



*Structure Review* was issued and uploaded to the EDB website on 5 October 2012 to consult the school sector, stakeholders and the public. The broad objectives of the review are to evaluate the achievement of policy intentions, strengths and challenges of NAS, as well as identify and share good practices. A strategic approach with multiple stages has been adopted to promptly address the practical concerns of schools and students in the short term while allowing more time to formulate and discuss medium- and long-term recommendations when more data are available.

3. The review has been supported by a comprehensive engagement and communication plan to collect feedback and opinions extensively from all relevant stakeholder groups. More than 12,000 teachers had taken part in the process. Based on the valuable feedback and suggestions collected through forums, seminars, liaison meetings, focused groups and written submissions, initial recommendations on the system/school level and subject level have been formulated through deliberations in about 200 committee/ working group meetings organised by different official bodies (e.g. CDC, NSS CDC-HKEAA Committees and HKDSE Subject Committees). A number of surveys were also conducted, including the *School Survey on New Senior Secondary Curriculum and Assessment* in November 2012, where valuable views of principals and teachers on the recommendations were collected. In addition, reference has been made to various local and international studies. Advice from local and international experts has also been sought.

## **Details**

4. The objectives of the short-term recommendations (for teaching at Secondary 4 in the 2013/14 school year (sy) leading to the 2016 HKDSE Examination) are to address the practical concerns, collect good practices for sharing among schools and sustain the reform. A holistic and principle-led approach has been adopted for deciding on the recommendations for the review report. Major governing principles are taking students' interest as the top priority, while considering also the workload of teachers and students, maintaining international recognition, catering for learner diversity, consistency of justifications, flexibility in the range of lesson time and the underlying principles of School-based Assessment (SBA), etc. Based on these principles and considerations, while maintaining professional standards and international benchmarking, short-term recommendations at the system/school level are made to address schools' concerns with flexibility in implementation matters. For earlier cohorts, the changes that would 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, we will continue to discuss them and collect feedback at the medium- and long-term stages (i.e. 2017 HKDSE Examination and beyond). It has to be reiterated that the issues included at the system/school level and subject level are interrelated and should be considered as a whole, for instance, the reduction and flexibility of total lesson time has

taken into account the fine-tuned measures in curriculum and assessment for the four core subjects and SBA that could reduce teachers' and students' workload.

5. The following recommendations were discussed and endorsed in the joint CDC-Public Examinations Board (PEB) Meeting held on 25 February 2013 (Please see the remarks for the full form of the subject names):

(1) ***On curriculum:***

- Streamline curriculum content (2 subjects): Math (M1/M2), BAFS (about 15%)
- Reduce no. of elective modules to be taken by students (without cutting the no. of choices) (3 subjects): Chin Lang, Chin Lit, Chin Hist
- Update and revise curriculum content (9 subjects): Lit in Eng, Bio, Chem, Phy, CS, Geog, THS, ICT, Econ
- Provide more choices in curriculum to cater for learner diversity: Lit in Eng
- Clarify curriculum breadth and depth: provide supplementary notes for all subjects
- Regular review and update of the development of curriculum and assessment, with various working groups set up to discuss related issues

(2) ***On assessment:*** The recommendations on assessment are aligned with the principles and changes in curriculum.

(i) ***School-based Assessment (SBA)***

For SBA, streamlining arrangements in 7 subjects (Chinese History, History, Visual Arts, Biology, Integrated Science, Chemistry and Physics) which were confirmed in February 2012 will continue, and the current S5 cohort taking the 2014 HKDSE Examination already benefits from them. Besides, streamlining arrangements in Chinese Language and Liberal Studies announced in February 2012 already benefit the current S6 cohort taking the 2013 HKDSE Examination and the subsequent cohorts. The following are further streamlining arrangements for the 2014 HKDSE Examination and beyond.

- Not implementing SBA (3 subjects): Math, BAFS, PE
- Defer SBA to 2019 HKDSE (9 subjects): Chin Lit, Lit in Eng, Econ, ERS, Geog, THS, HMSC, TL, Music\*
- Streamline SBA arrangements (11 subjects): Chin Lang, Eng Lang, LS, Chin Lit, Econ, Geog, HMSC, ICT, THS, TL, Music\*
- Clarify SBA requirement: e.g. LS (IES), Chin Lang (reading records)
- Replace SBA by public practical exam (1 subject): PE

\* SBA will be implemented in Music earlier if supported by schools

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**Remarks:**

*Chin Lang:* Chinese Language; *Chin Lit:* Chinese Literature; *Eng Lang:* English Language; *Lit in Eng:* Literature in English; *Math:* Mathematics; *LS:* Liberal Studies; *Chin Hist:* Chinese History; *Econ:* Economics; *ERS:* Ethics & Religious Studies; *Geog:* Geography; *Hist:* History; *THS:* Tourism and Hospitality Studies; *Bio:* Biology; *Chem:* Chemistry; *Phy:* Physics; *CS:* Combined Science; *IS:* Integrated Science; *BAFS:* Business, Accounting and Financial Studies; *DAT:* Design and Applied Technology; *HMSC:* Health Management and Social Care; *ICT:* Information and Communication Technology; *TL:* Technology and Living; *VA:* Visual Arts; *PE:* Physical Education

(ii) **Public Examination**

- Adjust examination time
  - lengthen examination time to provide candidates with more time to study the questions and organise their answers (4 subjects): Econ, Geog, Hist, HMSC
  - reduce examination time with corresponding adjustment in paper design to align with streamlining or improvement of curriculum/assessment (3 subjects): Chin Lit, BAFS, Lit in Eng
- Improve assessment design
  - streamline examination papers (2 subjects): Chin Lang, Chin Hist
  - integrate examination papers (1 subject): Chin Lang
  - provide more options for examination papers (2 subjects): BAFS, Lit in Eng

More details at subject level are provided in **Appendix I**

6. Recommendations at the system/school level addressing concerns in five curriculum aspects, namely lesson time, Other Learning Experiences (OLE) and Student Learning Profile (SLP), Applied Learning (ApL), qualifications and pathways as well as support to schools are summarised below (see **Appendix II** for details):

- Adopt a flexible range of total lesson time at 2,400±200 hours;
- Allocate a flexible 10-15% of total lesson time to OLE;
- Improve provision of ApL courses, which includes strengthening administrative support and enhancing recognition;
- Provide timely information on further study options for students with different levels of attainment;
- Provide support to schools, including professional development programmes, supplementary notes, practical examples, learning and teaching materials and information sheets on curriculum and assessment for 24 subjects (S4 to S6 student version).

