

**Summary of Views on
Reforming the Academic Structure
for Senior Secondary Education and Higher Education**

May 2005

Sources of Views

- 1. Consultation events Total no. of events: 196**
Total no. of participants: 29 379

(a) Events organized by EMB

Target Groups	No. of sessions	No. of participants
Principals / Vice-principals / Heads	31	3051
Teachers	58	11755
Parents	21	3520
Others (District Councilors, SSBs)	5	193
Sub-total:	115	18519

(b) Events organized by other parties

Organizations	No. of sessions	No. of participants
Legco	2	90
Non-government Organizations	13	2608
PTAFs / PTA of individual schools	7	1392
Schools / School Sponsoring Bodies	5	1250
Tertiary Institutions	7	810
School Councils / Educational Bodies	6	830
Commercial Sector	9	1160
Others	10	1825
Sub-total:	59	9965

- 2. Written submissions: Total no.: 3283**
- 3. Meetings with school councils, educational bodies and representatives from school sector: 11 No. of participants: 145**
- 4. School visits by Secretary for Education and Manpower : 11 No. of participants: 750**
- 5. Media Total no. of newspaper commentaries/featured articles: 364**
- 6. Survey conducted by EMB in October 2004 (Questionnaires returned from 471 secondary schools)**
- 7. Others, e.g. schools' views collected by REO, 334 forum in the HKEduCity**

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Feedback on New Academic Structure	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Support											
● 87.5% of schools agreed that the changes to the structure of secondary school, the widening of the curriculum and smoother articulation to different pathways could address the educational needs of a modern society. (Oct 04 EMB Survey)											✓
● 95.3% of schools agreed to the goals of the reformed senior secondary curriculum. (Oct 04 EMB Survey)											✓
● Support the general direction of the reform	✓		✓		✓					✓	✓
● Support the vision and goal of the academic reform	✓			✓	✓		✓				✓
● Strongly support the objectives of the reform and the “3+3+4” structure proposed	✓				✓		✓				✓
● Support that the new system should be connected with other major education systems in the world.		✓	✓								
● The reform is good for students and support for faster change		✓	✓	✓							
● Support the “3+3+4” academic structure reform, but request more details of implementation and supporting measures				✓							
● Support the change in academic structure as it reduces one examination			✓	✓							
● Support the academic structure reform should be implemented in parallel with the curriculum reform						✓				✓	✓
● Support that 334 structure will enable students to build a broader knowledge base and a more solid foundation for whole-person development, pursuing lifelong learning, and provide community with all-rounded leaders							✓				
● Fully support the education reform including the new academic structure, the revised secondary school curriculum and the proposed new examination system							✓				
● Welcome the proposed four-year university system							✓				
● Strongly in favour of the overall structure changes							✓				
● Appreciate the learning goal of leading a healthy living style, and emphasize the connection between the healthy being of students, society and educational outcomes											✓
● Welcomed the “3+3+4” academic structure reform proposal. The proposal would increase the competitiveness of local students.											✓

Feedback on New Academic Structure	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Concerns/Suggestions											
● Should de-link the academic structure reform from the curriculum reform. Different time frame should be set for reform on academic structure and curriculum.	✓				✓	✓	✓		✓		
● The numerous and hasty education reforms had imposed heavy burden on teachers											✓
● Should have a consolidated basis of professional knowledge in support of any education reform							✓				
● Should conduct research study again on curriculum and assessment reform							✓				
● Concern whether other educational reform measures would come to a halt in order to create space for teachers to implement the new senior secondary education reform	✓										
● Query the readiness of schools and the EMB for the implementation.	✓								✓		
● Concerned whether the new academic structure would facilitate further studies and career development of their children.				✓							
● Teacher redundancy arising from the reform is unacceptable						✓					
● Concern about the adequacy of supporting measures and trained teachers before implementation.			✓		✓						
● Worry that the low achievers may not be keen on studying one more year of secondary education.			✓	✓			✓				
● Worry that students may quit the HK education system because of the frequent changes in education policy.			✓								
● Suggest introducing Foreign Language education into the new school curriculum						✓					
● Whether students with low learning abilities would be allowed to be promoted to SS1 directly							✓				
● Whether NSS could be introduced as pilot first before implementation				✓							
● Suggest adapting the existing 5-year secondary curriculum to a 6-year curriculum or adding an extended curriculum to the existing 5-year curriculum.							✓				
● The “3+3+4” academic structure reform and the introduction of Liberal Studies should be implemented separately.											✓
● Exit point should be allowed at SS1 and SS2							✓				✓

<p style="text-align: center;">Feedback on</p> <p style="text-align: center;">Curriculum (I)</p> <p style="text-align: center;">General views</p>	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
Support											
● 85.4% of schools agreed that the guiding principles will meet the goals of the new senior secondary curriculum. (Oct 04 EMB Survey)											✓
● 83.7% of schools have started planning/preparing for the New Senior Secondary Curriculum. (Oct 04 EMB Survey)											✓
● Support the proposed curriculum which comprises core subjects, elective subjects and other learning experiences							✓				✓
● Generally support the curriculum framework which broadens the learning experiences of students and caters for more choices to meet the diverse needs and interests of students								✓			
● Strongly endorse the guiding principles of the senior secondary curriculum							✓				
● Welcome the broadening and diversification of the senior secondary curriculum with Career-oriented Studies							✓				
Concerns/Suggestions											
● Allowing only 2 to 3 electives may lead to inappropriate specialization starting as early as at SS1. It is important to work out a proper mechanism to ensure that students would indeed be encouraged to choose a range of subjects.							✓				
● The restricted number of electives cannot provide for diversity in the curriculum.						✓					
● LS should not be a core subject, both LS and integrated science should be provided as a choice for students to take							✓				
● Encourage students to take 3 subjects in arts/humanities, 3 subjects in science, and 1-2 non-arts/non-science subjects. Students are required to take a minimum of one subject from arts/humanities, science, and non-arts/non-science subjects. Students who take all three science subjects should not be allowed to take integrated science and similarly students who take all three arts/humanities subjects are not allowed to take LS							✓				
● Teachers are worried about the drastic transformation of NSS curriculum						✓					
● Should draw reference from curriculum reform from overseas experience					✓						
● Worry that students' choices of subjects would be reduced and the curriculum may be narrowed down by restricting to 2 to 3 electives for a student.								✓			
● The restriction to 2 or 3 electives on top of the 4 core subjects seriously inhibits the development of high-fliers											✓

Feedback on Curriculum (I) General views	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
● The curriculum should strike a balance between breadth and depth of knowledge									✓		
● There is a need for curriculum tailoring, removing obsolete parts and adding new parts, so that students are more interactive and engaged.							✓				
● Concern about how the three basic curricula (technology, design and business) in pre-vocational schools would interface with the NSSC							✓				
● Concern how the new English Language syllabus would interface with that of the senior secondary English Language							✓				
● Concern about the interface of the primary curriculum with secondary curriculum							✓				
● Should be supported by adequate supporting measures and trained teachers before implementation									✓		
● Suggest the formula of the NSSC as C+E+M+LS+ one subject from PSHE+ one subject from Science or TE+ others											✓
● Suggest including (i) facing up the challenges and difficulties of life and (ii) developing the virtues of perseverance and endurance as the goals of the NSS curriculum.									✓		
● Suggest all students be required to take one Science or Technology subject as an elective.									✓		
● Suggest all teaching syllabuses of the elective subjects be sent to higher education institutes for comments or endorsement before implementation									✓		
● Strongly object to any combination of subjects. The existing subjects should be maintained as far as possible	✓										
● The time allocated to the Moral and Civic Education should be reduced.							✓				
● Should ensure the interface of the junior secondary curriculum with the senior secondary curriculum under NSS				✓			✓				✓
● Introduce COS elements into subjects				✓							
● Project Yi Jin was suggested to be incorporated in the senior secondary curriculum											✓
● Unnecessary to incorporate training on critical thinking in the formal curriculum											✓
● Should take into account the physical and psychological development of students in the design of NSS curriculum											✓
● More space would be needed in schools for the implementation of NSS curriculum											✓

Feedback on Curriculum (I) Core subjects	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
Support											
● 64.5% of schools agreed that Chinese Language, English Language, Mathematics and Liberal Studies should be the core subjects. (Oct 04 EMB Survey)										✓	
● Support LS and the Faculty of Education would examine how to work together with school sectors to contribute to the training of teachers teaching LS.							✓				
● The core subjects of English, Chinese and Mathematics are generally supported. The inclusion of LS is appropriate, but with reservations					✓		✓				
● LS could be offered as a core subject but not for public examination	✓			✓	✓					✓	
● Acknowledge the rationale of LS as a core subject but concern about the necessity and suitable timing of making it an examinable subject					✓						
● Support LS as a core subject in the NSS	✓		✓							✓	
● Generally support the introduction of LS but with some reservations to LS becoming a core subject.		✓	✓					✓			
● Support LS remains as an elective until it is well supported by resources and training											
Concerns/Suggestions											
4 core subjects											
● Flexibility should be allowed for schools to allocate learning time to different subjects (e.g. increasing the % of learning time for Chinese and English to 15% for EMI and CMI schools respectively)	✓									✓	
● Learning time for English Language should be 20% - 25%.										✓	
● Learning time for the 4 core subjects: C and E 12-15%, M 10-15% and LS 8-12% (HK Subsidized Sec Schools Council Survey)					✓						
● The 4 core subjects should constitute over 50% of the NSS curriculum		✓									
● The 4 core subjects should constitute 55% of the NSS curriculum, COS 25% and other learning experiences 20%										✓	
● Should include extension part in the English Language curriculum.										✓	

