

APPLIED LEARNING



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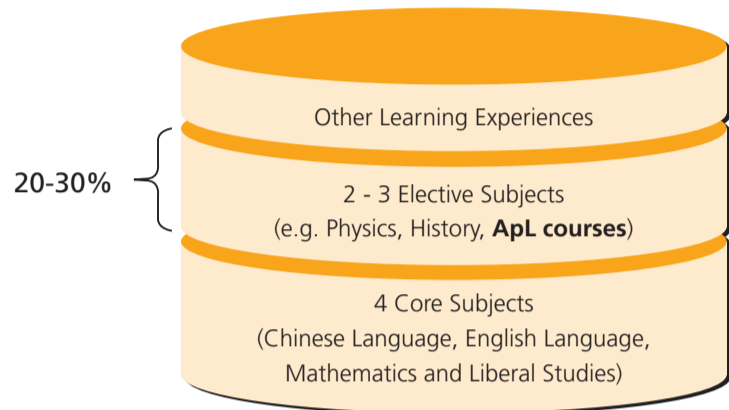
Applied Learning (ApL) is an integral part of the senior secondary curriculum. It is introduced to Secondary 5 and 6 to cater for the diverse learning needs of students. ApL complements senior secondary subjects by offering studies with stronger elements of practical learning linked to broad professional and vocational fields. With equal emphasis on the development of knowledge, skills and attitudes, ApL aims at enabling students to understand fundamental theories and concepts through application and practice, and to develop their generic skills in authentic context.

APPLIED LEARNING UNDER THE SENIOR SECONDARY CURRICULUM

Position of Applied Learning

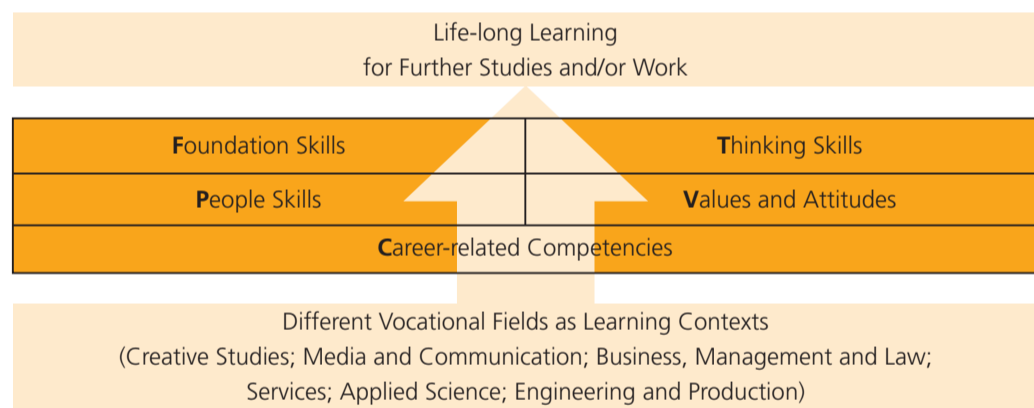
In the senior secondary curriculum, Secondary 5 and 6 students can take ApL courses as their elective subjects.

Senior Secondary Curriculum Framework



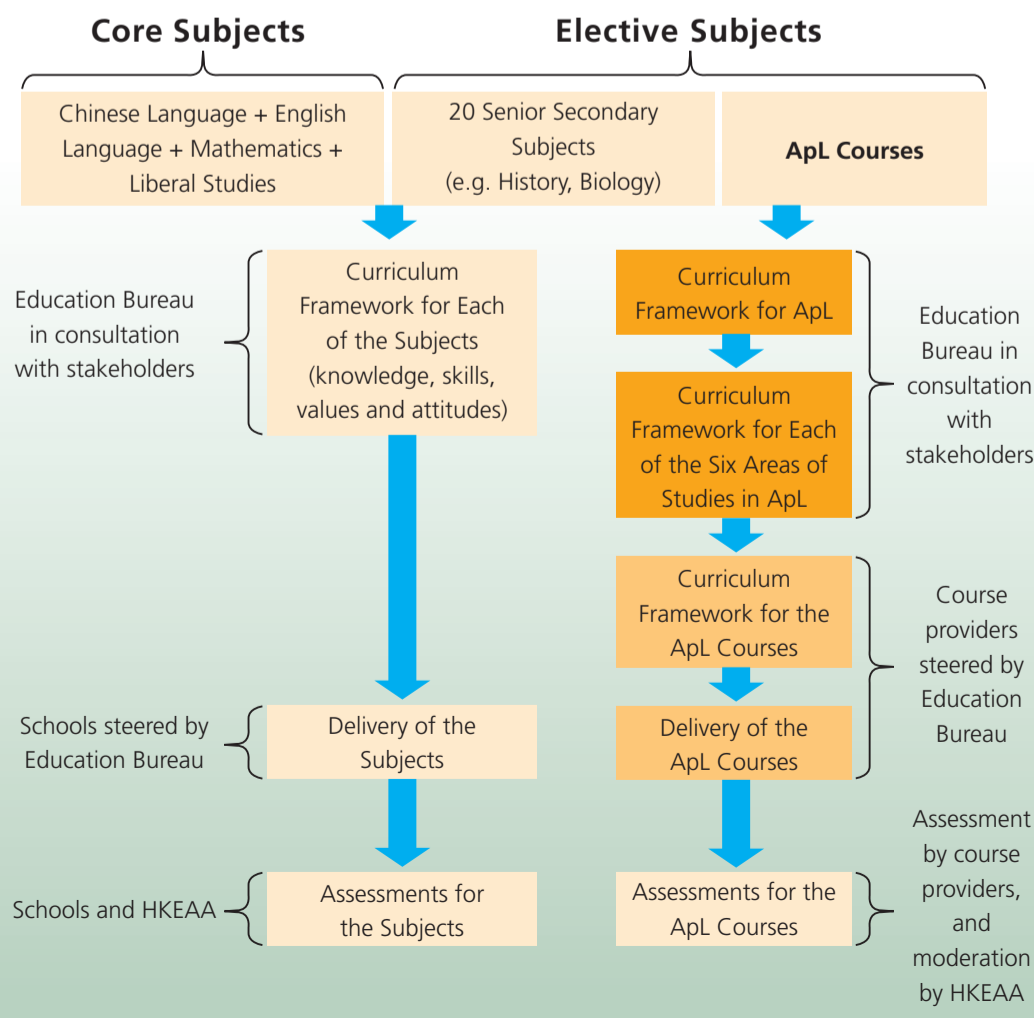
Applied Learning Curriculum Framework (FTPVC)

