

Progress Report on the New Academic Structure Review

***The New Senior Secondary Learning Journey –  
Moving Forward to Excel***

**EXECUTIVE SUMMARY**

**Curriculum Development Council**

**Hong Kong Examinations and Assessment Authority**

**Education Bureau, The Government of the Hong Kong Special Administrative  
Region of the People's Republic of China**

**April 2013**

## 1. Background to the review

2012 was a landmark year in the history of education in Hong Kong, when the first cohort of students completed the New Senior Secondary (NSS) Education under the New Academic Structure (NAS) and proceeded, through multiple pathways, to further studies, training and employment.

The NAS is the outcome of more than a decade of fundamental reforms envisaged in the Education Commission's report *Reform Proposals for the Education System in Hong Kong*, and accepted by the Government in 2000.

We understand that 'change is a journey, not a blueprint' (Michael Fullan, 1999). Now that the first cohort of students have completed the NSS education and taken the Hong Kong Diploma of Secondary Education (HKDSE) Examination, it is appropriate to provide a progress report to the Hong Kong community. It is time to revisit the original policy objectives of the NAS, assess and celebrate the achievements of students and schools, understand the issues and concerns, and chart the next steps forward for the continued improvement of education in Hong Kong. This report provides an overview of the progress.

### Reform goals

After extensive consultation prior to 2000, the Education Commission established that the aims of education should be to promote **all-round development** for all students, according to their attributes, and **life-long learning** – the first time such aims had been articulated.

The NAS is premised on the belief that all students can learn and succeed. The purpose of the NAS and NSS curriculum and assessment is thus to expand education opportunities at senior secondary and post-secondary levels, to unleash the potential of all students, and to improve learning geared to achieving the aims of education. There was widespread agreement on this purpose.

Hong Kong's education reform programme has been cited repeatedly in international studies as a model of best practice for managing education change and improved student learning. For example, education strategist Sir Michael Barber and his team described the Hong Kong reforms as a model for their coherence, clear priorities and careful sequencing (*Oceans of Innovation: The Atlantic, the Pacific, Global Leadership and the Future of Education*, Pearson 2012).

### Change through collaborative effort – designing the new system

How change was to be achieved at secondary level and beyond was carefully considered in further rounds of consultation with the education sector at different levels, parents, tertiary institutions and employers, and agreed in the Education Bureau's (EDB's) 2005 and 2006 roadmaps *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong* and *Action for the Future – Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*, respectively.

This involved a fundamental structural change from 13 years of primary and secondary schooling and two public examinations at Secondary 5 and Secondary 7 to 12 years of free schooling for all up to Secondary 6, which has become the final year of secondary education, and an extension of undergraduate degree programmes from three to four years. It recommended a new curriculum framework, building on reform that was already underway in primary and junior secondary schools, and for the HKDSE Examination, taken at the end of Secondary 6, to replace the Hong Kong Certificate of Education Examination (HKCEE) and Hong Kong Advanced Level Examination (HKALE).

Although Hong Kong students have consistently performed well in international tests such as the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA), there was widespread community agreement that the old system was no longer suitable for the 21st century. First, it was highly selective. Only the top third of students could study for the HKALE. Second, the examination and assessment structure meant that teaching was focused on preparing students for examinations rather than on supporting their wider development and learning skills.

### Collecting feedback

An evaluation plan has been in place to monitor the changes and outcomes of the NAS and NSS since 2009/10. In response to concerns, a review focussing on the NSS curriculum and assessment was carried out between June 2012 and February 2013, engaging around 20,000 people, including school principals, teachers, parents, students, employers and those in tertiary sector and education professional associations, have been engaged through face-to-face events. In addition, around 17,000 people, including school principals, teachers, parents and students, have been engaged in surveys.

This report draws on all the feedback received and the evaluation studies completed.