Feedback on Curriculum (I) Core subjects	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
● More lesson time should be allocated for English									✓		
● Suggest that both English and Chinese subjects should have an extension component like Mathematics for the better students											✓
● Increase the time allocation for Chinese and English in order to strengthen students' language skills							✓				
● Increase the time allocation for Mathematics in the NSS curriculum							✓				
● Query the need of requiring every student to study Mathematics for 250 hours.						✓					
● Query the rationale of including LS as a core subject and worry about the revolutions encountered by schools and teachers if LS becomes a compulsory subject.						✓					
● Most schools are not ready to have LS as a compulsory subject	✓										
<i>Other Proposed Core Subjects</i>											
● Replace LS with Economics as a core subject									✓		
● Chinese History should be a core subject									✓		
● PE should be included as a core subject								✓			
● Allow schools to keep "Ethics and Religious Studies" as the 4 th core subject								✓			
● Include moral education as a core subject										✓	
● Arts Education must be part of the core studies											✓
● Value education should be included in the core part of the new curriculum											✓
● Integrate Education for Sustainable Development into the core of the NSSC											✓
● Other Modern Languages including French should be offered as a core subject.							✓				
● Chinese Language is very important to the ethnic minorities for studying and employment.				✓							
● Should have a systematic and through-train Chinese Language policy and curriculum for the ethnic minorities. The government should provide a Chinese as Second Language (CSL) curriculum and open CSL examination for all people who can prove their mother tongue is not Chinese							✓				✓
● Ethnic minorities may have difficulties in attaining the required language proficiency in Chinese to meet the university requirement.										✓	

Feedback on Curriculum (I) Elective subjects	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools					
Support												
● 78.1% of schools agreed that students should take 2 or 3 elective subjects. (Oct 04 EMB Survey)												✓
● Agree replacing Principles of Accounts with the new subject BAFS								✓				
● 2 elective subjects should be a reasonable norm for all students	✓											
Concerns/Suggestions												
Choices of electives												
● No quota for electives or more electives should be offered.	✓				✓			✓	✓			
● Number of electives should be increased to 4-6.						✓		✓				
● Restricted number of electives cannot provide for diversity in the curriculum and concern whether the number of electives may affect students' chance of entering universities		✓										
● Concern about the number of electives offered in schools and possibility of changing electives				✓								
● Some less popular subjects or cultural subjects like Arts, PE and Music would be marginalized and eventually scrapped because no students wish to select the subjects.	✓											✓
● Choices of elective subjects offered in schools would be affected by the admission requirements of universities and manpower resources provision in schools	✓											
● Allow students to take more electives in SS1 and SS2 that do not require any public examination						✓						✓
● Concern whether schools would offer a subject taken by only a small number of students				✓								
● P. 6 parents should be provided with information on subjects to be offered by secondary schools in SS1 to facilitate their selection of secondary schools.				✓								
● About 70% of aided secondary schools (out of 253 schools) intended to offer 2 or 3 elective subjects depending on students' abilities (HK Subsidized Secondary Schools Council Survey)						✓						
● Elective subjects could be offered on modular basis								✓				

Feedback on Curriculum (I) Elective subjects	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
● Students are required to take a minimum of one subject from arts/humanities, science and non-arts/non-science subjects. Students who take all three science subjects should not be allowed to take Integrated Science and students who take all three arts/humanities subjects are not allowed to take LS								✓			
● Suggest all students must take 1 arts subject + 1 science subject							✓				
● Students should choose at least one subject from each of the 8 KLAs as electives											✓
● Schools in the same district may co-operate in offering subjects that are less popular							✓				
● Concern about the standards of individual subjects and their recognitions											✓
● Query whether the criteria for offering elective subjects are student-oriented or school-oriented										✓	
<i>Third/Foreign Language</i>											
● Concern whether a third language could be offered in the NSS curriculum				✓	✓			✓	✓		
● There is no provision of foreign language	✓										
● Students should be allowed to take a third language instead of Chinese. Suggest that languages other than English, e.g. Japanese, Korean, French, German could be included in the NSS curriculum		✓							✓		
● Foreign language education can provide plural-linguistic perspectives and enhance multilingual awareness of the learners					✓						
● Schools should be encouraged to offer foreign languages, especially at senior secondary levels					✓						
● French should continue to be offered as an alternative to Chinese in SS1. HKEAA should arrange public examination for French.					✓	✓					
<i>Other electives/Proposed electives</i>											
● Combine Chinese Language with Chinese Literature and English Language with Literature in English									✓		
● The two Mathematics modules could not provide the students with sufficient knowledge to pursue a degree in science or engineering and the time allocated to elective Mathematics module is insufficient								✓			
● Should have more electives for Mathematics		✓									
● Applied Mathematics should be retained as an elective subject.									✓		
● The extension modules of Mathematics should be separately offered as electives.							✓				✓

Feedback on Curriculum (I) Elective subjects	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
● Combined science subject is needed to complement students, who only take 1 science subject, with other general science knowledge	✓										
● Classify the science subjects into foundation and advanced parts, and allow students to take the foundation modules in several science subjects, while choosing only one to complete at the advanced level							✓				
● Include Earth Science in the list of elective subjects							✓				
● Concern about the criteria for merging subjects, e.g. BAFS									✓		
● Object to combine 'Business and Commerce' with 'Accounting'						✓					
● Include Putonghua as an elective								✓			
● Include Drama as a full elective subject	✓										
● Concern whether there would be adequate qualified tutors and venues for Physical Education											✓
● A holistic approach rather than a merely reduction of modules should be adopted for Geography						✓					
● Dance activities must be organized together with Music, Visual Arts and Drama in Arts Education curriculum											✓
● Should provide solid timetable for the development of the subject "Performing Arts"											✓
● Should allocate resources to primary and secondary schools for providing students with more Arts education and media training.											✓
● Arts education should be provided in formal learning time instead of as extra-curricular activities.											✓
● Arts Education can be broadened into Arts and Media Education and Appreciation							✓				
● General courses could be offered in humanities and social sciences, such as cultural studies, global studies, etc							✓				
● Concern about the curriculum development of Ethnic and Religious Studies.											✓

Feedback on Curriculum (I) Other learning experience	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools					
Support												
<ul style="list-style-type: none"> 84.7% of schools agreed that other learning experiences should be included as a component of the curriculum. (Oct 04 EMB Survey) 												✓
Concerns/Suggestions												
<ul style="list-style-type: none"> There should be school-based arrangements to support aesthetic and cultural development of students. 	✓											
<ul style="list-style-type: none"> Concern about the allocation of time for other learning experiences in schools and whether parents would know the time allocated in different schools 				✓								
<ul style="list-style-type: none"> Set up “Other Learning Experience Fund” to assist students with need. 												✓
<ul style="list-style-type: none"> Concern whether SBA is required for other learning experiences 				✓								
<ul style="list-style-type: none"> Worry that poor students would be disadvantaged in acquiring other learning experiences and concern about the supporting measures for students 				✓								✓
<ul style="list-style-type: none"> The provision of career-related experience, such as job attachment, in the new senior secondary will draw a lot of time and manpower from schools. 												✓
<ul style="list-style-type: none"> Suggest reducing the proportion of other learning experiences 				✓			✓					
<ul style="list-style-type: none"> Suggest including COS as other learning experiences 							✓					
<ul style="list-style-type: none"> Whether all other learning experiences should be included in class timetable 												✓
<ul style="list-style-type: none"> Concern about how would students’ performance or work pieces be kept for appealing purpose 				✓								
<ul style="list-style-type: none"> Encourage students to give blood not only during school blood drives but also to build up the habit of regular blood donation (HK Red Cross) 												✓

<p style="text-align: center;">Feedback on</p> <p style="text-align: center;">Curriculum (II)</p> <p style="text-align: center;">Liberal Studies as a New Core Subject</p>	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools					
Support												
● 74.9% of schools agreed Liberal Studies could help students develop their independent learning capability with broad-based knowledge and multiple perspectives. (Oct 04 EMB Survey)												✓
● Support for LS being part of a core curriculum	✓					✓		✓				✓
● LS could be offered as a core subject but not for public examination.	✓			✓		✓			✓			
● Support LS as a core subject but not as an admission criteria to university												✓
● Support the introduction of LS as it can develop students' critical thinking and broaden students' knowledge base.									✓			
● LS could provide students with a happier environment for learning								✓				
● Support LS in senior secondary and higher education for rebuilding the strength of Hong Kong											✓	
● LS provides an ideal platform for "bilingual learning"											✓	
Concerns/Suggestions												
Assessment												
● LS to be a core subject and examinable but with two grades: pass or fail or three grades: excellent, pass or fail. Suggest reviewing the grade system in 5 years' time	✓	✓										✓
● LS should not be a compulsory examinable subject	✓					✓						✓
● LS as a core subject is problematic or debatable	✓											
● All senior students should study LS, but it should only be an elective subject in public examination	✓					✓						
● No public examination for LS or students be allowed to opt to sit for the examination	✓											✓
● Suggest a 3-year, 5-year or 6-year piloting period for LS, assessed by SBA, not by public examination	✓					✓	✓					✓
● LS may be taught as an elective subject in the beginning of the implementation of the new system						✓						✓
● LS should be taught in S6and7 of all schools for two years before the implementation of the NSS curriculum									✓			

