

# Briefing Session on the Recommendations for Medium-term Review of the Business, Accounting and Financial Studies (BAFS) Curriculum and Assessment

Time	Contents	Speaker(s)
2:30 – 2:45 p.m.	Registration	
2:45 – 3:45 p.m.	<p><b>Part 1</b></p> <ul style="list-style-type: none"> <li>• Briefing on Summary of Findings of School Surveys on BAFS Curriculum and Assessment (C&amp;A)</li> <li>• Briefing on the Recommendations of the BAFS C&amp;A for Medium-term Review</li> </ul>	<p>Senior Curriculum Development Officer (Technology Education) of EDB</p> <p>Manager (Assessment Development), Hong Kong Examinations and Assessment Authority (HKEAA)</p>
3:45 – 4:45 p.m.	<p><b>Part 2</b></p> <p>Q &amp; A Session</p>	<p>Chaired by the Chairman of the CDC-HKEAA Committee on Business, Accounting and Financial Studies (Senior Secondary) (2013-15)</p>

# To update the progress of the new academic structure (NAS) medium-term review

## Some recaps

- NAS short-term recommendations announced in April 2013
- In BAFS, short-term recommendations were implemented in 2013 in response to the feedback collected:
  - Trim curriculum content by 15%
  - Develop Supplementary Notes for illustrating the breadth and depth of the curriculum
  - Change examination rubrics, shorten the examination time
  - Cancel school-based assessment (SBA)

# To update the progress of the new academic structure (NAS) medium-term review

## Some recaps

- For BAFS, the key issue in the medium-term review is to explore the feasibility of revising the design of the subject by splitting the subject and/or separate grading and reporting of the examination results for candidates taking the two electives, as well as other relevant options that would suit the context of the whole senior secondary student programme.

# To update the progress of the new academic structure (NAS) medium-term review

## Some recaps

- Schools surveys were conducted from January to March 2014 to solicit views from school principals and teachers.
- The survey results and feedback collected from other stakeholders were consolidated to inform deliberations for the medium-term review recommendations.
- The medium-term recommendations for the senior secondary curriculum and assessment of Chinese Language, Chinese Literature, Liberal Studies and BAFS were discussed and endorsed in the joint Curriculum Development Committee – Public Examinations Board (PEB) Meeting held on 10 April 2014
- EDB Circular Memorandum (EDBCM No.63/2014) were released in April 15 2014 summarising the medium-term recommendations and support measures
- Please visit the NAS Web Bulletin (<http://www.edb.gov.hk/nas/en>) or the designated webpage on the NAS review (<http://www.edb.gov.hk/nas/review/en>) for the latest developments

# Medium-term Review Process in BAFS

Date	Events	Actions
Oct 2013 - Nov 2013	CDC-HKEAA Meetings	To review and address the concerns of the BAFS curriculum and assessment
Dec 2013 - Mar 2014	Focus Group Meetings	To collect preliminary feedback from different stakeholders including <ul style="list-style-type: none"><li>• BAFS teachers</li><li>• Principals</li><li>• representatives from tertiary and post-secondary sectors</li><li>• employers and human resources management professions</li><li>• BAFS graduates and students</li><li>• parents of BAFS students</li></ul>

# Medium-term Review Process in BAFS

Date	Events	Actions
Dec 2013 – Mar 2014	Principal questionnaire	Principal questionnaires were issued to collect views from principals on the subject-related questions on 21 Jan
	Teacher questionnaire	<ul style="list-style-type: none"> <li>• Teacher questionnaire was issued to collect views from teachers on the proposals on 7 Feb</li> <li>• Briefing session conducted on 10 Feb</li> </ul>
	Joint Meetings of CDC-HKEAA & Subject Committees on BAFS	<ul style="list-style-type: none"> <li>• To consolidate the suggestions collected from FGIs and school surveys</li> <li>• To discuss and propose medium-term review recommendations, for the consideration of CDC-PEB</li> </ul>