7. At the medium- and long-term stages, matters requiring more data collection and deliberation will continue to be discussed based on the feedback received from stakeholders through different channels. Medium-term recommendations, to be implemented in the 2016/17 school year and beyond, are summarised below:

- Regular and on-going review of all NSS subjects, especially LS;
- Setting up of working groups (Chin Lang, Chin Lit, Math, LS, BAFS, Econ, ERS, Geog, HMSC, SBA);
- Review of ApL courses and exploration into the possibility of result reporting in more levels, benchmarking with other qualifications and reviewing the moderation mechanism;
- Further studies on the HKDSE Examination to better accommodate learner diversity;
- Adopting measures which encourage schools to accept re-entry to senior

secondary classes for early school leavers.

Support measures will be further enhanced to help schools and teachers to implement the fine-tuned NSS curriculum and assessment, and they include professional development programmes, supplementary notes and enhanced school-based support as well as networking. Critical milestones for key actions to support the implementation of the fine-tuned curriculum and assessment are provided at *Appendix III*.

### **Dissemination and Whole-school Planning Workshops**

8. The following is especially prepared to disseminate the above recommendations and help schools implement NSS in light of the findings and recommendations of the review:

8.1 **A series of briefing sessions on the recommendations for fine-tuning the NSS curriculum and assessment of all NSS subjects, ApL and OLE are held from 29 April to end-May 2013** (see *Appendix IV* for details).

8.2 Details on the “2014 – 2016 Assessment Frameworks of the HKDSE Examination” are provided in the circular issued by the HKEAA on 30 April 2013 ([www.hkeaa.edu.hk/en/hkdse/Circulars/](http://www.hkeaa.edu.hk/en/hkdse/Circulars/)).

8.3 **A Seminar Series** and “**Workshop series for School Leaders on New Academic Structure 2013**” will be held from mid May to June 2013 (see *Appendix V* for details). The purpose is to support schools in reflecting on the experiences of the first cycle of implementing NSS, improving whole-school curriculum planning and pedagogical changes, as well as reforming school assessment culture in light of the review report (<http://www.edb.gov.hk/nas/review>) and the fine-tuned recommendations.

8.4 **Student version information sheets** on the curriculum and assessment of all NSS subjects for the 2013/14 school year onwards can be downloaded from the designated webpage (<http://www.edb.gov.hk/nas/review>) for S4, S5 and S6 students’ easy reference. Schools are required to distribute the respective information sheets to their S4, S5 and S6 students.

9. School heads are requested to circulate this circular memorandum to all members of Incorporated Management Committee / School Management Committee and the teaching staff, and to communicate with parents on all relevant information in order to engage the whole school in implementing the fine-tuned NSS curriculum and assessment in the coming year. **Schools should ensure that all messages of changes in curriculum and assessment would reach every teacher and student concerned through suitable channels and forms whenever appropriate.**

10. Please visit the New Academic Structure Web Bulletin (<http://www.edb.gov.hk/nas>) or the designated webpage (<http://www.edb.gov.hk/nas/review>) for the latest developments.

Stephen YW YIP  
for Permanent Secretary for Education

c.c. Heads of Sections --- for information

## Fine-tuning of the NSS curriculum and assessment Subject level

Details of the recommendations for the short-term, medium-/long-term are given below. EDB and HKEAA will continue to provide schools with support measures in the implementation of the fine-tuned curriculum and assessment, e.g. supplementary notes, resource packages, exemplars, and professional development programmes.

Subject	Short-term (Effective from 2013/14 sy)	Medium-/Long-term (Issues to explore)
<b>Chinese Language</b>	<ul style="list-style-type: none"> <li>· <b>Adjust no. of electives to study:</b> from 3-4 to 2-4 (S6; 2014 HKDSE)*</li> <li>· <b>Streamline exam paper:</b> Paper 4 -- delete reading aloud and include 1 min. speech in 1<sup>st</sup> round of group discussion (S6; 2014 HKDSE)</li> <li>· <b>Integrate exam paper:</b> Combine Papers 3 &amp; 5: (S4; 2016 HKDSE)</li> <li>· <b>Streamline SBA:</b> Delete SBA task on “Coursework and Other Language Activity” of the Compulsory Part (S6; 2014 HKDSE)</li> <li>· <b>Clarify SBA requirement:</b> Reading records</li> </ul>	<ul style="list-style-type: none"> <li>· Explore introducing classical set texts and assessment of these texts in Chinese Language</li> </ul>
<b>English Language</b>	<ul style="list-style-type: none"> <li>· <b>Streamline SBA:</b> <ul style="list-style-type: none"> <li>■ Reduce no. of SBA tasks from 3 to 2 (S6; 2014 HKDSE);</li> <li>■ Report one mark from Part A and one mark from Part B (S6; 2014 HKDSE)</li> </ul> </li> </ul>	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>· <b>Trim curriculum content:</b> <ul style="list-style-type: none"> <li>■ Compulsory Part (S4; 2016 HKDSE)</li> <li>■ M1 and M2 (S4; 2016 HKDSE)</li> </ul> </li> <li>· <b>Not implementing SBA</b> (S4; 2016 HKDSE onwards)</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Review the NSS Mathematics curriculum framework</b></li> </ul>
<b>Liberal Studies</b>	<ul style="list-style-type: none"> <li>· <b>Clarify curriculum breadth and depth</b> <ul style="list-style-type: none"> <li>■ Issue a curriculum and assessment resource package</li> </ul> </li> <li>· <b>Streamline and clarify SBA:</b> <ul style="list-style-type: none"> <li>■ Implement streamlined IES (S6; 2014 HKDSE, announced in Feb 2012)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· <b>Review curriculum and assessment design:</b> <ul style="list-style-type: none"> <li>■ Recommendations on reviewing curriculum and assessment design in the medium term, to be ready by mid-2015</li> </ul> </li> </ul>