Feedback on Curriculum (II) Liberal Studies as a New Core Subject	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
● LS as a core subject and the compulsory part be included as a subject in public examination and should be graded as “outstanding”, “satisfactory” and “unsatisfactory” while the elective part be graded by SBA as “satisfactory” and “unsatisfactory”							✓				
● Concern about the readiness of teachers and doubt the reliability of assessment of LS, in particular school-based assessment.	✓			✓						✓	
● Suggest diverse modes of assessment for LS, including oral test and other learning experiences	✓	✓									
● Concern about the fairness of assessment of LS		✓									
● Introduce double marking in the public examination to ensure objectivity		✓							✓	✓	
● Concern the provision of sufficient number of markers for LS and the training for the markers.		✓									
● Doubt the objectivity of assessment on personal values of students.		✓									
● The assessment standard of LS in the ASL is still subject to question	✓										
Teaching Time											
● Suggest reducing the amount of time allocated to be 100-120 hours in 3 years and having fewer carefully selected topics								✓			
● Suggest a reduction in the time allocated to LS to enable students to take more than the currently proposed 2-3 electives								✓			
● Teaching time for LS should be the same as an elective, i.e. 8-12%						✓					
● Suggest reducing the lesson time of LS to 8 or 10 %						✓		✓			
● Set the lower limit for learning time of LS at 12.5% but schools can decide the upper limit.											✓
● Time allocated to LS is too long.								✓			
Curriculum											
● Query the need of LS as the training on generic skills could be provided in other subjects	✓	✓		✓							✓
● The number of units of LS should be reduced, e.g. 6 or 7, 9 or 12.	✓					✓					
● Query whether reference has been drawn from international researches or experiences before recommending LS as a core.	✓										

Feedback on Curriculum (II) Liberal Studies as a New Core Subject	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
● Compulsory units of LS should be put under ‘Other Learning Experiences’ with about 5% - 7% of total lesson time and no public examination. Elective units of LS could be redesigned as another regular X subject	✓										
● No need to divide compulsory and elective parts in LS										✓	
● The current domains of self and interpersonal, society and culture, science technology and environment would be sufficient										✓	
● Should give a clearer and more specific syllabus of LS and allow schools to offer the modules by stages	✓										
● The curriculum of LS should be knowledge-based and with more emphasis on human values	✓										
● It was difficult for LS to promote the development of basic/generic skills as advocated, since it would be difficult to detach such skills from the knowledge context.				✓							
● Knowledge learnt in junior secondary or in other NSS electives is not sufficient for LS learning				✓							
● Flexibility should be allowed for teachers to design their own modules (and assessment modes) in LS				✓				✓			
● Involving social workers to assist in designing the curriculum of LS, especially on the part of personal development										✓	
● Schools should design their own LS curriculum according to their mission and tradition.										✓	
● There is no need to bridge the senior secondary curriculum of LS with the subjects offered by universities							✓				
● LS should include study of historical figures, classic articles, worldwide religions and thinking skills.											
● Include financial management for children in LS								✓			
● Include Chinese and HK History, Basic Legal Knowledge in LS								✓			
● Enhance national education in LS						✓					
● Reduce the weighting of “Modern China” module						✓					
● Combine ‘Society and Culture’ and ‘Science, Technology and the Environment’ as these 2 modules are closely connected with each other						✓					
● Include appreciation of music, arts and performing arts as well as appreciation of knowledge of mass media in LS.							✓				
● Include education on psychological and emotional health, job interview techniques, job ethics in the final year							✓				
● Media education should be made compulsory in LS					✓						

Feedback on Curriculum (II) Liberal Studies as a New Core Subject	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
● Combine ST2 IT and Society and SC6 Media and Society into a new compulsory unit “Media and IT Education”								✓			
● Include modules in LS to promote creativity of students.	✓										
● Include Moral and value education in LS	✓										
● Introduce values development into the compulsory part of LS											✓
● Suggest enhancing the training on media literacy (傳媒素養) and infomedia literacy (傳媒資訊素養) in LS. Also suggest combining “Media and Society” and “IT and Society” into a new compulsory unit “infomedia education” (傳媒資訊教育)								✓			✓
● Retain “Self and Personal Development” and “Science, Technology and the Environment” and restructure “Society and Culture” to “Modern Hong Kong” “Modern China” and “Modern World”. Allow teachers to design learning units according to the needs of the school						✓					
● To rename ‘Art and Life’ as ‘Art and Culture’. Integrate Arts Education into LS would lower students’ exposure to Arts Education											✓
● Include Disease and Public Health as compulsory part for LS											✓
● Include a new compulsory unit “Science of Medicine, Health Maintenance, Medicine and Therapy” 「醫學、保健、藥物和治療」 in LS											✓
● Include moral and civic education and enhance the training of critical thinking in LS											✓
● Incorporate some humanities topics, including equal opportunities concepts in LS (Equal Opportunities Commission)											✓
● Sex education should be included in the LS curriculum											✓
● Gender awareness should be given a distinct identity and a higher priority in school education, particularly in LS curriculum											✓
● Strengthen the elements of Chinese culture and Chinese history in LS											✓
● Include “Handling Adversity”(逆境處理) and “Economics and Society” modules.											✓
MOI											
● Chinese should be allowed as a MOI in teaching LS in EMI schools	✓			✓						✓	
● Schools should be allowed to opt their own MOI for LS.	✓				✓				✓		

Feedback on Curriculum (II) Liberal Studies as a New Core Subject	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools				
● Chinese should be the MOI in teaching LS	✓	✓					✓		✓		
● It would be difficult to build a harmonized common language for discourse in LS, given the fact that LS involved the study of a vast number of disciplines, each with its own language.				✓							
Supporting Measures											
● A strong request for small class size and/or split class teaching for LS.	✓	✓	✓		✓					✓	
● 20 students per class is the most recommended size for LS	✓	✓									✓
● Setting up a central team to prepare LS teaching materials and release on the web. Should seek collaboration with newspapers to provide sources of current issues as LS teaching resources.	✓										
● LS teaching should be well supported by resources including teacher training		✓							✓		
● Setting up a central platform to provide support and information to teachers and students in LS						✓					✓
● Provide enough funding for the establishment of LS resource library					✓						
● EMB or publishers should provide web-based up-dated resources		✓									
● Suggest setting up regional or sponsor- based training centres and let pilot schools be responsible for providing training.		✓									
● Second experienced LS teachers to university to provide teacher training.		✓									
● LS teachers should have extra free periods for lesson preparation in the early implementation stage		✓									
● LS teachers should be provided in the staff establishment.					✓						
● Since LS relies heavily on language, some weaker CMI schools request to have one additional teacher for language support.						✓					
● It is hoped that additional teacher for split class teaching of Liberal Studies at junior forms could be provided from 2005/06 onwards to develop students' capacities as early as possible.						✓					
● Suggest that there should be a transitional period for teachers					✓						
● Concern the standards for choosing LS teachers.		✓									
● Concern about the readiness of teachers				✓							
● Concern about the quality of LS teachers								✓		✓	

Feedback on Curriculum (II) Liberal Studies as a New Core Subject	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu Bodies	Views from schools					
● Concern about the language ability of LS teachers				✓								
● Worried that there will not be enough trained LS teachers								✓				
Others												
● Diverse abilities of students may add difficulty to the teaching of LS.	✓	✓		✓								
● Start offering LS in the junior secondary curriculum.	✓	✓		✓		✓						
● Details of the curriculum should be known to schools as soon as possible		✓										
● Concern the support on teaching materials and teacher training for schools admitting lower banding students	✓											
● Should conduct a pilot study on offering of LS to low achievers.		✓										
● Language proficiency of students may affect their performance in the assessment of LS. Female students with higher language ability would be advantaged.	✓			✓				✓				
● Poor students would be disadvantaged in acquiring other learning experiences promoted in LS		✓										
● Low achievers would be disadvantaged in learning LS												✓
● Concern whether students with low language ability would be given due care.						✓						
● Should consider the weak, unmotivated students and those with financial hardship when launching LS						✓						
● The preparation of school-based LS teaching materials would increase the workload of teachers.		✓										
● Concern whether LS teachers' qualifications will be benchmarked.		✓										
● Concern the issue of copy right for the teaching materials (written and visual).		✓										
● The adoption of different teaching materials might affect students' performance in public examination.		✓										
● Sharing of experiences by schools offering LS in ASL would be welcome.		✓										
● Provide field experience for students through networking of schools which have experience in offering LS								✓				
● Universities should make use of the extra year to offer more courses on LS												✓
● Need to co-ordinate the roles of LS in the NSS and university curriculum to avoid overlapping												✓
● It would be hasty to introduce Liberal Studies to schools while the curriculum, teachers, assessment mechanism, etc. were not in place.												✓

