

Provision of Professional Development Programmes for New Senior Secondary Subjects

Curriculum Development Institute
Education and Manpower Bureau
(July 2006)

CONTENTS

Chinese Language	1
English Language	2
Mathematics	3
Liberal Studies	4
Chinese Literature	5
Literature in English	7
Chinese History	8
Economics	9
Ethics and Religious Studies	10
Geography	11
History	12
Tourism and Hospitality Studies	13
Biology	14
Chemistry	15
Physics	16
Integrated Science	17

Business, Accounting and Financial Studies	18
Design and Applied Technology	19
Health Management and Social Care	20
Technology and Living (formerly known as Home Economics)	22
Information and Communication Technology.....	23
Music.....	24
Visual Arts.....	25
Physical Education.....	26

Subject : Chinese Language

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	720	630	360	360	Will continue to provide the courses in accordance with needs.
	Focus area	<ul style="list-style-type: none"> • Overview of NSS curriculum framework • Deep understanding of Chinese Language Curriculum Framework (rationale, aims, content, and relationship between Compulsory Part and Elective Part,) • Migration to 334 and interface with the Junior Secondary Curriculum • Principles of curriculum design, curriculum planning & T&L in the Chinese Language Curriculum: <ul style="list-style-type: none"> ➢ Guidance for teachers to develop a school-based Chinese Language Curriculum ➢ Guidance for students on selecting elective modules • Resources development and professional capacity building 				
B Assessing Student Learning	No of Training Places	180	540	720	720	
	Focus area	<ul style="list-style-type: none"> • Guidance on how to deliver assessment in schools for effective learning • School assessment framework planning (assessment for learning, assessment of learning, assessment is an integral part of the school curriculum) • Standards-referenced Assessment (SRA) – what it is and how it benefits students • School-based Assessment (SBA) - what it is and how it benefits students 				
C Learning & Teaching Strategies (<i>Note 1</i>)	No of Training Places		360	720	720	
	Focus area	<ul style="list-style-type: none"> • Rationale of the elective modules • Deep understanding of aims, learning objectives & learning outcomes of the modules • Specific learning & teaching strategies for the relevant modules • Assessment of the elective modules (Setting Assessment objectives, designing learning activities/assignments for formative & summative assessment) 				
D Enriching Knowledge	No of Training Places		(<i>Note 2</i>)	(<i>Note 2</i>)	(<i>Note 2</i>)	
	Focus area	<ul style="list-style-type: none"> • Knowledge on the specific modules • Reference materials of the modules 				

Note 1: According to the Survey, some teachers would like to have training in 2008-09. In this connection, 3000 training place (1500 per half year) will be provided in this school year.

Note 2: Courses in category (C) & category (D) are related and will be bundled together.

Subject : English Language

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	300	600	450	450	Will continue to provide the courses in accordance with needs.
	Focus area	Overview of the NSS English Language Curriculum with a view to helping teachers understand the similarities and differences between the existing and the new curriculum frameworks, the considerations for curriculum planning, how to build a language-rich environment and to plan for the Elective Part, etc.				
B Assessing Student Learning	No of Training Places		600	400	800	
	Focus area	A range of assessment literacy topics, such as assessment for learning, developing appropriate assessment tasks, using portfolios, etc. will be examined to provide teachers with the theoretical basis for pursuing courses on more specialised assessment topics (e.g. SRA, SBA for NSS).				
C Learning & Teaching Strategies	No of Training Places	1440	1440	1440	1440	
	Focus area	Learning and teaching of the eight modules in the Elective Part (Note: The number of training places indicated above is based on the assumption that each participating teacher will focus on one of the modules.)				
	No of Training Places		200		200	
	Focus area	Exploring issues and identifying ways to effectively cater for learner diversity in the implementation of both the Compulsory and Elective Parts of the NSS English Language curriculum				
D Enriching Knowledge	No of Training Places					
	Focus area					

