

Class of 2013

Senior Secondary Curriculum

An Overview

Tak Sun Secondary School

March 2010

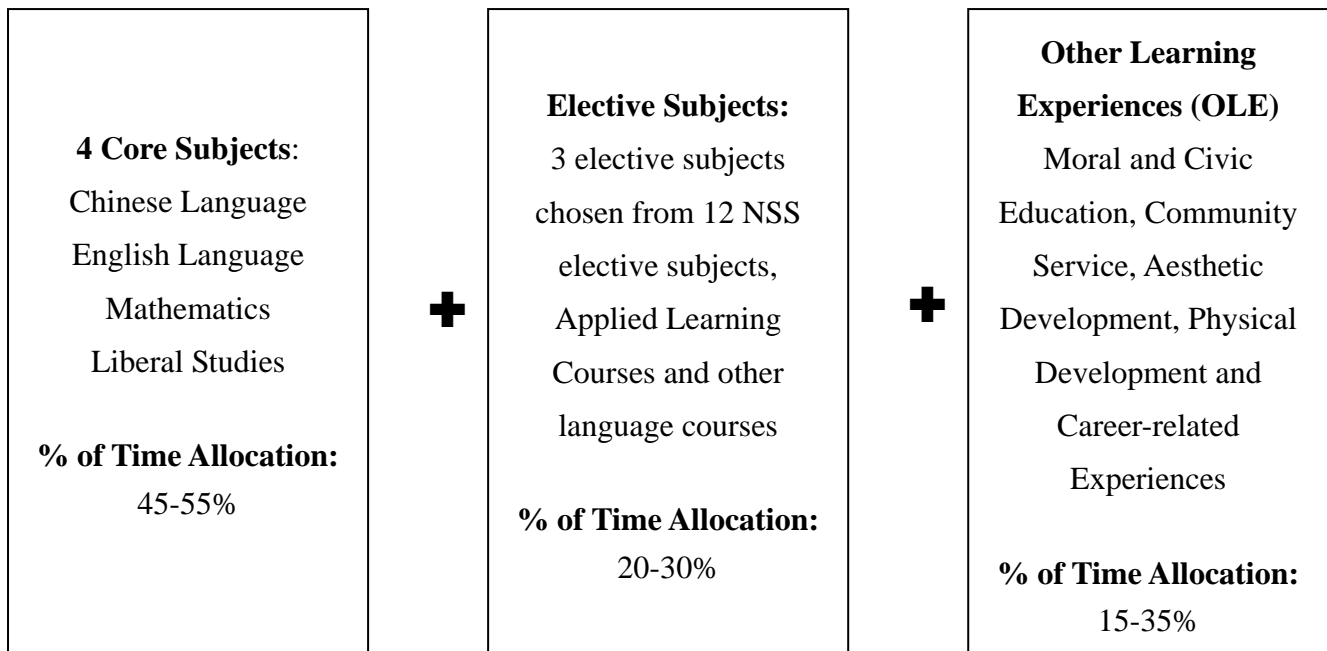
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Learning Goals for Senior Secondary Curriculum (SSC)

- To be obliterate and trilingual with adequate proficiency;
- 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;
- To be an informed and responsible citizen with a sense of global and national identity;
- To respect pluralism of cultures and views, and be a critical, reflective and independent thinker,
- To acquire IT and other skills as necessary for being a life-long learner;
- To understand their own career academic aspirations and develop positive attitudes towards work and learning;
- To lead a healthy life style with active participation in aesthetic and physical activities.

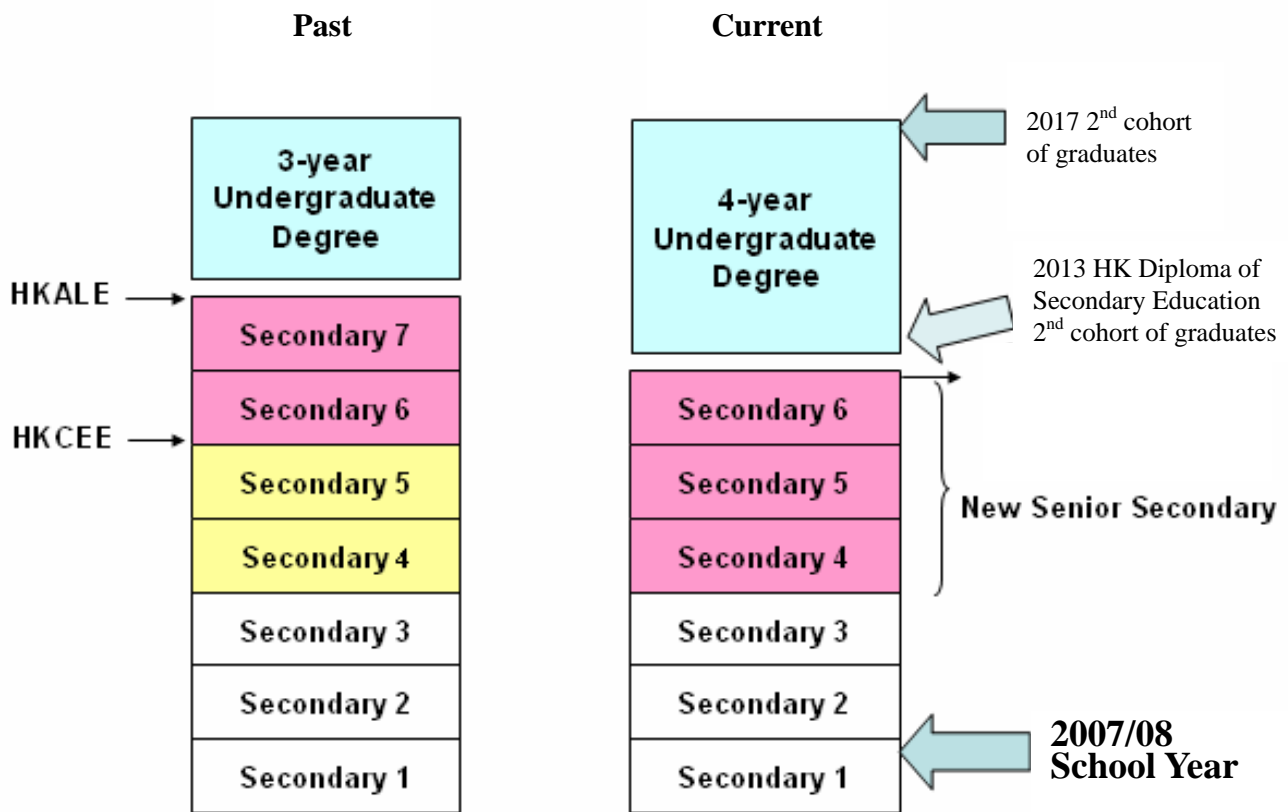
What is the SSC to be implemented at Secondary 4 in September 2010?



