

Suggestions on NSS Curriculum Planning and Time-tabling Arrangement

I. Students' Choices

To provide a diversified choice of elective subjects to cater for students' interests and abilities, schools may:

- conduct briefing and counselling sessions to guide students to choose the electives subjects that are most suitable to them;
- provide career guidance to S3 students and help them to choose appropriate elective subjects;
- conduct parents' seminar to provide them with the information on NSS curriculum and university admission requirements/other post-secondary pathways;
- conduct a student survey to identify their needs and the demand of each subject;
- decide sets of electives and subject combinations according to students' preferences;
- allocate the subjects according to the students' academic results or performances;
- consider to offer more groups on subjects in great demand.

II. Staff Deployment/Professional Development

To identify teachers' preferences in elective subjects and optional modules, schools may:

- develop a staff deployment plan by conducting teacher surveys, discussion sessions, panel heads/staff meetings in order to build a consensus among teachers;
- construct a professional development plan to facilitate future staff deployment, e.g. teachers require to teach Liberal Studies/various optional modules etc.

III. Time-tabling Arrangement

Schools may refer to the suggested time allocation on different components of the learning experiences in core subjects, elective subjects & OLE and:

- plan their 3-year senior secondary timetable flexibly;
- prioritize the requirements of different subjects on the timetables;
- consider to restructure the time-tabling arrangement from cycle-based to week-based/bi-weekly basis;

1. Core Subjects

Schools may:

- divide 4 classes into 5 groups, etc. in the same time-slot in the lessons of any of the core subject; or make similar arrangement for IES in Liberal Studies, oral practice in language subjects;
- schedule the timetables of S4 to S6 as a whole to allow more flexibility in allocating and adjusting the teaching hours, e.g.:

Subject	S4	S5	S6
Chinese Language	6	7	7
English Language	7	6	7

* on week-based

- vary the time allocated for a subject for the more able students and/or the less able students, e.g. offering enrichment and/or remedial programmes;
- adopt different strategies in offering Mathematics extended modules, such as:
 - arrange additional lessons after school;
 - extract lessons of other subjects for the extended modules;
 - assume students taking the extended module are more able students and, therefore, no additional lesson is provided.

2. Elective Subjects

Schools may:

- offer 4Xs in S4 as ‘tasters’ to broaden students’ horizon and allow them to drop 1 or 2Xs in S5 and S6;
- allow students to take either 2Xs and/or 3Xs in S4 based on their preferences and abilities;
- adopt block timetabling to increase subject combinations;
- allow students to drop 1X in S5 and replace by an ApL course or an enrichment programme;
- adopt a week-based timetable so as to offer ApL courses: arrange ApL courses either on Saturdays or fix a time-slot on any weekday for the course;
- network with other schools to offer subject(s) that has a very low number of students, e.g. music.

3. Other Learning Experiences (OLE)

Schools may:

- allocate the OLE time flexibly at different time within the 3 senior secondary years;
- adopt 5-day week so that OLE lessons/activities can be arranged in an afternoon of a week, or arrange OLE after examinations or before long holidays so that community services, work-related experiences can be conducted;
- schedule OLE in a double lesson fortnightly;

IV. Others

- Schools have to develop a strategic plan to cope with the anticipated difficulties in the double cohort year, e.g. staff deployment, room conversion etc.