# Report on the findings of school surveys

## Principal questionnaire

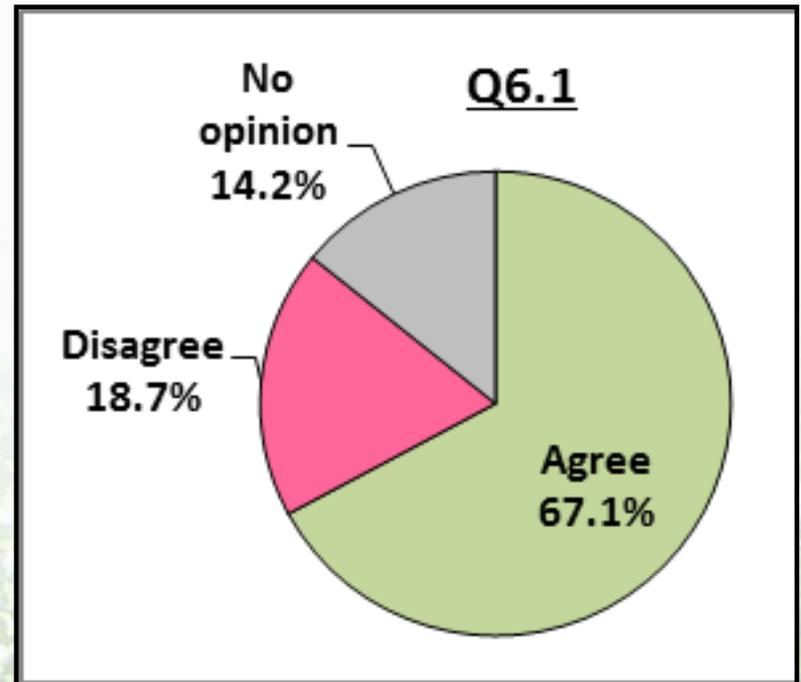
Number of questionnaire received  
in response to BAFS questions

456 out of 497

# Principal Questionnaire

6.1 Do you, as a school principal, agree that BAFS as an elective subject under the existing senior secondary curriculum framework has provided students with a *broad-based and sufficient foundation covering different aspects of business* (e.g. accounting, management, business environment) that could prepare them for future study and careers?

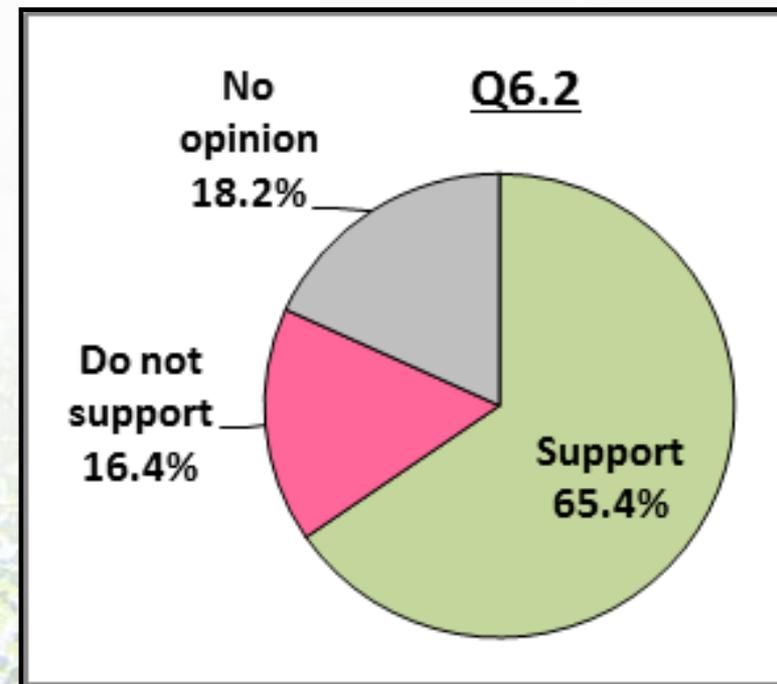
	No. of schools	(%)
Agree	298	67.1%
Disagree	83	18.7%
No opinion	63	14.2%
<b>TOTAL</b>	<b>444</b>	<b>100%</b>



# Principal Questionnaire

6.2 Taking into consideration that the above-mentioned short-term measures have been put in place in the 2013/14 school year, as a school principal who is overseeing the all-round administration in the school, do you support a major change in BAFS in the foreseeable future, such as offering more than one new business-related subject to replace/complement BAFS, based on the existing school conditions?