## **2. From limited access to extending education opportunities for ALL in the New Academic Structure**

Implementing the NAS and NSS is resulting in a fundamental shift in education and learning:

- From limited access to extending education opportunities to all, in Senior Secondary Education and multiple pathways for further studies.
- The system has moved from early narrow streaming of students to offering a broad and balanced curriculum.
- The NSS is facilitating a diverse mix of academic and applied learning and promotes a balanced mix of direct teaching and enquiry learning, instead of relying on approaches characterised by rote learning and heavy reliance on textbooks.
- Assessment modes have changed, from relying solely on examination to multiple approaches, including School-based Assessment (SBA), which also support learning. Students are now assessed by levels of achievement, rather than competitive ranking. In addition, the Student Learning Profile provides a qualitative record of their achievement to balance examinations and support their learning.
- Local and international recognition has been secured and means that students now leave school with a global passport for further studies and life-long learning.
- Sector-wide communication and collaboration has ensured that the broad admissions requirements for further studies in Hong Kong build on and support the NSS, as part of the NAS, facilitating the smooth transition to higher and post-secondary education in Hong Kong for the first cohort of NSS students.

These changes are summarised in Figure 1.

**Figure 1**

<b>Old System</b>	<b>New System</b>
Few could learn	All can learn and succeed
Limited access	Access for ALL up to Secondary 6 to unleash potential
Academic/subject focus	Focus on whole-person development, knowledge, generic skills, values and attitudes, broadened perspectives and global outlook
Catered best for academic high performers	Caters for diversity, Applied Learning, Other Languages, Adapted Curriculum (students with intellectual disabilities)
Direct teaching	Balances direct teaching and enquiry learning
Early streaming	Broad and balanced study with choices
School-centred decision-making and time-tabling	Student-centred decision-making and time-tabling
Non-academic development at discretion of schools	Other Learning Experiences for all
60-70% of full cohort with pathways	100% provision for further studies
Examination to rank and fail	Public assessment to recognise potential
Two examinations Hong Kong Certificate of Education Examination and Hong Kong Advanced Level Examination	Hong Kong Diploma of Secondary Education – new local and global passport
External assessment only	External assessment + student telling stories (Student Learning Profile)
	Diversified pathways
Mainly top down leadership	Multi-sectoral, coordinated effort

From early narrow streaming to a broad and balanced curriculum

The NSS provides a broader, more balanced education for all, greatly expanding the type and scope of learning opportunities available to students. Under the NSS, Chinese Language and English Language are studied as core subjects for maintaining Hong Kong as an international city where East meets West. Mathematics and Liberal Studies are also core subjects, for broadening and developing analytical and independent thinking. In addition, students can study a wide range of elective subjects chosen from 20 academic subjects, 35 Applied Learning courses and six Other Languages.

There are also expanded opportunities for personal development through Other Learning Experiences (OLE), including Moral and Civic Education, Community Service, Aesthetic Development, Physical Development and Career-related Experiences. Students reflect on their development through the process of building up the Student Learning Profile.

The new curriculum is supported by tertiary institutions which, after extensive communications between government, schools and institutions, revised their admission requirements to acknowledge the diverse interests, aptitudes and abilities of students. They also developed their new four-year programmes. This recognition was pivotal and has had a positive wash-back effect by giving students greater flexibility in elective subject choices in the NSS while also endorsing the importance of Liberal Studies and Mathematics as part of the core curriculum, in addition to Chinese Language and English Language which the institutions had traditionally required.

From an EDB survey conducted in 2012, there were as many as 1,129 elective subject combinations identified in the 2012 HKDSE entries. Economics, Biology, Chemistry and Business, Accounting and Financial Studies (BAFS) were the four most popular Category A elective subjects studied for the 2012 HKDSE; other subjects attracted new interest – 4,445 students entered Visual Arts for the HKDSE, compared with just 272 for the 2012 HKALE. In addition, there were 5,188 Applied Learning entries, enabling the new curriculum to provide a balance of academic and applied approaches to meet students' different learning needs.

#### International recognition affirmed

The HKDSE is now established as an internationally recognised qualification. It has been widely accepted for entry to undergraduate programmes and other courses outside Hong Kong, in Mainland China, the United Kingdom (UK), United States of America (USA), Australia, Canada and Taiwan, among others.

