

CCC Ming Yin College
NSS Curriculum Policy (September 2018)

Aims of the Senior Secondary Curriculum

The New Senior Secondary Curriculum Reform aims to

- establish a vibrant and flexible education system that will widen the knowledge base of every student, provide an enabling environment for every student to attain all-round development and to achieve life-long learning in a diverse and complex environment; and
- provide multiple progression pathways for further studies and career development, which articulate well with international higher education and the manpower requirements of the 21st Century.

In this connection, the school curriculum should

- enable all students to achieve enhanced language and mathematical abilities, a broadened knowledge base, increased competence in critical thinking, independent learning and interpersonal skills, and provide increased exposure to other learning experiences in moral, civic, physical and aesthetic areas;
- provide students with greater diversity and more choices to suit their needs, interests and abilities; and
- equip students better for further studies and in meeting the needs of an ever-changing society.

Seven Learning Goals of the Curriculum Framework

The Senior Secondary (SS) curriculum framework is designed to enable students to attain the following learning goals for whole-person development and stretch the potential of each student:

1. to be biliterate and trilingual with adequate proficiency
2. to acquire a broad knowledge base, and be able to understand contemporary issues that may impact on their daily life at personal, community, national and global levels
3. to be an informed and responsible citizen with a sense of global and national identity
4. to respect pluralism of cultures and views, and be a critical, reflective and independent thinker
5. to acquire information technology and other skills as necessary for being a life-long learner
6. to understand their own career/ academic aspirations and develop positive attitudes towards work and learning
7. to lead a healthy life-style with active participation in aesthetic and physical activities.

Principles of Design

Guiding principles

To achieve the learning goals and help all students to attain higher standards, changes have been made to the curriculum, building on its existing strengths and taking the local context into consideration. The design of the SS curriculum is based on the following guiding principles:

Prior knowledge

Knowledge is built on our own prior experiences; and development of all SS subjects is based on the prior knowledge, skills, values, attitudes and learning experiences expected of students in basic education to ensure vertical curriculum continuity. The school ensures that students are adequately prepared for the SS curriculum at the junior secondary level (S1-3) through balanced study in different Key Learning Areas (KLAs) and cross-curricular opportunities. Any bias to cross-curricular activities at the junior secondary level at the expense of KLA knowledge is not encouraged.

Balance between breadth and depth

The school's SS curriculum widens the knowledge base while at the same time allows in-depth learning in some subjects, broadens the scope of curricular objectives to include positive values and attitudes, and promotes whole-person development.

Balance between theoretical and applied learning

An appropriate balance between theoretical and applied learning is maintained within each of the SS subjects as far as possible so that the learning of all subjects is characterized by rigour and relevance, and is suited to the needs of the students.

Balance between essential learning and a flexible and diversified curriculum

The school curriculum caters for a wide spectrum of student interests, needs and abilities through a comprehensive range of subjects and Applied Learning courses. It is constructed to meet individual students' needs. This includes meeting the needs of students with learning difficulties and those who are exceptionally gifted.

Learning how to learn and enquiry-based learning

The school curriculum aims to develop students' capacities for self-directed and life-long learning by embedding elements of independent learning and generic skills into all subjects. In line with the reform in basic education, communication, critical thinking and creativity remain the priority generic skills in SS education.

Progression

The school curriculum enables students to explore their interests as far as possible in S4, and then progress smoothly in their chosen studies (including ApL courses) in S5 and S6.

Smoother articulation to multiple progression pathways

The school curriculum enables students to pursue academic and vocational/ professional education and training through articulating to a range of post-secondary tertiary institutions or to seek employment.

Emphases of the NSS Curriculum

In line with the aims of the NSS Curriculum Guide, the school places the following emphases to provide a broad and balanced curriculum for students' whole-person development.

- Strengthen moral and civic education and values development in KLAs by giving priority to the development of positive values and attitudes such as **Care for Others** and **Integrity** in addition to National Identity, Respect for Others, Responsibility, Commitment and Perseverance
- Promote **Reading to Learn** and **Reading across the Curriculum** to enable students to acquire and construct knowledge, as well as to widen their exposure, mind and vision to diverse interests and qualities
- Enhance **Assessment for Learning** including:
 - ▶ emphasising students' self-directed learning in order to help learners to understand how they learn and pave the way for life-long learning;
 - ▶ adopting more flexible and diversified assessment methods to recognize the different potentials and abilities of students;
 - ▶ providing appropriate and clear feedback; and
 - ▶ allowing students' active participation in assessment activities and prompting them to adopt quality reflective thinking

Principles and Practices for Planning the Senior Secondary (SS) Curriculum

1. Principles for consideration

Based on the seven learning goals of the SS curriculum, the school should

- understand the background leading to SS education, e.g. the latest theories of learning and the current situation of education in Hong Kong;
- establish their own **clear and strategic priority** learning goals and targets;
- offer subjects from all Key Learning Areas (KLAs) including Applied Learning (ApL) courses where appropriate to cater for the diverse interests, needs and aptitudes of their students, and supplement them with Other Learning Experiences (OLE) to foster whole-person development;
- provide **reasonable time** for the delivery of a broad and balanced curriculum;
- identify the **strengths, weaknesses, opportunities and threats (SWOT)** in order to deploy the school's resources to achieve its set goals and targets; and
- ensure:
 - ▶ a **diversified choice** of elective subjects with optional modules to cater for students' interests, abilities and needs;
 - ▶ the development of a **sufficient knowledge base** for further studies;
 - ▶ the promotion of life-long learning skills, values and attitudes to meet contemporary needs;
 - ▶ the promotion of **assessment for learning** to achieve the life-long learning goals of education; and
 - ▶ a strong **interface between junior secondary and senior secondary curricula**.

