‘Decoding’ the New Academic Structure
~ for All Students to Succeed

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Education Bureau
Curriculum Development Institute
Index

Introduction 2
Why do I need to know about the New Senior Secondary Curriculum? 3
‘Decoding’ the New Senior Secondary Curriculum 4-17
‘Decoding’ the Hong Kong Diploma of Secondary Education Examination 18-21
D & A BLOG: My Learning ‘Strategies’ 22-26
Getting prepared • Heading towards the future! 27-31
Students’ Voices 32-33
Relevant Websites 34-35
Appendix 1 36
Appendix 2 37
My Memo 38-41
We will be promoted to senior secondary students. Just like you, we wish to know more about the NSS Curriculum for the coming three years. With the help of our teacher, Miss Decoder, we will know more about it.

I am Miss Decoder.

This is a handbook prepared for YOU!
The New Senior Secondary (NSS) Curriculum provides flexible and diversified learning opportunities for students from S4 to S6. It aims to broaden your knowledge base and horizons, to develop your thinking and potential, so that you can be more prepared for further studies and career development in the future.

This Handbook will enable you to understand:
• the NSS Curriculum
• how to adopt appropriate learning strategies
• the learning opportunities provided by the NSS Curriculum
• multiple progression pathways

We will be promoted to senior secondary students. Just like you, we wish to know more about the NSS Curriculum for the coming three years. With the help of our teacher, Miss Decoder, we will know more about it.

I am Miss Decoder.
The world today is changing rapidly. How can learning at school prepare us for the challenges of our age of information explosion and ever-changing society? Like you, Dee and Alice will have a wide range of opportunities for personal development in the senior secondary school years. Making good use of these opportunities will put you on the road to success.

Learning goals of the NSS Curriculum

The NSS Curriculum provides diversified learning opportunities to cater for a range of students’ needs, interests and abilities, as well as to foster their whole-person development. In general, there are seven major learning goals:

- To be biliterate and trilingual
- To acquire a broad knowledge base
- To respect pluralism of cultures and views
- To develop positive attitudes towards work and learning
- To be a life-long learner
- To be an informed and responsible citizen
- To lead a healthy life-style
‘Decoding’ the NSS Curriculum

Making good use of the learning opportunities in the senior secondary years would certainly give us greater confidence to meet future challenges!

The NSS Curriculum is made up of three components, as illustrated below:

**4 Core Subjects**
- Chinese Language,
- English Language,
- Mathematics
- and
- Liberal Studies

**2 or 3 Elective Subjects**
- 2 or 3 subjects chosen from NSS elective subjects,
- a range of Applied Learning courses and
- Other Languages
What is the NSS Curriculum about?

Other Learning Experiences

Moral and Civic Education, Community Service, Aesthetic Development, Physical Development and Career-related Experiences
I know that there are four Core Subjects in the Curriculum. What can I learn from Chinese Language as a core subject?

Through the Chinese Language subject, you can build up your vocabulary; develop your sense of the language; enhance your competence in reading, writing, listening and speaking; develop your ability of independent language learning; enhance your thinking competence, cultural accomplishments and aesthetic sentiments; and develop your affection towards your country and nation.
Through the NSS English Language curriculum, you can build up your language knowledge and generic skills (e.g. communication skills) as well as develop positive values and attitudes (e.g. confidence in using English), which are conducive to life-long learning. You can also advance your personal and intellectual development in our rapidly changing knowledge-based society.

**Q&A**

**My thoughts:**
E.g. My impressive learning experiences…
My short-term learning goals…
Mathematics consists of a Compulsory Part and an Extended Part. All students must study the Compulsory Part. The Extended Part is designed for students who need more mathematical knowledge and skills for their future studies and careers, and for those whose interests and maturity have been developed to a level that enables them to benefit from further mathematical study in different areas. Two modules are offered as choices for students in the Extended Part. They are Module 1 (Calculus and Statistics) and Module 2 (Algebra and Calculus). Students are allowed to take only one of the two modules.
I have heard that there are no textbooks for Liberal Studies and it only requires group discussion in class. I’ve also heard that we can easily pass the exam without doing much revision. Is that true?

Absolutely not. Some of the learning materials for Liberal Studies come from newspapers, magazines, reference books and other multimedia resources such as the Internet. Group discussions are indeed very common in the learning of Liberal Studies. Students can apply the knowledge they have acquired from other subjects during their discussions on specific issues and topics such as ‘Can electronic cigarettes help people reduce smoking?’ Students may be enlightened through learning from each other. They may then be able to build knowledge, broaden their horizons, develop the ability to think from multiple perspectives, and pursue life-long learning. The assessment of Liberal Studies aims to reflect students’ ability to discuss and analyse issues as well as to express their opinions and views with elaboration and support from real and appropriate examples.