The HKDSE is included in the UK's Universities and Colleges Admissions Service (UCAS) Tariff. Level 3 to Level 5\* of the HKDSE have been assessed as comparable to the standard of General Certificate of Education (GCE) A Level grades E to A\*. In December 2012, UCAS confirmed that the HKDSE Level 5\*\* exceeded that of the GCE Grade A\*, recognising the very high standard of the qualification.

### **3. The impact: achieving all-round development and life-long learning**

A first indicator of the impact of the reforms is that the vast majority of the age group took up the new opportunity to complete senior secondary education, now that all are entitled to do so under the NAS. In 2012, more than 85% of the age group enrolled in Secondary 6, with more than 70,200 day school candidates entering the HKDSE Examination.

Opportunities have been successfully extended to the full range of students. Those with mild grade intellectual disabilities made greater progress in all subjects, for all grades. Good results were seen in Adapted Applied Learning courses and the majority of the students have continued to further studies. Gifted students are also better supported through a mix of extended learning opportunities within and outside their schools.

This achievement marks the successful transition from a highly selective education system to a system for all.

#### The Hong Kong Diploma of Secondary Education in 2012

In general, students performed well in the HKDSE. The vast majority demonstrated the knowledge and skills required to reach various levels in their chosen subjects.

- Around 95% of subject sat achieved standards from Level 1 or above.
- 26,515 day school candidates, or 38%, qualified for publicly funded undergraduate degree places. This was about 40% more than the number of HKALE candidates who qualified for undergraduate study under the old system.
- 47,853 day school candidates, or 69%, met the academic requirements for sub-degree study.

Teachers held positive views as to how the examination reflected the new assessment aims and objectives, the level of difficulty, and balance in curriculum coverage. The new standards-referenced reporting system motivates students to learn by clarifying what is required to achieve certain levels.

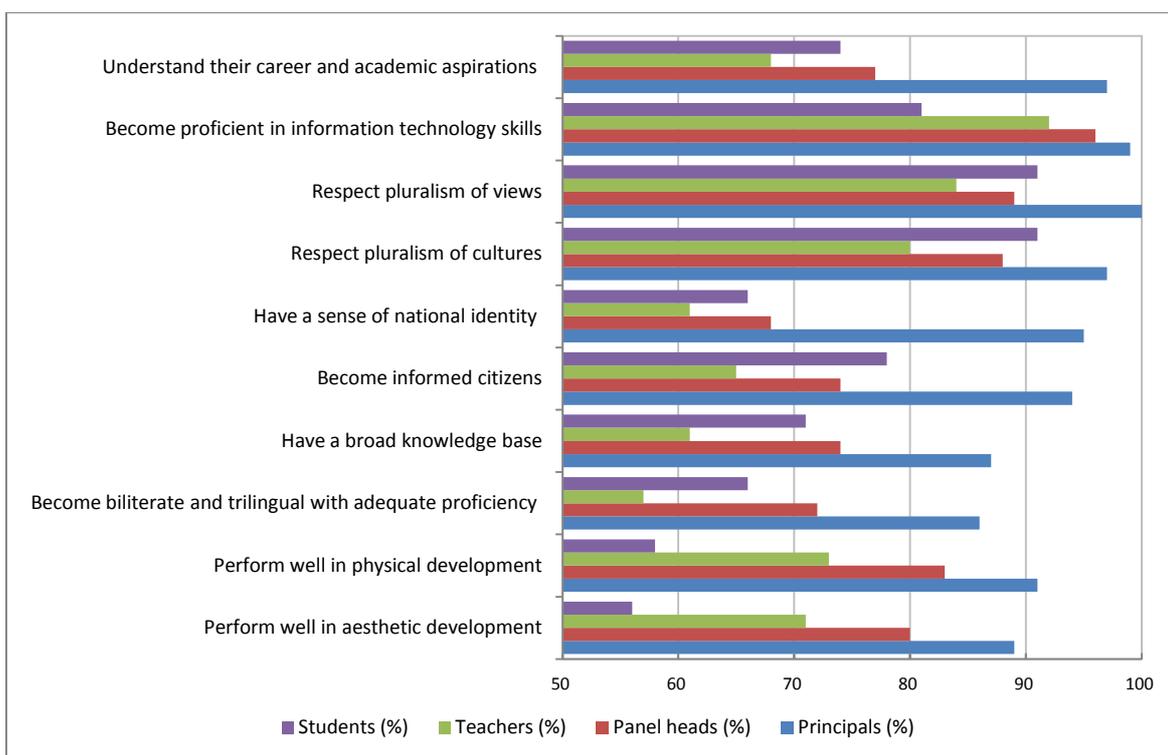
#### Raising the quality of student learning and whole-person development