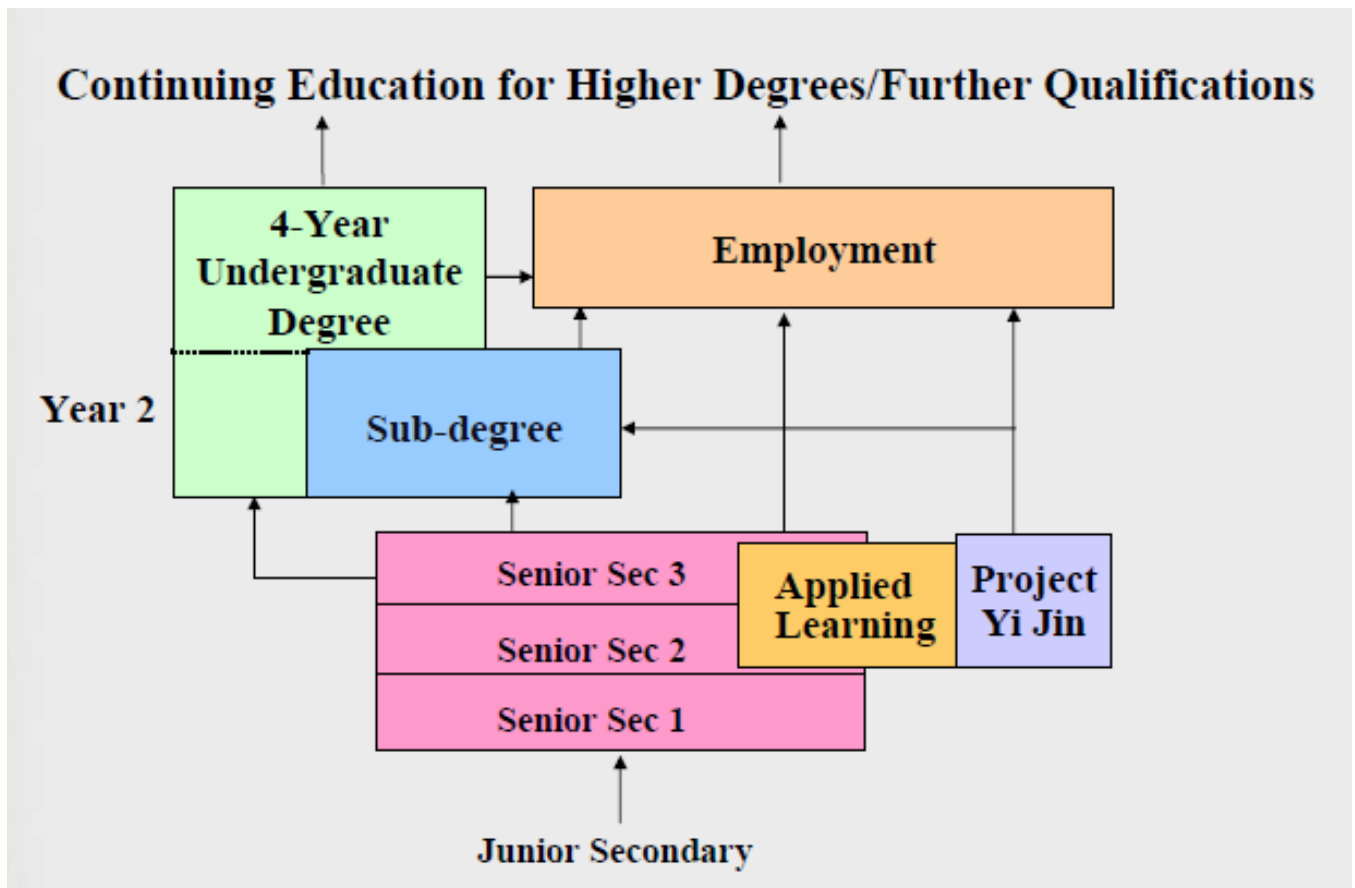
Main Changes from HKCEE/HKALE to HKDSE curriculum

	Existing: CE/AL	HKDSE curriculum
Liberal Studies (LS)	Elective	An additional core subject on top of Chinese, English and Mathematics
No. of subjects studied by a student	HKCEE: 7-9 HKALE: 4-5	7 (S4) subjects were taken by most students
Streaming	Yes	No clear streaming. Three (3) electives from different Key Learning Areas / Applied Learning courses
Subject level	HKCEE/AL	Most Senior Secondary subjects are built from the HKCEE curricula with 1 year of the HKALE standard
Contents	20 % change in new contents on average (except LS)	
OLE	Some students	All students have OLE

A comparison of the past and current Senior Secondary Academic Structures



Different pathways for lifelong learning



Senior Secondary Subjects

<i>Key Learning Areas</i>	<i>Subjects</i>
Chinese Language Education	<ul style="list-style-type: none"> • Chinese Language (<i>core subject</i>) • Chinese Literature
English Language Education	<ul style="list-style-type: none"> • English Language (<i>core subject</i>) • Literature in English
Mathematics Education	<ul style="list-style-type: none"> • Mathematics (<i>core subject + two extensions</i>)
	<ul style="list-style-type: none"> • Liberal Studies (<i>core subject</i>)
Personal, Social and Humanities Education	<ul style="list-style-type: none"> • Chinese History • Economics • Ethics and Religious Studies • Geography • History • Tourism and Hospitality Studies
Science Education	<ul style="list-style-type: none"> • Biology • Chemistry • Physics • Science (Integrated, Combined)
Technology Education	<ul style="list-style-type: none"> • Business, Accounting and Financial Studies • Information and Communication Technology • Technology and Living • Design and Applied Technology • Health Management and Social Care
Arts Education	<ul style="list-style-type: none"> • Music • Visual Arts
Physical Education	<ul style="list-style-type: none"> • Physical Education

Assessment Culture in Senior Secondary curriculum

- Curriculum, learning & teaching and assessment must coordinate with one another
- A knowledge-based society requires a wide variety of abilities
- The ability to apply what has been learnt is more important than accumulating information and rote-learning
- Assessment should enhance the effectiveness of learning and students' abilities so as to cater for the changes in the society

Changes in Public Assessment "Hong Kong Diploma of Secondary Education Examination"

- One public exam - more time for learning
- Assessments emphasize **thinking skills** and **application of knowledge**
- School-based Assessment is included
- Standards-referenced Reporting