	No. of schools	(%)
<b>Support</b>	291	65.4%
<b>Do not support</b>	73	16.4%
<b>No opinion</b>	81	18.2%
<b>TOTAL</b>	445	100%

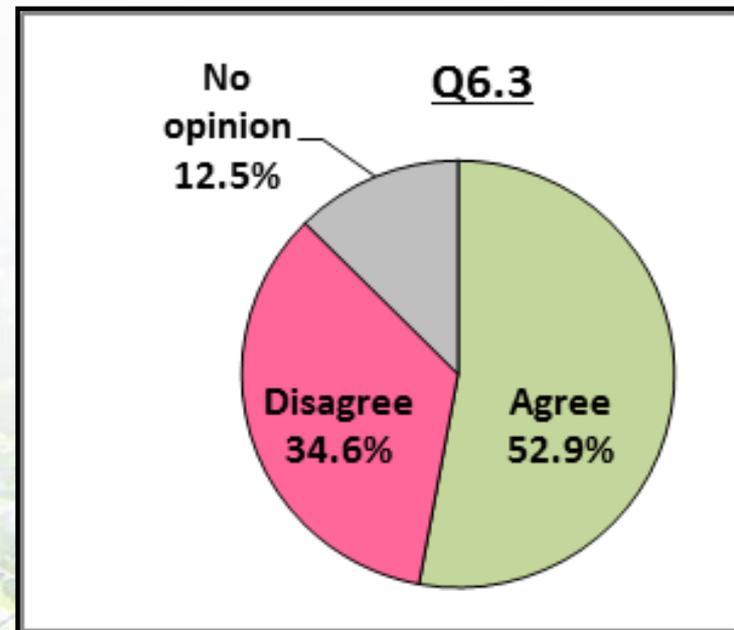


# Principal Questionnaire

6.3 To provide students with business-related exposure at the senior secondary level, BAFS, Economics, Tourism and Hospitality Studies, and some Applied Learning courses such as *Applied Business Research*, *Financial Markets and Operations*, *Marketing in Global Trade* and *Practical Computerised Accounting* are offered.

Do you, as a school principal, agree that the existing options are adequate to cater for senior secondary students with different abilities and learning interests in business?

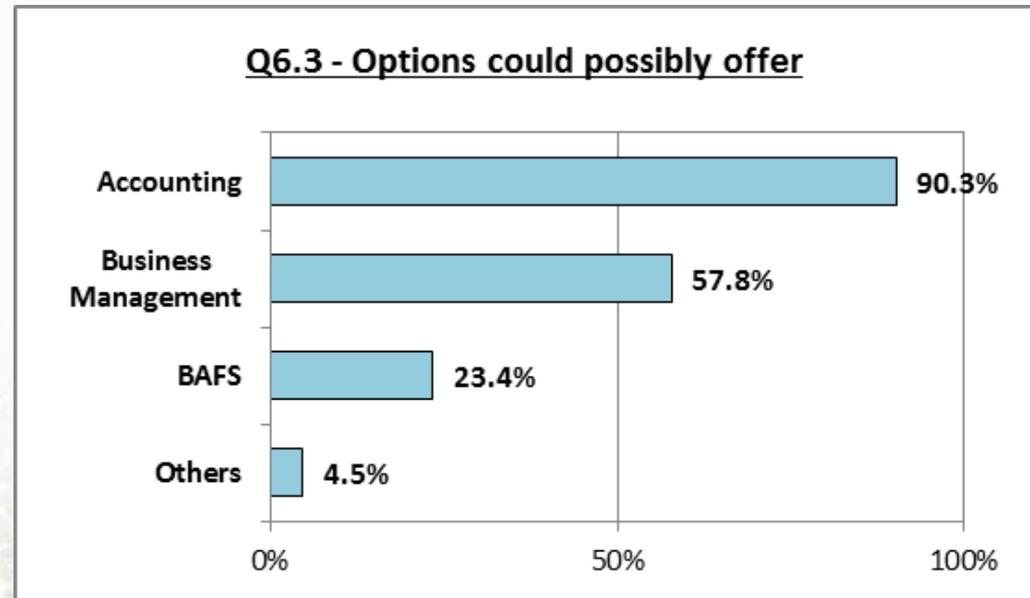
	No. of schools	(%)
Agree	237	52.9%
Disagree	155	34.6%
No opinion	56	12.5%
<b>TOTAL</b>	<b>448</b>	<b>100%</b>