Subject : Mathematics

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep- Aug
A Understanding & Interpreting the Curriculum	No of Training Places	400	600	400	400	Will continue to provide the courses in accordance with needs.
	Focus area	Understanding & Interpreting the New Senior Secondary Mathematics Curriculum				
B Assessing Student Learning	No of Training Places	1. 600 2. 600	1. 600 2. 600	1. 600 2. 600	1. 600 2. 600	
	Focus area	1. Assessment for Learning 2. Diversified Modes of Assessment in the New Senior Secondary Mathematics Curriculum				
C Learning & Teaching Strategies	No of Training Places	400	600	400	600	
	Focus area	Permutation & Combination, Statistics, Further Applications and Use of IT				
D Enriching Knowledge	No of Training Places	300	600	500	800	
	Focus area	Recreational Mathematics, Sampling Techniques and History of Mathematics				

Subject : Liberal Studies

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	950	950	Will continue to provide this course in accordance with needs.		Will continue to provide the courses in accordance with needs.
	Focus area	<ul style="list-style-type: none"> Understand the rationale behind LS curriculum design such as knowledge building, issue-enquiry approach, critical thinking. Design teaching plan for the LS curriculum framework. 				
B Assessing Student Learning	No of Training Places	800	900	900	900	
	Focus area	Enhance assessment literacy through setting quality assignment & assessment tasks and assessing students' works.				
C Learning & Teaching Strategies	No of Training Places	700	700	650	650	
	Focus area	Develop a variety of context specific learning & teaching strategies (18 hr will be allocated to each Area of Study). This course will also help enriching participants' understanding and knowledge related to the three respective Areas of Study.				
D Enriching Knowledge	No of Training Places	The course content will be included in the above course 'Learning & Teaching Strategies'.	4000	4000	4000	
	Focus area	Enrich participants' knowledge and perspectives in relation to a deeper understanding of the three Areas of Study.				
E Independent Enquiry Study	No of Training Places		1000	1300	13000	
	Focus area		Enable participants to develop different strategies to guide students, to conduct different modes of Independent Enquiry Study; and to master criteria in assessing student project works.			

Subject : Chinese Literature

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	360		360		Will continue to provide the courses in accordance with needs.
	Focus area	<ul style="list-style-type: none"> • Overview of NSS curriculum framework • Deep understanding of Chinese Literature Curriculum Framework (rationale, aims, content, and relationship between Compulsory Part and Elective Part) • Migration to 334 and interface with the Junior Secondary Curriculum • Principles of curriculum design, curriculum planning & T&L in the Chinese Literature Curriculum: <ul style="list-style-type: none"> ➢ Guidance for teachers to develop a school-based Chinese Literature Curriculum ➢ Guidance for students on selecting elective modules • Resources development and professional capacity building 				
B Assessing Student Learning	No of Training Places		360	180	180	
	Focus area		<ul style="list-style-type: none"> • Guidance on how to deliver assessment in schools for effective learning • School assessment framework planning (assessment for learning, assessment of learning, assessment as an integral part of the curriculum) School-based Assessment (SBA) - what it is and how it benefits students 			
C Learning & Teaching Strategies (<i>Note 1</i>)	No of Training Places			360	360	
	Focus area	<ul style="list-style-type: none"> • Rationale of the elective modules • Deep understanding of aims, learning objectives & learning outcomes of the modules • Specific learning & teaching strategies for the relevant modules • Assessment of the elective modules (Setting Assessment objectives, designing learning activities/assignments for formative & summative assessment) 				
D Enriching Knowledge	No of Training Places	(<i>Note 2</i>)	(<i>Note 2</i>)	(<i>Note 2</i>)	(<i>Note 2</i>)	
	Focus area	<ul style="list-style-type: none"> • Knowledge on the specific modules 		<ul style="list-style-type: none"> • Reference materials of the modules 		

Note 1: According to the 2nd Survey, some teachers would like to have training in 2008-09. In this connection, 600 training place (300 per half year) will be provided in this school year. 5

Note 2: Courses in category (C) & category (D) are related and will be bundled together.