Feedback on Curriculum (II) Liberal Studies as a New Core Subject	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● Insufficient time for teachers to prepare themselves for the introduction of liberal studies.											✓
● Whether change of top personnel would change “core modules” of Liberal Studies	✓										
● Concern whether LS would help students in employment				✓							
● Concern about the international recognition of LS				✓							
● Concern whether teachers’ own thinking or value would exert too much influence on students				✓							
● Suggest deploying social workers to teach some units in LS											✓

Feedback on Curriculum (III) Career-oriented Studies (COS)	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
Support												
● 77.7 % of schools agreed Career-oriented studies could be provided as an alternative to the elective subjects. (Oct 04 EMB Survey)												✓
● 54.6% of schools will consider including Career-oriented Studies in the school curriculum to cater for students' diversified interests, needs and aptitudes. (Oct 04 EMB Survey)												✓
● Generally support a more diversified curriculum	✓											
● Support offering COS as an elective (HK Subsidized Sec Schools Council)						✓						
● Agree COS could provide students broad and balanced development			✓									
● Agree that COS could be an outlet for the less motivated students				✓								
● More COS courses / more places for COS courses should be included in the NSS curriculum									✓			
● Welcome the reintroduction of vocational subjects in mainstream education												✓
Concerns/Suggestions												
● Concern about the status of COS courses and the recognition of COS courses by the universities and by employer sector	✓			✓	✓		✓			✓		
● Concern about the possible labeling effect on the schools offering COS and the support for schools	✓			✓								✓
● COS courses should be accredited to facilitate articulation to employment or further studies.	✓						✓					
● Concern about the standard of COS compared with the proposed elective subjects	✓	✓										
● COS should be recognized as an elective and should be included in HKDSE.												✓
● The fundamental elements of COS should be introduced in junior secondary forms	✓			✓								✓
● Support grant should be provided for students studying COS courses	✓											
● Concern about the allocation of additional funding (Grant) for school offering COS				✓	✓							
● Should provide more COS courses / increase the places for COS courses	✓									✓		

Feedback on Curriculum (III) Career-oriented Studies (COS)	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● Should allow flexibility to implement COS at SS1 (HK Prevocational Schools Council)						✓					
● COS should be promoted to students of all academic ability group						✓					✓
● Increase the variety of COS curriculum and set up regional COS centres											✓
● Concern the technical difficulties in arranging for COS courses	✓			✓							
● Could arrange students from different schools to attend COS courses together.			✓								
● English COS courses should be provided for non-Chinese speaking students				✓							
● EMB should be responsible for co-ordinating the implementation of COS courses and buy services from service providers instead of asking individual schools to operate COS courses.						✓					
● Over 60% of 253 secondary schools would consider offering COS as an elective. (HK Subsidized Secondary Schools Council Survey)						✓					
● Worry that COS courses would replace the skills training courses/Diploma courses currently offered by VTC.											✓
● Concern the development of current VTC courses organized for S.3 and S.5 leavers.											✓
● Concern about the role of VTC in NSS											✓
● Setting-up of COS centre should be explored											✓
● Some schools could be turned to regional COS centre and provide additional courses to students from other schools							✓				
● Difficulties (e.g. attendance, insurance) in monitoring joint courses provided by schools. Teacher-student connection may be loose.							✓				
● Express the concern of academic / professional qualifications of COS teachers							✓				
● More schools would offer COS if such courses are recognized as electives and could meet the requirement for university entry							✓				
● Doubt why the Career Orientated Curriculum was introduced in the grammar school as most of the parents of this type of schools would prefer their children to have further study in the universities							✓				
● Would consider changing some of its schools into senior secondary schools offering COS courses.					✓						
● Doubt whether COS might cater for the needs and aptitudes of individual students.				✓							
● It would also be too costly for schools to arrange COS courses for a small number of students.				✓							

Feedback on Curriculum (III) Career-oriented Studies (COS)	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● COS should undergo continuous review to meet the changing needs of the society.			✓								✓
● Facilities and teacher training are the main problems encountered in offering COS courses.											✓
● Suggest renaming COS as “Multiple Targets Courses” (多元志向課程)							✓				✓
● Merging of schools to offer COS courses or more electives under NSS											✓

Feedback on Stretching Student Potentials and Catering for Learner Differences	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Support											
● Support the application of the new NSS curriculum to SEN students	✓				✓						✓
Concerns/Suggestions											
<i>Students with Special Educational Needs (SEN)</i>											
● Concern whether COS could replace the extension programme for mentally handicapped/ intellectually disabled children	✓										
● SEN students should have the same learning opportunities, i.e. 3 years junior secondary and 3 years senior secondary	✓				✓						✓
● Special schools need to be provided with the same support as mainstream schools	✓										
● EMB should provide additional resources for extension courses until the implementation of NSS											✓
● Should not neglect the SEN students		✓							✓		
● Should allow the SEN students to complete S.5 before changing to prevocational training		✓									
● Should have an overall fair and systematic planning for SEN students to be adapted to the new academic system							✓				
● Suggest curricula for SEN students be mainstreamed while provided with special accommodation as far as practicable to ensure that the objective of “Integrated Education” would be maintained											✓
● Include special education in NSS consultation.				✓							
● Ensure the future special education system is aligned with the proposed senior secondary education.				✓							
● LS can help SEN students acquire different aspects of knowledge and COS can prepare them for their future career	✓										
● SEN students could replace three core subjects of CME with two or more elective subjects.											✓
● Increase % of elective subjects and other learning experiences for SEN students.											✓
● To set up an ad hoc committee to study the academic structure and curriculum development of SEN schools	✓										
● Suggest extending LSSG to schools for MH schools											✓
● Request to extend all funding for teacher development to MH schools											✓

Feedback on Stretching Student Potentials and Catering for Learner Differences	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● Accreditation for MH students should be explored in the long run. Principles and direction for accreditation should be clearly stated in the NSS report											✓
● Suggest NSS for SEN students should be an extension of the present curriculum or a new 3-year NSS curriculum with occupational training											✓
● Should take care of SEN students in public examination											✓
● Worry the existing equipment and facilities could not provide adequate support to blind students											✓
<i>Learner Differences</i>											
● Concern whether the new academic structure would deprive the high or low achievers of their development.	✓										
● How to select brilliant students in senior secondary education? Is it possible for them to sit for public examination earlier?											✓
● Universities should flexibly allow capable students to complete university programme with less than 4 years.											✓
● Concern how would the new system cater for low achievers, in particular those who score zero marks in the HKCEE	✓						✓				
● Low academic achievers with no motivation should be allowed to leave at SS2.											✓
● The development of gifted students should be catered for in the NSS											✓
● The NSS does not encourage academic excellence											✓
● The existing schemes for gifted students (e.g. Early Admission Scheme) should continue in “3+3+4”.				✓							
● Gifted students should be provided with appropriate opportunities and support in “3+3+4” or else they would be de-motivated and become under-achievers. (from an ex-gifted student)			✓								
● Provide additional resources to cater for the need of students with SEN, students with learning difficulties and gifted students.											✓
● Special classes in mainstream schools for integrated education students as a more viable measure than inclusion in ordinary classroom.							✓				✓

Feedback on Assessment, Certification and Student Learning Profile General views	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Support											
● 81.7% of schools agreed to the guiding principles for reforming assessment. (Oct 04 EMB Survey)										✓	
● 70.5% of schools agreed “Standards-referenced” reporting can provide information about what students know and can do, and hence could improve student learning. (Oct 04 EMB Survey)										✓	
● Support standard-referenced approach to report results				✓			✓			✓	
● Over 60% of 253 secondary schools agreed with the introduction of a “standards-referenced” system. (HK Subsidized Secondary Schools Council Survey)					✓						
● General support for one examination except for individual concern that students may have greater pressure if there is only one examination		✓	✓	✓							
● Agree on the replacement of HKCEE and HKAL into a single examination							✓				
Concerns/Suggestions											
● The present system lacks a more systematic and careful monitoring or research on the changes in standard across a longer span of time							✓				
● Concern how to ensure the descriptors of Standards-referenced Assessment are fair expectations of students										✓	
● Only one-examination will be too high-stake										✓	
● Should maintain HKCEE and allow students who show no interest in normal curriculum to quit earlier							✓				
● Assessment of French should be an integral part of the new HKDSE system	✓										
● Examination syllabus should be disseminated as early as possible.						✓					
● Concern whether there would be opportunities for the SS3 students to repeat and whether results of the two examinations could be combined in processing.				✓		✓					
● Assessment should focus on students’ language and mathematical proficiency instead of 4 cores + 2-3 electives										✓	
● Concern whether generic skills would be assessed and how the assessment would be conducted										✓	