Core Subjects

Chinese Language 中國語文

http://www.edb.gov.hk/FileManager/TC/Content_5999/chi_lang_final.pdf

中六	<p style="text-align: center;">選修部分</p> <ul style="list-style-type: none"> • 建議約佔本科課時的四分之一至三分之一 • 建議選修三至四個單元(其一可由學校自擬) • 每個單元約佔 28 小時 	<p>建議選修單元：</p> <ul style="list-style-type: none"> ➢ 名著及改編影視作品 ➢ 戲劇工作坊 ➢ 小說與文化 ➢ 文化專題探討 ➢ 新聞與報道 ➢ 多媒體與應用寫作 ➢ 翻譯作品選讀 ➢ 科普作品選讀 ➢ 普通話傳意和應用 ➢ 普通話與表演藝術 <p>自擬單元</p>
中五	<p style="text-align: center;">必修部分</p> <ul style="list-style-type: none"> • 建議約佔本科課時的三分之二至四分之三 	
中四	<ul style="list-style-type: none"> • 包括閱讀、寫作、聆聽、說話、文學、中華文化、品德情意、思維和語文自學九個學習範疇的學習 	

- 必修部分體現課程的基礎性
- 選修部分是必修部分的延伸和發展，體現課程的選擇性，重視學生學習多元化
- 必修與選修的關係：互相促進、互相補足

學習成果

- 能聯繫知識和經驗，理解、分析、欣賞、評價作品、話語、視聽資訊的內容和表達手法，並有個人的感受和見解
- 能運用合適的表達方式和技巧，表達思想感情，與人溝通
- 積極投入語文學習，享受閱讀、愛好寫作、樂於與人溝通
- 能領會語言文字和思想內容之美，具備審美情趣
- 養成個人道德情操，對家庭、國家及世界的責任感
- 認識中華文化，能對中華文化有所反思，認同優秀的中華文化，以及欣賞和廣納多元文化
- 能自主探究、獨立思考、與人協作，以解決問題和建構知識

Key Objectives of the SS English Language Curriculum

- Increase learners' language proficiency for study, work, leisure and personal enrichment
- Develop their knowledge, skills and positive values and attitudes
- Promote lifelong learning so as to enhance their personal and intellectual development, cultural understanding and global competitiveness

New Features of the Curriculum

Inclusion of the Compulsory and Elective Parts to

- enhance the learning and use of English language knowledge and skills in meaningful contexts
- cater for learner diversity and broaden learners' learning experience

Compulsory Part (75%)	Elective Part– 8 modules (25%)				
Meaningful use of:	Learning English through:				
<ul style="list-style-type: none">• The 4 language skills• Vocabulary• Text-types• Forms and functions through exploration of themes in different contexts by adopting different approaches and strategies	<table border="1"><tbody><tr><td><ul style="list-style-type: none">• Drama• Short Stories• Popular Culture• Poems and Songs</td><td>Language arts</td></tr><tr><td><ul style="list-style-type: none">• Debating• Social Issues• Sports Communication• Workplace Communication</td><td>Non-language arts</td></tr></tbody></table>	<ul style="list-style-type: none">• Drama• Short Stories• Popular Culture• Poems and Songs	Language arts	<ul style="list-style-type: none">• Debating• Social Issues• Sports Communication• Workplace Communication	Non-language arts
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<ul style="list-style-type: none">• Debating• Social Issues• Sports Communication• Workplace Communication	Non-language arts				

How the Curriculum Contributes to Tertiary Education / Work

- By broadening and enriching students' knowledge, skills and experience, the senior secondary English Language curriculum provides a firm foundation for further study, vocational training or work.
- It opens up a variety of post-secondary educational and career pathways, particularly in the areas of [media production](#), [performing arts](#), [teaching](#), [business](#), [law](#) and [social sciences](#).

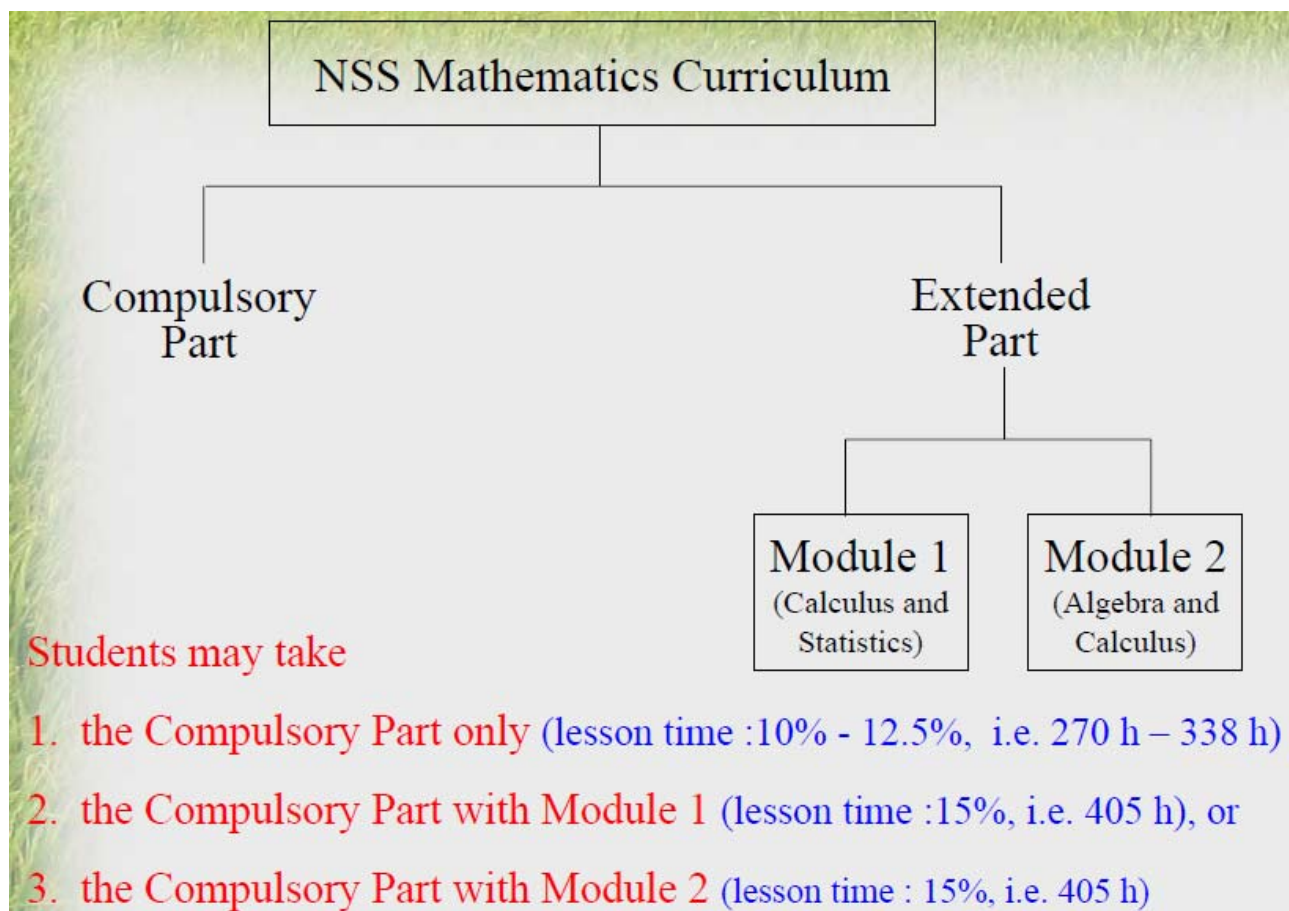
Mathematics

http://www.edb.gov.hk/FileManager/EN/Content_5999/math_final_e.pdf

Aims of SS Mathematics Curriculum

1. Further develop students' mathematical knowledge, skills and concepts
2. Provide students with mathematical tools for their personal development and future career pathways
3. Provide a foundation for students who may further their studies in Mathematics or related areas
4. Develop in students the generic skills, and in particular, the capacity to use mathematics to solve problems, reason and communicate
5. Develop students' interest in and positive attitudes towards mathematical learning
6. Develop students' competence and confidence in dealing with mathematics needed in life
7. Help students to fulfill their potential in mathematics