My thoughts:

E.g. My impressive learning experiences…
My short-term learning goals…
According to students’ abilities and interests, students can choose two or three subjects from among 20 elective subjects in different Key Learning Areas (KLAs), a range of Applied Learning courses and Other Languages.

**NSS Elective Subjects**

<table>
<thead>
<tr>
<th>Key Learning Areas</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Education</td>
<td>• Chinese Literature</td>
</tr>
<tr>
<td>English Language Education</td>
<td>• Literature in English</td>
</tr>
<tr>
<td>Personal, Social and Humanities</td>
<td>• Chinese History</td>
</tr>
<tr>
<td>Education</td>
<td>• Ethics and Religious Studies</td>
</tr>
<tr>
<td></td>
<td>• History</td>
</tr>
<tr>
<td>Science Education</td>
<td>• Biology</td>
</tr>
<tr>
<td></td>
<td>• Physics</td>
</tr>
<tr>
<td>Technology Education</td>
<td>• Business, Accounting and Financial Studies</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></td>
<td>• Information and Communication Technology</td>
</tr>
<tr>
<td></td>
<td>• Technology and Living</td>
</tr>
<tr>
<td>Arts Education</td>
<td>• Music</td>
</tr>
<tr>
<td>Physical Education</td>
<td>• Visual Arts</td>
</tr>
</tbody>
</table>

My thoughts:

E.g. My impressive learning experiences…
My short-term learning goals…
Combined Science is designed with this taken into consideration. Combined Science is built on the Science (S1-3) curriculum and offers such combinations as ‘Physics and Chemistry’, ‘Biology and Physics’, as well as ‘Chemistry and Biology’, for students wishing to take two elective subjects in the Science Education KLA. Students can take a specialised science subject such as Biology, Chemistry or Physics together with Combined Science. In this way, they can take another subject from the other KLAs as their third elective subject.

Students can now only take two or three elective subjects. For those students who wish to take science-related courses in university, will the curriculum confine their choice of subjects?

My thoughts:
E.g. My impressive learning experiences…
My short-term learning goals…
Integrated Science is designed for students who have diverse interests and who wish to take ONE science subject alongside one or two elective subjects from other KLAs. It is a brand new curriculum with a comprehensive coverage of the key ideas in Biology, Chemistry and Physics. The curriculum adopts a thematic approach and is structured around contexts of daily relevance to help arouse students’ curiosity and to enhance their motivation in learning. Through systematic investigations into these contexts, students will develop an understanding of the nature of science and the unifying concepts that pervade science. The scientific knowledge and skills acquired would also contribute towards developing students’ problem-solving skills.
What is Applied Learning?

Depending on individual schools’ decision whether to offer them, Applied Learning (ApL) courses can be taken as elective subjects.

- The Education Bureau introduces ApL to S5 and S6 to cater for the diverse learning needs of students. ApL complements NSS 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 contexts, preparing them for further studies and/or work as well as lifelong learning.

- Students may choose courses from the following six areas of studies:
  - Creative Studies
  - Media and Communication
  - Business, Management and Law
  - Services
  - Applied Science
  - Engineering and Production
My thoughts:
E.g. My impressive learning experiences…
My short-term learning goals…

Q&A

Why is Other Learning Experiences (OLE) included as part of the NSS Curriculum? What is it? Do we need to deliberately engage ourselves in more activities to demonstrate our strengths?

OLE is one of the three integral components of the NSS Curriculum. A minimum of 15% of the total learning time (suggested minimum lesson time: 405 hours) is allocated to OLE, which includes Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.

• In fact, these learning experiences have been provided by many schools for years. Through them, it is hoped that students can develop positive values and social responsibility, which are conducive to their whole-person development.

• Your school will normally arrange sufficient OLE for all senior secondary students. Therefore, you do not have to organise extra activities for yourselves. Generally speaking, students do not need to arrange and accumulate 405 hours of OLE all by themselves.

The more OLE the better, isn’t it?

Don’t assume that ‘the more OLE is necessarily the merrier’. The heart of OLE is the learning process that enhances your skills and cultivates your values. 