# Principal Questionnaire

[IF Answered “Disagree”]. If more business learning options at the senior secondary level were to be provided in your school, please indicate the option(s) that your school, with the existing resources and expertise available, could possibly offer to your students: (You may choose more than one options)

	No. of schools	(%)
Accounting	139	90.3%
Business Management	89	57.8%
BAFS	36	23.4%
Others	7	4.5%



# Principal Questionnaire

Subject combinations indicated:

**Offer 1 subject only  
(58 schools in total, 37%)**

- Accounting (47 schools)
- Business Management (8 schools)
- BAFS (3 schools)

**Offer 2 subjects  
(76 schools in total, 49%)**

- Accounting and Business Management (61 schools)
- BAFS and Accounting (13 schools)
- BAFS and Business Management (2 schools)

**Offer 3 subjects  
(18 schools in total, 12%)**

- BAFS, Accounting, and Business Management (18 schools)

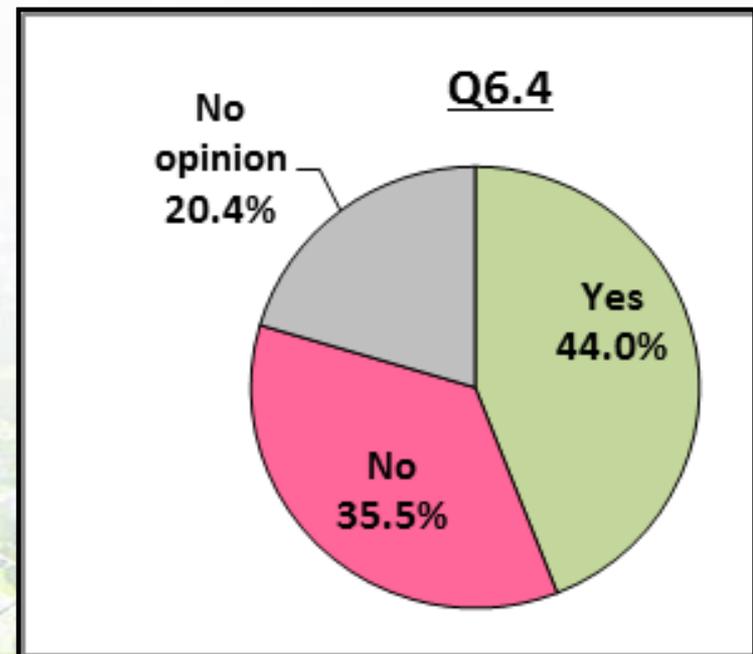
# Principal Questionnaire

6.4 It is the aim of the senior secondary curriculum framework to lay a broad foundation to enable students to have wide career choices and future study choices, and to equip them with broad-based knowledge and skills for their lifelong learning journeys. Senior secondary students are encouraged to choose elective subjects from more than one Key Learning Area according to their needs, aspirations and interests.

IF there were more than one business-related subject at the senior secondary level, each specialising in a certain area in the business domain (e.g. accounting, management\*) as a result of replacing or complementing BAFS, taking into consideration the above-mentioned aims and principles, do you, as a school principal, think it is desirable for students to take business-related elective subjects only?

