principle-led design as in the short-term stage, was launched in October 2013 and is expected to be completed by July 2015.

## **Major Review Issues and Timeline**

4. The major issues to be addressed in the NAS Medium-term Review include for example, refinement of School-based Assessment (SBA), fine-tuning of the curriculum and assessment of nine subjects, enhanced measures to cope with learners' diversity and other emerging issues that require more time for deliberation (see Appendix 2).

5. The recommendations for the NAS Medium-term Review will be made in batches, so that schools and students can benefit at the earliest possible time. The first batch of recommendations on 4 subjects (see paragraph 10) was announced on 15 April 2014, and some will be implemented in schools in the 2014/15 school year leading to the 2015 HKDSE Examination at the earliest. The last batch of recommendations is expected to be announced by July 2015.

6. After the announcement of the last batch of medium-term recommendations, the long-term review of all senior secondary subjects should be conducted on a regular basis taking into consideration the subjects' needs and the ongoing curriculum and assessment development cycle.

## **Latest Progress**

### ***Multi-level Consultation and Professional Discussion***

7. As in the review of the short-term stage, integral to the NAS Medium-term Review is a comprehensive engagement and communication plan to collect feedback and opinions extensively from all relevant stakeholder groups. In the past months, views of different stakeholder groups including school principals, teachers, tertiary institutions, parents, students and employers were sought through multiple channels such as forums, meetings, focus group interviews, written submissions, and questionnaire surveys, amounting to over 44,000 person-times up to April 2014. In parallel, relevant CDC and HKEAA committees and working groups have convened over 160 meetings to deliberate on the review issues.

8. Based on the feedback collected from different stakeholders and the professional discussions by the CDC and HKEAA committees, general consensus had been reached by January 2014 in four subjects, namely Chinese Language, Chinese Literature, Liberal Studies, and Business, Accounting and Financial Studies (BAFS),

and initial recommendations for further improving the implementation of the NSS curriculum and assessment on these four subjects were formulated.

9. As an important part of the review process, school surveys were conducted from January to March 2014 to consult school principals and teachers on these initial recommendations. A total of 481 secondary schools offering the NSS curriculum responded to the surveys, representing a response rate of 97% of the school population.

### ***First Batch of Recommendations and Related Support Measures***

10. Based on the results of the school surveys, feedback collected from other stakeholders, and the professional discussion and deliberation by the relevant CDC and HKEAA committees, the following recommendations for Chinese Language, Chinese Literature, Liberal Studies (Independent Enquiry Study) and BAFS were considered and endorsed in the joint CDC-PEB Meeting held on 10 April 2014 (see Appendix 3):

<b>Subject</b>	<b>Recommendations</b>
Chinese Language	<ul style="list-style-type: none"> <li>• Introduction of 12 classical set texts at S4 in 2015/16, leading to the 2018 HKDSE Examination</li> <li>• Corresponding changes in Paper 1 of the HKDSE Examination</li> </ul>
Chinese Literature	<ul style="list-style-type: none"> <li>• Revision of 2 set texts at S4 in 2015/16, leading to the 2018 HKDSE Examination</li> <li>• Exploration into the possibility of further streamlining the SBA requirements</li> <li>• Revisiting the timeline for the implementation of SBA</li> </ul>
Liberal Studies (Independent Enquiry Study)	<ul style="list-style-type: none"> <li>• Adoption of a structured enquiry approach with clear guidelines for the conduct of Independent Enquiry Studies (IES)</li> <li>• Further streamlining arrangements such as requiring candidates to submit only one final report for assessment and cancelling the submission of the Process mark</li> <li>• Related modification of the IES assessment framework at S4 in 2014/15, leading to the 2017 HKDSE Examination</li> </ul>
Business,	<ul style="list-style-type: none"> <li>• Adoption of separate grading and reporting of the subject</li> </ul>

Accounting and Financial Studies (BAFS)	<p>results for candidates taking different elective modules with effect from the 2015 HKDSE Examination (for S6 students in 2014/15), with no change in the curriculum coverage, mode of assessment or question-setting of the papers</p> <ul style="list-style-type: none"> <li>• Closely monitoring and reviewing the existing curriculum and assessment framework of the trimmed BAFS curriculum (first examination to be conducted in 2016) and the implementation of separate grading and reporting of the subject results; in parallel, starting the ground work for developing the separate subject(s)</li> <li>• The ultimate way forward will be subject to thorough discussion and consultation by the end of 2016, while holding steadfast to the ultimate goals of the senior secondary curriculum under the New Academic Structure</li> </ul>
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11. The above endorsed recommendations were announced on 15 April 2014 via a press release and circulars to schools. A dissemination seminar for school leaders was held on 9 May. Briefing sessions for schools on Chinese Language, Chinese Literature and BAFS were held in early May, and briefing sessions on Liberal Studies (IES) will be held in late June.