Surveys and other feedback indicate that the NSS has succeeded in providing what was intended, “a flexible, coherent and diversified curriculum aimed at catering for students’ varied interests, needs, aptitudes and abilities” (Curriculum Development Council, 2009), helping to achieve the aims of education agreed by the Education Commission in 2000.

Feedback from principals, teachers and students indicated that the new curriculum had contributed positively to the quality of student learning, in both academic and non-academic areas. Their feedback indicated that the *Seven Learning Goals* of the NSS, developed by the Curriculum Development Council to fulfil the aims of education, was being achieved by students.

**Figure 2**

**Student performance in achieving the *Seven Learning Goals*: views of principals, panel heads, teachers and students – percentage agreeing**

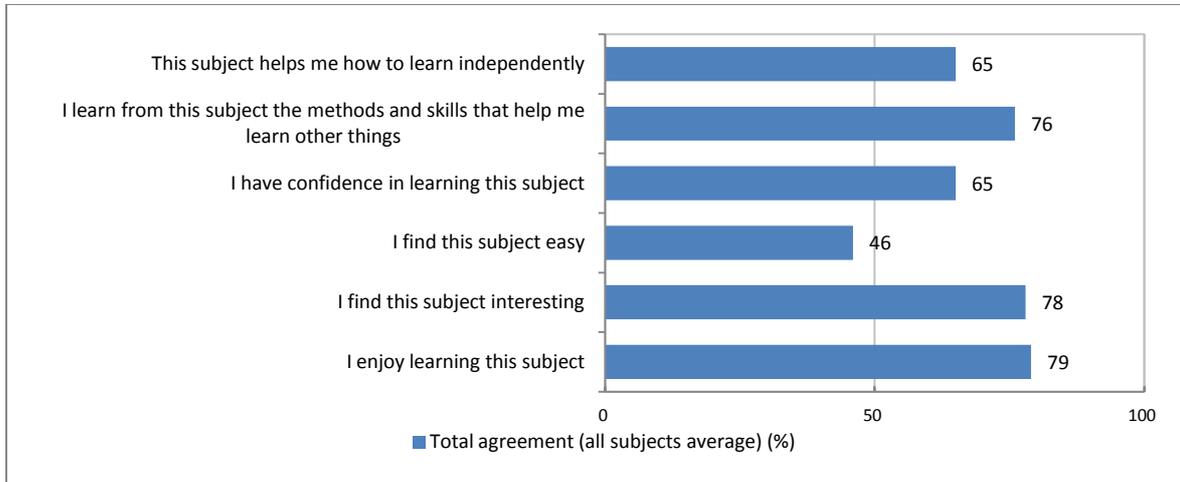


Source: “New Senior Secondary Curriculum Implementation Study 2011”. Number of respondents: principals 86; panel heads 515, Secondary 6 teachers 838, Secondary 6 students 4,614. Students were asked to respond on their own performance.

The great majority of students indicated that they found the subjects in the new curriculum enjoyable and interesting, that the subjects helped them learn independently, and develop other skills. They also found the new curriculum challenging – an average of less than half agreed that subjects were easy, suggesting that students have been both stretched and engaged in their studies.

**Figure 3**

**Secondary students' views on their New Senior Secondary (NSS) learning, for all Category A subjects**



Source: "Key Learning Area Reviews", 2009/10 to 2011/12. Number of responses (multiple): 27,894.