Whole-school curriculum planning in practice

In planning the whole-school curriculum, the school would consider all related items including time allocation for the different components of the student programme; the elective subjects offered in various levels and classes; flexible grouping and block time-tabling arrangements; the deployment of teachers; and teachers' professional development and knowledge management; as well as other resources. All these are intertwined.

1) *Time allocation*

The school would flexibly allocate time for different subjects and learning experiences to suit the needs of the students and the context of the school. The school would provide students with essential learning experiences,

including intellectual development, moral and civic education, religious education, community service, physical development, aesthetic development and career-related experiences.

2) Time-tabling arrangement

The school would adopt a flexible time-tabling arrangement to provide students with opportunities to gain access to different elective subjects. In planning the school curriculum, students' choices is always accorded top priority in time-tabling arrangements.

- * The school facilitates flexible grouping in teaching the core subjects, as well as offering reasonable choices of elective subjects and diversified OLE for students.
- * Depending on the specific need and resources available, the school adopts flexible grouping in teaching the elective modules of the core subjects or Independent Enquiry Studies of Liberal Studies. The school also allocates more lesson time to the Compulsory Part of Mathematics for students who do not take any module from the Extended Part.
- * In planning the 3-year SS curriculum, the school aims to provide sufficient choices for students to suit their individual aptitudes and interests. To achieve this, the school makes use of the "Student Option Programme" (SOP) software package to construct a block time-table and adopts the following approaches:
 - conduct a student survey to identify their interests, needs and the demands for each subject
 - provide career guidance to S3 students and help them to choose appropriate elective subjects
 - communicate with parents and organize briefing and counselling sessions to guide students to choose the elective subjects that are most suitable for them
 - offer more than one group for elective subjects in great demand to cater for students' needs
 - select elective subjects in each time block with a view to maximizing students' satisfaction according to their preferences
 - allocate subjects to students according to their preferences, ability and performance
 - arrange students to take two or three elective subjects in S4 based on their preferences and abilities
 - allow students taking 3 elective subjects to drop one elective subject in S5 or S6 and replace it by an ApL course / self-study periods to fully utilize students' lesson time in S5 and S6

The school offers 11 elective subjects to students depending on factors such as students' choices, human resources and the learning and teaching space available in the school.

- * For students' whole-person development, the school extends students' learning opportunities both within and outside school hours and to provide them with increased exposure in moral, civic, spiritual, physical and aesthetic areas as well as career-related experiences. The school
 - allocates OLE flexibly and sensibly at different times within the three years of SS education;
 - arrange OLE after examinations or before long holidays so that community services, career-related experiences can be organized; and
 - schedule reasonable quantity of double lesson(s) for OLE lessons/ activities.

Additionally, the school would provide students with independent OLE programmes through various activities and courses on selected school days.

Major considerations in constructing senior secondary block time-tables

- Elective subjects in great demand are offered to more than one group to increase accessibility and to cater for students' needs.
- Students who drop one of their elective subjects at S5 and S6 may take an ApL course or self-study periods.
- Physical Education, Music and Arts Appreciation, Moral and Civic Education, and Religious Education are time-tabled on a regular basis. OLE in moral, civic, physical and aesthetic areas, community service and career-related experiences might be provided after school or during the post-examination school days.

The school adopts a 40 minutes/ period and 56 periods/ cycle block time-table and offers 2 or 3 elective subjects in S4. The time allocation for the whole SS curriculum is tabled below:

Subjects offered		No. of periods						% of Time allocation (overall for S4 to S6)			
		S4		S5		S6		Total	School-based	EDB	
		4+3x	4+2x	4+3x	4+2x	4+3x	4+2x				
Core	English Language	10	10	9	11	9	12	28/33	16.7%/19.6%	12.5 – 15 %	
	Chinese Language	10	10	8	10	8	11	26/31	15.5%/18.5%	12.5 – 15 %	
	Mathematics	8	10	8	8	8	8	24/26	14.3%/15.5%	10 – 15 %	
	Liberal Studies	(Module 1, 2 & 5)	6	9					18/23	10.7%/13.7%	10 %
Module 3, 6 & IES				6	8						
Module 4 & IES						6	6				
Elective	Elective 1	5		6		7		54	32.1%/21.4%	20 – 30 % (10 % each subject)	
	Elective 2	5	5	6	6	7	7				
	Elective 3	5	5	6	6	7	7				
OLE	Physical Development	Physical Education	2	2	2	2	2	18	10.7%	10% – 15%	
	Aesthetic Development	Music and Arts experience	2	2	2	2	0				0
	Moral and Civic Education / Community Service / Career-related Experiences	Moral and Civic Education									
		Religious Education	2	2	2	2	1				1
		Assembly / Form	1	1	1	1	1				1
	Reading										
Total		56		56		56		168	100%		