Subject : Literature in English

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	40				Will continue to provide the courses in accordance with needs.
	Focus area	Overview of the Literature in English Curriculum with a view to helping teachers understand the similarities and differences between the existing and the new curriculum frameworks, how to plan for the three-year curriculum, etc.				
B Assessing Student Learning	No of Training Places		40			
	Focus area		A range of assessment literacy topics, such as assessment for learning, developing appropriate assessment tasks, using portfolios, etc. to form the basis for further courses on specific assessment topics (e.g. SRA, SBA for NSS).			
C Learning & Teaching Strategies	No of Training Places				40	
	Focus area				Learning and teaching of the various literary genres	
D Enriching Knowledge	No of Training Places					
	Focus area					

Subject : Chinese History

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	150				Will continue to provide the courses in accordance with needs.
	Focus area	Understanding the design of the core module and elective modules 1 to 6 (Re-run)				
B Assessing Student Learning	No of Training Places		350		200	
	Focus area		Portfolio Assessment of Chinese History		Standards-referenced Assessment of Chinese History	
C Learning & Teaching Strategies	No of Training Places	200	200	100	100	
	Focus area	Learning & Teaching Strategies in Chinese History (I): Using Electronic platform to enhance the Learning and Teaching Effectiveness in Chinese History	Learning & Teaching Strategies in Chinese History (II): Using Project Learning in Enquiry Learning in Chinese History	Teaching methodologies that promotes higher order thinking skills in Chinese History		
D Enriching Knowledge	No of Training Places	250	250	250	250	
	Focus area	Enriching knowledge of elective modules elective module 2	Enriching knowledge of elective modules elective module 3	Enriching knowledge of elective modules elective module 4	Enriching knowledge of elective modules elective module 5	

Subject : Economics

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	200		300		Will continue to provide the courses in accordance with needs.
	Focus area	The content knowledge and skills required in the NSS Economics Curriculum.		The content knowledge and skills required in the NSS Economics Curriculum		
B Assessing Student Learning	No of Training Places	80	40	150	50	
	Focus area	<ul style="list-style-type: none"> Assessment strategies and methods that support the learning of Economics. Participants will develop diagnostic and formative classroom assessment practices through workshop activities. 				
C Learning & Teaching Strategies	No of Training Places	80	40	150	150	
	Focus area	<ul style="list-style-type: none"> Student centred and constructivist approach to learning in Economics. Participants will develop teaching strategies collaboratively through workshop activities. 				
D Enriching Knowledge	No of Training Places		200		300	
	Focus area		Newly introduced elements in the NSS Economics Curriculum.		Newly introduced elements in the NSS Economics Curriculum.	

• **Subject : Ethics and Religious Studies**

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		100			Will continue to provide the courses in accordance with needs.
	Focus area		<ul style="list-style-type: none"> The design of curriculum and current trends of Ethics education The design of the elective parts: Religious Traditions and current trends of Religious education in the world 			
B Assessing Student Learning	No of Training Places				40	
	Focus area				Standards-referenced Assessment of ERS	
C Learning & Teaching Strategies	No of Training Places		120	25	25	
	Focus area		Pedagogies that promote higher order thinking skills in the learning and teaching of ERS	Role of teacher as facilitator and the strategies in promoting collaborative learning in Faiths in Action		
D Enriching Knowledge	No of Training Places	80		50	50	
	Focus area	Faiths in Action: Experiential learning activities in ERS		Enriching Knowledge of Buddhism	Enriching Knowledge of Christianity	