In feedback from teachers and students, it appears that the NSS has had a beneficial impact on students' generic skills of *communication, critical thinking* and *creativity*, and they have developed positive values and attitudes, such as *integrity, sense of responsibility, and love and care for others*.

Feedback from teachers and students indicates that elements such as OLE, the Independent Enquiry Study (IES) in the new Liberal Studies subject, and preparing the Student Learning Profile helped students to develop skills and attitudes for further study and for the workplace, by broadening their academic and non-academic learning experiences, and generic skills.

Equipping students with knowledge, positive attitudes and skills for further studies

Feedback from the first cohort of NSS graduates elucidated that the NSS curriculum had helped prepare them for further studies by:

- Providing relevant basic knowledge for their next stage of learning
- Nurturing positive values and attitudes
- Developing their generic skills
- Fostering their interests and aspirations

For the first cohort of NSS graduates surveyed, especially those pursuing undergraduate study, a vast majority of them considered that the four core subjects had, to different extents, laid a foundation for their current studies. Meanwhile, students indicated they exhibited the values and attitudes, as well as generic skills, in their current studies or campus life.

**Figure 4**

**New Senior Secondary (NSS) graduates' attitudes/ behaviour towards their current studies**

**NSS graduates reflected that they were always or often able to:**

Submit assignments on time	98%
Consult & respect others' different opinions	96%
Observe academic integrity strictly	94%
Do assignments with commitment & to the very best	92%
Attend classes punctually	90%

Source: "Survey on the Experience of the First Cohort of New Senior Secondary Graduates: Impact of the New Senior Secondary Education on Further Studies". Number of respondents: 5,226.

**Multiple post-secondary pathways achieved**

Around 80% of the 47,853 day school candidates who qualified for Hong Kong undergraduate and sub-degree study in 2012 actually enrolled in such courses within Hong Kong, as shown in Figure 5.

Many of the remaining 20% who achieved these grades, as well as other candidates, opted to study outside Hong Kong. A total of 23%, or 16,507, of day school candidates were admitted to bachelor level studies in University Grants Committee-funded (UGC-funded) or self-financing programmes in Hong Kong.

A survey of NSS graduates distributed by schools in autumn 2012 indicated that around 88% of the 59,871 respondents from 432 schools (91% of all schools) continued to further studies locally or outside Hong Kong. Around 7% of respondents went outside Hong Kong, and 8% to employment.

**Figure 5**

**Intake of New Senior Secondary (NSS) graduates to degree and sub-degree courses in Hong Kong in 2012/13\***

<b>Full-time programme</b>	<b>Actual intake of NSS graduates</b>
University Grants Committee-funded (UGC-funded) degree	13,596
Locally-accredited self-financing degree	2,911
UGC-funded sub-degree	1,202
Publicly-funded Vocational Training Council sub-degree	4,282
Locally-accredited self-financing sub-degree	16,122
<b>Total</b>	<b>38,113</b>

\* Provisional figures. Excludes The Hong Kong Academy for Performing Arts (HKAPA) students. The total intake to the HKAPA was 138 for both Hong Kong Diploma of Secondary Education and Hong Kong Advanced Level Examination graduates.

UGC-funded institutions adopted a range of approaches to score HKDSE results for admissions, with different policies towards additional elective subjects, Applied Learning, and the Student Learning Profile. In some cases these were used as tie-breakers.

Around 7% of “Survey on 2012 Secondary 6 Students’ Pathways” respondents had gone to study outside of Hong Kong. Leading universities, such as Oxford and Cambridge in the UK, Ivy League universities such as Yale in the USA, and Peking University in Mainland China, offered places to high-performing candidates.

Concerted effort for fundamental system-wide change

The strengths of our education system, supported by a strong family culture that values education, are widely acknowledged, both locally and in international studies, and have been crucial to the success of the reforms, and will support the further implementation of the NAS and NSS. These strengths are:

- We have a strong family culture that supports diligence in studying. In general, students, with strong parental support and influence, strive to study hard.
- There are clear learning expectations in the education and curriculum reform programme, which focus on developing students’ learning to learn capabilities, as well as providing a broad and balanced curriculum with diversified choices to cater for the different interests, aptitude and abilities of students. A wide range of support measures for teachers and schools are provided.