It is the quality of OLE that matters, not the quantity.
The following are some examples of the five areas of OLE that schools will normally arrange for their students:

**Moral and Civic Education, for example:**
- Class teacher periods
- Ethics and religious education
- Sharing of current affairs
- Environmental protection activities

**Career-related Experiences, for example:**
- Career talks
- Business mentorships
- Organising school campus radio
- Field work projects in a real context

**Community Service, for example:**
- Service opportunities inside school
- Flag days
- Cleaning the campus/ beaches
- Visiting homes for the elderly

**Physical Development, for example:**
- PE lessons
- Sports competitions
- Basketball team
- Physical fitness activities

**Aesthetic Development, for example:**
- Music, visual arts and drama lessons
- Visiting arts exhibitions
- Conducting project learning related to the arts
- Participating in arts performances or competitions

Does OLE need to be examined?

This learning approach emphasises students’ participation and experience, so OLE will not be examined. The OLE programmes that you take part in can be recorded in your Student Learning Profile (SLP), subject to your selection.
My thoughts:
E.g. My impressive learning experiences…
My short-term learning goals…

What is Student Learning Profile (SLP)?

- The NSS Curriculum encourages schools to assist students to develop their own SLP to celebrate their achievements and participation in terms of whole-person development.
- In short, SLP provides supplementary information to the Hong Kong Diploma of Secondary Education. Apart from your academic performance in school, the SLP also summarises your participation and achievements in OLE.

Q&A

Do we need to have all our learning experiences presented in the SLP?

No, you don’t have to do so.
- The SLP is a summary report of your participation and achievements conducive to whole-person development during your senior secondary years, rather than an account of each and every detail.
- You should understand that the SLP emphasises quality rather than quantity. Besides, an overly lengthy SLP could be a sign of being incapable to present yourself concisely.
Some classmates told me that the SLP has something to do with university admission. Is it true?

The aim of the SLP is to promote whole-person development. It is not an assessment tool, nor should it be treated solely as a vehicle for university admission.

- Under the New Academic Structure, universities will consider the information of students’ achievements and their participation in different areas, providing students with the opportunity to demonstrate the range of competencies and personal qualities necessary for university education.

- The Heads of Universities Committee (HUCOM) announced in October 2008 that universities will accept the SLP as a reference document for admissions consideration.
The new mode of reporting aims to recognise the abilities and achievements of each student. In the HKDSE Examination, candidates’ assessment results will be reported with reference to a set of defined standards. Candidates’ performance will be reported in five levels (1-5) with Level 5 being the highest. Among the candidates who have attained Level 5, the top Level 5 students will be awarded Level 5** and the next top Level 5 candidates will be awarded Level 5*. Those not attaining the Level 1 standard will receive an “Unclassified” result. For each of the levels, there is a detailed set of prescribed descriptors to describe the typical performance of students at each of the levels, which will provide post-secondary institutions and employers with more information for reference.

**Q&A**

Are the 5 levels of performance (5, 4, 3, 2 and 1) in the HKDSE Examination equivalent to Grades A, B, C, D and E in the HKCEE in the past?

The standards-referenced mode is adopted in reporting candidates’ results in the new HKDSE Examination. Each level of performance is accompanied by a set of level descriptors. For example, the Level 5 descriptors for the subject Chinese Language are: “demonstrates mature language skills; reasons astutely and critically; able to organise diverse information in order of importance; and develops ideas in a comprehensive manner …” Candidates who have reached such a level will be awarded a Level 5, regardless of the performance of the other candidates. This mode of reporting is different from the norm-referenced mode previously adopted. For example, the candidates who were awarded Grade A only represented a certain percentage of the best performers in that particular year. The two modes of reporting results are different and cannot be compared directly.
School-based Assessment

School-based Assessment (SBA) will be introduced progressively in a number of subjects in the HKDSE Examination. SBA is an assessment administered in schools as part of the learning and teaching process, with students’ performance being assessed by their own subject teachers. Marks awarded will count towards students’ results in the HKDSE Examination.

The primary objective of SBA is to enhance the validity of the assessment and recognise students’ varied abilities. Learning outcomes that cannot be evaluated through a conventional paper-and-pencil examination are now included in the assessment. A wider range of students’ achievements will be covered and various assessment modes will be adopted. Candidates’ learning outcomes can also be assessed on a continuous basis. In addition, students are required to participate actively in relevant tasks / activities, enhancing their motivation to learn and bringing positive backwash effects on students.

The weighting of SBA does not exceed 30% in general. Reference can be made to Appendix 1 for the weighting and implementation timetable of SBA in various subjects.