[\* subject to further deliberation]

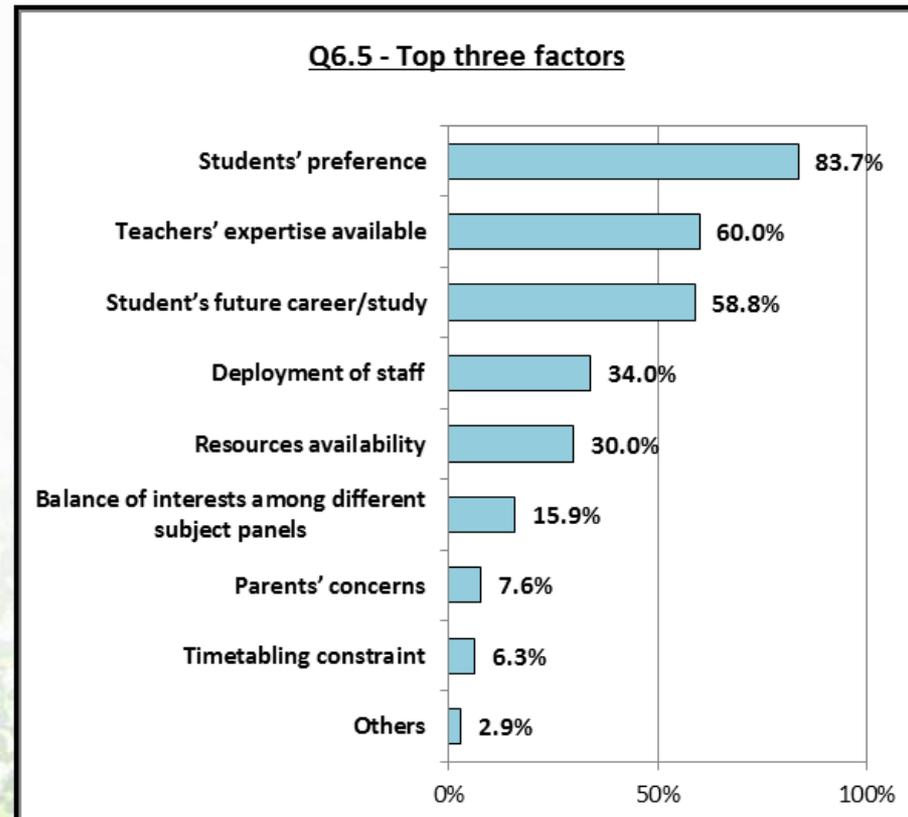
	No. of schools	(%)
Yes	196	44.0%
No	158	35.5%
No opinion	91	20.4%
<b>TOTAL</b>	<b>445</b>	<b>100%</b>



# Principal Questionnaire

6.5 Please indicate the top three factors you will consider regarding the offering of business-related subjects in your school. Rank the three factors in terms of importance (“1” as the most important, “2” as the second, and “3” as the third)

Top three factors	No. of schools	(%)
Students' preference	374	83.7%
Teachers' expertise available	268	60.0%
Student's future career/study	263	58.8%
Deployment of staff	152	34.0%
Resources availability	134	30.0%
Balance of interests among different subject panels	71	15.9%
Parents' concerns	34	7.6%
Timetabling constraint	28	6.3%
Others	13	2.9%
<b>OVRALL</b>	<b>447</b>	<b>-</b>



