TWGHs Kap Yan Directors’ College

New Senior Secondary (NSS) Curriculum

Talk for S.1 / S.2 students

15.4.2008

How should we prepare for NSS?
Why do we have NSS?

-- Education Reform
5 basic learning experiences: Moral and Civic Education, Intelligence Development, Sports & Arts, Careers related experiences
What is NSS?

334 academic structure:
3 years JS, 3 years SS, 4 years University
Start in 2009/2010
Hong Kong Diploma of Secondary Education (香港中學文憑)
A Comparison of the Current and the New Academic Structures

Current Structure ("3+2+2+3")

- 3-Year Undergraduate Degree
- Secondary 7
- Secondary 6
- Secondary 5
- Secondary 4
- Secondary 3
- Secondary 2
- Secondary 1

HKALE

NEW STRUCTURE ("3+3+4")

- 4-Year Undergraduate Degree
- Secondary 6
- Secondary 5
- Secondary 4
- Secondary 3
- Secondary 2
- Secondary 1

HKCEE

2015/16 s.y.
1st cohort of graduate

2011/12 s.y.

New public examination leading to HK Diploma of Secondary Education

NSS

2006/07 school year
What should I know?

- What is in NSS curriculum? What can I study?
- Is HKDSE the same as HKCEE or HKALE?
- What can I do after HKDSEE?
- What is Liberal Studies? How should I prepare myself for this subject?
SED's Welcome message

Mr Michael M Y Suen
Secretary for Education
Welcome to the web page of the Education Bureau (EDB).

Realising the vision of 334
EDB officers share with the public through a series of articles on the latest development in preparation for the 334 new senior secondary academic structure.

What's New

10.04.2008 Report on Phase 2 Review of the Post-secondary Education Sector

26.03.2008 Letter of School Resumption

19.03.2008 Expressions of Interest Exercise for International School Development

16.03.2008 SOU, Hon Poo Howard, Chief Curriculum Development Officer; (Applied Learning) Applied Learning - A Curriculum for ALL
New Senior Secondary Curriculum

Core Subjects:
- Chinese Language,
- English Language,
- Mathematics,
- Liberal Studies

Elective Subjects:
- 2 or 3 elective subjects chosen from 20 NSS elective subjects
- and a range of Applied Learning courses
- and other language courses

Other Learning Experiences:
- Moral & Civic Ed,
- Community service,
- Aesthetic & physical activities
- Career-related experiences

45-55%  20-30%  15-35%
## NSS Subjects

<table>
<thead>
<tr>
<th>Key Learning Areas</th>
<th>Subjects (24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Education</td>
<td>• Chinese Language <em>(core subject)</em></td>
</tr>
<tr>
<td></td>
<td>• Chinese Literature</td>
</tr>
<tr>
<td>English Language Education</td>
<td>• English Language <em>(core subject)</em></td>
</tr>
<tr>
<td></td>
<td>• Literature in English</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>• Mathematics <em>(core subject + two extensions)</em></td>
</tr>
<tr>
<td></td>
<td>• Liberal Studies <em>(core subject)</em></td>
</tr>
<tr>
<td>Personal, Social and Humanities Education</td>
<td>• Chinese History</td>
</tr>
<tr>
<td></td>
<td>• Economics</td>
</tr>
<tr>
<td></td>
<td>• Ethics and Religious Studies</td>
</tr>
<tr>
<td></td>
<td>• Geography</td>
</tr>
<tr>
<td></td>
<td>• History</td>
</tr>
<tr>
<td></td>
<td>• Tourism and Hospitality Studies</td>
</tr>
<tr>
<td>Science Education</td>
<td>• Biology</td>
</tr>
<tr>
<td></td>
<td>• Chemistry</td>
</tr>
<tr>
<td></td>
<td>• Physics</td>
</tr>
<tr>
<td></td>
<td>• Science (Integrated, Combined)</td>
</tr>
<tr>
<td>Technology Education</td>
<td>• Business, Accounting and Financial Studies</td>
</tr>
<tr>
<td></td>
<td>• Information and Communication Technology</td>
</tr>
<tr>
<td></td>
<td>• Technology and Living</td>
</tr>
<tr>
<td></td>
<td>• Design and Applied Technology</td>
</tr>
<tr>
<td></td>
<td>• Health Management and Social Care</td>
</tr>
<tr>
<td>Arts Education</td>
<td>• Music</td>
</tr>
<tr>
<td></td>
<td>• Visual Arts</td>
</tr>
<tr>
<td>Physical Education</td>
<td>• Physical Education</td>
</tr>
</tbody>
</table>
Our school will offer 10 Elective Subjects
(Students may take 3 electives)