Will there be any “unfair” situations, as the marks in SBA are awarded by teachers in the schools?

SBA is designed in such a way that students are required to complete most of the tasks / activities under their teachers’ direct supervision, and to submit their finished work to the teachers for authentication. HKEAA provides teachers with detailed guidelines, marking criteria and exemplars to ensure consistency in marking. They continue to organise professional training courses on SBA to enhance teachers’ understanding of SBA and appoint SBA District Coordinators to support the implementation of SBA in individual subjects. HKEAA also moderates SBA marks submitted by schools to eliminate any inconsistency in marking standards among teachers of different schools.

Why is it necessary to moderate the SBA marks?

Subject teachers know their students well and can reliably judge their performance. However, they are not necessarily aware of the standards of performance across all schools. Teachers in some schools may be strict or lenient in their judgments compared with teachers in other schools. To ensure comparability of SBA marks across schools, HKEAA adopts appropriate methods to moderate the marks submitted by different schools. During the moderation process, students’ SBA marks may be adjusted but the rank order determined by the school will remain unchanged.
The HKDSE has already secured recognition extensively from overseas academic agencies, universities and governments.

The benchmarking studies on the HKDSE, jointly conducted by HKEAA and UCAS, have been completed. The HKDSE qualification has been included in the UCAS Tariff. It serves as a useful reference for universities in UK and other regions in considering admission of students. (Please refer to Appendix 2 for details on the Tariff Points.) The results of the study reveal that the standard of the HKDSE is comparable to other international examinations or qualifications, including the GCE AL Examination and the International Baccalaureate. The Australian Government has also recognised the HKDSE as equivalent to the Australian Senior Secondary Certificate of Education.

From the first quarter of 2010 onwards, EDB and HKEAA have already commenced a series of overseas visits to further promote the NAS. The delegates have visited different countries in America, Europe and Asia respectively, such as Canada, USA, UK, Belgium, France, Germany, Australia, Malaysia, Indonesia, Japan, Korea, India, Vietnam and Brunei, to publicise the NAS, the HKDSE qualification and Hong Kong as an education hub of the region. All are positive to the changes in the NAS and the higher education institutions visited all accept the HKDSE qualification as a credential for application for admission. Some universities, including the University of Oxford, have announced the admission requirements of HKDSE holders on their websites.

Besides, EDB and HKEAA have conducted surveys in countries such as Australia, UK, USA and Canada, to better understand the general entrance requirements of their universities/institutions for holders of the HKDSE qualification. Respective information has already been received from around 100 overseas universities/institutions, which is uploaded on the HKEAA website by batches for reference for parents and students.

For latest information about the international recognition of the HKDSE, please visit the HKEAA website (www.hkeaa.edu.hk/en/ir).

It is the general requirement that Hong Kong students wishing to study in Mainland universities should sit for the Joint Entrance Examination for Universities in the People’s Republic of China (JEE). Three Mainland universities (namely Peking University, Tsing Hua University and Fudan University) would continue to directly recruit Hong Kong students and exempt them from Mainland examinations. Another three (Sun Yat-sen University, Hua Qiao University and Jinan University) may also directly recruit Hong Kong students, but will require them to sit for a separate examination. EDB and HKEAA had visited the Ministry of Education (MoE) of the People’s Republic of China and some Mainland institutions to update them on the latest development of the NAS and HKDSE, so as to enhance the articulation between the NAS and the Mainland system. The MoE welcomes more students from Hong Kong to study in the Mainland and agrees in principle that Mainland universities can exempt Hong Kong students from attending the JEE. More Mainland universities will start to pilot admitting Hong Kong students based on their HKDSE results starting from 2012 and special arrangements would be in place to cater for the result release date of the 2012 HKDSE Examination.

No, there will not be separate reporting of SBA results on the HKDSE certificate. As the areas assessed in the public examinations and SBA are both key learning objectives of the curriculum, candidates’ performance will be reported on a subject basis. This practice will be adopted for all HKDSE subjects, including the two language subjects, which will itemise the result of various language skills but not SBA results.
The examination questions for LS are designed in such a way that they are closely related to social issues. In order to accurately understand the examination questions, thereby developing an insightful and balanced argument, candidates should have the fundamental subject knowledge, have a good grasp of the related concepts and be able to apply them. The “marking scheme” provided by HKEAA to markers will set out the basic requirements, suggested approaches and sample answers in respect of the examination questions, but they are not to be taken as the prescribed or model answers.