Subject : Geography

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places					Will continue to provide the courses in accordance with needs.
	Focus area					
B Assessing Student Learning	No of Training Places	200	300	300	200	
	Focus area	Using fieldwork to assess students' performance in Geography	"Assessment for Learning strategies" for NSS Geography			
C Learning & Teaching Strategies	No of Training Places	300	400	300	400	
	Focus area	NSS Learning and Teaching Strategies for Geography – <ul style="list-style-type: none"> • Planning and Managing the Curriculum • Intermediate Course on using GIS 	NSS Learning and Teaching Strategies for Geography – <ul style="list-style-type: none"> • Conducting Enquiry-based Fieldwork in Learning and Teaching • Using GIS in Learning and Teaching • Enquiry Learning and Higher-order Thinking Skills 	NSS Learning and Teaching Strategies for Geography (Re-run)		
D Enriching Knowledge	No of Training Places	400	300	300	300	
	Focus area	NSS Enriching Knowledge for the Geography Curriculum – <ul style="list-style-type: none"> • 'Sustainable Development' • 'Urban Development and Related Problems' 	NSS Enriching Knowledge for the Geography Curriculum – <ul style="list-style-type: none"> • 'Regional Development and Related Problems' • 'Global Climatic, Environmental and Ecological problems' 	NSS Enriching Knowledge for the Geography Curriculum (Themes to be decided)		

Subject : History

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	120	120			Will continue to provide the courses in accordance with needs.
	Focus area	Understanding and interpreting the History curriculum - Basic Principles and their Applications				
B Assessing Student Learning	No of Training Places	120	120	120	120	
	Focus area	Assessment for Learning in History curriculum				
C Learning & Teaching Strategies	No of Training Places	120	120	120	120	
	Focus area	Learning and teaching Strategies for the History Curriculum - the Compulsory and Elective Part				
D Enriching Knowledge	No of Training Places	120	120	120	120	
	Focus area	Enriching knowledge of the 20th Century World				

Subject : Tourism and Hospitality Studies

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		100			Will continue to provide the courses in accordance with needs.
	Focus area		Principles and Structure of NSS THS Curriculum: <ul style="list-style-type: none"> • Rationale of the THS approach – transition from CE T&T • Interpreting the Compulsory and the Elective Part • Understanding the knowledge, skills and values set out in the framework 			
B Assessing Student Learning	No of Training Places	90	90	60		
	Focus area	Assessment for learning in THS curriculum				
C Learning & Teaching Strategies	No of Training Places	100	100	60		
	Focus area	<ul style="list-style-type: none"> • Linkage between content and pedagogy • Learning and teaching materials and resources 				
D Enriching Knowledge	No of Training Places	100	100	60	30	
	Focus area	<ol style="list-style-type: none"> 1. Tourism 2. Hospitality 3. MICE (Events) and Attractions 				

Subject : Biology

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	200		80		Will continue to provide the courses in accordance with needs.
	Focus area	Aims & rationale, curriculum structure & organization, curriculum emphases and curriculum planning for the Biology curriculum				
B Assessing Student Learning	No of Training Places		600	120	240	
	Focus area	Assessment for learning, public assessment, and SBA				
C Learning & Teaching Strategies	No of Training Places	500		150	150	
	Focus area	<ol style="list-style-type: none"> 1. Scientific Inquiry 2. STSE Connections 3. Nature and History of Biology 4. Problem/issue-based Learning 5. Catering for Learner Diversity 				
D Enriching Knowledge	No of Training Places	360		120	240	
	Focus area	<ul style="list-style-type: none"> • Microbiology • Applied Ecology 		<ul style="list-style-type: none"> • Human Physiology • Health and Diseases 		

Subject : Chemistry

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	120		40		Will continue to provide the courses in accordance with needs.
	Focus area	<ul style="list-style-type: none"> • Knowledge, skills, values & attitudes, and generic skills • Investigative study in chemistry • Curriculum planning 				
B Assessing Student Learning	No of Training Places	240	400	120	180	
	Focus area	Assessment for learning, assessment of practical work, assessment of investigative study, and SBA				
C Learning & Teaching Strategies	No of Training Places	240	300	120	240	
	Focus area	<ul style="list-style-type: none"> • Scientific inquiry and investigative study • Problem-based learning • IT for interactive learning • Catering for learner differences 				
D Enriching Knowledge	No of Training Places	200	200	200	200	
	Focus area	• Industrial chemistry	• Analytical chemistry	• Advance in chemistry I	• Advance in chemistry II	