Feedback on Assessment, Certification and Student Learning Profile General views	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● Student performance in public examination and in SBA should be reported separately in the HKDSE							✓				
● Concern about the supply of qualified markers for LS				✓							
● Maintain HKCEE and HKALE for at least 3-4 years to guarantee more opportunities for S5 and S7 repeaters					✓						

Feedback on Assessment, Certification and Student Learning Profile School-based Assessment	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
Support												
● 62.4% of schools agreed School-based Assessment could help motivate learning and reduce the pressure of one-off examination. (Oct 04 EMB Survey)												✓
● 74.1% of schools agreed School-based Assessment could involve teachers' professional judgment on student performance in some competencies not assessed satisfactorily in the public examination. (Oct 04 EMB Survey)												✓
● Support the introduction of SBA								✓				
● Support the implementation of SBA by stages	✓											
● Support the principle of SBA						✓						
● Support SBA to reduce the risk of one public examination									✓			
Concerns/Suggestions												
● Not necessary to have SBA for all subjects	✓					✓			✓			✓
● SBA should only be administered with subjects that cannot be assessed by paper and pen						✓						
● Support the implementation of SBA by stages on a subject-by-subject basis and should ensure sufficient preparation time before adopting SBA	✓				✓	✓						✓
● Doubt the reliability of SBA	✓											
● Concern how to ensure fairness of SBA	✓		✓	✓	✓		✓	✓		✓		✓
● Teachers' and students' workload will increase if SBA is adopted.	✓			✓			✓					✓
● Concern whether SBA should start at SS1 or SS2	✓											
● Concern about the authentication of students' work in SBA	✓											
● Concern about how to prepare evidence in SBA for appeal on public examination results	✓											
● Difficult for teachers to grasp criteria-referenced mode of assessment	✓											
● Concern about the moderation of standards across schools		✓	✓						✓			

Feedback on Assessment, Certification and Student Learning Profile School-based Assessment	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● Support implementation of SBA but should have flexibility in the weighting.											✓
● The weighting of 20% for SBA is too high				✓					✓		✓
● To adjust the percentage of SBA to not more than 20% or 10%		✓				✓					✓
● The weighting of SBA should be lowered to 10-15% (or 10 – 20%)	✓		✓								✓
● SBA should be reduced to about 15% in experimental-based courses and no SBA for Maths and BFAS								✓			
● Suggest increasing the weighting of SBA to 50% or above for LS											✓
● Suggest zero weighting for SBA of elective units of LS							✓				
● Continual SBA is needed for COS courses and there should be a formal quality control mechanism					✓						
● Suggest increasing the weighting of SBA to 35-50% for MH schools											✓
● Should not count the result of SBA in the public examination									✓		
● The implementation of SBA in school will create difficulties and wash back effect on teaching as it changes teacher's role from a partner to an assessor					✓						
● Support SBA to broaden the assessment basis. There is a demand for more grades to cover the lower end of performance.								✓			
● Encourage teachers to adopt SBA through project learning, small group reports, etc. before considering the inclusion of SBA marks in the public examination results.								✓			
● ICAC will draft a set of anti-corruption guidelines for schools to enhance the fairness of SBA										✓	
● Concern that the assessment of individual's achievement in group projects.											✓
● Suggest inviting other schools /professional bodies to take part in SBA											✓
● Suggest including students' participation in extra-curricular activities in SBA							✓				
● Suggest cross-subject project work in SBA assessment							✓				
● Doubt the creditability and feasibility of SBA in English subject							✓				

Feedback on Assessment and Certification and Student Learning Profile Hong Kong Diploma of Secondary Education	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Concerns/Suggestions											
<i>Hong Kong Diploma of Secondary Education - interface with universities and higher education</i>											
● Great concern on the international recognition of the new HKDSE	✓			✓	✓		✓			✓	✓
● Concern whether the new HKDSE will be recognized by overseas universities	✓			✓							✓
● Concern whether there will be benchmarking when the subject curricula are completed					✓						
● Concern how the new qualification (3-yr programme) can be benchmarked against International Baccalaureate which is a 2- yr programme					✓						
● The new system should be articulated with international qualifications e.g. TOEFL, SAT		✓									
● The date of releasing public examination result should tie in with the admission date of oversea countries											✓
● Students should be allowed to take not more than seven subjects in the public examination.											✓
● Recommend to have two parts for the Chinese and English Language paper: Part I is a common core which is compulsory for all candidates and Part II with two modules: Module I is an easier paper for most candidates and Module II is a more demanding paper for students with higher language abilities.	✓										
● Instead of having only one certificate, separate diplomas such as a diploma for applied learning, which is recognized internationally or by professional associations are preferred.					✓						
● Concern whether the recognition of the attainments in COS courses should be in one certificate or two separate certificates	✓										✓
● Do not support a separate certificate for the COS subjects and this would carry a negative labeling effect	✓					✓	✓				
● Concern about the recognition of Project Yi-jin								✓			
● Should have “Senior Secondary Applied Diploma” (similar to Yi Jin certificate) with COS as the main curriculum and complement with career language, commercial mathematics and LS.											✓

<p style="text-align: center;">Feedback on</p> <p style="text-align: center;">Assessment, Certification and Student Learning Profile</p> <p style="text-align: center;">Student Learning Profile</p>	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Support											
<ul style="list-style-type: none"> 86.0% of schools agreed that the achievements, qualifications and other learning experiences of a student throughout the years of senior secondary schooling should be recognized by means of a student learning profile. (Oct 04 EMB Survey) 										✓	
<ul style="list-style-type: none"> Agree to have Senior Secondary Learning Profiles 							✓				
<ul style="list-style-type: none"> Agree to broaden the admission criteria to take into account the information in the student learning profiles 							✓				
Concerns/Suggestions											
<ul style="list-style-type: none"> Incorporating other learning experiences in student learning profile may disadvantage students suffered from financial hardship 										✓	
<ul style="list-style-type: none"> Should include remarks from schools on students' performance in the Profile. 	✓										
<ul style="list-style-type: none"> Concern about the reporting of unbalanced profile, e.g. some students may be strong in some areas but weak in others. 	✓										
<ul style="list-style-type: none"> Suggest enhancing the function of Web SAMS to include student learning profile 						✓					
<ul style="list-style-type: none"> Recognition will be given under the Senior Secondary Student Learning Profile for students who have given blood in the school year (HK Red Cross) 										✓	

Feedback on Interface between Senior Secondary Education and Higher Education and Articulation with Local and Overseas Education Systems	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
Questions and Concerns												
University Admission												
● 82.4% of schools agreed that universities should use broader admission criteria, e.g. components in student learning profile. (Oct 04 EMB Survey)												✓
● 71.1% of schools agreed that universities should admit students by faculty rather than by specific departments. (Oct 04 EMB Survey)												✓
● Adopt the 4 core subjects plus 1 elective subject (not specified) for university admission						✓		✓				
● 60% of 253 secondary schools agreed that the university admission criteria should be 4 core subjects and ONE elective only (HK Subsidized Secondary Schools Council Survey)						✓						
● Suggest the basic admission criteria: C, E, M + ONE elective						✓						
● Support 4 cores + 1 X, minimum requirement: pass in 6 subjects						✓						
● The grades of at least 3or 4 core subjects plus 2 electives should be used as the university entrance requirement								✓				
● Prepared to accept the core subjects as basic admission requirements. Will attempt to remove specific requirements for admission to individual programmes. For special professional programmes like Medicine and Engineering, specific subject requirement might still be required to satisfy the conditions for professional recognition. The University will examine these requirements to see if alternative arrangements such as bridging courses could be made.								✓				
● Prepared to revamp the admission requirements and procedures and to adopt a broader set of criteria for admission. The student learning profiles with SBA could help the selection of students.								✓				
● Great concern about the university / faculty admission criteria and urge for early release of the criteria by the universities.	✓			✓	✓							✓
● Universities should adopt broader selection criteria, taking into account information contained in the student learning profile	✓			✓								✓
● University should consider multiple channels of admission to reduce the reliance on public examination result												✓
● Express the concern that university admission criteria would marginalize unpopular subjects					✓							✓

Feedback on Interface between Senior Secondary Education and Higher Education and Articulation with Local and Overseas Education Systems	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● Universities should consider students' strengths in various aspects other than academic results and conditional offer should be granted to SS3 students before the announcement of public examination results.								✓			
● Concern whether universities would consider including LS as one of the admission criteria.	✓										
● Since Liberal Studies is a new subject in the public examination, this subject should not carry equal weighting as other compulsory subjects for university admission.							✓				
● For admission to universities, suggested 0.5 weighting for LS and Chinese, 1.0 for English and Maths for the first 5 years of implementation of the new academic structure						✓					
● Concern about the weighting of "Science" for admission to universities comparing to Physics, Chemistry and Biology	✓								✓		
● Concern whether the Mathematics or Engineering Faculties require students to study the two extensions of Mathematics		✓									
● Universities should not set any entrance examination in addition to the HKDSE	✓										
● Universities should give timely response or issue regular statements on their stance to enhance transparency and interaction with the public.	✓										
● Taking arts subject is expected as one of the admission requirement						✓					
<i>International benchmarking and recognition</i>											
● Concern about the interface of the NSS education with overseas universities.				✓							
● Concern whether exemption from overseas qualifications like International Baccalaureate Diploma would be provided by universities											✓
<i>Articulation to post-secondary studies</i>											
● Should ensure smooth articulation between sub-degree and undergraduate programmes									✓		
● There should be an increase in university places to cope with the demand arising from students completing the sub-degree programme that transfer to 3rd year of undergraduate programme.					✓						
● Concern the pathways to universities for students of evening schools									✓		
● Worry about abolition of the sub-degree and Master courses in the universities in transitional period of double cohort year.											✓
● Worry about the interface of Associate degree with university in transitional period of double cohort year.											✓