In fact there is some misunderstanding on the concern that markers’ subjective viewpoints will become the marking criteria. In answering a question, candidates may comment on the issue from different perspectives (e.g. from the humanity or the science perspective), provide supporting evidence and make value judgements. Even if the markers hold a different view towards that particular issue, they cannot mark the scripts from their personal and subjective viewpoints. Rather, marking must be based on the “marking scheme”, taking into account the perspective adopted and the points and argument put forth by the candidates. Besides, the answer scripts for each question in LS will be marked by two markers. If there are significant discrepancies in the marks awarded by the two markers, the scripts will be marked by a third marker or the chief examiner.

Under the NAS, students have to sit for only the HKDSE Examination after completing Secondary 6. As SBA will be progressively introduced to all subjects, students’ daily performance will also be reflected in the HKDSE Examination results to ensure that their abilities are comprehensively assessed. At the same time, schools are required to help students create an SLP. Students’ learning outcomes are no longer confined to the results of public examinations. Their learning outcomes both inside and outside school, together with their performance in other activities, are also recognised by post-secondary institutions and employers, which will enhance their articulation to further education or employment.

As there are no model answers to the examination questions in LS, how will students’ performance be assessed? If students’ view on a particular issue is different from the subjective viewpoints of the markers, will their results be affected?
How can we choose appropriate learning strategies for the NSS Curriculum?

Last week our class teacher asked each group in our class to discuss this online and then post our views and experiences to this blog.

Three common categories of teaching approaches

Our Chinese teacher, Mr. Koo, said ‘Teaching approaches can be summarised into three categories’:

- ‘Direct Instruction’ Approach
- ‘Enquiry’ Approach
- ‘Co-construction’ Approach

If you could match your teacher’s teaching approaches with suitable learning strategies, it will bring the best results to your learning.

What is the ‘direct instruction’ approach?

Mr. Koo continued to explain: ‘Direct instruction’ approach means that teachers directly tell students the facts, knowledge and procedures. When teachers believe that students have inadequate background knowledge to carry out in-depth analysis or enquiries, they will usually employ this approach.
‘Strategies’ to facilitate my learning under the ‘direct instruction’ approach

Date of blog: 12:05 p.m., 8 May

Teachers and students all think the following suggestions will help students learn better when teachers are using the ‘direct instruction’ approach:

- Make good use of graphic organisers to link relevant knowledge and concepts together, and consider the relationships and connections between concepts and ideas.
- Make good use of notes
- Before lessons, brainstorm and write down some questions or key points for further exploration.
- In class, write down the themes, subtopics and key points provided by the teacher.
- After class, write down the questions that classmates or you have raised.
- During revision, classify key points in various ways (with the effective use of coloured pens).

Mr. Lee believed that some students have a negative attitude towards the ‘direct instruction’ approach. Actually, as long as we adopt a positive attitude, try our best to understand the learning objectives and content the teacher covers, and play an active role, we can improve our learning.

What is the ‘enquiry’ approach?

Date of blog: 3:33 p.m., 8 May

Mr. Koo explained further: ‘enquiry-based learning’ usually starts with raising questions. Firstly, the teacher or students will put forward a list of investigative questions. The students then collect information relevant to these questions, analyse them, and present their findings and conclusion.
‘Strategies’ to facilitate my learning under the ‘enquiry’ approach

Date of blog: 4:05 p.m., 8 May

Some classmates agreed that we should adopt the following learning ‘strategies’ in carrying out enquiry-based learning activities.

- Develop a sense of curiosity and a desire to learn more
- Think independently and from multiple perspectives
- Be proactive and ready to accept challenges
- Participate actively in discussions, sharing ideas and raising questions
- Select and analyse relevant information
- Overcome fear of failures or difficulties, and learn through trial and error

Teachers agreed these are good strategies too! However, we still need to consider: Besides acquiring knowledge, what other learning abilities (e.g. the ability to express oneself and resolve problems) have we developed in the process? How can we apply these abilities in other subjects or learning experiences?

What is the ‘co-construction’ approach?

Date of blog: 11:23 a.m., 9 May

We were not quite familiar with the third teaching strategy, i.e. the ‘co-construction’ approach, so Mr. Koo gave us some hints. He said, ‘Through interaction between teachers and students, they build knowledge together and share ideas in a process of interactive collaboration. For example, after taking part in a learning activity at a museum, each team systematically uploads the information they have collected to a learning blog to further explore certain topics.’
‘Strategies’ to facilitate learning under the ‘co-construction’ approach

Date of blog: 11:23 a.m., 9 May

Teachers and students suggested that we should pay attention to the following learning ‘strategies’:

• Participate actively in learning activities and learn collaboratively
• Communicate with your classmates (including expressing your opinions actively, listening to others’ ideas attentively, reviewing and reflecting together)
• Set your own learning agenda and monitor your learning progress
• Try different learning methods
• Be open-minded; don’t be shy or afraid of taking risks.