# Report on the findings of school surveys

## Teacher questionnaire

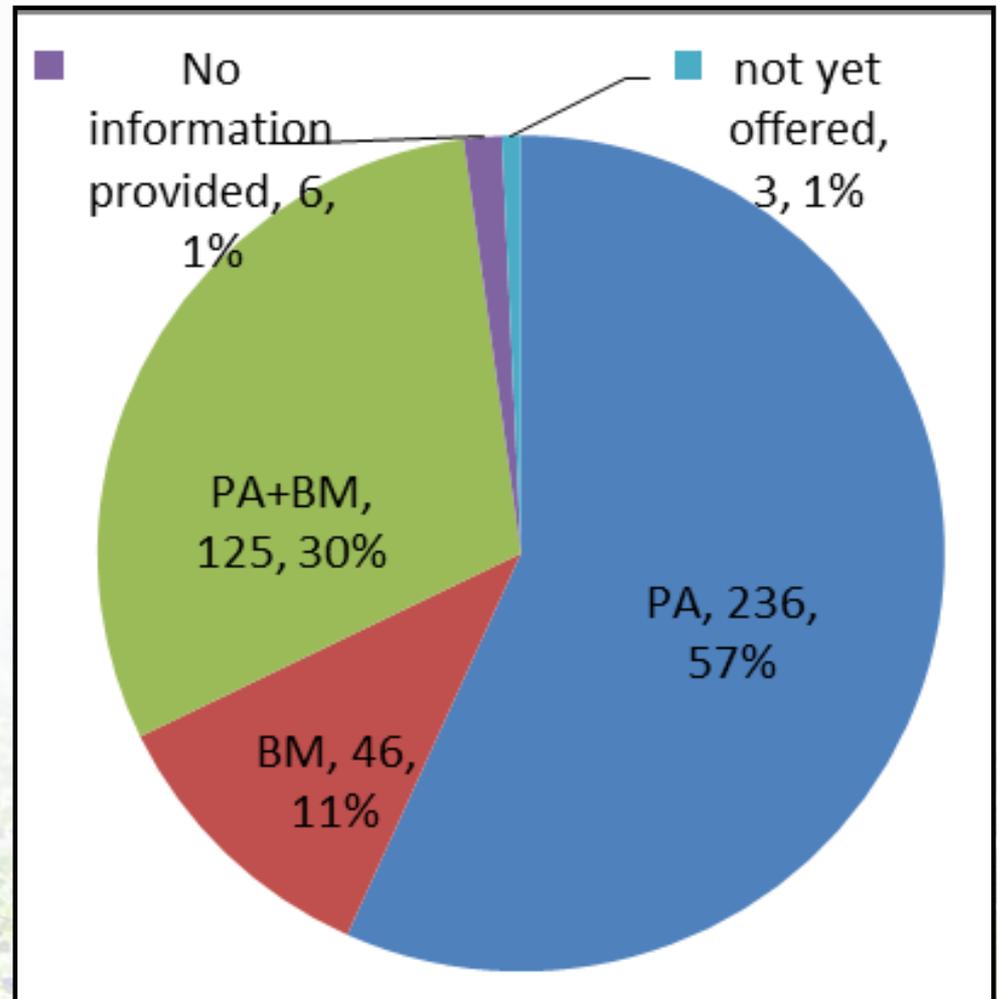
**Number of  
questionnaire received**

416 out of 497

# Teacher Questionnaire

The respective elective module(s) offered by the school respondents

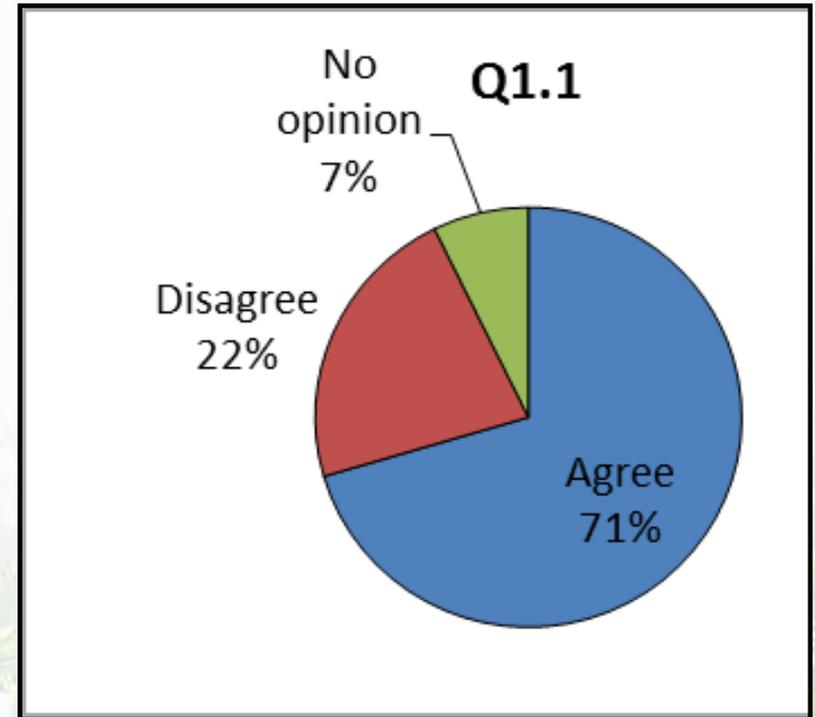
Elective module(s) offered at schools	No. of school respondents
PA	236
BM	46
PA+BM	125
No information provided	6
Not yet offered	3
<b>Total</b>	<b>416</b>