Feedback on Interface between Senior Secondary Education and Higher Education and Articulation with Local and Overseas Education Systems	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
<i>Double Cohort</i>												
● The University will set up task forces and working groups to plan for the 4-year university curriculum.								✓				
● Concern about the competition of S7 and SS3 students for university places in the double cohort year	✓			✓					✓			✓
● Concern the issues arising from double cohort year (school places, resources)	✓		✓	✓					✓			
● Concern about the insufficient staff and facilities in the universities during the double cohort year												✓
● Worry about insufficient land use for universities in urban area.												✓
● Concern about the interface problems of the last cohort of S.5 and S.7 repeaters in the old system	✓			✓								✓
● Should have alternative measures for the last batch of S.5 repeaters.									✓			
● Worry about staff workload in transitional period of double cohort year												✓
● Demand for information on double cohort year to facilitate forward planning in school	✓											
● Concern whether bridging courses would be offered by universities for students who failed in LS.								✓				
● Concern about streaming of the two cohorts of students in the universities												✓
● The expansion of senior secondary sector may dilute the standards of university students									✓			
● Concern whether some university programmes like Medicine, Law and Architecture would extend their duration for one year like other subjects.								✓				
● Recommendations in JUPAS to be cancelled or simplified as this will create pressure to the workload of teachers	✓											
● Concern about jobs in market for graduates from the double cohort	✓								✓			

<p style="text-align: center;">Feedback on</p> <p style="text-align: center;">Supporting Measures (I)</p> <p style="text-align: center;">Enhancing the teaching profession</p>	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Concerns/Suggestions											
<i>Continuous Professional Development for teachers</i>											
● 35-100 hours of training is not sufficient for training LS teachers.	✓	✓		✓	✓			✓	✓	✓	
● Sufficient teacher training together with cash grants for employment of supply teachers should be provided to schools from 2005/06						✓					
● Training for teachers could be done in three years.		✓									
● Provision of teacher training hours for LS should be 70 or 90 or more						✓				✓	
● Teacher training could be in “Block Release” mode.	✓	✓						✓			
● The move to a non-selective system of the senior secondary cohort and the need to develop SBA necessitate extensive in-service teacher education and school-based support							✓				
● A block study leave of about 3 weeks to one month should be given to teachers to attend the training programmes for the LS		✓									
● May consider the “train the trainer” model by providing intensive training for some teachers in the schools, who will start up school-based training.	✓										
● Suggest increasing the Capacity Enhancement Grant to provide more capacity for teachers to teach LS						✓					
● May consider developing indicators to ensure teachers’ standards after training and this will facilitate principals in recruiting teachers.	✓										
● Concern whether there would be sufficient places and sufficient trainers for LS teachers’ training courses	✓	✓					✓				
● Concern about the recognition and professional qualifications of the LS training		✓									
● Suggest providing refresher courses for teachers who want to have advance training in LS					✓						
● Teachers are overloaded. Doubt whether they could be benefited from any training organized after school or during the weekends.	✓				✓				✓		
● Subsidy for “training relief” is needed.	✓										

<p style="text-align: center;">Feedback on</p> <p style="text-align: center;">Supporting Measures (I)</p> <p style="text-align: center;">Enhancing the teaching profession</p>	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● Teachers should have paid study leave in taking training courses						✓					
● Supply teachers should be provided to facilitate regular teachers to attend training courses		✓									
● Teachers needed intensive, tailor-made training for transformation to the new curriculum.						✓					
● Values and attitudes should be emphasized in the training of LS teachers						✓					
● Teachers of primary schools and kindergartens should also familiarize themselves with NSS						✓					
● Should set up a team to deal with affairs relating to supply teacher affairs						✓					
● Concern whether there would be any training for school managers				✓							
● To review the situation of teacher supply to ensure Design and Applied Technology, Visual Arts and Music will be provided with an adequate number of trained teachers							✓				
● Consider other modes of training, e.g. VCDs or video conference								✓			
● Concern about the quality and quantity of trained teachers								✓			
● LS teachers should have professional training in tertiary institutes or universities										✓	
● Set up an outreach advisory committee for each subject to provide professional and high quality training programs to school teachers or establish an accreditation system for existing training programs at universities and institutions										✓	
● Worry that there would be a shortage of teachers in Career-oriented Studies. Consideration might need to be given to outsourcing part of the training programs to other recognized institutions in the private sector										✓	
● Suggest school teachers receiving training by phases with support from school heads										✓	
● More resources should be placed on teacher training					✓					✓	
● Provide relevant PDP to strengthen in-service and pre-service teachers' capacity to deliver and implement Education for Sustainable Development in the NSSC										✓	

Feedback on Supporting Measures (I) Teacher as key change agents	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Concerns/Suggestions											
● Concern about upholding the image of teachers in general.	✓								✓		
● Teachers' confidence in teaching LS cannot be raised solely by provision of training.	✓								✓		
● Teachers are worried about their job security and workload after implementation. How to relieve teachers' worries and keep up their morale?	✓		✓	✓						✓	
● Concern about the provision of adequate space for teachers to empower themselves in view of the heavy workload				✓							
● Should take immediate measures to reduce teachers' workload							✓				
● Teachers should also be given adequate space to develop themselves.										✓	
● Welcome an Early Retirement Scheme for secondary school teachers to resolve the issue of redundancy and subject mismatch.	✓				✓	✓					
● Over 90% of 253 schools agreed that an Early Retirement Scheme would be a good suggestion to solve the problem of teacher redundancy (HK Subsidized Secondary Schools Council Survey)						✓					
● Increasing teachers' workload will downplay their interaction with students. Implementing "3+3+4" would only mean "Looking forward to the future but giving up the present" 「放眼將來，放棄現在」	✓										
● More attention should be given to the physical and psychological health of the teachers in view of the heavy work pressure.		✓								✓	
● Concern about the impact on the contract-term teachers										✓	
● There is a need for macro-planning regarding the requirement/qualification of new teachers in H.K.					✓						
● Concern whether there would be any benchmark for teachers, e.g. in LS.					✓						

Feedback on Supporting Measures (II) Textbooks, quality learning and teaching resources	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
Concerns/Suggestions												
● Doubt the readiness of textbooks for the new curriculum, given only a few years of time ahead before implementation.	✓											✓
● Concern about the quality of textbooks	✓											
● Price of textbooks could be lowered									✓			
● The curriculum and textbooks could be published by EMB									✓			
● Suggest open recruitment of textbook writers									✓			
● EMB should help in providing copyright-cleared learning materials (e.g. current issues)							✓					
● Set up “Resources Sharing Centre” in each district to promote LS and COS.												✓

Feedback on Supporting Measures (III) Provision of school places	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
Concerns/Suggestions												
● Concern whether there would be sufficient SS1 places for all S.3 students.				✓								
● Increase the number of university places to 50-60% in the new system				✓								
● The government could consider building more universities. Some middle class parents are worried about inadequate university places and therefore send their children to study overseas.											✓	
● Suggest inviting renowned mainland universities to set up branches in Hong Kong. This could help attract local students and top students from mainland.											✓	

Feedback on Supporting Measures (III) Class Size	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
Concerns/Suggestions												
● Strong support for a smaller class size	✓	✓			✓			✓	✓			
● Strong support for a smaller class size or split class teaching for LS. Split class for LS should be between 15-20 students	✓											
● Class size of 40 for SS2 and SS3 is too large and leave no room for cultural subjects and cannot facilitate the conduction of discussion, SBA and project work that were required in LS	✓				✓							✓
● Activities such as group discussion and project learning could be more effective in small class teaching		✓							✓			
● Class size of LS should be half of a normal class						✓						
● Class size for Chinese and English Language should be reduced to 20.												✓
● Should allow more flexibility in class size in the first few years of implementation	✓											
● Most schools preferred to have a class size of 35-38 to cope with the population drop in the district and to honour the idea suggested in Education Commission Report No.5	✓											
● Class size should be lowered to 35 in view of the changes in both learning and assessment and group/field work is required	✓											
● 3 levels of teacher-to-student ratio (or class size), i.e. 1:40 for band 1 schools, 1:35 for band 2 schools and 1:30 for band 3 schools	✓											
● The class size at senior secondary level in lower banding schools should be reduced.					✓							
● To make school-based assessment be practical and manageable, the class size must not be greater than 20-25 (or 30)	✓					✓						
● Class size of 20 and a teacher-student ratio of 1:10 is recommended for supervising “Independent Enquiry Study”							✓					
● Split class arrangement for Liberal Studies/Integrated Humanities should be allowed at junior secondary level	✓											
● Additional split class teachers on top of provision under Option 1 should be given to schools offering subjects, such as Home Economics, Design and Technology and Computer Studies in junior level.	✓											
● Greater flexibility in the calculation of split class staffing is required	✓											