Curriculum Structure



The curriculum consists of a Compulsory Part and an Extended Part. In order to broaden students' choices for further study and work, two modules in the Extended Part are provided to further develop their knowledge of mathematics. These two modules are designed to cater for students who intend to:

- pursue further studies which require more mathematics; or
- follow a career in fields such as natural sciences, computer sciences, technology or engineering.

Module 1 (Calculus and Statistics) focuses on statistics and the application of mathematics, and is designed for students who will be involved in study and work which demand a wider knowledge and deeper understanding of the application of mathematics, in particular, statistics.

Module 2 (Algebra and Calculus) focuses on mathematics in depth and aims to cater for students who will be involved in a mathematics-related discipline or career.

The students' performances in the public examination in the Compulsory Part, Module 1 and Module 2 will be separately reported for the reference of different users.

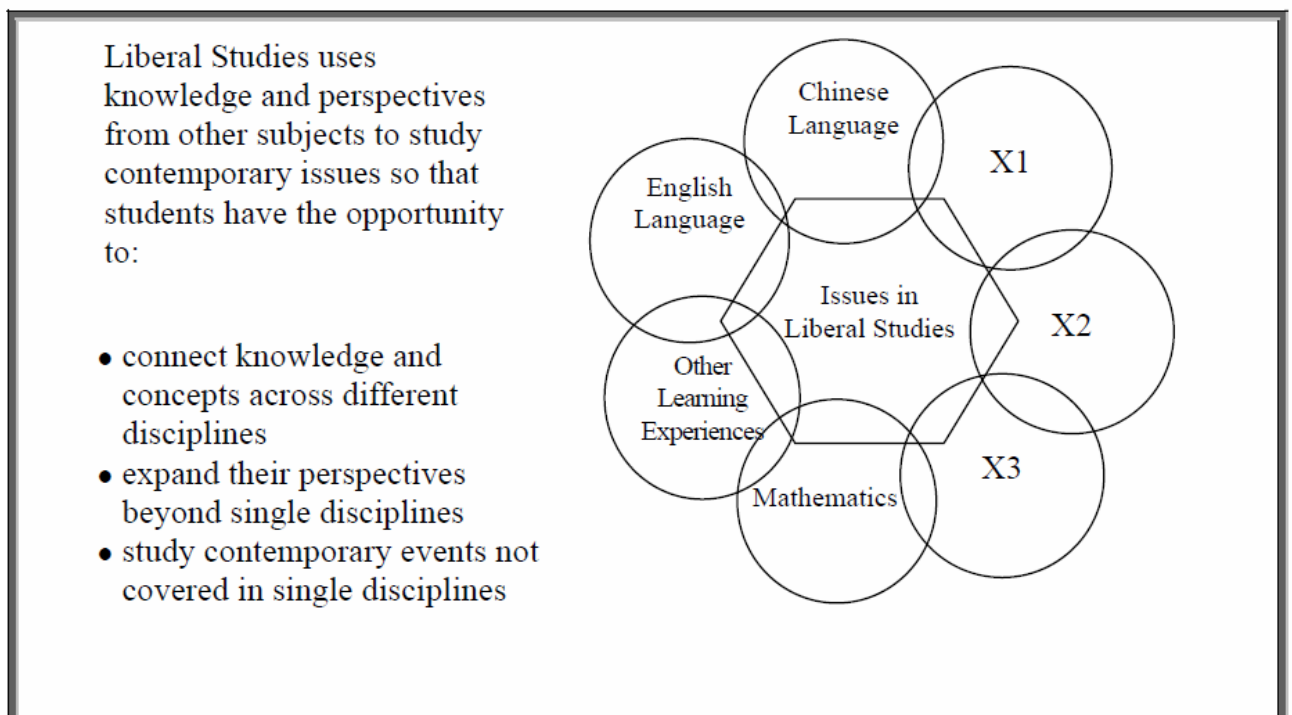
Contribution of Mathematics at Senior Level to Further Studies and Work

- Mathematics is a powerful means in a technology-oriented and information-rich society to help students acquire the ability to communicate, explore, conjecture, reason logically and solve problems
- Mathematics helps to lay a strong foundation for students' lifelong learning and provides a platform for the acquisition of new knowledge
- Mathematical experiences enable students to become mathematically literate citizens who are more able to cope with the demands of the workplace " Mathematics is a tool to help students enhance their understanding of the world
- Mathematics is an intellectual endeavor through which students can develop their imagination, initiative, creativity and flexibility of mind, as well as their ability to appreciate the beauty of nature

Key Objectives of SS Liberal Studies

By the end of the course, students should be able to:

- develop the capacity to construct knowledge through enquiring into contemporary issues which affect themselves and the world around them.
- identify the values underlying different views and judgments, and apply critical thinking skills, creativity and different perspectives in making judgments on issues and problems.
- develop self-management, problem-solving and communication skills and carry out self-directed learning
- appreciate values of their own and other cultures, and universal values, and become responsible and conscientious citizens



Curriculum Framework of NSS Liberal Studies

<p>Areas of Study (all are core) (In ASL LS, students/schools choose 2 out of 6 similar modules)</p>	<p>Independent Enquiry Study (IES) (similar to ASL projects)</p>
<p>Self & Personal Development</p> <ul style="list-style-type: none"> ● Module 1: Personal Development & Interpersonal Relationships 	<p>In the IES, students make use of knowledge and perspectives gained from the Areas of Study and extend them to new issues or contexts. Suggested themes include:</p> <ul style="list-style-type: none"> ● Media ● Education ● Religion ● Sports ● Art ● ICT
<p>Society & Culture</p> <ul style="list-style-type: none"> ● Module 2: Hong Kong Today ● Module 3: Modern China ● Module 4: Globalization 	
<p>Science, Technology & the Environment</p> <ul style="list-style-type: none"> ● Module 5: Public Health ● Module 6: Energy Technology & the Environment 	

Contributions to Further Studies and Work

- Liberal Studies will help to foster general intellectual ability and develop multiple perspectives that will benefit students in further studies.
- The civic literacy, social awareness and ability to make informed decisions developed through Liberal Studies will prepare students for effective learning and wise decision making in the ever-changing work environment in most occupations.