- There is a hard-working professional culture among school teachers and principals. Curriculum leadership and professional development have been strengthened considerably in recent years.
- Strong communications and partnerships have been initiated by the Government, with universities, schools, parents, the media, professional bodies and the business sector. These have ensured that challenges could be resolved during the course of implementation of the education reform programme.

### Implementing change

Implementing the NSS has involved system-wide collaboration and support.

The Government has invested more than HK\$2 billion in additional funding to support the implementation of the NSS. Some of the extra funding was earmarked to help schools cater for diversity, and to develop Applied Learning and Liberal Studies.

More than 2,500 projects have been delivered to support schools in preparing for the reform and supporting teachers' professional development and the curriculum leadership of school principals and middle managers.

At school level, there have been school-wide changes in how teachers plan and work together to develop and deliver the new curriculum and approach to assessment, as well as to develop new professional skills. It is a whole-school approach that differs from the previous subject-level focus that centred on examination preparation.

Data collected from schools between the 2009/10 and 2011/12 school years as well as school reviews and focus inspections indicated that the majority of schools had effectively put in place processes that not only supported the NSS but were turning schools into professional learning communities.

The NSS is now the major focus of school development plans for most schools. School reviewers have noted a practice that planning is closely linked to its aims, by focusing on:

- Enhancing students' study skills
- Improving assessment modes
- Improving students' learning
- Catering for learner diversity
- Strengthening library support
- Enhancing flexibility of subject combinations

- Reviewing the junior curriculum for a smoother interface between junior secondary and senior secondary curricula.

The majority of schools plan the NSS curriculum so that there is a smooth transition from junior to senior secondary school and students are prepared for multiple pathways after Secondary 6. Virtually all Secondary 6 teachers have participated in professional development activities. Training programmes, along with support materials for the NAS, have been well received and seen as effective for promoting school-based curriculum development, curriculum leadership, change management, and a higher level of discourse, or language, about education.

Teachers have developed their professional skills to cater for the much greater diversity of students in senior secondary education, and assessment that supports learning, including SBA. Around three-quarters of teachers have indicated that they are now sharing good practices with peers from other schools.

The different elements of the NSS have been developed to enable schools to provide a balance of *direct teaching* and *enquiry learning*, and even *collaborative learning*, in order to support students in their understanding of subject knowledge as well as to develop generic skills in problem solving, self-learning skills, and independent and creative thinking.

The NSS as adapted for special schools has resulted in significant school improvement and professional development, benefiting practices in general, for all years.

#### **4. Next steps: fine-tuning the NSS**

While the overall direction of the NAS and NSS has been a success, meeting many of the initial aspirations and objectives within a remarkably short space of time, the review has indicated where it can be fine-tuned to further improve the learning experience for students, and to assist schools in the implementation.

Feedback and data have shown that while there is strong support for the overall direction of the reform, there are concerns in areas such as the capacity of schools to deliver the breadth and depth of some NSS subjects. The workload from SBA for both teachers and students and the need for more flexibility and support to help teachers cater for learner diversity have also been cited. In addition, students would like more information and support on study and career pathways.

Some measures have already been implemented, such as adjustments to the Liberal Studies public examination and the circulation of supplementary notes for some subjects, which the current Secondary 6 students are benefiting from these in the 2013 HKDSE. As the NAS has involved large scale systemic changes, the scope of the review is wide and it takes time to consolidate the experiences gained before new or fundamental changes are made.

A strategic approach with multiple stages has therefore been adopted. After balanced consideration of the feedback from the school sector and other stakeholders, measures will be taken to address the practical concerns of schools and further facilitate the implementation of the NSS in Secondary 4 in the 2013/14 school year, leading to the 2016 HKDSE Examination. For earlier cohorts, proposed changes that do not have major implications on learning and teaching will also be implemented in the 2014 and 2015 HKDSE Examination. As for matters requiring more data collection and deliberation, they will be discussed and feedback will be collected for the medium- and long-term stages, for the 2017 HKDSE Examination and beyond.