Feedback on Supporting Measures (III) Class Size	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● The calculation of split class teaching should be capped at a ceiling	✓										
● If no additional resources are provided for split class teaching, some less popular subjects will not be offered in schools and teachers may have to be re-deployed to teach other subjects	✓										
● Should abolish floating classes	✓										
● Although floating classes could solve the problem of accommodating 30 classes, lavatories or other facilities may not be able to cope with.	✓										
● Agree that students need to have their own classroom. It is hoped that schools could change the room utility to resolve the problem of insufficient classrooms.	✓										

Feedback on Supporting Measures (III) Class Structure	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Concerns/Suggestions											
● Class restructuring would cause fluctuation to the existing staff establishment and affect the morale of teachers	✓						✓				
● Concern whether the existing class structure (symmetrical, asymmetrical and floating classes, etc.) in schools would remain unchanged							✓				
● Preferred to have symmetrical class structure of 5 classes in each level upon the implementation of the 334 in future	✓										
● The decision on class structure of each school should rest upon parental choice	✓										
● Reduction of classes should apply to all schools in the same district instead of penalizing the ‘weak’ schools	✓										
● District-based statistics on student population and the projected class structure for the coming years be released to schools for planning purpose	✓										
● Most schools choose symmetrical class structure but will have the problems of not enough classrooms or surplus teacher.							✓				

<p style="text-align: center;">Feedback on</p> <p style="text-align: center;">Supporting Measures (III)</p> <p style="text-align: center;">Teacher-to-class ratios</p>	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Support											
● 87% of 253 schools opted for Proposal I (1.7 / 1.9 ratio) assuming there is no change in the number of junior and senior classes (HK Subsidized Secondary Schools Council Survey)						✓					
● Welcome the formula of 1.7 and 1.9 per class on top of split class provision						✓					
● Find Proposal I as a start acceptable. The ratio should be improved as funding permits						✓					
Concerns/Suggestions											
● Should not fix the teacher-to-class ratio at 1.7 and 1.9, which may reduce the total staff establishment in some schools.						✓					
● Suggest the formula: 1.7 X junior secondary classes +2 X senior secondary classes +Top-up provision (2) and LS teacher establishment +LS Support Grant + Diversity learning fund						✓					
● A different teacher-to-class ratio (basically 2:1 for both junior and senior secondary grades) is proposed.	✓				✓	✓			✓	✓	
● All existing split class provision should be maintained or increased according to future needs						✓					
● The teacher-to-class ratio should be increased to 2.3 in senior secondary classes	✓					✓				✓	
● Teacher to class ratio should be improved so that more choices of subject options could be provided for students and more cross-curricular learning could be developed				✓							
● Should retain the existing practice of rounding up the decimal places in calculating staff establishment.	✓					✓					
● An increase from 1.7; 1.9 / 1.8; 2.0 to 1.9; 2.1 / 1.8; 2.0 is suggested.						✓					
● The proposed ratios which average out the split-class teaching will penalize teachers and schools providing diversity in curriculum	✓										
● Query the formula / criteria for calculating the provision of additional teachers for flexible grouping	✓										
● The rank structure of teachers has to be revised	✓										
● All teaching posts in secondary schools should be graduate posts	✓					✓					
● Recruiting additional teachers on regular establishment to support the teaching of LS							✓				

Feedback on Supporting Measures (III) Teacher-to-class ratios	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/Edu. Bodies	Views from schools				
● Should amend the relevant provisions under the Education Ordinance / Rules and Regulations to cater for more flexibility in the use of classrooms, laboratories and workshops, etc	✓										
● Worried about additional staff, e.g. librarians, now provided to schools will be cut, as a result of the revision of teacher to class ratio							✓				
● Worry about the readiness of hardwares, e.g. special rooms, laboratories, etc. in school to provide for flexible grouping under new curriculum	✓										
● EMI and Grant schools would suffer seriously under the proposed establishments for NSS as they would enjoy less top up provisions than CMI schools and their former split class arrangements would be absorbed under the new Proposals for teacher to class ratios. To maintain stability, morale and standard of operation, minimal disturbance/reduction of existing resources should be guaranteed, esp. during the transitional period.							✓				
Surplus teachers											
● Worry that the proposed change in teacher to class ratio would lead to staff redundancy	✓										
● Over 90% of 253 schools prefer a toleration period of five or more years for surplus teachers starting from the year of implementation (HK Subsidized Secondary Schools Council Survey)	✓					✓					
● Replacements should be allowed for surplus teachers holding key functional posts	✓										
● Schools should be allowed to choose which year to start the 5-year transitional period so that they could tackle the problem of surplus teachers.							✓				
● The 5-year transitional period to phase out the surplus teachers should be extended (to 8 years) and the 5 years should be counted with flexibility	✓										✓
● To extend the transitional period of surplus teachers to 8 or 10 years	✓										
● Special measures should be given to the Districts with rapid drop in pupil population so as to minimize the number of surplus teachers.	✓										
● Whether schools could opt to employ local teachers instead of NET to help resolve the problem of surplus teachers	✓										
● EMB should allow schools to employ contract teachers to fill its entitlement so as to avoid redundancy	✓										
Staff establishment											
● Frozen the staff establishment before the year of implementation	✓										

Feedback on Supporting Measures (III) Teacher-to-class ratios	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● Provision of permanent post of IT technicians, Lab technicians according to class ratio	✓										
● Schools may deploy surplus Lab technicians to take up non-teaching posts	✓										
● The number of Lab technicians should be calculated according to the number of laboratories instead of the number of practical periods.	✓										
● Each school should be allowed to have at least 2 Lab technicians without considering the subjects and the no. of laboratories	✓										
● EMB should provide schools with sufficient number of Lab Technicians. Schools with 5 or more Laboratories should be allowed to have 3 Lab. Tech					✓						
● Worry that converting Workshop Instructors to contract term may affect the morale of the teachers in prevocational schools.					✓						
● The provision of workshop teachers should continue in the mainstreamed practical school/ prevocational schools/SOS as long as technical subjects are operated in the relevant workshops.	✓										
● Cash grants shall include the provision of severance payment / long service payment for contract staff.	✓										
● The eligibility of confirmed senior teachers should be reviewed annually and that incapable ones should step down.	✓										
● Additional teacher for split class teaching of Liberal Studies at junior forms could be provided from 2005/06 onwards to develop students' capacities as early as possible.	✓										
● Teacher to class ratio for Science subjects should be increased because of safety in the laboratory.	✓						✓				
● Schools provide many Arts and Crafts curricula in junior forms should be treated specially in calculation of staff establishment	✓						✓				

Feedback on Supporting Measures (III) Grants	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
Concerns/Suggestions											
<i>LS Support Grant (renamed as Senior Curriculum Support Grant)</i>											
● Request for teaching posts instead of the cash grants for LS and flexible grouping	✓										
● Concern about the amount and calculation formula of Liberal Studies Support Grant	✓										
● Liberal Studies Support Grant could be renamed as “Incentive grant” or “Capacity Enhancement Grant”						✓					
● LS Grant should be provided as soon as possible before 2008/09, as additional resources for professional training of teachers.							✓				
● The following formula is proposed for calculating LS Grant: “No. of senior secondary classes” x “no. of LS lessons/ no. of total lessons(i.e. % of time spent on LS lessons)” x “1.9”.							✓				
● It was hoped that the LS Grant and the Diversity Grant should be adequately provided to cater for small group teaching.							✓				
● Should provide 1 staff in the establishment for every 5 classes to replace LS grant.											✓
<i>Diversity Learning Grant</i>											
● Concern about the amount, calculation and ambit of Diversity Learning Grant	✓										
● Can the Diversity Learning Grant be used for procurement of necessary F/E for operation of COS subjects?							✓				
● Diversity Learning Grant should be integrated with the subsidies for calculating the class organization and staff entitlement for schools.							✓				
● Should allow schools to disburse the Diversity Learning Grant to cultural activities such as sponsoring students to attend concerts, historic tours outside Hong Kong, purchase of materials needed for diversified learning.							✓				
● Will the diversity grant be reduced if there are surplus teachers?							✓				
● Diversity Learning Grant should be given to schools to appoint one additional teacher in the first 3 years of the implementation to assist in the planning and implementation of LS in junior forms and to relieve teachers’ workload.							✓				