Elective Subjects

Chinese Stream

Chinese Literature 中國文學

http://www.edb.gov.hk/FileManager/TC/Content_5999/chi_lit_final_c.pdf

課程結構及組織

中六	<p>選修部分</p> <ul style="list-style-type: none"> • 建議約佔本科課時的四分之一至三分之一 • 建議選修三至四個單元(其一可由學校自擬) • 每個單元約佔22小時 	<p>建議選修單元：</p> <ul style="list-style-type: none"> ➢ 作家追蹤——自選作家作品選讀 ➢ 名著欣賞 ➢ 文學專題 ➢ 現當代文學作品選讀 ➢ 香港文學 ➢ 戲劇文學評賞
中五	<p>必修部分</p> <ul style="list-style-type: none"> • 建議約佔本科課時的三分之二至四分之三 	<ul style="list-style-type: none"> ➢ 文學作品的人物形象 ➢ 文學創作——原創或改編 <p>自擬單元</p>
中四	<ul style="list-style-type: none"> • 包括文學賞析與評論、文學創作、文學學習基礎知識的學習 • 提供指定作品和閱讀書目(篇目及書目見指引附錄二、三) 	

- 必修部分體現課程的基礎性
- 選修部分是必修部分的延伸和發展，體現課程的選擇性，重視學生學習多元化
- 必修與選修的關係：互相促進、互相補足

課程理念

- 豐富積儲，提升文學鑒賞、創作，以及審美、探究的能力
- 加深對中國歷史、社會生活和思想文化的認識，承傳文學遺產
- 提高個人的藝術修養和品味，拓展生命領域
- 照顧學習興趣，發揮所長，為未來發展作好準備

課程宗旨

- 培養審美情趣，提升藝術品味
- 提高文學素養，承傳文學遺產
- 陶冶性情，美化人格；培養對國家民族、人類社會的感情
- 發展個性、潛能、特長，為日後工作和進修作好準備

學習目標

本課程讓學生在學習中國語文課程的基礎上，進一步：

- 提高閱讀文學作品的興趣，廣泛閱讀不同類型的文學作品
- 加強感悟，提高理解和鑒賞文學作品的的能力
- 培養創作不同類型文學作品的興趣，提高文學創作的的能力
- 比較有系統地掌握中國文學知識
- 啓迪情思，滌蕩性靈，豐富生活體驗，拓展生命領域；加強對家庭、國家及世界的責任感；提高對人類的同情同感

學習成果

- 能聯繫生活經驗，體悟作家的情懷，對作品有個人的感受
- 能運用文學基礎知識，理解、分析作品的內容及形式
- 能運用文學基礎知識及從不同角度賞析、評論作品的思想性和藝術性，並有個人的見解
- 能創作不同文類（詩歌、散文、小說、戲劇）的作品，表達個人的思想感情，呈現個性
- 養成閱讀古今文學作品的習慣，能享受閱讀的愉悅，樂於閱讀，樂於創作
- 養成個人道德情操，對家庭、國家及世界的責任感

Science Stream

Physics

http://www.edb.gov.hk/FileManager/EN/Content_5999/phy_final_e.pdf

Aims

- Provide a **concrete foundation in Physics** for further studies or careers in related fields
- Develop **scientific literacy**, and **essential scientific knowledge and skills** for lifelong learning by enhancing "Scientific Investigation" and interconnections among "Science, Technology, Society and the Environment"

Characteristics

- Continuity
 - Build on strengths of existing Science (S1-3) and Physics Curricula
- Broad and Balance, Catering for Diversity
 - Compulsory part to formulate a concrete and broad foundation while Elective part to study elective topics in depth
 - Core and extension components in Compulsory part to cater for needs and abilities of learners
- Emphasis of generic skills and science processing skills
 - Investigative Study in Physics as an integral part of the curriculum
 - Use of school-based assessment via different kinds of activities to facilitate assessment for learning

Pathways to Higher Education and the Workplace

- **One of the most popular science subjects** for further professional qualifications in both local and overseas universities, as well as vocational training courses
- **A variety of pathways to market place** e.g. scientists, engineers, dentists, surgeons, optometrists, analysts of IT and Economics, technicians, ...

Chemistry

http://www.edb.gov.hk/FileManager/EN/Content_5999/chem_final_e.pdf

Aims

To enable students to:

- construct and apply knowledge of chemistry, and appreciate the relationship between chemistry and other disciplines
- develop skills for making scientific inquiries and ability to think scientifically, critically and creatively
- communicate ideas of and views on science-related issues using the language of chemistry
- make informed decisions and judgments on chemistry related issues
- show appropriate awareness of working safely

Characteristics

The Senior Secondary Chemistry

- emphasizes more on scientific investigation
 - allocated 20 hours of curriculum time for investigative study in chemistry
- includes elective topics for students to understand the chemistry in real world
- stresses fostering of values and attitudes towards scientific related topics
- helps students appreciate the interconnections of science, technology, society and environment
- puts forward explicitly the outcomes expected in knowledge and skills domains

Contributions to Further Studies and Work

- SS Chemistry should help students build a foundation for academic development:
 - examples of related faculty / departments in tertiary institutes
 - ◆ Chemistry & related disciplines (HKU, CUHK, UST, PolyU, CityU, BU)
 - ◆ Medical school (HKU, CUHK) / Pharmacy
- SS Chemistry provide support to students' career in areas like
 - Science laboratories
 - Nursing and health-care industries
 - Engineering
 - Environment management