12. To facilitate schools and teachers to implement the recommendations, support measures will be enhanced. These include, for example, the provision of professional development programmes, learning and teaching resources and sample questions and examination papers (as appropriate) as well as dissemination and sharing of good practices. In addition, we shall continue to maintain close communication with relevant stakeholders.

### ***Progress in Other Subjects and Curriculum Areas***

13. Apart from the recommendations for the four subjects, review of other major NAS Medium-term Review issues (e.g. LS curriculum, Applied Learning courses, School-based Assessment) is on-going and will constitute the last batch of medium-term recommendations to be made by July 2015.

### **Way Forward**

14. Relevant CDC and HKEAA committees will continue to review the other medium-term issues. Relevant stakeholders will be kept posted and consulted.

## **Advice Sought**

15. Members are invited to give their views on the NAS Medium-term Review recommendations and the way forward.

Education Bureau

Hong Kong Examinations and Assessment Authority

June 2014

**Progress in the Provision of  
Pledged Support Measures for the Short-term Stage of the Review**

**1. Supplementary notes** to support the revision of curriculum and assessment

<b>Subjects Pledged (20)</b>	<b>Progress*</b>
Chin Lang, Chin Lit, Eng Lang, Math, Bio, Chem, Phy, CS, IS, Chin Hist, Econ, Geog, THS, BAFS, DAT, HMSC, ICT, TL, VA, PE (2012/13)  (In addition to those pledged, LS and Music also provided and uploaded supplementary notes.)	Uploaded for all subjects

**2. Resource packages** on specific topics to enhance the effectiveness of learning and teaching and assessment, and **Exemplars** for dissemination of good practices

<b>Subjects Pledged (19)</b>	<b>Progress*</b>
Chin Lit, LS, ERS, Hist, THS, DAT, VA, PE (2012/13) ; Chin Lang, Eng Lang, Lit in Eng, Math, Chem, Chin Hist, Econ, HMSC, ICT, TL (2013/14) ; Geog (2014/15)	Uploaded for 10 subjects (Chin Lit, LS, ERS, Hist, THS, DAT, VA, PE, Chin Lang, Chem)

**3. Seed projects/ pilot schemes** to promote collaborative research and development in support of the fine-tuned NSS curriculum and assessment

<b>Subjects Pledged (5)</b>	<b>Progress*</b>
Chin Lit, PE (2012/13); Geog, Music (2013/14); Chin Lang (2014/15)	Conducted for 4 subjects (Chin Lit, PE, Geog, Music)

**4. Teacher networks** to facilitate experience exchange and knowledge sharing

<b>Subjects Pledged (6)</b>	<b>Progress*</b>
Lit in Eng, PE (2012/13), Eng Lang, BAFS, DAT, ICT (2013/14)  (In addition to those pledged, a new 'Student-LED' Network has been established.)	Set up for all subjects

*Note. \* Progress up to May 2014.*

## NAS Medium-term Review Major Issues

### School-based Assessment (SBA)

- As part and parcel of the whole-school curriculum and public assessment, a holistic refinement on the total impact of SBA would be conducted to explore the possibility of further streamlining in order to address the workload issues while maintaining international recognition and the underlying principles of SBA.

### Core Subjects

- **Chinese Language** - explore introducing classical set texts and assessment of these texts in the examination
- **Liberal Studies** – refine the curriculum and assessment design
- **Mathematics** – refine the senior secondary Mathematics curriculum framework

### Elective Subjects

- **Business, Accounting and Financial Studies** - explore the feasibility of ‘splitting’ the subject and/or separate grading and reporting
- **Chinese Literature** - explore revision of set texts
- **Economics** - (i) consider the feasibility of incorporating a news commentary type question / data response question in the examination to replace SBA and (ii) explore further development of the topics of the curriculum
- **Ethics and Religious Studies** - explore reduction of SBA workload
- **Geography** - study the need to revise the senior secondary Geography curriculum; and to study the issue of insufficient lesson time for learning and teaching and to propose possible solutions
- **Health Management and Social Care** - refine the curriculum and assessment designs and SBA, including the format of the report in SBA (written / audio-visual) and weighting of SBA

### **Applied Learning Courses (ApL)**

Apart from the regular review of ApL courses, the medium-term review will include:

- refining the grading mechanism; and
- evaluation of early commencement of ApL in S4 and linking ApL to the Qualifications Framework.