Subject : Physics

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	100	100			Will continue to provide the courses in accordance with needs.
	Focus area	Understanding and interpreting the compulsory, elective parts and Investigative Studies (IS) (re-run)	Understanding and interpreting the compulsory, elective parts and Investigative Studies (IS) (re-run)			
B Assessing Student Learning	No of Training Places		500	200	300	
	Focus area	<ul style="list-style-type: none"> Assessment for learning Assessment strategies: (a) SBA for practical and non practical related tasks, and (b) Assessment of IS 				
C Learning & Teaching Strategies	No of Training Places	300	200	200	200	
	Focus area	<ul style="list-style-type: none"> How to conduct IS Pedagogies: e.g. contextual approach, catering for learner diversity, use of IT and reading to learn Teaching activities of elective topics 				
D Enriching Knowledge	No of Training Places		600		400	
	Focus area		<ul style="list-style-type: none"> Content knowledge of the elective topics; Updated knowledge of the elective topics School-based design practical work 		<ul style="list-style-type: none"> Content knowledge of the elective topics; Updated knowledge of the elective topics 	

Subject : Integrated Science

Component		06-07				07-08				08-09
		Sep-Feb		Mar-Aug		Sep-Feb		Mar-Aug		Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	60		60		60		60		Will continue to provide the courses in accordance with needs.
	Focus area	Nature of Science		Learning beyond facts: identifying unifying concepts across science contents		Nature of Science		Learning beyond facts: identifying unifying concepts across science contents		
B Assessing Student Learning	No of Training Places			80				80		
	Focus area			Assessment for learning and SBA				Ideas, evidences and argumentation		
C Learning & Teaching Strategies	No of Training Places	80				80				
	Focus area	Ideas, evidences and argumentation				Assessment for learning and SBA				
D Enriching Knowledge	No of Training Places	80	80	80	80	80	80	80	80	
	Focus area	Compulsory Module (C4): Chemical patterns	Compulsory Module (C7): Radiation and us	Compulsory Module (C2): Balance within our body	Compulsory Module (C1): Water for living	Compulsory Module (C3): Science in a sprint	Compulsory Module (C6): Balance in Nature	Compulsory Module (C5): Electrical Enlightenment	Elective Module (E2): Keeping ourselves healthy	

Subject : Business, Accounting and Financial Studies

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	320				Will continue to provide the courses in accordance with needs
	Focus area	<ul style="list-style-type: none"> • Overview of BAFS curriculum • Breadth & Depth of the curriculum 				
B Assessing Student Learning	No of Training Places			300	400	
	Focus area			<ul style="list-style-type: none"> • Assessment for Learning • Public Assessment e.g. Written Exam, School-based Assessment 		
C Learning & Teaching Strategies	No of Training Places			350	350	
	Focus area			<ul style="list-style-type: none"> • Understanding how student learn • Student-centred teaching approaches • How to design L & T activities for BAFS • Strategies for balancing between theoretical and applied learning 		
D Enriching Knowledge	No of Training Places	200	200	100	100	
	Focus area	Contemporary business topics Compulsory Part, such as <ul style="list-style-type: none"> • Personal Financial Management • Entrepreneurship & SMEs Management • Corporate Governance Elective Part, such as <ul style="list-style-type: none"> • ICT Applications in Business • Marketing: Customer Relationship Management (CRM) • HRM: Performance Management 				