Biology

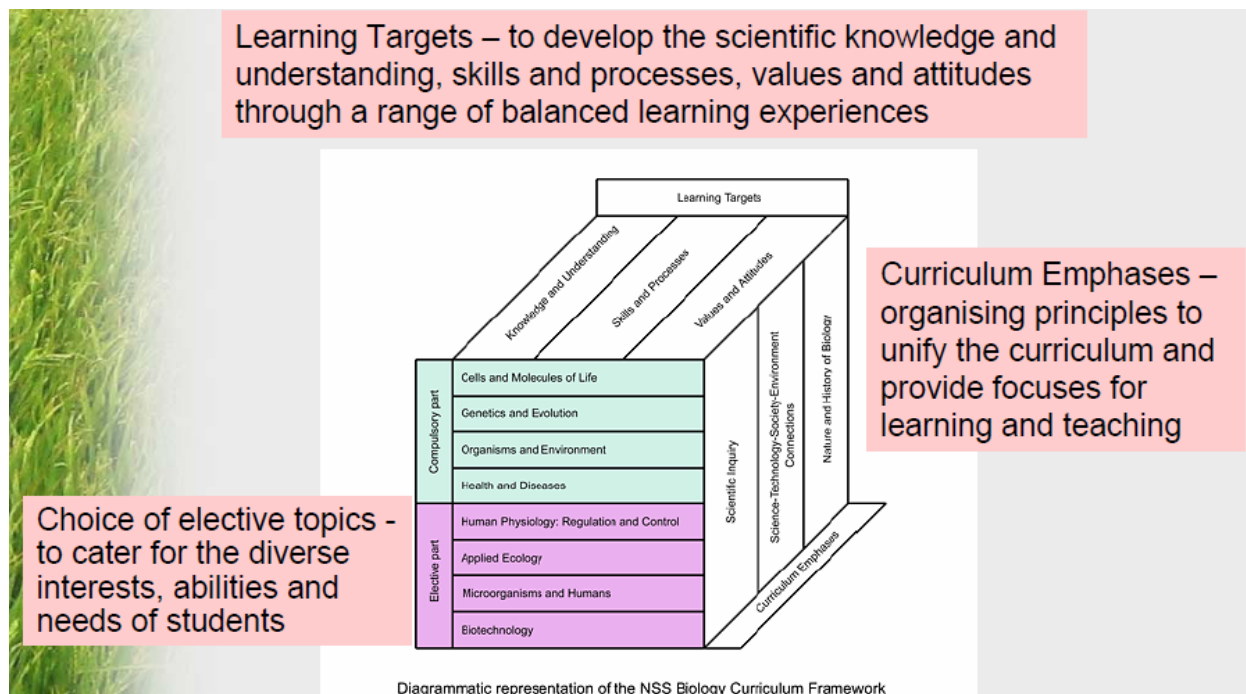
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Aims

To enable students to:

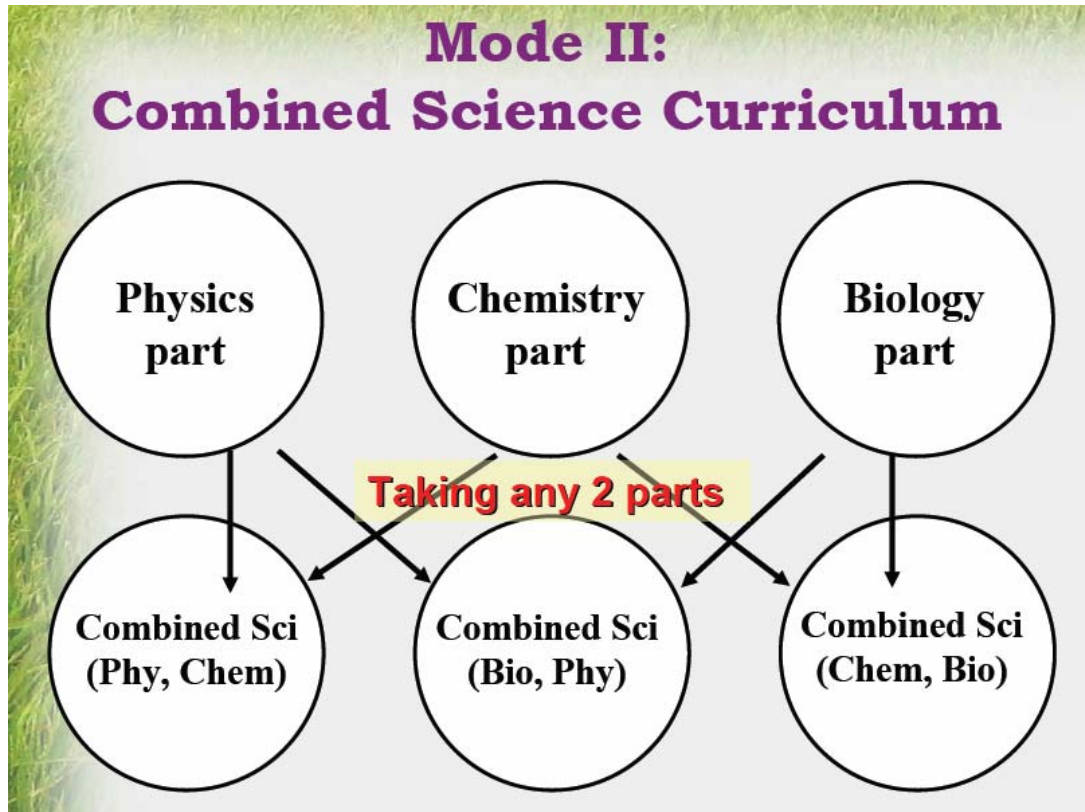
- understand biological concepts and principles
- construct and apply biological knowledge
- make scientific inquiries, and understand the nature and methods of science
- think scientifically, critically and creatively
- respect all living things and the environment

Curriculum Framework



Contributions to Further Studies and Work

- Provide a solid foundation in biological & life science
 - To pursue higher levels of study in tertiary or vocational training institutions in various fields
 - To enter a wide spectrum of careers related to science, technology and the environment
- Develop a logical mind and problem-solving skills
 - To deal intelligently with everyday problems
 - To be more competitive in the workplace



Contributions to Further Studies and Work

Science

- + BAFS, Econ,.. → Law, Finance, Business, Management, Journalism
- + ICT → IT related fields
- + PE → Health management, Sports sciences
- + Visual Arts → Architecture, Creative media
- + Other KLAs → broadening, further studies overseas

Integrated Science is a forbidden combination to

Physics, Chemistry, Biology or Combined Science

Social and Humanities Stream

Economics

http://www.edb.gov.hk/FileManager/EN/Content_5999/econ_final_e.pdf

Aims

To enable students to

- **develop an interest in exploring** human behaviour and social issues through an economic perspective;
- **understand the world** through mastery of basic economic knowledge;
- **enhance intellectual capacity** for lifelong learning, through developing their capacities in economic analysis, so that they possess the skills necessary for reasoning about issues and making rational choices; and
- **participate** as informed and responsible citizens in the decision-making processes of a modern democratic society.

The curriculum differs from the current curriculum in these aspects:

- **Greater flexibility to cater for learner diversity:** Students are allowed to choose an elective part on the basis of their interests; students can also choose the topics for their SBA tasks.
- **Equal emphasis on theory and application:** Students are required to apply economic concepts and theories to analyze and comment on social issues and phenomena.
- **Explore normative issues:** Apply economic theories to analyze and evaluate social issues that involve value judgment, such as equity issues.

Contributions to Further Studies and Work

- Provides prospective university students with:
 - a solid foundation in skills and knowledge to study Economics;
 - an economic perspective and inquiry skills for studies in the field of social sciences, humanities, business administration, law, etc.
- The thinking skills and economic perspective are helpful to workers in a service industry oriented economy like Hong Kong.