Learning strategies vary from person to person.

Date of blog: 11:58 a.m., 9 May

Dee, Alice and other students all have their own individual learning styles and needs. Besides using appropriate learning strategies to suit different teaching approaches, it is most important to understand the learning objectives of different subjects and then adopt an approach that best suits you in terms of learning time, learning place and learning style. This will make your own learning more efficient and effective.

Learning time, learning place and learning style

Date of blog: 12:12 p.m., 9 May

When the Liberal Studies teacher asks us to do enquiry-based learning, I would first invite my classmates home during the weekend for group discussion. Then we would research information separately. Finally, we collaboratively work out the conclusion at school. Some classmates like searching for information in the library, some prefer using the Internet, while others prefer visiting museums. All in all, we opt for the way we want to learn according to our own preferences.
Date of blog: 1:25 p.m., 9 May

Several members in our team like communicating and discussing (🏠) online at home (⏰) in the evening (🌙). So we don’t need to meet and we think that’s pretty effective!

Date of blog: 3:25 p.m., 9 May

In addition to choosing appropriate learning strategies, you should think about where you can get more useful learning resources if you want to make learning more effective.

Date of blog: 3:55 p.m., 9 May

Are there any other learning resources apart from textbooks, assignments and worksheets given by my teachers?

Date of blog: 4:30 p.m., 9 May

Dee, we can make good use of learning software, the Internet or other media, environmental and natural resources, libraries etc., to get suitable materials or information for learning.

Date of blog: 5:01 p.m., 9 May

Alice is right, but remember: The more isn’t necessarily the better! Selecting, sorting and organising materials and knowledge is more important than indiscriminately gathering tons of information and materials.
Under the New Academic Structure, schools provide diversified learning opportunities for students in order to cater for various needs, abilities and interests, as well as promoting whole-person development. Students are also allowed to further realise their own potential after their senior secondary education with the provision of multiple pathways.

The next station is ... Multiple Pathways

You see, apart from studying at universities, you may also choose alternative routes leading to different academic and vocational qualifications. With flexible entry and exit points, you may devise your career and study plans according to your own career aspirations alongside a commitment for life-long learning.

That’s great! Now, I don’t have to worry about the future after completing secondary education. There are so many possible ways for me to fulfill my career aspirations! I’m really excited and I feel confident about my future!
How should I start preparing my future study and/or future employment?

Student Learning Profile (SLP): Preparing for multiple pathways

SLP records and reflects on students’ learning experiences and achievements during senior secondary education. SLP allows students to review and see their strengths, weaknesses and potential. It provides a foundation for them to plan their careers, make relevant applications for further studies (e.g. JUPAS and other post-secondary courses) and build up their résumé for future employment, as well as presenting their true selves. It could also be used as a document to demonstrate personal qualities and competence to future employers and tertiary institutions.

WOW! SLP is really important to us in many ways! It helps us prepare for our future!

It’s essential to keep a habit of maintaining accurate activities records and a reflective mind in the light of your personal development!

How should I develop my SLP?

Tips for success

• Actively participate in activities of Career-related Experiences, such as visits and workshops that are relevant to your aspirations or dreams (e.g. a person who wishes to be in the service industry may join more activities that help nurture communication skills)

• Develop reflective ability and a habit of reflection through relevant OLE activities

• Practise how to present your personal attributes and abilities using the information from SLP (e.g. writing precise and unique self-introduction for interviews)
How could I devise an appropriate career plan for myself? How could I achieve my career goals?

To have career planning!

Good!

Career planning process allows you to make informed decisions, set clear career goals and have a plan of action for success.

Remember, the self-exploration process is – in many ways - more important than the outcomes!

Career Planning Process
Understanding yourself, preparing for your future

Identification of interests, strengths and needs
Understand yourself — personal values, interests, traits, and experiences, etc.

Research and information gathering
Gather information about different study opportunities and the types of careers available to you to help you make informed choices.

Formulating plan and taking action
Identify and devise possible paths to achieve your plan with short-term and long-term goals.

Decision making and goal setting
Set goals and make decisions about your career choice.

