

**New Academic Structure Review and Beyond**  
**Medium-term Review: Last Batch Recommendations (Part 2)**

**(1) Systemic-level Recommendations and Support Measures**

NAS Review	Curriculum	Assessment	Support Measures
<b>Systemic-level Recommendations and Support Measures</b>	<ul style="list-style-type: none"> <li>• 7 Learning Goals are a consensus of the school community, but will be revised to change with the times</li> <li>• Maintain the senior secondary curriculum and subject structure, and continue to collect information on subject choices</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct international benchmarking on the assessment in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Provide curriculum and assessment support for teachers to reduce workload</li> <li>• Provide more support for teachers on catering for learner diversity</li> <li>• Promote the message to students on making career and life planning for multiple pathways under the NAS</li> <li>• Enhance support for non-Chinese speaking (NCS) students and students with special education needs (SEN)</li> </ul>

**(2) Subject-level Recommendations and Support Measures**

Subject	Curriculum	Assessment	Support Measures
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• The curriculum content remains unchanged before July 2017</li> <li>• A holistic review of Mathematics curriculum (P1 to S6) will be conducted, aiming for the release of the draft for consultation in Jan 2018 and implementation in Sept 2020</li> </ul>		<ul style="list-style-type: none"> <li>• To set up the working groups on the new Mathematics curriculum (P1-S6) in late 2015</li> <li>• To collect the views of different stakeholders on the Mathematics curriculum (P1-S6) through various means, such as focus group meetings, visits to universities, meetings with members of related professional bodies, and curriculum development visits</li> </ul>

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<b>Liberal Studies</b>		<ul style="list-style-type: none"> <li>• The format of Paper 1 remains unchanged</li> <li>• A greater diversity of issues, topics and concepts to be used in setting examination questions as an on-going improvement measure</li> <li>• The existing quality assurance mechanism to be reviewed and enhanced</li> </ul>	
<b>Tourism and Hospitality Studies</b>	<ul style="list-style-type: none"> <li>• Corresponding changes in accordance with the change to SBA: <ul style="list-style-type: none"> <li>■ Incorporate the essence (core topics) of the two components namely Meetings, Incentives, Conventions and Exhibitions and Theme Parks and Attractions, in the Elective Part into the Compulsory Part (at S4 in 2016/17; effective from 2019 HKDSE Exam)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Not implement SBA (at S4 in 2016/17; effective from 2019 HKDSE Exam)</li> <li>• Corresponding changes in accordance with the change to SBA: <ul style="list-style-type: none"> <li>■ Paper 1: Set one extra data-based question Increase exam time by 15 mins Increase weighting from 30% to 45%</li> <li>■ Paper 2: Increase weighting from 40% to 55% (at S4 in 2016/17; effective from 2019 HKDSE Exam)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Teaching: Provide PDPs on the basic knowledge of the two components in the Elective Part. (Nov 2015 – Nov 2016)</li> <li>• Development of Curriculum Support Resource package of the two components in the Elective Part. (Sept 2015 – Mar 2016)</li> </ul>
<b>Visual Arts</b>	<ul style="list-style-type: none"> <li>• Maintain the existing flexibility of the learning contents as stipulated in the current Curriculum and Assessment Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Corresponding changes in tandem with relaxing the linkage in the Public Examination (at S4 in 2015/16; effective from 2018 HKDSE Exam): <ul style="list-style-type: none"> <li>■ Delete the artwork/design work statement for explaining the relationship between the practical work and the appreciation of artwork</li> <li>■ If necessary, candidates may submit a creative/design brief</li> </ul> </li> </ul>	

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		<p>which may include notes, sketches or layouts produced during the examination to support their artwork/design work</p> <ul style="list-style-type: none"> <li>■ The criterion ‘Relationship between Practical Artwork and Appreciation &amp; Criticism’ will be deleted from the Marking Criteria for Part B of both papers in the Public Examination. The other criteria will be kept, and they will carry a total of 80 marks.</li> </ul>	
<b>Applied Learning</b>		<ul style="list-style-type: none"> <li>• The reporting of students’ performance in Applied Learning subjects would be further refined from the existing two levels of “Attained” and “Attained with Distinction” to “Attained”, “Attained with Distinction (I)” and “Attained with Distinction (II)”. “Attained with Distinction (I)” would be comparable to level 3 while “Attained with Distinction (II)” would be comparable to level 4 or above of the Category A subjects of the Hong Kong Diploma of Secondary Education (HKDSE) Examination, effective from the 2018 HKDSE Examination. [For Applied Learning Chinese (for non-Chinese speaking</li> </ul>	

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		<p>students), the existing levels of results, i.e. “Attained” and “Attained with Distinction”, will continue to be used. Refinement of levels of results would be considered when more evidence is collected.]</p>	