Geography

http://www.edb.gov.hk/FileManager/EN/Content_5999/geog_final_e.pdf

Aims

- Understand the Earth we inhabit;
- Develop general intellectual capacity and generic skills through geographical enquiry;
- Appreciate the wonder of Nature, and committed to promoting sustainable development; and
- Develop a sense of citizenship, a global outlook, and readiness to take action for the betterment of the world.

Differences between the past and current curricula

- Integrating the study of geographical themes and issues — applying knowledge into life situations
- Broadening scope of knowledge and catering for student diversity through electives: transport, earth science, regional study
- Re-emphasizing key geographical skills: fieldwork, GIS, map interpretation through spatial analysis

Contributions to Further Studies and Work

- Offer exposure to higher-order thinking & geographical concepts
- Provide spatial perspective for enquiry
- Cultivate global outlook and citizenship
- Develop skills: analysis & synthesis, problem-solving, communication, IT
- Prepare students for a range of career choices requiring global perspective, environmental ethics and awareness, and a sound sense of space and region, e.g. urban & transport planning, environmental management, tourism & recreation, business & administration at a broader level

Aims

To enable students to

- understand historical trends so as to discern the present time and plan for the future;
- develop the skills of critical thinking, problem solving, and making rational judgments based on facts ;
- cultivate positive attitudes and sense of responsibility to society and the nation; and
- understand and appreciate the characteristics and values of Chinese culture and of other cultures as well.

Differences between the past and current curricula

Compulsory part

- Based on the revised S4-5 curriculum, 2006

Elective part

- Six new modules are introduced to introduce multiple perspectives on Chinese history

Assessment for learning

- Public examination - emphasis on data-response type
- School-based Assessment

Contributions to Further Studies and Work

- The content is extended from political issues to social, cultural and geographical aspects of Chinese history, preparing the way for specialised studies.
- Equips students with skills such as critical and independent thinking, which are essential for higher education.
- Develop attitudes such as respect for different values and open-mindedness, which are essential for further academic studies.

History

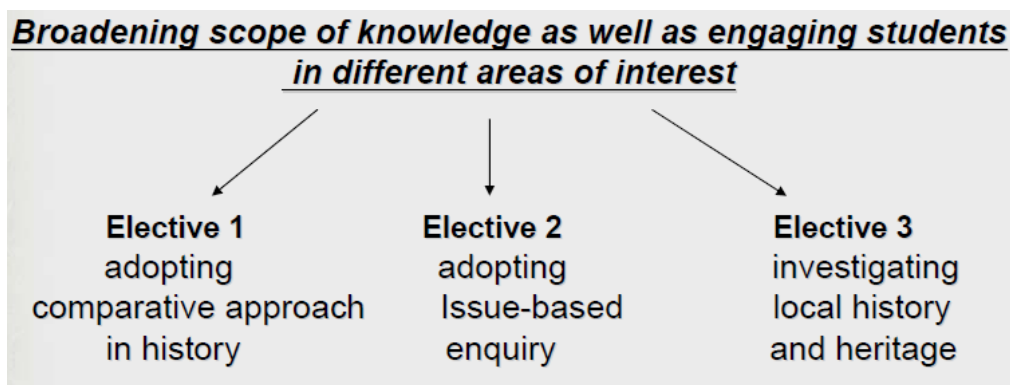
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Aims

To enable students to

- **discover where they stand in the contemporary world** through understanding the origins and development of modern events;
- **develop the skills** of critical thinking, making sound judgments and effective communication through exploring historical issues;
- Approach past and current events in an **impartial and empathetic manner**, using a variety of perspectives;
- **understand** the characteristic and values of their own **culture**, and appreciate the shared **humanity** and common problems of the world's many peoples;
- cultivate both national consciousness and the consciousness of being citizens of the global community, and thus to become **rational and sensible members of the local community, the nation and the world**; and
- be **prepared** to explore in greater depth an issue of personal interest, or that may be of relevance to **their future careers and professional studies**.

Differences between the past and current curriculum



Contributions to Further Studies and Work

Provides prospective university students with:

- a sound conceptual framework and knowledge of the 20th century world;
- skills needed for studying subjects in the fields of humanities, social sciences or business management;
- research skills pertaining to the study of archaeology and anthropology etc.

Equips students with skills such as critical and independent thinking, which are required of people who work as analysts or journalists.

Technology Stream

Business, Accounting and Financial Studies

http://www.edb.gov.hk/FileManager/EN/Content_5999/bafs_final_e.pdf

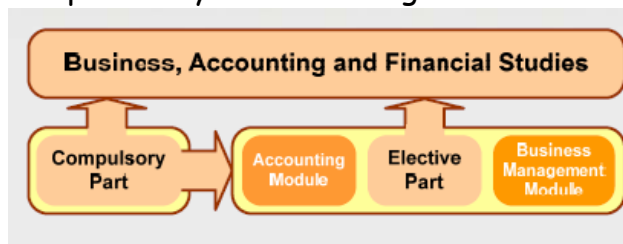
Aims

To enable students to:

- acquire a common body of business knowledge, including accounting and management
- make effective business decision in the dynamic business environment
- develop generic skills in team-building, communication, problem-solving which can be transferred to different domains
- explore different aspects of business to prepare for life, for learning and for employment

Curriculum Structure

- compulsory part (business environment, introduction to management, introduction to accounting, basics of personal financial management) enables students to gain a macro view of business
- elective part allows students to pursue an in-depth study in Accounting or Business Management



Key Features of the elective

The Senior Secondary BAFS curriculum:

- provides students with a holistic picture of the business world
- draws on a range of disciplines (finance, accounting and management) showing the complex interrelationships
- emphasizes different roles as consumers, employees, entrepreneurs, and investors
 - viewing business related decisions from different perspectives

Further Studies and Work

Prepare students with essential business knowledge and skills for

- **Higher education/tertiary studies** in business subjects such as accountancy, business administration, management, marketing, finance
- **Career development**
 - Accounting sector (auditor, financial controller, chief accountant)
 - Finance sector (financial analyst, financial planner)
 - Management sector (executive officer, general manager)
 - Education sector (teachers, academics, educators)

Aims

- Equip students with problem-solving and communication skills, and encourage them to
- think critically and creatively through ICT
- Develop students into competent, effective, discriminating, ethical, and confident users of ICT
- Provide students with opportunities to appreciate the impact of ICT on our knowledge-based society and nurture in them positive values and attitudes towards this area

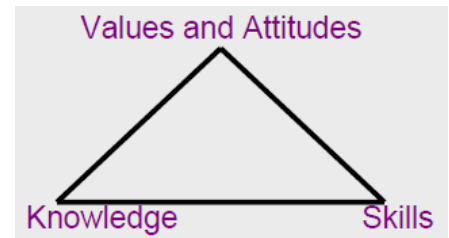
Emphasis and Curriculum Structure

The Senior Secondary ICT

- stresses on the balance of knowledge, skills and attitudes
- focuses on process involved in problem-solving using technology
- emphasizes the development of students' generic skills such as critical thinking, communication, creativity and problem-solving