1. Chinese Literature  中國文學
2. Chinese History  中國歷史
3. Economics  經濟
4. Geography  地理
5. History  歷史
6. Biology  生物
7. Physics  物理
8. Chemistry  化學
9. BAFS  企業、會計與財務概論
          (Business, Accounting & Financial Studies)
10. ICT  資訊及通訊科技
       (Information and Communication Technology)
Electives within subjects:

🌟 English: students choose 3 modules

Language Arts: -At least one from this group

Module 1: Learning Eng through Drama
Module 2: Learning Eng through Short Stories
Module 3: Learning Eng through Poems and Songs
Module 4: Learning Eng through Popular Culture

Non-Language Arts: -At least one from this group

Module 5: Learning Eng through Sports Communication
Module 6: Learning Eng through Debating
Module 7: Learning Eng through Social Issues
Module 8: Learning Eng through Workplace Communication
Electives within subjects:

中国語文科選修單元（三個）

- 單元一：名著及改編影視作品
- 單元二：戲劇工作坊
- 單元三：小說與文化
- 單元四：文化專題探討
- 單元五：新聞與報道
- 單元六：多媒體與應用寫作
- 單元七：翻譯作品選讀
- 單元八：科普作品選讀
- 單元九：普通話傳意和應用
- 單元十：普通話與表演藝術
Electives within subjects:

Mathematics: Extended Part
- Module 1 Calculus and Statistics
- Module 2 Algebra and Calculus
Applied Learning
(Our school is not offering these studies)

Six Areas of Studies:

- Applied Science （應用科學）
- Business, Management & Law （商業、管理及法律）
- Creative Studies （創意學習）
- Engineering & Production （工程及生產）
- Media & Communication （媒體及傳意）
- Services （服務）
Other Learning Experiences

*Suggested time allocation over the three years is as below:*

<table>
<thead>
<tr>
<th>Other Learning Experiences</th>
<th>Suggested minimum time allocation (in percentage)</th>
<th>Suggested minimum time allocation (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral and Civic Education</td>
<td>5%</td>
<td>135</td>
</tr>
<tr>
<td>Community Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career-related Experiences</td>
<td>5%</td>
<td>135</td>
</tr>
<tr>
<td>Aesthetic Development</td>
<td>5%</td>
<td>135</td>
</tr>
<tr>
<td>Physical Development</td>
<td>5%</td>
<td>135</td>
</tr>
<tr>
<td>Other Learning Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: 405 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Aims of OLE

1. To widen students’ horizons
2. To develop lifelong interests
3. To nurture positive values and attitudes
4. To realise the curriculum goal of whole person and balanced development as in the five essential Chinese virtues: ‘Ethics, Intellect, Physique, Social Skills, Aesthetics’
5. To develop the lifelong learning capabilities
Under the NSS education, students have to build up a profile to record and reflect on their learning experiences and achievements.

- The content *may* include brief information about:
  1. Academic performance in school;
  2. Other Learning Experiences;
  3. Awards/achievements gained outside schools.
## S.4 Curriculum in 2009/2010

<table>
<thead>
<tr>
<th></th>
<th>4A</th>
<th>4B</th>
<th>4C</th>
<th>4D</th>
<th>4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Cn</td>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
<tr>
<td>Math</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths (+ Ext Module 1)</td>
<td>Maths (+ Ext Module 2)</td>
</tr>
<tr>
<td>L.S.</td>
<td>L.S.</td>
<td>L.S.</td>
<td>L.S.</td>
<td>L.S.</td>
<td>L.S.</td>
</tr>
<tr>
<td>Chi Lit</td>
<td>Chi Lit</td>
<td>Econ</td>
<td>Econ</td>
<td>Phy</td>
<td>Phy</td>
</tr>
<tr>
<td>Chi Hist</td>
<td>Chi Hist</td>
<td>Geog</td>
<td>Hist</td>
<td>Chem</td>
<td>Chem</td>
</tr>
</tbody>
</table>

**Chi Hist / Hist / Geog / Bio / CIT / Econ / BAFS**

**OLE:** PE / Arts / Music / Morning & Hall Assemblies / F.P. / ECA / Visits / etc.
Is HKDSE the same as HKCEE or HKALE?

What can I do after HKDSEE?
# Main Changes from HKCEE/AL to NSS Subjects

<table>
<thead>
<tr>
<th>Existing: HKCEE/AL</th>
<th>Future: NSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS electives</td>
<td>additional core subject on top of C,E,M</td>
</tr>
<tr>
<td>No. of subjects</td>
<td>6-7/8 (S4) subjects for most students</td>
</tr>
<tr>
<td>Streaming</td>
<td>No clear streaming. 2-3 electives from different KLAs/ApL courses</td>
</tr>
<tr>
<td>Subject level</td>
<td>Most NSS subjects are HKCEE curricula + 1 year with AL standard</td>
</tr>
<tr>
<td>Contents</td>
<td>20 % change in new contents on average (except LS)</td>
</tr>
<tr>
<td>OLE</td>
<td>All students have OLE</td>
</tr>
</tbody>
</table>
New Assessment Culture in NSS