Subject	Short-term (Effective from 2013/14 sy)	Medium-/Long-term (Issues to explore)
	<ul style="list-style-type: none"> <li>■ Schools are not required to submit the Process assessment records (benefit S6 in 2013/14 sy, 2014 HKDSE onwards)</li> <li>■ Clarify IES assessment requirement</li> <li>· <b>Provide more support for learning and teaching:</b> <ul style="list-style-type: none"> <li>■ Enhance school-based support wherever necessary</li> <li>■ Enhance resource platform (e.g. resource pack and good practices)</li> <li>■ Strengthen interface between JS curriculum and NSS LS</li> </ul> </li> </ul>	
<b>Business, Accounting and Financial Studies</b>	<ul style="list-style-type: none"> <li>· <b>Trim curriculum content (about 15%):</b> compulsory &amp; elective parts (S4; 2016 HKDSE)</li> <li>· <b>Adjust exam time</b> (in line with adjustment in curriculum): <ul style="list-style-type: none"> <li>■ Paper 1: reduce exam time from 1 hr 30 mins to 1 hr 15 mins (S6; 2014 HKDSE)</li> <li>■ Paper 2: reduce exam time from 2 hrs 30 mins to 2 hrs 15 mins (S6; 2014 HKDSE)</li> </ul> </li> <li>· <b>Improve assessment design:</b> <ul style="list-style-type: none"> <li>■ Introduce optional questions in Section B of Paper 1 (S6; 2014 HKDSE)</li> <li>■ Corresponding changes in exam rubrics (S6; 2014 HKDSE)</li> </ul> </li> <li>· <b>Provide support for learning and teaching:</b> <ul style="list-style-type: none"> <li>■ Specify clearer cut-off date for accounting standards (S4; 2016 HKDSE)</li> </ul> </li> <li>· <b>Explore the possibility of separate reporting</b> <b>Not implementing SBA</b> (S4; 2016 HKDSE onwards)</li> </ul>	<ul style="list-style-type: none"> <li>· Explore the feasibility of splitting the subject and/or separate grading and reporting in BAFS</li> </ul>
<b>Biology</b>	<ul style="list-style-type: none"> <li>· <b>Update and revise curriculum content:</b> Fine-tune compulsory &amp; elective parts (S4; 2016 HKDSE)</li> </ul>	

Subject	Short-term (Effective from 2013/14 sy)	Medium-/Long-term (Issues to explore)
	<ul style="list-style-type: none"> <li>· <b>Streamline SBA</b> (S6; 2014 HKDSE, announced in Feb 2012)</li> </ul>	
Chemistry	<ul style="list-style-type: none"> <li>· <b>Update and revise curriculum content:</b> Fine-tune compulsory &amp; elective parts (S4; 2016 HKDSE)</li> <li>· <b>Streamline SBA</b> (S6; 2014 HKDSE, announced in Feb 2012)</li> </ul>	
Chinese History	<ul style="list-style-type: none"> <li>· <b>Adjust no. of electives to study:</b> from 2 to 1 (S4; 2016 HKDSE)</li> <li>· <b>Streamline exam paper:</b> Align time &amp; weighting of questions in Paper 1 and Paper 2 (S4; 2016 HKDSE)</li> <li>· <b>Streamline SBA</b> (S6; 2014 HKDSE, announced in Feb 2012)</li> </ul>	
Chinese Literature	<ul style="list-style-type: none"> <li>· <b>Adjust no. of electives to study:</b> from 3-4 to 2-4 (S6; 2014 HKDSE)</li> <li>· <b>Streamline exam paper:</b> <ul style="list-style-type: none"> <li>■ Paper 1 – delete segmental writing; reduce exam time from 3 hrs to 2 hrs (S6; 2014 HKDSE)</li> <li>■ Paper 2 – reduce 3Q/5Q to 2Q/4Q; reduce exam time from 3 hrs to 2 hrs (S6; 2014 HKDSE)</li> </ul> </li> <li>· <b>Defer SBA</b> to 2019 HKDSE</li> </ul>	<ul style="list-style-type: none"> <li>· Explore revision of set texts in Chinese Literature</li> <li>· <b>Streamline SBA:</b> <ul style="list-style-type: none"> <li>■ Delete SBA task on “Reading” of Compulsory Part (S4 in 2016/17 sy; 2019 HKDSE);</li> <li>■ Reduce SBA weighting (S4 in 2016/17 sy; 2019 HKDSE)</li> </ul> </li> <li>· <b>SBA: optional trial</b> (2018 HKDSE)</li> </ul>
Combined Science	<ul style="list-style-type: none"> <li>· <b>Update and revise curriculum content:</b> Fine-tune Phy, Chem, Bio parts (S4; 2016 HKDSE)</li> <li>· <b>Streamline exam paper:</b> Paper 1: reduce no. of MCQs in Phy part (S6; 2014 HKDSE)</li> <li>· <b>Streamline SBA</b> (S6; 2014 HKDSE, announced in Feb 2012)</li> </ul>	
Design and Applied Technology	<ul style="list-style-type: none"> <li>· <b>Provide support for learning and teaching:</b> Provide SBA project title list (S5; 2015 HKDSE)</li> </ul>	
Economics	<ul style="list-style-type: none"> <li>· <b>Update and fine-tune curriculum content:</b> Update 1 sub-topic and fine-tune 4 sub-topics (S4; 2016 HKDSE)</li> <li>· <b>Adjust exam time</b> (to provide candidates with more time to study the questions and organize their answers)</li> </ul>	<ul style="list-style-type: none"> <li>· (i) Consider the feasibility of incorporating a news commentary type question / data response question in public examination to replace SBA and (ii) Explore further development of the topics of the curriculum</li> </ul>