Feedback on Supporting Measures (IV) Funding	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
Sharing Funding Model												
Support												
● In general support the proposed funding arrangement: parents and students should share				✓						✓		
Concerns/Suggestions												
● Object to the increase in school fees and tuition fees			✓	✓						✓		✓
● There should not be any increase in school fees. The Government should absorb all the additional costs of the reform.												✓
● The increase of fees will add burden to the low income families												✓
● More financial support should be provided to students in need.			✓							✓	✓	✓
● The government should reconsider the proposed rate of increase in university tuition fee, e.g. reduce the amount of the increase in tuition fee.												✓
● Parents may share part of the funding provided that senior secondary should not be compulsory education	✓											
● Unfair to subsidize university tuition fees with an increase in secondary school fees					✓							
● Increase of tuition fee should be implemented by stages										✓	✓	
● Query the policy of 18% cost recovery rate.				✓								
● Comparing with neighboring cities, the proposed tuition fee is reasonable.												✓
● Concern the subsidy for sub-degree programmes				✓								
● Different rate of subsidy for different subjects in university.												✓
● Any fees changed should be based on a pro-rata basis depending on the type of programme undertaken								✓				
Financial assistance												
● There should be financial assistance e.g. scholarship for students											✓	
● Increase interest-free loans to university students												✓

Feedback on Supporting Measures (IV) Funding	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councillors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● More flexibility in providing financial assistance to students, e.g. extend the period for repayment of loan, reduce the interest rate, allow flexible period of repayment.											✓
● Suggest the government to evaluate the existing mechanism of financial assistance											✓
● More support for the students suffering from financial hardship, e.g. subsidy for COS courses or education allowance											✓
Others											
● Additional resources should be provided to schools to prepare for the curriculum change.	✓					✓					
● Query why extra funding is needed for universities to implement the new system while secondary schools have to work on a neutral budget	✓										
● Concern whether schools would be given resources, e.g. construction costs to change the use of special rooms/laboratories to meet different subject requirements	✓						✓				
● Concern whether schools would be given resources to offer some elective subjects, e.g. Art on Saturdays for students of other schools.							✓				
● Should invest more resources in secondary rather than higher education									✓		
● With limited resources, EMB need to re-allocate the resources to various sectors (especially in primary schools)											✓
● Should increase the resources on teacher training									✓		
● Resources on whole-day primary schooling should be deployed to implement NSS because primary population is falling.									✓		
● Identify different sources of funding: e.g. introduce educational tax or tax of other forms or sources from private sector										✓	✓
● Worry that the resources on small class teaching would be drawn to NSS											✓
● Proposed to increase the intake of overseas students who would pay higher tuition fee to tertiary institutions											✓
● Insufficient funding allocated to universities may affect staff welfare.											✓

Feedback on Managing change: Participation and Communication, Critical Milestones and Coherence-making	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
Support												
● 62.6% of schools ready to implement the New Senior Secondary Curriculum in 2008. 23.1% ready in 2009 (Oct 04 EMB Survey)											✓	
● Support the implementation in 2008								✓			✓	
● 43.5% support the implementation in 2008 while 33.7% support deferring to 2009(Education Convergence Survey)						✓						
● 50% of 253 secondary schools preferred implementation in 2008 and about 40% opted for 2009 (HK Subsidized Secondary Schools' Council Survey)						✓						
● General support for the implementation in 2008 with individual requests for deferment				✓								
● Implementation schedule should not be deferred as the 334 system is generally welcomed by the public.							✓					
Concerns/Suggestions												
<i>Implementation time</i>												
● Too rush to implement LS in 2008	✓							✓				
● The SSPA will finish before the end of the consultation period. Should defer the implementation to 2009 as it may create anxiety to P.6 parents.	✓										✓	
● Should delay the implementation one year to 2009					✓						✓	
● Suggest deferring the implementation to 2010, 2011 or 2012		✓	✓	✓					✓		✓	
● Should have at least a 4-year preparation period for schools before the reform is implemented	✓										✓	
● Doubt the sufficiency of a 4-year preparation period.		✓								✓	✓	
● More preparation time is needed for training of teachers and writing of textbooks.									✓			
● Implementation time should be flexible depending on the availability of adequate resources.		✓									✓	
● Should implement the reform by stages										✓	✓	
● Concern whether teachers have enough preparation time to implement the new curriculum				✓								

<p style="text-align: center;">Feedback on</p> <p style="text-align: center;">Managing change: Participation and Communication, Critical Milestones and Coherence-making</p>	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
● Suggest implementation by stages alongside with other education reform measures										✓		
● Should delay the implementation of LS and conduct another consultation on this subject		✓										
● Set up an indefinite grace period not exceeding 10 years												✓
<i>Participation and Communication</i>												
● Should emphasize the importance of participation of parents and community members in the reform										✓		
● How could parents help their kids develop their interest and select subjects at SS1? Any supporting measures to parents?												✓
● There should be adequate parent education to tie in with the reform.												✓
● Parent education on child development is necessary												✓
● Concern how could the business sector support the government in the reform												✓
● Education reform is not only the responsibility of schools but professional associations and voluntary organizations												✓
● Involving different community sectors and professional perspectives in the education reform is important												✓
● Schools or EMB should collate different organizations to provide students with relevant job-related experiences										✓		✓
● Suggest collaborating COS courses with private sector and provide students with more practical training opportunities								✓				
● Suggest having more practical, authentic and situational learning activities in collaboration with the business sector								✓				
● The Government should encourage more investment / sponsorship on university researches and other learning activities in schools.		✓										
● Apart from parents, the community e.g. business or industrial sectors should also share the funding for implementing the reform measures.		✓										

Feedback on Other Concerns	Sources											
	School Sector								Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools					
Questions /Concerns												
● Information on provision of subjects in senior secondary level should be included in the “Secondary School Profiles” to facilitate parents selecting schools				✓	✓							
● Parents find it hard to adapt to changes. Good communication with parents via schools and parental education is needed.				✓								
● Should reduce the time spent on public examination and tertiary selection process in order to provide more learning time for students											✓	
● Other education reform measures, e.g. ESR should be deferred to leave space for schools to implement 334.	✓											
● Concern whether there will be any exit points for students before the completion of SS3 and any recognition of their qualifications	✓	✓		✓							✓	
● Should allow low achievers to have early exit in the NSS											✓	
● Provide certificates to early school leavers							✓					
● Concern about the merging of schools	✓											
● Concern about the policy on hiring part-time instructor/ lecturer and the pay structure.	✓											
● Concern about the insurance coverage for students attending courses across schools	✓											
● Concern whether IVE would accommodate SS3 graduates	✓			✓								
● Concern that the subvention to ESF schools would be affected by allowing non-Chinese speaking students admitted to local schools			✓									
● Concern about the status of senior secondary schools and evening schools in the new system					✓						✓	
● Concern about the status of / subsidy for evening schools and the provision of other learning experiences in evening schools.					✓							
● Worry that there will be a decline in the supply of labour force as a result of one more year of study at secondary level					✓							
● Concern about the change of the SSPA system				✓								
● Concern about the policy of MOI in senior secondary				✓					✓			

Feedback on Other Concerns	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/ Edu. Bodies	Views from schools				
● Should conduct profound and professional research before implementing any educational reform. More emphasis on understanding of major characteristics of historical events and civilizations and cultures to make Chi Hist. / Hist. interesting for junior secondary students.							✓				
● Should adopt a “unit system”, which may provide more space for less popular subjects and better use the existing network of supporting education profession(輔助教育業), including NGOs, IVE, community colleges, post-secondary colleges, university recognized enhancement courses (拔尖課程), etc. Teachers can also be hired by schools or by the supporting education profession or self-employed to teach specialized subjects in different schools.							✓				
● The education authority should closely monitor the assessment standards, provide training to schools and the supporting education profession and ensure that the COS courses and LS would attain proper qualification recognition							✓				
● Other reform measures should slow down to make way for the implementation of 334.								✓			
● Extend the consultation period to end of March 2005 or for 6 months										✓	
● Include self-confidence and interpersonal relationship in the junior secondary curriculum										✓	
● Deep concern about the deteriorating ethical standards of our youth. HK citizens lack a sense of responsibility and respect for each other. Suggest infusing civic and ethical values into the education system, starting at primary level										✓	
● Introduce training on critical thinking in primary schools										✓	
● Introduce the policy “education voucher”										✓	
● Any possibility of offering 12 years of free and compulsory education?										✓	
● Should provide more details in transition arrangement										✓	
● Some reservations on employing retired teachers to help resolve the problem of teacher supply in the transitional period. Teachers’ enthusiasm in teaching should be considered.										✓	
● New textbooks will be required in the NSS curriculum, this will incur financial burden to parents.										✓	
● Assist primary school teachers to transfer to secondary schools										✓	
● Provide IT support to students, especially for Liberal studies, other learning activities and school-based assessment. Schools have to spend extra resources to build an e-platform for the sharing and continuous assessment of students’ work as well as upgrading the IT facilities.						✓					
● Unable to train students’ leadership in NSS as they have to prepare for examination in SS2 and SS3						✓					

Feedback on Other Concerns	Sources										
	School Sector							Tertiary Sector	General Public	Media	Others e.g. professional bodies, employers, LegCo, District councilors, Edu. City, political parties
	Principals	Teachers	Students	Parents	School Sponsoring Bodies	School Councils/Edu. Bodies	Views from schools				
● Concern about the role of associate degree under NSS											✓
● Set up a task force to monitor and analyze the effectiveness of NSS											✓
● Enable students to evaluate teachers' performance in teaching (similar to the format adopted by university)											✓
● Some parents prefer their kids to repeat for one year in order to join the NSS. Would there be adequate places for repeaters?				✓							