- Curriculum, learning & teaching and assessment must coordinate with one another
- Knowledge-based society requires a wide variety of abilities
- The ability to apply what have been learnt is more important than accumulating information and rote-learning
- Assessment should enhance the effectiveness of learning and students’ abilities so as to cater for the changes in the society
## Change of Assessment Concept

<table>
<thead>
<tr>
<th>Items</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>Pen and Paper → Diversified Forms of Assessments</td>
</tr>
<tr>
<td>Content</td>
<td>Recital → Mastery and Application of Knowledge</td>
</tr>
<tr>
<td>Reporting</td>
<td>Marks → Descriptive comments (standards reference)</td>
</tr>
<tr>
<td>Enhance learning</td>
<td>Improve Learning and Adjust Teaching Progress</td>
</tr>
</tbody>
</table>
Changes on Public Assessment

Hong Kong Diploma of Secondary Education Examination (HKDSEE)

- One public exam - more time for learning
- Assessments emphasise thinking skills and application of knowledge (e.g. analysis and problem-solving)
- School-based Assessment (SBA / 校本評核) is included
- Standards-referenced (水平參照) Reporting
Standards-referenced Reporting

- Standards-referenced levels 1-5
- Use 5* and 5** to annotate the best performers among the level 5 candidates
- A set of descriptors is used to indicate the typical performance of candidates at each of the 5 levels
Advantages of Standards-referenced Reporting

- Explicitly describe candidates’ performance standards
- Enhance effectiveness of learning and teaching
- Standards maintained over time
Features of Standards-referenced Reporting

- The rationale behind is to explicitly describe the standards achieved by the candidates in terms of knowledge, skills and understandings.
- Standards are prescribed in each subject so that their requirements are available to candidates before examination.
- Candidates’ results will only be compared with the prescribed standards, regardless of the performance of the other candidates taking the same examination.
Multiple Pathways

Work / Further studies

Professional Qualifications

Sub degrees
(including Associate Degree, Higher Diploma, Diploma)

4-Year Undergraduate Degree

Hong Kong Diploma of Secondary Education

Applied Learning

Senior Secondary Education
Comparison of General Entrance Requirements of Universities

<table>
<thead>
<tr>
<th>Institution</th>
<th>General Entrance Requirements*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Hong Kong Institute of Education</td>
<td>4 core (Chinese Language, English Language, Mathematics &amp; Liberal Studies) and 2 elective subjects</td>
</tr>
<tr>
<td>The Hong Kong University of Science and Technology</td>
<td></td>
</tr>
<tr>
<td>The University of Hong Kong</td>
<td></td>
</tr>
<tr>
<td>City University of Hong Kong</td>
<td>4 core (Chinese Language, English Language, Mathematics &amp; Liberal Studies) and 1 elective subject</td>
</tr>
<tr>
<td>Hong Kong Baptist University</td>
<td></td>
</tr>
<tr>
<td>The Chinese University of Hong Kong</td>
<td></td>
</tr>
<tr>
<td>The Hong Kong Polytechnic University</td>
<td></td>
</tr>
<tr>
<td>Lingnan University</td>
<td>4 core (Chinese Language, English Language, Mathematics &amp; Liberal Studies)</td>
</tr>
</tbody>
</table>

*Note: Individual programmes may have additional requirement(s)

1. What’s new?
2. “334” Publication / Information
3. NSS School Information Network
4. NSS Information Kit (For School’s Reference)
5. Example / Tools for Planning NSS
6. University Entrance Requirements
7. “334” - Related Activities
8. “334” - Related Articles
9. Frequently Asked Questions
10. “334” Views Corner
11. Useful Websites
12. Contact Us
New Senior Secondary Liberal Studies (LS)
Position of NSS LS

LS helps students:

A: deepen their awareness of contemporary issues, and develop positive values

B: broaden their knowledge base and perspectives

C: connect knowledge of different disciplines and strengthen their critical thinking skills
Curriculum Aims

a) To enhance students’ understanding of themselves, their society, their nation, the human world and the physical environment

b) To enable students to develop multiple perspectives on perennial and contemporary issues in different contexts (e.g. cultural, social, economic, political and technological contexts)

c) To help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstances
d) To develop in students a range of skills for lifelong learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills

e) To help students appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting values

f) To help students develop positive values and attitude towards life, so that they can become informed and responsible citizens of society, the country and the world
Curriculum Framework

- Self & Personal Development
- Society & Culture
- Science, Technology & the Environment