Subject	Short-term (Effective from 2013/14 sy)	Medium-/Long-term (Issues to explore)
	Paper 2: lengthen exam time from 2 hrs to 2 hrs 15 mins (S6; 2014 HKDSE) · <b>Defer SBA</b> to 2019 HKDSE	· <b>Streamline SBA:</b> Reduce no. of SBA tasks from 3 to 2 (S4 in 2016/17 sy; 2019 HKDSE) · <b>SBA: optional trial</b> (2018 HKDSE)
<b>Ethics and Religious Studies</b>	· <b>Clarify curriculum breadth &amp; depth</b> and provide more exemplars (S4; 2016 HKDSE) · <b>Defer SBA</b> to 2019 HKDSE	· Explore reduction of SBA workload in Ethics and Religious Studies · <b>SBA: optional trial</b> (2018 HKDSE)
<b>Geography</b>	· <b>Update and fine-tune curriculum content:</b> Minor amendment in explanatory notes in C&A Guide (S4; 2016 HKDSE) · <b>Adjust exam time</b> (to provide candidates with more time to study the questions and organize their answers) Paper 2: lengthen exam time from 1 hr to 1 hr 15 mins (S6; 2014 HKDSE) · <b>Defer SBA</b> to 2019 HKDSE	· Study the need to revise the NSS Geography curriculum; and to study the issue of insufficient lesson time for the learning and teaching and to propose possible solutions · <b>Streamline SBA</b> (S4 in 2016/17 sy; 2019 HKDSE) · <b>SBA: optional trial</b> (2018 HKDSE)
<b>Health Management and Social Care</b>	· <b>Adjust exam time</b> (to provide candidates with more time to study the questions and organize their answers) Paper 2: lengthen exam time from 1hr 30 mins to 1 hr 45 mins (S6; 2014 HKDSE) · <b>Defer SBA</b> to 2019 HKDSE	· Review the curriculum and assessment designs and SBA, including the format of the report in SBA (written / audio-visual) and weighting of SBA · <b>Streamline SBA :</b> Delete the audio-visual task of the ‘Project for Electives’ (S4 in 2016/17 sy; 2019 HKDSE) · <b>SBA: optional trial</b> (2018 HKDSE)
<b>History</b>	· <b>Adjust exam time</b> (to provide candidates with more time to study the questions and organize their answers) Paper 2: lengthen exam time from 1 hr 15 mins to 1 hr 30 mins (S6; 2014 HKDSE) · <b>Streamline SBA</b> (S6; 2014 HKDSE, announced in Feb 2012)	

Subject	Short-term (Effective from 2013/14 sy)	Medium-/Long-term (Issues to explore)
<b>Information and Communication Technology</b>	<ul style="list-style-type: none"> <li>· <b>Update and revise curriculum content:</b> Fine-tune 4 curriculum topics (S4; 2016 HKDSE)</li> <li>· <b>Streamline SBA</b> (S5; 2015 HKDSE)</li> <li>· <b>Revise the list of SQL commands and spreadsheet functions</b> provided on exam papers for candidates' reference (S4; 2016 HKDSE)</li> </ul>	
<b>Integrated Science</b>	<ul style="list-style-type: none"> <li>· <b>Clarify curriculum breadth &amp; depth:</b> Specify the examples required under certain topics (S4; 2016 HKDSE)</li> <li>· <b>Streamline SBA</b> (S6; 2014 HKDSE, announced in Feb 2012)</li> </ul>	
<b>Literature in English</b>	<ul style="list-style-type: none"> <li>· <b>Update and revise curriculum content:</b> Merge 2 lists of set texts (S4; 2016 HKDSE)</li> <li>· <b>Improve assessment design</b> (S4; 2016 HKDSE) : <ul style="list-style-type: none"> <li>■ Paper 1 (Essay Writing) <ul style="list-style-type: none"> <li>- Part 1: offer optional questions for Sections A, B and C to allow choice between two novels, two plays and two films; adopt a single short story list with no. of stories reduced from 10 to 8 for Section D</li> <li>- Part 2: set generalized questions</li> </ul> </li> <li>■ Paper 2 (Appreciation) <ul style="list-style-type: none"> <li>- Reduce Paper 2 exam time from 2.5 hrs to 2 hrs;</li> <li>- In Section A, provide a choice of 4 questions, one for each novel and one for each play, that involve a single extract; and in Section B adopt a single list of poems (no. reduced from 18 to 15)</li> </ul> </li> </ul> </li> <li>· <b>Defer SBA</b> to 2019 HKDSE</li> </ul>	<ul style="list-style-type: none"> <li>· <b>SBA: optional trial</b> (2018 HKDSE)</li> </ul>