# Teacher Questionnaire

Q1.1 Do you agree that the trimmed BAFS curriculum is able to achieve the aim of *providing broad-based knowledge enabling students to explore different aspects of business to prepare for life, for further studies and for employment?*

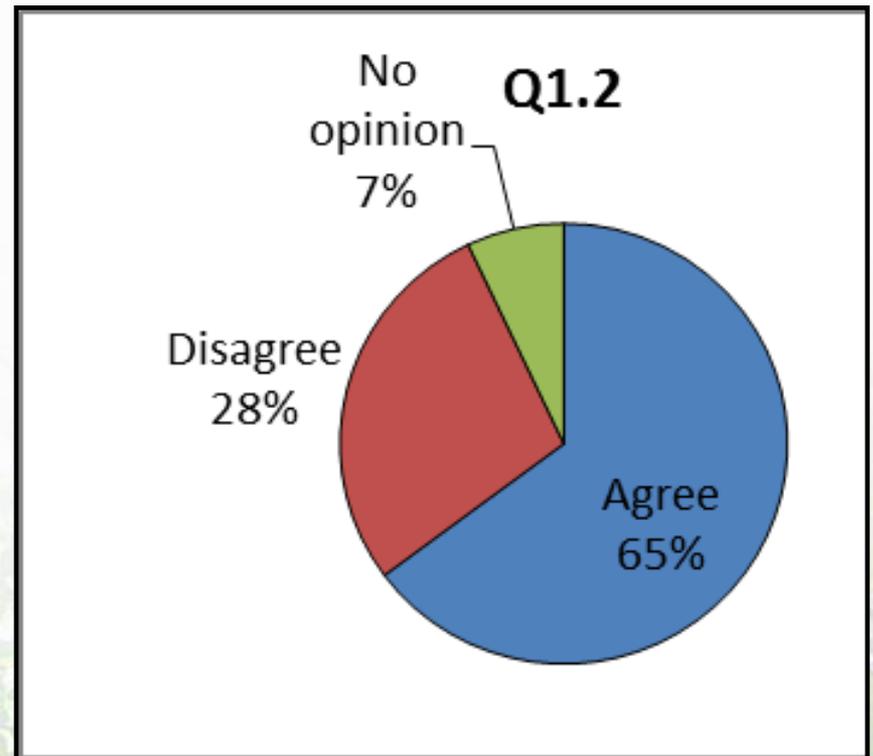
	No. of Schools	(%)
Agree	291	71 <sup>0</sup> %
Disagree	92	22 <sup>0</sup> %
No opinion	30	7 <sup>0</sup> %
Total	413	100.0 <sup>0</sup> %



# Teacher Questionnaires

Q1.2 With the short-term recommendations on curriculum and assessment changes in place in the 2013/14 school year, do you agree that the trimmed curriculum should be maintained, subject to regular review and refinements in future according to changing contexts?

	No. of Schools	(%)
Agree	267	65%
Disagree	116	28%
No opinion	29	7%
Total	412	100%