Independent Enquiry Study
<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>Independent Enquiry Study (IES)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self &amp; Personal Development</strong></td>
<td>Students are required to conduct an IES making use of the knowledge and perspectives gained from one or more Areas of Study and extending them to new issues or contexts. To help students develop their IES titles, the following themes are suggested:</td>
</tr>
<tr>
<td>M. 1: Personal Development &amp; Interpersonal Relationships</td>
<td>Ø Media  Ø Education  Ø Religion  Ø Sports  Ø Art  Ø Information and Communication Technology</td>
</tr>
<tr>
<td><strong>Society &amp; Culture</strong></td>
<td></td>
</tr>
<tr>
<td>M. 2: Hong Kong Today</td>
<td></td>
</tr>
<tr>
<td>M. 3: Modern China</td>
<td></td>
</tr>
<tr>
<td>M. 4: Globalization</td>
<td></td>
</tr>
<tr>
<td><strong>Science, Technology &amp; the Environment</strong></td>
<td></td>
</tr>
<tr>
<td>M. 5: Public Health</td>
<td></td>
</tr>
<tr>
<td>M. 6: Energy Technology &amp; the Environment</td>
<td></td>
</tr>
</tbody>
</table>
Three stages of the IES

Stage 1

- Selection of study area / theme
- Collection of background information
- Confirmation of the question for enquiry
- Design of work plan and schedule
Three stages of the IES

Stage 2

- Collection of data / other kinds of information
- Organisation of data / other kinds of information
Three stages of the IES

Stage 3

- Analysis of data / information
- Evaluation of different points of view
- Presentation of IES results, amendments according to feedback
- Writing up of study report, adoption of suitable ways to show the results of the study
### Design of Public Assessment

| Paper 1: Data-response questions (50%) |
| Paper 2: Extended-response questions (30%) |
| School-based assessment: IES (20%) |
How can students prepare for NSS Liberal Studies (LS) at junior secondary level?
Strengthen Foundation Knowledge at JS level

- When knowledge is forsaken, LS foundations are shaken

- E.g. NSS LS requires students to enquire: “What is the relationship between the occurrence of sustainable development and the development of science of technology?”
Strengthen Foundation Knowledge at JS level

This question of enquiry assumes students’ mastery of relevant knowledge:

- Geography: oceans, rainforests, power resources, ‘rich and poor’
- Science: energy sources, water pollution, biodiversity
- Technology Education Key Learning Area (KLA): technology and society, reuse and recycling of resources
Strengthen Foundation Knowledge at JS level

The three KLAs most relevant to NSS LS are:

- Personal, Social & Humanities Education
- Science Education
- Technology Education

Do you know the subjects included in these KLAs?
Personal, Social & Humanities Ed.

This KLA (curriculum time 15-20%) includes the following JS subjects:

- Geography
- History
- Social Studies
- School-based integrated subjects (JS “LS”, Integrated Humanities, History & Culture, etc.)

What knowledge should you master in this KLA? What have you actually mastered?
Science Education

This KLA (curriculum time 10-15%) includes the following JS subject:

- Integrated Science / Biology / Chemistry / Physics

What knowledge should you master in Science? What have you actually mastered?
Technology Education

This KLA (curriculum time 8-15%) includes the following JS subject:

- Computer Literacy
- Design and Technology
- Home Economics

What knowledge should you master in this KLA? What have you actually mastered?
Broaden Knowledge Base & Horizons

- **Reading** allows students to savour life experiences of others, broadening their horizons

- Develop habits of **reading**
  - extra-curricular materials across various disciplines
  - materials of different formats, not limiting oneself to comics, romance novels
Broaden Knowledge Base & Horizons

- Balanced participation in co-curricular / extra-curricular activities, giving priority to quality rather than quantity: sports, arts, service, academic …
Maintain Civic Awareness

- Read newspapers frequently
- News-reading is not limited to one or two categories of information, e.g. entertainment, sports
- Balanced exposure to local, national and global news
- Be concerned about developments in the neighbourhood
Develop Skills Through Project Learning

- Give priority not only to the product, but also your performance during the process
- Instead of doing ‘copy & paste’ work with online materials, think about the relationship between the materials and the enquiry question, authenticity of the materials, assumptions and values behind the materials, etc.
Develop Skills through Project Learning

- Formulate a feasible work plan, manage time, manpower and other resources to implement the plan
- For tasks that you are able to complete, do not rely on parents
What has the school done?
Deciding the Curriculum

Seeking opinions from students, teachers and parents

Principal and Teachers attending courses
## Change of Timetabling

- To facilitate other learning experiences
- To enhance learning

<table>
<thead>
<tr>
<th></th>
<th>Existing</th>
<th>2009 / 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>System</strong></td>
<td>6-days Cycle</td>
<td>5-days Week</td>
</tr>
<tr>
<td><strong>No. of Lesson per day</strong></td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td><strong>Lesson time</strong></td>
<td>35 min.</td>
<td>40 min</td>
</tr>
</tbody>
</table>