Subject	Short-term (Effective from 2013/14 sy)	Medium-/Long-term (Issues to explore)
<b>Music</b>	<ul style="list-style-type: none"> <li>· <b>Defer SBA</b> to 2019 HKDSE (SBA will be implemented earlier if supported by schools)</li> <li>· <b>Improve assessment design</b> (S5; 2015 HKDSE):               <ul style="list-style-type: none"> <li>■ Streamline assessment of performance and composing skills</li> <li>■ Reduce duration and number of compositions and words</li> </ul> </li> <li>· <b>SBA: 1<sup>st</sup> pilot run</b> in 2013/14 sy</li> </ul>	<ul style="list-style-type: none"> <li>· <b>SBA: 2nd pilot run</b> in 2014/15 sy</li> <li>· <b>Evaluate pilot run</b> and make recommendations on the implementation schedule of SBA (2015/16 sy)</li> <li>· <b>SBA: optional trial</b> (2018 HKDSE) (will implement earlier if supported by schools)</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>· <b>Improve assessment design</b> Increase the exam weighting of practical component from 30% to 40% (S4; 2016 HKDSE)</li> <li>· <b>Not implementing SBA</b> Replace SBA by public practical examination (S4; 2016 HKDSE)</li> </ul>	
<b>Physics</b>	<ul style="list-style-type: none"> <li>· <b>Update and revise curriculum content:</b> Fine-tune compulsory &amp; elective parts (S4; 2016 HKDSE)</li> <li>· <b>Streamline exam paper:</b> Paper 1: reduce no. of MCQs (S6; 2014 HKDSE)</li> <li>· <b>Streamline SBA</b> (S6; 2014 HKDSE, announced in Feb 2012)</li> </ul>	
<b>Technology and Living</b>	<ul style="list-style-type: none"> <li>· <b>Defer SBA</b> to 2019 HKDSE</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Streamline SBA</b> (S4 in 2016/17 sy; 2019 HKDSE)               <ul style="list-style-type: none"> <li>■ Delete the practical work of the prescribed tasks;</li> <li>■ Revise weighting of assessment tasks</li> </ul> </li> <li>· <b>SBA: optional trial</b> (2018 HKDSE)</li> </ul>
<b>Tourism and Hospitality Studies</b>	<ul style="list-style-type: none"> <li>· <b>Update and fine-tune curriculum content:</b> Rearrange topics in the compulsory part and specify the breadth &amp; depth of the topics (S4; 2016 HKDSE)</li> <li>· <b>Defer SBA</b> to 2019 HKDSE</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Streamline SBA</b> (S4 in 2016/17 sy; 2019 HKDSE)               <ul style="list-style-type: none"> <li>■ Delete the Task</li> <li>■ Increase no. of course assignments from 2 to 3</li> <li>■ Reduce SBA weighting from 30% to 15%</li> </ul> </li> <li>· <b>SBA: optional trial</b> (2018 HKDSE)</li> </ul>

Subject	Short-term (Effective from 2013/14 sy)	Medium-/Long-term (Issues to explore)
Visual Arts	<ul style="list-style-type: none"> <li>· <b>Streamline SBA:</b> <ul style="list-style-type: none"> <li>■ Reduce to ONE portfolio consisting of a research workbook and 4 pieces of artwork/critical studies of a theme (S5 and S6; 2015 and 2014 HKDSE, announced in Feb 2012);</li> <li>■ Increase the maximum number of sample pages of the Research Workbook to be submitted for moderation from 12 to 24 (S4; 2016 HKDSE)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· <b>Review how to assess students' response in connecting art appreciation and art making</b></li> </ul>
Applied Learning courses	<ul style="list-style-type: none"> <li>· <b>Review and update courses</b></li> <li>· <b>Enhance recognition and articulation</b> (e.g. explore curriculum mapping, linking to Qualifications Framework (QF))</li> <li>· <b>Strengthen support</b> (e.g. review funding, taster programmes, encourage courses in English for non-Chinese speaking (NCS) students, pilot early commencement in S4, strengthen professional development (PD) for ApL coordinators)</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Continue feedback collection and course review</b></li> <li>· <b>Continue communication</b> with local and overseas tertiary institutions for recognition and articulation</li> <li>· <b>Review moderation mechanism and explore reporting in more levels</b></li> </ul>

\*(S4; 2016 HKDSE): for students studying in S4 in the 2013/14 sy and taking the 2016 HKDSE Examination

\*(S5; 2015 HKDSE): for students studying in S5 in the 2013/14 sy and taking the 2015 HKDSE Examination

\*(S6; 2014 HKDSE): for students studying in S6 in the 2013/14 sy and taking the 2014 HKDSE Examination

## Fine-tuning of the NSS curriculum and assessment System / School level

### 1. Lesson time

- The NSS curriculum is designed on the basis of 2,500 lesson hours. A flexible range of total lesson time at 2,400±200 hours over three years is recommended for school-based planning purposes to cater for school diversity and varying learning needs while maintaining international benchmarking standards.
- The flexible lesson time recommended, based on the evidence collected, is for schools' reference in addressing their difficulty in timetabling. Lesson time is the time when students are in 'close contact' with teachers for purposeful learning, normally conducted in, but not confined to, classrooms. Flexible timetabling should be explored to ensure entitlements and make effective use of strategies and resources to enhance student learning.
- To ensure learning effectiveness, some activities (especially OLE) may not be timetabled and schools should decide on how to arrange them effectively so that they are in line with their schools' mission and culture.
- To cater for students' diverse interests, needs and abilities, schools should provide a reasonable number of elective subjects (i.e. at least ten elective subjects including Other Languages, Applied Learning courses and network programmes) and OLE by exercising professional judgement and flexibility.
- The suggested time allocation for each NSS subject over three years is as follows:

Subject	Suggested time allocation
Chinese Language	310 to 375 hours
English Language	310 to 375 hours
Mathematics	
Compulsory Part	250 to 310 hours
Compulsory and Extended Part	375 hours
Liberal Studies	250 hours
Each elective subject	250 hours
Other Learning Experiences	
Moral and Civic Education	
Aesthetic Development	
Physical Development	
Community Service	
Career-related Experiences	250 to 375 hours
Each Applied Learning course	180 hours over two years in S5 and S6