#### Immediate measures

Measures for the short-term stage of the review aim at addressing the practical concerns as well as collecting good practices for sharing among schools and sustaining the reform. They are based on the principles and considerations for the NSS curriculum and assessment. Students' interests always come first and it is important not to jeopardise professional standards and international benchmarking. The principles for curriculum design and assessment, including SBA, will continue to be observed while giving schools more flexibility, space and support in addressing the workload issue as well as catering for learner diversity.

#### *Fine-tuning and updating the NSS curriculum*

This will include updating and streamlining some content, and increasing choice within some subjects, in order to provide a better balance in the workload of both teachers and students, as well as to cater for the diversity of students. For example, without compromising the curriculum objectives and international benchmarking, BAFS will be reduced in content by approximately 15% to address practical concerns from frontline teachers and to improve the effectiveness of student learning. The number of elective modules students need to study for Chinese Language will be reduced. Supplementary notes for all subjects will be produced to further clarify the breadth and depth of the curriculum.

### *Fine-tuning assessment*

- i) There is an urgent need to address the total workload of teachers and students resulting from SBA, in both quantitative and qualitative terms. While aligning with the underlying principles and changes in the curriculum, SBA will be generally streamlined according to its suitability for various subjects, with the pace of implementation adjusted to best meet the needs of schools and their students. SBA in Chinese Literature, Literature in English, Economics, Ethics and Religious Studies (ERS), Geography, Health Management and Social Care (HMSC), Technology and Living, Tourism and Hospitality Studies, and Music will be deferred until the 2019 HKDSE Examination. SBA will not be implemented in Mathematics and BAFS, subject to regular review, while the SBA of Physical Education will be replaced by practical examinations. For IES in Liberal Studies, submission of process assessment records will be cancelled to benefit Secondary 6 in the 2013/14 school year onwards.
- ii) Examination time and paper design will be refined for a number of subjects. For Economics, Geography, History and HMSC, the examination time will be lengthened in line with the depth and breadth of curriculum and assessment. For Chinese Literature, BAFS and Literature in English, the examination time will be reduced with corresponding streamlining in the paper design.
- iii) Assessment design will be refined, for Chinese Language, Chinese Literature, Chinese History, BAFS and Literature in English. More question choices will be provided in BAFS from the 2014 HKDSE and in Literature in English from the 2016 HKDSE.

### *Increasing flexibility for curriculum and lesson time*

Schools will be given greater flexibility in how they deliver the curriculum, in terms of planning time for the overall curriculum and for individual subjects. The overall time of 2,400 (+/-200) hours is recommended for delivering the three-year NSS curriculum, where schools will have flexibility of plus or minus 200 hours, to meet their individual needs and contexts. They will also have greater flexibility in how they deliver the planned 250 hours for each elective subject. However, the overall standards and curriculum aims for each subject will be maintained.

### *Other Learning Experiences*

Schools will have greater flexibility in the time spent for OLE, with a suggested range of 10% to 15% of curriculum time, depending on schools' needs and contexts. The focus should be on the quality of activities rather than the quantity and time spent. Aesthetic and Physical Development should continue to include structured art-related and PE timetabled lessons.

### *Student Learning Profile*

More emphasis should be placed on using the Student Learning Profile as a learning or self-planning tool for students' development and preparing them for future pathways. In the medium term, further streamlining may be conducted to align the Student Learning Profile with admissions requirements for local institutions.

### *Applied Learning*

Applied Learning will be updated and improved to keep abreast of the rapid changes in relevant professions. Some Applied Learning courses may be introduced from Secondary 4, along with opportunities for taster courses in that year.

### Medium- and long-term suggestions

Continuous efforts will be made to deliberate on the medium- and long-term suggestions. Working Groups will be set up for SBA and nine subjects (Chinese Language, Chinese Literature, Mathematics, Liberal Studies, BAFS, Economics, ERS, Geography, and HMSC) to explore their further development and review the curriculum and assessment of the subjects.