There are six areas of studies in ApL: (1) Creative Studies; (2) Media and Communication; (3) Business, Management and Law; (4) Services; (5) Applied Science; and (6) Engineering and Production. Students will be prepared for further studies and/or work as well as lifelong learning through the development of foundation skills, thinking skills, people skills, values and attitudes, and career-related competencies.



A course list and the course information are available at our website.

The Design, Delivery and Assessment of Applied Learning as Compared to Other Senior Secondary Subjects



Assessment and Recognition

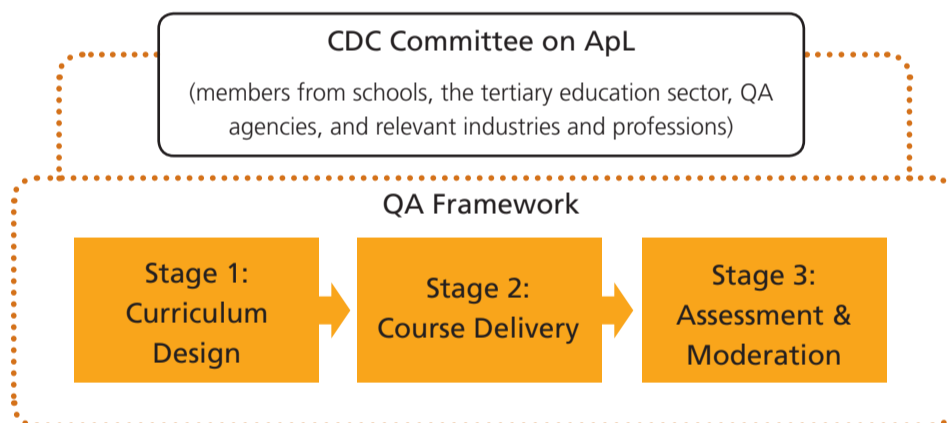
In the context of ApL, assessment involves collecting evidence of a student's attainment of knowledge, skills, values and attitudes, and judging that evidence against defined standards. Common Assessment Tasks will constitute a core part in the assessment framework for each ApL subject in order to facilitate comparability of assessment results across different classes of the same ApL subject.

The assessment results of ApL subjects will be recorded on the Hong Kong Diploma of Secondary Education (HKDSE) certificate. Students' performance will be designated as 'Attained with Distinction', 'Attained' and 'Unattained'. Those students awarded 'Attained with Distinction' will be deemed to have performed at a level comparable to the Standards-referenced Reporting of HKDSE at Level 3 or above.

Quality Assurance Mechanism

The ultimate goals of the quality assurance (QA) mechanism are to ensure that **ApL courses are developed according to the design principles, the curriculum is delivered as planned, and the learning outcomes of students can meet the standards which are set.** These three aspects have been developed during the ApL pilot by the Curriculum Development Institute, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the Hong Kong Examinations and Assessment Authority (HKEAA) respectively, under the overview of the Curriculum Development Council (CDC) Committee on ApL.

ApL QA Mechanism



The Pilot of Applied Learning

To accumulate experience to inform planning and implementation of ApL under the new senior secondary (NSS) curriculum, a pilot of ApL courses (formerly known as Career-oriented Curriculum) was introduced in 2003, targeting at Secondary 4 and 5 students taking the Hong Kong Certificate of Education Examination (HKCEE).

As an on-going consultation, the ApL pilot has been providing continuous feedback from stakeholders as input for the developing solutions for key components which will be migrated to ApL courses under the NSS curriculum (including course design, course provision, QA, support measures to facilitate the implementation of ApL courses in schools, and recognition and articulation, etc.).

The pilot QA exercise has been conducted for all ApL courses to confirm the standard of ApL courses is comparable to a subject pass in the HKCEE. Qualifications obtained by students are recognised by **the Education Bureau, the course providers, the Federation for Continuing Education in Tertiary Institutions, HKEAA, and the Civil Service Bureau** for purposes of **further studies and employment.**

Participation and Communication

Feedback from schools, teachers, students, parents and course providers reflects that the concept of ApL has been well received. ApL has positive impact on student learning, in particular, in building up their confidence and interest in learning. The experience gathered from piloting has been used to inform the future planning and development of ApL. Feedback and suggestions are welcome, helping students to pave their way to success.