## 2. Other Learning Experiences (OLE) and Student Learning Profile (SLP)

- To allow greater school-based flexibility, the recommendation on allocating “10-15%” of the total curriculum time for OLE is adopted.
- There is no longer any word limit in the self-account of SLP so that schools have the flexibility to align the number of words with the Other Experiences and Achievements in Competitions / Activities (OEA) of JUPAS application (rolled out in WebSAMS in Aug 2012).
- The number of OLE activities in SLP can be aligned with OEA form.
- Quality rather than quantity matters in OLE. Schools should flexibly use the curriculum time to further develop OLE based on the existing strengths with reference to *Booklet 5A* of the Senior Secondary Curriculum Guide to include the five components (e.g. the provision of structured arts learning sessions is an important mode of implementation of Aesthetic Development; the recommended mode of implementation of Physical Development is PE lessons, etc).
- Further streamlining SLP and aligning the admission requirements of different local study pathways in the long run while maintaining the importance of viewing SLP as a reflection tool for self-development.

## 3. Applied Learning (ApL)

- Improve provision of ApL courses to cater for further studies and career opportunities.
- Enhance recognition (e.g. explore benchmarking with other qualifications such as the Qualifications Framework)
- Strengthen administrative support to cater for diverse needs (e.g. pilot early commencement of some ApL courses at S4, along with opportunities for taster programmes in that year)

## 4. Qualifications and pathways

- Provide timely information on further study options for students with different levels of attainment, including those not attaining Level 2 in five subjects (English Language and Chinese Language included) and those who choose to exit before completing 12 years of education.

## 5. Support to schools

Support measures will be further enhanced to help schools and teachers to

implement the fine-tuned NSS curriculum and assessment, and they include the following:

- Provision of professional development programmes (e.g. those on whole-school curriculum planning for school leaders).
- Supplementary notes, practical examples and resource packages will be available in time.
- Professional learning networks under Key Learning Areas / subjects, OLE and ApL will continue to be organised.
- Communication and interaction with relevant stakeholders, particularly on more controversial subjects, will be stepped up to collect more feedback and views to inform further development.
- Good practices in curriculum planning, learning, teaching and assessment strategies of different subjects will also be collected and shared with schools and teachers.
- The work of school-based support services, university partnership projects and the Quality Education Fund will be further aligned to support schools to implement the recommendations to address relevant concerns and improve student learning.
- Taking into consideration the pace and practicality of introducing the recommendations, we will continue to disseminate important information to relevant stakeholders including students as necessary.

**Critical milestones for key actions on NSS Review of Curriculum and Assessment  
2013/14 to 2017/18 school year**

Key Actions	By 2013/14	2014/15	2015/16	2016/17	2017/18
<b>Curriculum Design</b>	<i>Supplementary notes</i> for all subjects to <ul style="list-style-type: none"> <li>• further clarify the breadth and depth of curriculum; and/or</li> <li>• support learning, teaching and assessment</li> </ul>				
	<i>Resource packages</i> on specific topics to enhance the effectiveness of learning, teaching and assessment				
	• LS, THS, PE				
	← Chin Lang, ERS, Hist →				
	← Chin Lit →				
	<i>Exemplars</i> for dissemination of good practices				
	• Chin Lang, Eng Lang, Lit in Eng, Math, Chem, Econ, ERS, HMSC, ICT, TL	← Geog →			
	• Chin Hist		• Chin Hist		
	← Chin Lit →				
	← LS →				
<i>Seed projects/pilot schemes</i> to support delivery of the fine-tuned curriculum and assessment					
← Chin Lang, Music →					
• Chin Lit					
← Geog →					

Key Actions	By 2013/14	2014/15	2015/16	2016/17	2017/18
	<ul style="list-style-type: none"> <li>• On-going seed projects in PE to promote collaborative research development for delivery of the fine-tuned curriculum and assessment</li> </ul>				
	<p><i>Working Groups</i> to further explore issues on curriculum and/or assessment</p>				
	<ul style="list-style-type: none"> <li>• <b>Chin Lang:</b> to explore introducing classical set texts and assessment of these texts</li> <li>• <b>Chin Lit:</b> to explore revision of set texts</li> <li>• <b>Math:</b> to review the NSS Math curriculum framework</li> <li>• <b>Econ:</b> to consider the feasibility of incorporating a news commentary type question/ data response question in public examination to replace SBA, and to explore further development of the curriculum</li> <li>• <b>ERS:</b> to explore reduction of SBA workload</li> <li>• <b>Geog:</b> to study the need to revise the NSS Geog curriculum, the issue of insufficient lesson time for the learning and teaching and to propose possible solutions</li> <li>• <b>HMSC:</b> to review the curriculum and assessment designs and SBA</li> <li>• <b>LS:</b> to review the curriculum and assessment designs and SBA, recommendations ready by mid-2015</li> <li>• <b>SBA:</b> to review the implementation of SBA in the HKDSE and make recommendations</li> </ul>				

Key Actions	By 2013/14	2014/15	2015/16	2016/17	2017/18
	for further improvements				
	<ul style="list-style-type: none"> <li>• <b>BAFS:</b> to explore the feasibility of splitting the subject and/or separate grading and reporting</li> </ul>				
<i>Regular review</i> on curriculum for all subjects for updating and improving design					
Assessment and Examination	<i>Updating</i> in Regulations and Assessment Frameworks and SBA handbooks for HKDSE to enhance support in assessment				
	<i>Exploration</i> on further streamlined SBA to address concerns without compromising international benchmarking/ recognition and curriculum objectives				
					Optional trial of SBA in 2018 HKDSE: Chin Lit, Lit in Eng, Econ, ERS, Geog, THS, HMSC, TL, Music
<i>Regular review</i> on assessment for all subjects for updating and improving design					
Learning/Teaching Resources	<i>Continuous development</i> of learning/teaching resources for all subjects				
Professional Development Programmes	<i>Continuous professional development programmes</i> in a timely manner to support whole-school curriculum development, pedagogical changes as well as reform of school assessment culture				