### **Hong Kong Diploma of Secondary Education (HKDSE) Examination**

Further exploration on the HKDSE Examination to better accommodate learner diversity, if deemed appropriate, which may include:

- introduction of half subjects in some suitable senior secondary subjects; and
- revisiting the grading system.

### **Other Related and Emerging Issues**

Further ongoing studies on emerging issues which include:

- unintended impact, e.g. whether the student programme has achieved a broad and balanced curriculum with specialization achieved in a broad knowledge base;
- some curriculum design/assessment principles, e.g. whether values have been appropriately applied in public assessment; whether the admission requirements and scoring system should be further improved;
- professional capacity and sustainability, nature of support for schools and teachers;
- catering for learner diversity and need to support schools (both lower achievers and more able students);
- Other Learning Experiences and Student Learning Profile (e.g. How is it affected by 2400±200 lesson hours?);
- some emerging issues related to other senior secondary subjects such as Visual Arts and Chinese History; and
- other issues related to curriculum and assessment but outside the curriculum and assessment development cycle which would be suitably discussed and communicated to relevant partner organisations and stakeholders.



## First Batch of NAS Medium-term Recommendations

## 中國語文科

課程	<p><b>選篇數量：</b>指定文言經典學習材料的數量為 12 篇</p> <p><b>選篇：</b>課程提供以下 12 篇指定文言經典學習材料：</p> <table><tr><td>1. 宋詞三首 [念奴嬌、青玉案、聲聲慢]</td><td>2. 唐詩三首 [月下獨酌、登樓、山居秋暝]</td><td>3. 出師表</td></tr><tr><td>4. 論仁、論孝、論君子</td><td>5. 六國論</td><td>6. 廉頗藺相如列傳</td></tr><tr><td>7. 魚我所欲也</td><td>8. 師說</td><td>9. 始得西山宴遊記</td></tr><tr><td>10. 岳陽樓記</td><td>11. 勸學（節錄）</td><td>12. 逍遙遊（節錄）</td></tr></table> <p><b>實施日期：</b>於 2015/2016 學年的中四（2018 年香港中學文憑考試）起實施</p>	1. 宋詞三首 [念奴嬌、青玉案、聲聲慢]	2. 唐詩三首 [月下獨酌、登樓、山居秋暝]	3. 出師表	4. 論仁、論孝、論君子	5. 六國論	6. 廉頗藺相如列傳	7. 魚我所欲也	8. 師說	9. 始得西山宴遊記	10. 岳陽樓記	11. 勸學（節錄）	12. 逍遙遊（節錄）
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公開考試	<p><b>考時：</b>試卷一（閱讀能力）的考時增至 1 小時 30 分鐘</p> <p><b>試卷設計：</b></p> <p>✧ 試卷一分甲、乙兩部，甲部考核指定文言經典學習材料，佔全卷 30%； 乙部為閱讀理解（擷取若干篇章，文白兼備），佔全卷 70%</p> <p>✧ 試卷一甲、乙兩部分的文言篇章考核，總佔分不多於全卷 50%</p> <p><b>評核方向：</b>熟記精華片段；基本掌握文意及篇中文學、文化內涵</p> <p><b>佔分比重：</b>佔試卷一（閱讀能力）30%</p>												
備註	<p><b>支援措施：</b></p> <p>✧ 有關篇章的原文、部分參考資料及教學設計先在 5 月上網，其餘預期於 2014 底完成</p> <p>✧ 培訓課程將於 2014/15 學年開始</p> <p>✧ 於 2015/16 學年內提供試卷一（閱讀能力）試卷樣本</p>												