Self-evaluation
Evaluate the information gathered and narrow down choices through discussions with your career teachers, parents, family members and friends.

Review and reflection
Review your plan and reflect upon yourselves regularly and make some alterations if required.
How can you utilize your SLP in your career planning process?

We can always make reference to it in our career planning process!

Gathering Information

Courses that I am interested:

Professions or work that I am interested:

Who can I talk to if I have no idea of the above?

My strengths | My weaknesses
My interests   | My potential

* Please refer to p.31 'Useful Resources'.
My action plan

My goals:

Long-term goals:

Short-term goals:
S4
S5
S6

Possible ways to achieve:

Actions:

Constraints: Opportunities:
1. 1.
2. 2.
3. 3.

My reflection:
Interim review:

I enjoy doing Community Service, especially taking care of people. Maybe I could be a social worker or a nurse. I've collected some information about courses related to these professions. Which profession suits me best?

Let's discuss this with our class teacher or career teacher before formulating our plans!

Useful Resources:
Career Mapping
http://www.edb.gov.hk/careermapping_eng
NAS@Career Mapping
http://334.edb.hkedcity.net/nas_careermapping_eng

Useful Websites:
New Academic Structure Web Bulletin
http://www.edb.gov.hk/nas
Other Learning Experiences (OLE)
http://www.edb.gov.hk/cd/ole
Student Learning Profile (SLP)
http://www.edb.gov.hk/cd/slp
JUPAS
http://www.jupas.edu.hk
iPASS (for information of post-secondary courses in Hong Kong)
http://www.ipass.gov.hk
Hong Kong Association of Career Masters and Guidance Masters
http://www.hkacmgm.org
Hok Yau Club
http://www.student.hk
u21.hk, Hong Kong Federation of Youth Groups
http://u21.hk
Youth Employment Services, Labour Department
http://www.ywets.labour.gov.hk

When should we start making our career plan?

To ensure that you can take advantage of the important learning opportunities available to you, it's better to develop a comprehensive plan for yourself as early as you can.

There's no right or wrong answer to your plan. Most importantly, you can understand yourself and your needs better in the process. Don't forget to review your plan and reflect upon it constantly!
In the NSS Curriculum, we should not confine ourselves to subject knowledge. To consolidate our learning, we have to develop a habit of thinking from multiple perspectives. In addition, I’ll make sure I take time to participate in OLE to broaden my horizons and learn how to get along with others. I will also select relevant information to build my SLP.

I believe we will succeed one day with a positive attitude towards learning and the courage to face challenges.

At senior secondary level, we have to learn to become better learners and citizens and develop a positive personality, rather than just acquiring academic knowledge from textbooks.

The elective subjects offered by the school may not be able to satisfy the needs of every student. However, students should treasure every opportunity provided. What we can get from the senior secondary years is not only the scores on report cards, but the ability to plan for our future and get along with others.
To learn is actually to gain pleasure from acquiring new knowledge and experiences. In the past, however, I was so used to rote learning and I regarded learning as a boring business. Studying under the NSS Curriculum, I will attempt to think more critically and participate in more activities both inside and outside school. Apart from gaining more experiences, I will consolidate what I have learnt through reflection and gain pleasure in the learning process.

I intend to take Medicine at university. Other than taking two subjects in the Science Education KLA, I want to pursue my other interests by taking Business, Accounting and Financial Studies as another elective subject. Besides, I will take part in OLE and build my SLP, hoping that I can empower myself and develop greater interest in learning.

In the past, I thought the purpose of learning was to get high marks, and I often learnt by rote. Under the NSS Curriculum, I recognise the importance of understanding and reflection. Therefore, I am now more enthusiastic about participating in the OLE, which my school will specially arrange for us to develop an active learning attitude. In addition, I will review my learning strategies with my teachers and classmates for self-improvement.

I hope the NSS Curriculum can help me learn how to think. Instead of learning merely through memorisation, I will try to apply what I have learnt flexibly in other circumstances.
www.edb.gov.hk/nas

Links to Tertiary Institutes and Universities

NSS Subjects Related Information

Assessment Frameworks of NSS Subjects

Reference Materials for NSS Subject Choices and Career Development

New Senior Secondary Curriculum and Assessment Guides
### Appendix 1:
Weighting of School-based Assessment in Various Subjects and Implementation Timetable