Key Actions	By 2013/14	2014/15	2015/16	2016/17	2017/18
<b>School-based Support and Quality Education Fund</b>	<i>Continuous further alignment</i> between work of school-based support services, university partnership projects and the Quality Education Fund to support schools to implement the recommendations to address relevant concerns and improve student learning				
<b>Applied Learning</b>	Regular provision of ApL courses to provide diversified choices Review on funding to support ApL implementation in school Enhancing taster programmes to help students make informed choice of ApL courses Encouraging course providers to offer courses in English to support the diverse needs of students, e.g. NCS students				
			Pilot early commencement of ApL in S4 to study the feasibility and effectiveness		
				Exploring curriculum mapping of ApL	
	PD for ApL coordinators to facilitate better support for students				
		Exploring linking ApL to QF			
					Reviewing moderation mechanism and exploring reporting in more levels

**Briefing Sessions on the New Senior Secondary (NSS) Learning Journey -  
Recommendations for Fine-tuning the NSS Curriculum and Assessment  
(24 NSS subjects, Applied Learning (ApL) and Other Learning Experiences)**

**新高中學習旅程 —— 優化新高中課程及評估的建議  
(二十四個新高中科目、應用學習及其他學習經歷)  
簡介會**

**Schedule / 時間表**

	<b>Date</b> 日期	<b>Subject</b> 科目	<b>TCS Course ID</b> 培訓行事曆課程編號	<b>Venue</b> 地點	<b>Time</b> 時間
1	29 Apr 2013 (Mon)	Chemistry/CS(Chem) 化學/組合科學(化學)	CDI020130131	Lecture Theatre, 4/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 4 樓演講廳	3:30-5:30
2	2 May 2013 (Thu)	Other Learning Experiences 其他學習經歷	CDI020131140	Lecture Theatre, 4/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 4 樓演講廳	2:15-4:45
3	9 May 2013 (Thu)	Ethics and Religious Studies 倫理與宗教	CDI020120012	W301, 3/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 3 樓 W301 室	2:15-3:15
4	10 May 2013 (Fri)	Applied Learning 應用學習	CDI020131097	E304, 3/F, East Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心東座 3 樓 E304 室	3:00-5:00
5	10 May 2013 (Fri)	Chinese History 中國歷史	CDI020131146	Hall, Duke of Windsor Social Service Building, 15 Hennessy Road, Wanchai, HK 灣仔軒尼詩道 15 號溫莎公爵社會服務大廈禮堂	3:00-5:00
6	13 May 2013 (Mon)	Tourism and Hospitality Studies 旅遊與款待	CDI020131154	Hong Kong Museum of History, 100 Chatham Road South, Tsim Sha Tsui, KLN 尖沙咀漆咸道南 100 號香港歷史博物館	3:00-5:00
7	14 May 2013 (Tue)	Literature in English 英語文學	CDI020131147	E306, 3/F, East Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心東座 3 樓 E306 室	3:00-5:30
8	15 May 2013 (Wed)	Information and Communication Technology 資訊及通訊科技	CDI020131133	School Hall, Lam Tai Fai College, 25 Ngan Shing Street, Shatin, NT 沙田銀城街 25 號林大輝中學禮堂	3:00-5:00
9	16 May 2013 (Thu)	Business, Accounting and Financial Studies 企業、會計與財務概論	CDI020131119	Auditorium, 9/F, The Hong Kong Federation of Youth Groups Building, 21 Pak Fuk Road, North Point, HK 北角百福道 21 號香港青年協會大廈 9 樓演講廳	2:00-4:30

## Appendix IV

	Date 日期	Subject 科目	TCS Course ID 培訓行事曆課程編號	Venue 地點	Time 時間
10	20 May 2013 (Mon)	English Language 英國語文	CDI020131145	Queen's College, 120 Causeway Road, Causeway Bay 香港銅鑼灣高士威道 120 號皇仁書院	3:00-5:30
11	21 May 2013 (Tue)	Physics/CS(Phy) 物理/組合科學(物理)	CDI020130065	Lecture Theatre, 4/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 4 樓演講廳	3:00-5:00
12	22 May 2013 (Wed)	Chinese Language 中國語文	CDI020131151	Lecture Theatre, 4/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 4 樓演講廳	2:30-5:00
13	22 May 2013 (Wed)	Design and Applied Technology 設計與應用科技	CDI020131135	W421, 4/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 4 樓 W421 室	3:00-5:00
14	23 May 2013 (Thu)	Liberal Studies 通識教育科	CDI020130232	Auditorium, Christian Family Service Centre, 3 Tsui Ping Road, Kwun Tong, KLN 觀塘翠屏道 3 號基督教家庭服務中心禮堂	2:30-5:00
	School Hall, Maryknoll Fathers' School, 2 To Yuen Street, Tai Hang Tung, Kowloon 九龍大坑東桃源街 2 號瑪利諾神父教會學校禮堂				
15	23 May 2013 (Thu)	Mathematics 數學	CDI020131124	Assembly Hall, Queen Elizabeth School, 152 Sai Yee Street, Mong Kok, KLN 九龍旺角洗衣街 152 號伊利沙伯中學禮堂	2:30-5:00
16	23 May 2013 (Thu)	Technology and Living 科技與生活	CDI020131138	W425, 4/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 4 樓 W425 室	3:00-4:00
17	24 May 2013 (Fri)	Economics 經濟	CDI020131141	Tsimshatsui Community Hall, 2/F, 136A Nathan Road, KLN 尖沙咀彌敦道 136A 號尖沙咀社區會堂 2 樓	4:15-5:15
18	24 May 2013 (Fri)	Physical Education 體育	CDI020131142	Cheung Sha Wan Catholic Secondary School 533 Fuk Wing Street, Cheung Sha Wan, KLN 九龍長沙灣福榮街 533 號長沙灣天主教英文中學	2:30-4:30
19	27 May 2013 (Mon)	Health Management and Social Care 健康管理與社會關懷	CDI020131137	W425, 4/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 4 樓 W425 室	2:30-4:30
20	28 May 2013 (Tue)	History 歷史	CDI020130574	WP01, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 WP01 室	2:15-3:15