The Applied Learning courses will be reviewed to cater for learner diversity, and there will be further exploration into the possibility of reporting students' results in more levels, communicating with local and overseas institutions for recognition and articulation, and reviewing the moderation mechanism.

As for the HKDSE Examination, further studies will be conducted to see if it can be improved to cater for learner diversity, for example by designing differentiated papers and extended papers, introducing the graded approach to more subjects, introducing half subjects, reporting students' results in more levels, introducing another tier of qualification to the diploma, and benchmarking with other qualifications.

Measures to encourage schools to accept re-entry to senior secondary classes for early school-leavers will be explored in order to open more pathways for students.

Stakeholders will continue to be engaged in the process to ensure that concerns are addressed without compromising professional principles and standards.

#### Qualifications and pathways

Through existing multi-sectorial collaboration, the EDB will continue to facilitate the provision of more information on further study and employment options for NSS students, including those not attaining Level 2 in five subjects and those who choose to leave school before completing 12 years of education.

#### Support measures for schools

The fine-tuning will be supported by the EDB, Hong Kong Examinations and Assessment Authority and other agencies, for example through professional development programmes, sharing, curriculum resources and guides. Good practices in implementing the NSS will be collected and shared, especially those that promote students' learning to learn capabilities, assessment *for* and *as* learning, and that cater for diverse interests, needs and aptitudes.

**Figure 6**

**Overview of measures responding to concerns of schools**

Concerns	Curriculum	Assessment	Support measures & others
<b>Clarity of breadth and depth</b>	<ul style="list-style-type: none"> <li>• Update and revise curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate exam papers</li> <li>• Improve question design</li> </ul>	<ul style="list-style-type: none"> <li>• Provide supplementary notes</li> <li>• Provide Professional Development Programmes (PDPs)</li> </ul>
<b>Workload</b>	<ul style="list-style-type: none"> <li>• Streamline curriculum content in overloaded subjects</li> <li>• Reduce no. of electives taken by students</li> <li>• Flexible total lesson hours – from 2,700 hours to 2,400±200 hours</li> <li>• Allocate 10-15% of the total curriculum time for Other Learning Experiences, emphasising quality rather than quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Streamline exam papers</li> <li>• Streamline SBA components</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PDPs</li> </ul>
<b>Catering for diversity</b>	<ul style="list-style-type: none"> <li>• Provide more choices for diversity</li> <li>• Review provision of Applied Learning courses to provide diversified choices</li> </ul>	<ul style="list-style-type: none"> <li>• Provide more options in exam papers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide exemplars</li> <li>• Provide PDPs</li> <li>• Enhance school-based support service, networking and sharing</li> <li>• Priority theme in Quality Education Fund (QEF)</li> </ul>
<b>School-based Assessment (SBA)</b>		<ul style="list-style-type: none"> <li>• Cancel SBA in 3 subjects</li> <li>• Defer SBA for 9 subjects</li> <li>• Streamline SBA components in Liberal Studies, Chinese Language, English Language and elective subjects</li> <li>• Replace SBA with practical exam in Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Provide exemplars</li> <li>• Provide PDPs</li> <li>• Enhancing school-based support service, networking and sharing</li> <li>• Assessment literacy as a priority theme in QEF</li> </ul>

## **5. Moving forward to excel – Hong Kong’s pioneering education journey**

Hong Kong’s New Academic Structure and New Senior Secondary curriculum and assessment are not static. Their strengths will be derived from regular and ongoing review. Looking to the longer term, studies and working groups will be conducted and organised to see if the curriculum and assessment can be further improved, to cater for learner diversity and the changing needs of students and the wider society. The impact of the New Academic Structure on the curriculum at post-secondary and degree levels will also be reviewed.

The New Academic Structure and New Senior Secondary curriculum and assessment were planned first and foremost around students, their learning needs, and their learning to learn capabilities. This focus, coordinated across the whole education sector, has been key to the early successes of the new system. It will remain central as schools, universities and post-secondary institutions take the next steps forward, working in partnership and supported by the Government, the Hong Kong Examinations and Assessment Authority, the Curriculum Development Council, the Education Commission, parents and the wider community.