Subject : Design and Applied Technology

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	80				Will continue to provide the courses in accordance with needs
	Focus area	Introduction to DAT: learning targets, curriculum planning, translating the curriculum into teaching plan (re-run)				
B Assessing Student Learning	No of Training Places		120	45	45	
	Focus area		<ul style="list-style-type: none"> Assessment literacy in DAT context, assessment for learning, learning outcomes framework, internal assessment & public assessment Standards-referenced reporting of assessments School-based Assessment (SBA) 			
C Learning & Teaching Strategies	No of Training Places		120	30	60	
	Focus area		<ul style="list-style-type: none"> Learning and teaching approaches, teachers' role, case studies Problem solving, technological exploration, design project Sharing of good practices 			
D Enriching Knowledge	No of Training Places		120	30	60	
	Focus area		<ol style="list-style-type: none"> Compulsory part: <ul style="list-style-type: none"> Design & innovation, Technological principles, Technology & design in society Elective part: <ul style="list-style-type: none"> Automation Creative digital media Design implementation & material processing Electronics Visualization & CAD modeling 			

Subject : Health Management and Social Care

Component		06-07		07-08		08-09	
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug	
A Understanding & Interpreting the Curriculum	No of Training Places	80		50		Will continue to provide the courses in accordance with needs	
	Focus area	Positioning in NSS, rationale, aims, learning targets and objectives, curriculum framework and curriculum planning		Positioning in NSS, rationale, aims, learning objectives and targets, curriculum framework and curriculum planning			
B Assessing Student Learning	No of Training Places		80		50		
	Focus area		Learning outcomes, assessment principles, assessment modes and criteria, Standards-referenced reporting and designing School-based Assessment		Learning outcomes, assessment principles, assessment modes and criteria, Standards-referenced reporting and designing School-based Assessment		
C Learning & Teaching Strategies	No of Training Places		80		50		
	Focus area		<ul style="list-style-type: none"> • Pedagogies for HMSC: How students learn and how to cater for student diversity • Lesson design to promote deep understanding • Designing student assignments and learning activities • Development of quality learning and teaching materials 		<ul style="list-style-type: none"> • Pedagogies for HMSC: How students learn and how to cater for student diversity • Lesson design to promote deep understanding • Designing student assignments and learning activities • Development of quality learning and teaching materials 		
D Enriching	No of Training Places	80		50			Will continue to provide the courses in accordance with needs

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
Knowledge	Focus area	<ul style="list-style-type: none"> • Health and social care organizations and professions • Development of health and social care policies • Contemporary health and social care issues • Disease prevention and health promotion • Introduction to psychology • Field Learning 		<ul style="list-style-type: none"> • Health and social care organizations and professions • Development of health and social care policies • Contemporary health and social care issues • Disease prevention and health promotion • Introduction to psychology • Field Learning 		

Subject : Technology and Living (formerly known as Home Economics)

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	80		40		Will continue to provide the courses in accordance with needs
	Focus area	Positioning in NSS, rationale, aims, learning targets and objectives, curriculum framework and curriculum planning		Positioning in NSS, rationale, aims, learning objectives and targets, curriculum framework and curriculum planning		
B Assessing Student Learning	No of Training Places		40	40	40	
	Focus area		Learning outcomes, assessment principles, assessment modes and criteria, Standards-referenced reporting and designing School-based Assessment			
C Learning & Teaching Strategies	No of Training Places		40	40	40	
	Focus area		<ul style="list-style-type: none"> • Pedagogies for HEc: How students learn and how to cater for student diversity • Lesson design to promote deep understanding • Designing student assignments and learning activities (including experiments) • Development of quality learning and teaching materials 			
D Enriching Knowledge	No of Training Places		1. Food Science & Technology (FST) Strand – 40 2. Fashion, Clothing & Textiles (FCT) Strand – 30		1. FST – 40 2. FCT – 20	
	Focus area		<ul style="list-style-type: none"> • Family and society • Food chemistry • Food technology • Food industry • Textile technology • Contemporary fibres and fabrics • Apparel industry • Image design 		<ul style="list-style-type: none"> • Family and society • Food chemistry • Food technology • Food industry • Textile technology • Contemporary fibres and fabrics • Apparel industry • Image design 	