## Appendix IV

	<b>Date</b> 日期	<b>Subject</b> 科目	<b>TCS Course ID</b> 培訓行事曆課程編號	<b>Venue</b> 地點	<b>Time</b> 時間
21	28 May 2013 (Tue)	Music 音樂	CDI020131150	W321, 3/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 3 樓 W321 室	3:00-5:00
22	29 May 2013 (Wed)	Chinese Literature 中國文學	CDI020131152	W301, 3/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 3 樓 W301 室	2:30-5:00
23	29 May 2013 (Wed)	Geography 地理	CDI020131139	Lecture Theatre, 4/F, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 4 樓演講廳	3:30-5:00
24	30 May 2013 (Thu)	Biology/CS(Bio) 生物/組合科學(生物)	CDI020130079	WP01, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 WP01 室	2:00-3:30
25	30 May 2013 (Thu)	Visual Arts 視覺藝術	CDI020131153	Room WP01, Podium, West Block, EDB Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon. 九龍沙福道 19 號教育局九龍塘教育服務中心西座平台 WP01 室	10:00-12:30
				Room W321, 3/F., West Block, EDB Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon. 九龍沙福道 19 號教育局九龍塘教育服務中心西座 3 樓 W321 室	2:30-5:00
26	31 May 2013 (Fri)	Science(IS) 科學(綜合科學)	CDI020131148	WP01, West Block, EDB KTESC, 19 Suffolk Road, Kowloon Tong, KLN 九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 WP01 室	2:00-3:30

## Seminar Series for School Leaders on the New Academic Structure (NAS) 2013

### *Whole-school Planning for New Senior Secondary (NSS) Curriculum and Assessment:*

#### *Revisit, Reflect and Look Ahead*

#### Programme

Date: 14 May 2013 (Tuesday)

Time: 9:05 am – 12:30 pm

Venue: Academic Community Hall, Hong Kong Baptist University, 224 Waterloo Road, Kowloon Tong

Time	Topic	Speakers
9:05 am – 9:30 am	Registration (as the number of participants will probably exceed 1000, grateful if participants would arrive at the venue <b>before 9:20 am</b> for registration)	
9:30 am – 9:50 am	Introduction: NAS Review and Update	<b>Dr Catherine Ka-ki CHAN</b> <i>Deputy Secretary, Education Bureau</i>
9:50 am – 11:00 am	Whole-school Curriculum Planning and Assessment Culture under NAS	<b>Dr Chi-shing CHIU</b> <i>Director, Quality School Improvement Project, The Chinese University of Hong Kong</i> <b>Prof Magdalena Mo-ching MOK</b> <i>Chair Professor of Assessment and Evaluation, Co-director, Assessment Research Centre, The Hong Kong Institute of Education</i>
11:00 am – 11:15 am	Recess	
11:15 am – 11:45 am	How People Learn and Pedagogical Innovation under NAS	<b>Prof Carol Kwai-kuen CHAN</b> <i>Professor, Division of Learning Development and Diversity, Faculty of Education, The University of Hong Kong</i>
11:45 am – 12:10 pm	Response from School Leaders	Guests: <b>Mr Jack Moon-tim HO</b> <i>Principal, Buddhist Sin Tak College</i> <b>Mr Yat-fung LAM</b> <i>Principal, Lions College</i> Facilitator: <b>Mr Morton Hung-cheong CHAN</b> <i>Senior Curriculum Development Officer (New Senior Secondary), Education Bureau</i>
12:10 pm – 12:30 pm	Q & A	Host: <b>Mr Stephen Yam-wing YIP</b> <i>Principal Assistant Secretary (Curriculum Development), Education Bureau</i>

\*Application can be made through the Training Calendar System (TCS) with course ID: CDI020131160

**Workshop series for School Leaders on New Academic Structure 2013  
(May to June 2013)**

	<b>Theme</b>	<b>Date</b>	<b>Time</b>	<b>Facilitator</b>
1	Whole-school Curriculum Planning and Pedagogical Changes under New Academic Structure	15/5/2013 (Wed)	A.M.	<b>Dr Chi-shing CHIU</b> and team members  <i>Quality School Improvement Project, The Chinese University of Hong Kong</i>
		16/5/2013 (Thu)	A.M.	
		22/5/2013 (Wed)	P.M.	
		24/5/2013 (Fri)	P.M.	
		27/5/2013 (Mon)	P.M.	
2	Reforming School Assessment Culture under New Academic Structure	15/5/2013 (Wed)	P.M.	<b>Prof Magdalena Mo-ching MOK</b> and team members of <i>Assessment Research Centre, The Hong Kong Institute of Education</i>
		16/5/2013 (Thu)	P.M.	
		22/5/2013 (Wed)	A.M.	
		17/6/2013 (Mon)	A.M.	
		19/6/2013 (Wed)	P.M.	

## Remarks:

- All the workshops will be conducted in Kowloon Tong Education Services Centre.
- For details of the workshop series (including user name and password for application), please refer to the invitation letter faxed to schools on 25 April 2013. The enrolment can be made via the following websites:

Theme 1: <https://cd.edb.gov.hk/slw2013/t1/>

Theme 2: <https://cd.edb.gov.hk/slw2013/t2/>