Notes:

1. OLE activities conducted during weekends and holidays have not been included and therefore the actual time spent on OLE can meet/ exceed the suggested time allocation.
2. With effect from the 2011/12 school year, S4 students may take 2 or 3 elective subjects in S4 and decide to take either 2 or 3 elective subjects including ApL courses in S5 and S6.

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F.4 Curriculum (2018 – 2019)

Subjects	Class A	Class B	Class C	Class D
Core Subjects	English Language	English Language	English Language	English Language
	Chinese Language	Chinese Language	Chinese Language	Chinese Language
	Mathematics (Compulsory Part)	Mathematics (Compulsory Part)		
	Liberal Studies	Liberal Studies	Mathematics (Compulsory Part)	Mathematics (Compulsory Part)
			Liberal Studies	Liberal Studies
Elective 1	Chemistry	Economics		
Elective 2	Biology / Chemistry / Chinese History / History / BAFS / Visual Arts			
Elective 3	Physics / Biology / Chinese Literature / Economics / Geography / Information and Communication Technology			
OLE	Art and Music Appreciation / Physical Education / Religious Education / Assembly			

Notes:

- All students have to take **4 core subjects** and **either 3 or 2 elective subjects** in S4. The 4 core subjects are Chinese Language, English Language, Mathematics and Liberal Studies.
- The annual total aggregate in the School Report Card will be used for allocating students' preference for NSS elective subjects.
- Students are required to take the Compulsory Part of Mathematics only in S4.
- For 4A and 4B, the maximum class size of Chemistry and Economics is 34.
Maximum class size for Chemistry and Economics in Electives 2 and 3: 22.
Maximum class size for Visual Arts: 18.
Maximum class size for other Elective Subject Groups: 28

Work Schedule of NSS Subject Selection and Allocation in 2018-19 (Tentative)

Time Scale	Task	Responsible Party/ Target
Student Survey: to identify F.3 students' interests, needs and the demand for each elective subject		
27 October, 2017	Talk on NSS Subjects for F.3 Students	Academic Committee & Careers Committee/ F.3 Class Teachers and F.3 Students
November, 2017	F.3 Talk and Game Stalls on Elective Subjects Selection and Career Paths	Careers Committee/ Social Workers/ F.3 students
Early February, 2018	Devising the NSS Student Survey Form (for the current F.3 students): electronic version	Academic Committee & Curriculum Development Team
2 March, 2018	Brief Introduction talk on NSS curriculum and Student Survey Form (F. 3 students and Class Teachers) & Distribution of Student Survey Form to F.3 students	Academic Committee & Careers Committee/ F.3 students and Class Teachers
9 March, 2018	Collection of Student Survey Form	Academic Committee/ F.3 students
March - April, 2018	Release of the Student Survey result and planning the subject combination for NSS classes (2018-2021)	Academic Committee & Curriculum Development Team / F.3 students
Student Option Form – Mock Selection		
April, 2018	Evaluation of SS1 Curriculum (2017-18) & Student Survey on SS1 School Curriculum (2017-18)	Academic Committee & Curriculum Team / F.4 students
April, 2018	Confirmation of subject combination for NSS classes (2018 – 2021)	Academic Committee & Curriculum Development Team
7 May, 2018	Briefing on Student Option Form for F.3 Class Teachers	Academic Committee & Curriculum Development Team
11 May, 2018	Distribution of Mock Student Option Form & F.3 Parents' Night (F.3 students and parents)	Academic Committee & Careers Committee/ F.3 students and parents
18 May, 2018	Collection of Mock Student Option Form	Academic Committee/ F.3 students
23-31 May, 2018	Provisional allocation (according to First Term Examination result)	Academic Committee
Early June, 2018	Evaluation of choices and Follow-up individual guidance	Academic Committee, Career Committee & F.3 Class Teachers/ F.3 students
Student Option Form – Final Selection		
4 July, 2018	Distribution of Student Option Form	Academic Committee/ F.3 students
6 July, 2018	Release of Second Term Examination results to F.3 students	Academic Committee & F.3 Form Teachers/ F.3 students
10 July, 2018	Collection of Student Option Form (electronic version)	Academic Committee & F.3 Form Teachers/ F.3 students
11 July, 2018	Collection of Student Option Form with Parent's Signature	Academic Committee & F.3 Form Teachers/ F.3 students
18 – 19 July, 2018	Final allocation (according to Annual Score)	Academic Committee
27 July, 2018	Release of allocation results to F.3 students	Academic Committee/ F.3 students