## 中國文學科

<b>課程</b>	<p><b>修訂指定作品：</b>更換內容較深或節選篇幅較長的指定作品</p> <ol style="list-style-type: none"> <li>1. 節選孟子《齊桓晉文之事章》（由「齊宣王問曰」至「王請度之」）</li> <li>2. 以曹禺《日出》（節選第二幕，由「李石清由中門進」至「把黃省三拖下去」）取代姚克《西施》</li> </ol> <p><b>實施日期：</b>修訂於 2015/16 學年的中四（2018 年香港中學文憑考試）起實施</p>
<b>校本評核</b>	<p><b>進一步檢視校本評核：</b></p> <p>✧ 探討再進一步精簡校本評核的可能性</p> <p>✧ 再考慮校本評核實施時間</p>
<b>備註</b>	<p><b>支援措施：</b>提供相關參考資料及教師專業發展課程等支援措施</p>

## Liberal Studies (Independent Enquiry Study)

<p style="text-align: center;"><b>IES</b></p>	<ol style="list-style-type: none"> <li>1. With effect from 2014/15 for S4 students, leading to the 2017 HKDSE Examination, a structured enquiry approach will be adopted with clear guidelines for the conduct of IES– Four steps are introduced to facilitate students’ completion of their IES in a more focused manner:               <ul style="list-style-type: none"> <li>✧ Problem definition</li> <li>✧ Relevant concepts/ knowledge/ facts/ data</li> <li>✧ In-depth explanation of the issue</li> <li>✧ Judgement and justification</li> </ul> </li> <li>2. The IES assessment framework will be further streamlined as follows:               <ol style="list-style-type: none"> <li>a. Number of assessment stages to be reduced from 2 to 1, with the Project Proposal and Product stages merging into one assessment stage</li> <li>b. Number of Tasks to be submitted to be reduced from 2 to 1; only one final report to be submitted for assessment</li> <li>c. Analytic marking guidelines to be used, with a mark to be awarded to each of the following domains:                   <table border="1" data-bbox="470 869 1455 1243"> <thead> <tr> <th>Assessment Domain</th><th>Weighting</th></tr> </thead> <tbody> <tr> <td>Problem Definition and Identification of Concepts / Knowledge</td><td>6%</td></tr> <tr> <td>Explanation and Justification</td><td>10%</td></tr> <tr> <td>Presentation and Organisation</td><td>2%</td></tr> <tr> <td>Initiative</td><td>2%</td></tr> <tr> <td><b>Total</b></td><td><b>20%</b></td></tr> </tbody> </table> </li> <li>d. Submission of Process mark to be cancelled: students’ performance in the process of conducting the IES is reflected in the Initiative domain</li> <li>e. The mark to be awarded for Presentation and Organisation to be capped at a maximum of 3 marks (out of 9) for:                   <ul style="list-style-type: none"> <li>✧ written form reports exceeding 4500 words</li> <li>✧ non-written form reports exceeding 22 minutes of viewing time or the short written text accompanying the non-written form reports exceeding 1100 words</li> </ul> </li> </ol> </li> <li>3. The marks for the first 3 domains will be subject to moderation, while the marks for the Initiative domain will not be moderated</li> <li>4. Similar to the existing requirements, there will be no restrictions on the types of data to be used for enquiry and the forms of presentation (written and non-written) of the final report</li> </ol>	Assessment Domain	Weighting	Problem Definition and Identification of Concepts / Knowledge	6%	Explanation and Justification	10%	Presentation and Organisation	2%	Initiative	2%	<b>Total</b>	<b>20%</b>
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<b>Total</b>	<b>20%</b>												
<p><b>Remarks</b></p>	<p>Review of the LS curriculum is on-going, and recommendations will be made at a later stage</p>												

### **Business, Accounting and Financial Studies (BAFS)**

<b>Public Examination</b>	Separate grading and reporting of the subject results for candidates taking different elective modules to be adopted with effect from the 2015 HKDSE Examination (for S6 students in 2014/15), with no change in the curriculum coverage, mode of assessment or question-setting of the papers
<b>Curriculum</b>	<ul style="list-style-type: none"><li>✧ Closely monitoring and reviewing the existing curriculum and assessment framework of the trimmed BAFS curriculum (first examination to be conducted in 2016) and the implementation of separate grading and reporting of the subject results</li><li>✧ In parallel, CDI &amp; HKEAA to start the ground work for developing the separate subject(s)</li><li>✧ The ultimate way forward will be subject to thorough discussion and consultation by the end of 2016, while holding steadfast to the ultimate goals of the senior secondary curriculum under the New Academic Structure</li></ul>