Subject : Information and Communication Technology

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places				200	Will continue to provide the courses in accordance with needs
	Focus area				Curriculum aims, learning targets, curriculum organization and planning, linking the curriculum with learning and teaching	
B Assessing Student earning	No of Training Places		1200	240	360	
	Focus area		Assessment Literacy for NSS ICT Teachers (Assessment for learning, formative assessment, SBA and Standards-referenced reporting)			
C Learning & Teaching Strategies	No of Training Places	1800		240	360	
	Focus area	Elements for active learning, learning and teaching approaches, teacher's roles, sharing of good practice		Elements for active learning, learning and teaching approaches, teacher's roles, sharing of good practice		
D Enriching Knowledge	No of Training Places			200		
	Focus area			<ul style="list-style-type: none"> • Multimedia technology and applications • ICT knowledge and technology update 		

Subject : Music

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places			100		Will continue to provide the courses in accordance with needs
	Focus area			<ul style="list-style-type: none"> • Direction and rationale of the curriculum • Interface between the junior and senior secondary curricula 		
B Assessing Student Learning	No of Training Places	100		100		
	Focus area	<ul style="list-style-type: none"> • Assessing student learning • SBA and public examination 		<ul style="list-style-type: none"> • Assessing student learning • SBA and public examination 		
C Learning & Teaching Strategies	No of Training Places	100	100	100	100	
	Focus area	<ul style="list-style-type: none"> • Listening • Composing 	<ul style="list-style-type: none"> • Performing in Chinese and Western Music • Project Learning 	<ul style="list-style-type: none"> • Listening • Composing 	<ul style="list-style-type: none"> • Performing in Chinese and Western Music • Project Learning 	
D Enriching Knowledge	No of Training Places		75		100	
	Focus area		<ul style="list-style-type: none"> • Chinese Instrumental Music • Arrangement 		<ul style="list-style-type: none"> • Introduction to Popular Music • Introduction to Cantonese Operatic Music • Elementary Composition 	

Subject : Visual Arts

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places					Will continue to provide the courses in accordance with needs
	Focus area					
B Assessing Student Learning	No of Training Places		200		200	
	Focus area		SBA and public examination		SBA and public examination	
C Learning & Teaching Strategies	No of Training Places	200	100		100	
	Focus area	<ul style="list-style-type: none"> • Critical dialogue & critical writing • VA appreciation & criticism and VA making 	<ul style="list-style-type: none"> • Critical dialogue & critical writing • VA appreciation & criticism and VA making 		<ul style="list-style-type: none"> • Critical dialogue & critical writing • VA appreciation & criticism and VA making 	
D Enriching Knowledge	No of Training Places	200	100		100	
	Focus area	<ul style="list-style-type: none"> • Understanding Western art through Western culture • Understanding local art through local culture 	<ul style="list-style-type: none"> • What is Art appreciation and criticism in context • Understanding Chinese art through Chinese culture • Understanding Western art through Western culture • Understanding local art through local culture • Theory and practices on art appreciation & criticism: Visual arts with function 		<ul style="list-style-type: none"> • What is Art appreciation and criticism in context • Understanding Chinese art through Chinese culture • Understanding Western art through Western culture • Understanding local art through local culture • Theory and practices on art appreciation & criticism: Visual arts with function 	

Subject : Physical Education

Component		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep
A Understanding & Interpreting the Curriculum	No of Training Places	100				Will continue to provide the courses in accordance with needs
	Focus area	Rationale & aims, curriculum structure & learning outcomes, curriculum planning & progression of studies				
B Assessing Student Learning	No of Training Places		150			
	Focus area		<ul style="list-style-type: none"> • Assessment for learning • Internal assessment 			
C Learning & Teaching Strategies	No of Training Places			200	100	
	Focus area			<ul style="list-style-type: none"> • L&T strategies • Catering for learner differences 		
D Enriching Knowledge	No of Training Places			200	100	
	Focus area			<ul style="list-style-type: none"> • Body maintenance – human body, fitness & health, sport injuries • Self enhancement – movement analysis, training methods, psychological skills • Community concern – history & development, social aspects, sport and recreation management 		