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weighting given to SBA</th>
<th>Year of Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language</td>
<td>20%</td>
<td>2012</td>
</tr>
<tr>
<td>Chinese Literature</td>
<td>35%</td>
<td>2014</td>
</tr>
<tr>
<td>English Language</td>
<td>15%</td>
<td>2012</td>
</tr>
<tr>
<td>Literature in English</td>
<td>20%</td>
<td>2014</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Not applicable</td>
<td>No timeline yet</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>20%</td>
<td>2012</td>
</tr>
<tr>
<td>Chinese History</td>
<td>20%</td>
<td>2012</td>
</tr>
<tr>
<td>Economics</td>
<td>15%</td>
<td>2014</td>
</tr>
<tr>
<td>Ethics and Religious Studies</td>
<td>20%</td>
<td>2014</td>
</tr>
<tr>
<td>Geography</td>
<td>15%</td>
<td>2014</td>
</tr>
<tr>
<td>History</td>
<td>20%</td>
<td>2012</td>
</tr>
<tr>
<td>Tourism and Hospitality Studies</td>
<td>30%</td>
<td>2014</td>
</tr>
<tr>
<td>Biology*</td>
<td>20%</td>
<td>2014</td>
</tr>
<tr>
<td>Chemistry*</td>
<td>20%</td>
<td>2014</td>
</tr>
<tr>
<td>Physics*</td>
<td>20%</td>
<td>2014</td>
</tr>
<tr>
<td>Integrated Science*</td>
<td>20%</td>
<td>2014</td>
</tr>
<tr>
<td>Combined Science*</td>
<td>20%</td>
<td>2014</td>
</tr>
<tr>
<td>Business, Accounting and Financial Studies</td>
<td>15%</td>
<td>2016</td>
</tr>
<tr>
<td>Design and Applied Technology</td>
<td>40%</td>
<td>2012</td>
</tr>
<tr>
<td>Health Management and Social Care</td>
<td>30%</td>
<td>2014</td>
</tr>
<tr>
<td>Information and Communication Technology</td>
<td>20%</td>
<td>2012</td>
</tr>
<tr>
<td>Technology</td>
<td>30%</td>
<td>2014</td>
</tr>
<tr>
<td>Music</td>
<td>20%</td>
<td>2015</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>50%</td>
<td>2012</td>
</tr>
<tr>
<td>Physical Education</td>
<td>30%</td>
<td>2014</td>
</tr>
</tbody>
</table>

* For the science subjects in the 2012 HKDSE examination, schools are required to submit SBA marks for the practical related component only. For details, please visit the HKEAA website (http://www.hkeaa.edu.hk/en/sba/sba_hkdse).
## Appendix 2:
### UCAS Tariff for The Hong Kong Diploma of Secondary Education

The UCAS tariff value for the Hong Kong Diploma of Secondary Education (HKDSE):
UCAS Tariff points allocated to 23 HKDSE subjects, except Mathematics:

<table>
<thead>
<tr>
<th>Level</th>
<th>Tariff</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5**</td>
<td>N/A</td>
<td>To be allocated with further evidence after the first administration of the HKDSE examination in 2012</td>
</tr>
<tr>
<td>5*</td>
<td>130</td>
<td>Between grades A and A* in the 2010 GCE A Level examination</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>Comparable to grade A in the 2010 GCE A Level examination</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>Comparable to grade C in the 2010 GCE A Level examination</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>Comparable to grade E in the 2010 GCE A Level examination</td>
</tr>
</tbody>
</table>

### UCAS Tariff points allocated to Mathematics:
(The overall performance is indicated by the combined tariff points to both compulsory and extended parts.)

<table>
<thead>
<tr>
<th>Level</th>
<th>Compulsory Part</th>
<th>Extended Part</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5**</td>
<td>N/A</td>
<td>N/A</td>
<td>To be allocated with further evidence after the first administration of the HKDSE examination in 2012.</td>
</tr>
<tr>
<td>5*</td>
<td>60</td>
<td>70</td>
<td>• 130 points (60 + 70) for 5* in both compulsory and extended parts – between grades A and A* in the 2010 GCE A Level examination</td>
</tr>
<tr>
<td>5</td>
<td>45</td>
<td>60</td>
<td>• 120 points (60 + 60) for 5* in the compulsory part and 5 in the extended part – comparable to grade A in the 2010 GCE A Level examination</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>
My Memo

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Cover design

The first runner-up of ‘The New Senior Secondary Academic Structure’ Wallpaper Design Competition (Student Section):
Tsang Wai Shan, student of Shun Tak Fraternal Association Yung Yau College

Education Bureau Curriculum Development Institute

This student handbook is a revised and enhanced edition of “Decoding” New Senior Secondary Curriculum.