Curriculum Structure

- compulsory part
- one elective part from four options
 - Databases
 - Data Communications and Networking
 - Multimedia Production and Web Site Development
 - Software Development



Contributions to Further Studies and Work

Further Studies

- A broad knowledge base with solid foundation for continuing tertiary studies (e.g. Computer Science, Engineering, Business, Creative Media, Design)

Professional Development

- Pathway to various professional qualifications and memberships
 - Database: Oracle Certificated Associate
 - Networking: Cisco Certificated Network Associate
 - Office Applications: Microsoft Office Specialist
 - International Computer Driving License
 - Student member of the Hong Kong Computer Society

Career Development

- Programmer, System Analyst, System Developer, Consultant, Engineer, Teacher

Applied Learning

- Applied Learning (ApL) aims at enabling students to understand fundamental concepts and theories through application and practice, and to develop their generic skills in authentic context.
- The design principle of the ApL is the same as that of other school subjects, with equal emphasis on the development of knowledge, skills and attitudes.
- The ApL is an essential component of the senior secondary curriculum. Students may choose up to three electives including the ApL courses according to their interests, aspirations and aptitudes.
- Three levels of performance: "unattained", "attained" and "attained with distinction"
- The HKDSE transcript will record the learning outcomes for the ApL course(s) and give recognition to student' s level of performance

For more information, please click

<http://www.edb.gov.hk/index.aspx?nodeID=4350&langno=2>

Other Learning Experiences

Aim

- To widen students' horizons
- To develop lifelong interests
- To nurture positive values and attitudes
- To realise the curriculum goal of whole person and balanced development as in the five essential Chinese virtues: 'Ethics, Intellect, Physique, Social Skills, Aesthetics'
- To develop the lifelong learning capabilities.

Suggested time allocation over the three years is as below:

Other Learning Experience	Suggested minimum time allocation (in percentage)	Suggested minimum time allocation (in hours)
Moral and Civic Education	5%	135
Community Service		
Career-related Experience		
Aesthetic Development	5%	135
Physical Development	5%	135
Total:		405 hours

For more information, please click <http://www.edb.gov.hk/cd/OLE/>

University Entrance Requirements under the "334" Academic Structure

(Updated On 27 October 2009)

Name of University	Entrance requirements
City University of Hong Kong	4 cores (Chinese Language, English Language, Mathematics and Liberal Studies) and 1 elective subject
Hong Kong Baptist University	4 cores (Chinese Language, English Language, Mathematics and Liberal Studies) and 1 elective subject
Lingnan University	4 cores (Chinese Language, English Language, Mathematics and Liberal Studies) and 1 elective subject
The Chinese University of Hong Kong	4 cores (Chinese Language, English Language, Mathematics and Liberal Studies) and 1 elective subject
The Hong Kong Institute of Education	4 cores (Chinese Language, English Language, Mathematics and Liberal Studies) and 2 elective subjects
The Hong Kong Polytechnic University	4 cores (Chinese Language, English Language, Mathematics and Liberal Studies) and 1 elective subject
The Hong Kong University of Science and Technology	4 cores (Chinese Language, English Language, Mathematics & Liberal Studies) plus 2 elective subjects, or 4 cores (Chinese Language, English Language, Mathematics (including Extended Module 1 or Module 2) & Liberal Studies) plus 1 elective subject.
The University of Hong Kong	4 cores (Chinese Language, English Language, Mathematics and Liberal Studies) and 2 elective subjects

Other Useful links

- ◆ New Secondary School Information Kit
http://cd.edb.gov.hk/334info/index_en.asp
- ◆ Finalized Assessment Frameworks for HKDSE
http://www.hkeaa.edu.hk/en/HKDSE/Subject_Information/gen_info/framework_final/
- ◆ Education Bureau ~ Information for Parents
<http://www.edb.gov.hk/index.aspx?langno=1&nodeid=5867>
- ◆ University Entrance Requirements
http://334.edb.hkedcity.net/doc/eng/University_entrance_requirements_Eng_v1.pdf
- ◆ Tak Sun Secondary School NSS bulletin
www.tsss.edu.hk (home > Curriculum > New Senior Secondary (NSS) Curriculum)

How could parents assist their children in adapting to the SSC?

- Parents could provide proper guidance for their children and instill in them positive values and attitudes.
- Parents should develop their children's active and independent learning attitudes through daily-life activities, let their children enjoy what they have achieved in learning and understand their learning progress.
- Parents should enhance communication with the schools to get a clear picture of the learning progress of and difficulties encountered by their children.
- Parents should render appropriate support to assist their children in learning to learn in light of the changes in the curriculum and learning approaches.
- Parents should encourage their children to develop extensive reading habits.
- Parents should encourage their children to participate in Other Learning Experiences (e.g. Community Service, Physical Development, Aesthetic Development) to achieve all-round development. Impact of such experiences on personal growth is usually positive and long-lasting.

Admission and Allocation Timeline

March 2010	<ul style="list-style-type: none">● Parents' Forum on the NSS introduction● Subject Preference Form
April 2010	<ul style="list-style-type: none">● NSS Subject Preparation Week● Student Survey Form
May 2010	<ul style="list-style-type: none">● Quarter 3 Report Cards● Parents' Forum on the NSS subject allocation● Subject Choice Form
June 2010	<ul style="list-style-type: none">● Final Examination
July 2010	<ul style="list-style-type: none">● Final Examination Report Cards● Admission and Subject Allocation Results
August 2010	<ul style="list-style-type: none">● Summer Fortification Programme● Parents' Interview
September 2010	<ul style="list-style-type: none">● Parents' Forum on the updated information on the NSS implementation

Class of 2013 Senior Secondary Subject Preference Form

(Please return the Form to your Class Tutor on 14th March 2010)

Instructions

Please select 6 choices out of the following 12 elective subjects. Then, arrange your choices in preference and write the Subject Code accordingly. Less than 6 valid choices will be regarded as invalid questionnaire.

Elective Subject	Subject Code	Preferences
Biology	BIO	
Business, Accounting and Financial Studies	BAFS	
Chemistry	CHEM	1 st Choice: _____
Chinese History	CHIST	2 nd Choice: _____
Chinese Literature	CHI LIT	
Economics	ECON	3 rd Choice: _____
Geography	GEOG	
History	HIST	4 th Choice: _____
Information and Communication Technology	ICT	5 th Choice: _____
Physics	PHY	
Combined Science 1 (Biology & Chemistry)	Combined SCI 1	6 th Choice: _____
Combined Science 2 (Chemistry & Physics)	Combined SCI 2	

Student Name: _____

Class: _____ Class No.: _____

Parent Name: _____

Parent Signature: _____