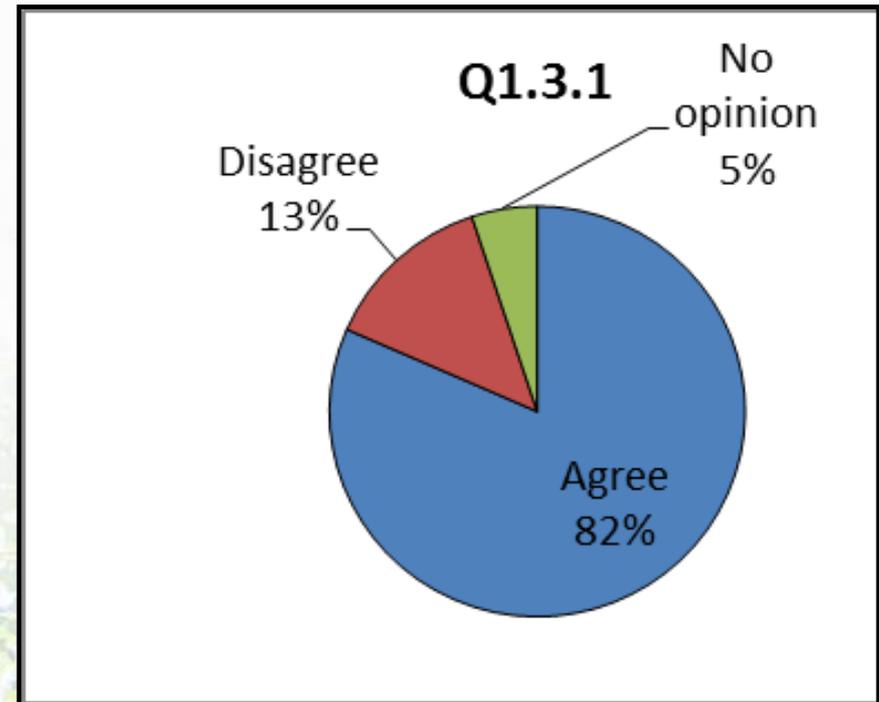


# Teacher Questionnaire

Q1.3 The BAFS curriculum is composed of a common core as the compulsory part (40%), and two electives, namely Accounting and Business Management (60%).

**1.3.1** Do you agree that *separate grading and reporting* of the examination results should be adopted for the candidates taking the two elective parts?

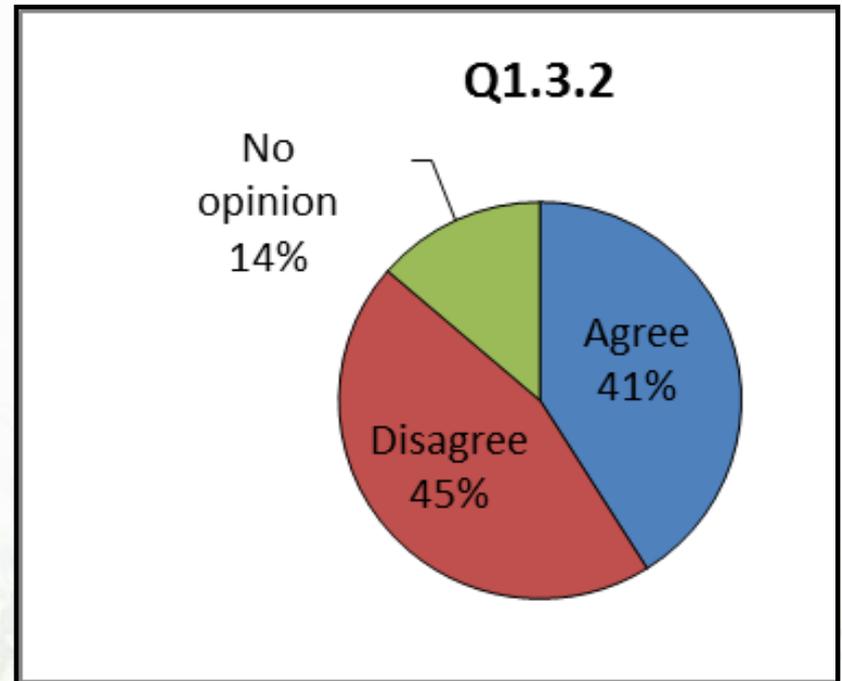
	No. of Schools	(%)
Agree	336	82%
Disagree	55	13%
No opinion	21	5%
Total	412	100%



# Teacher Questionnaire

Q1.3 **1.3.2** *In addition to* separate grading and reporting, do you agree that the weighting of the common core should be changed?

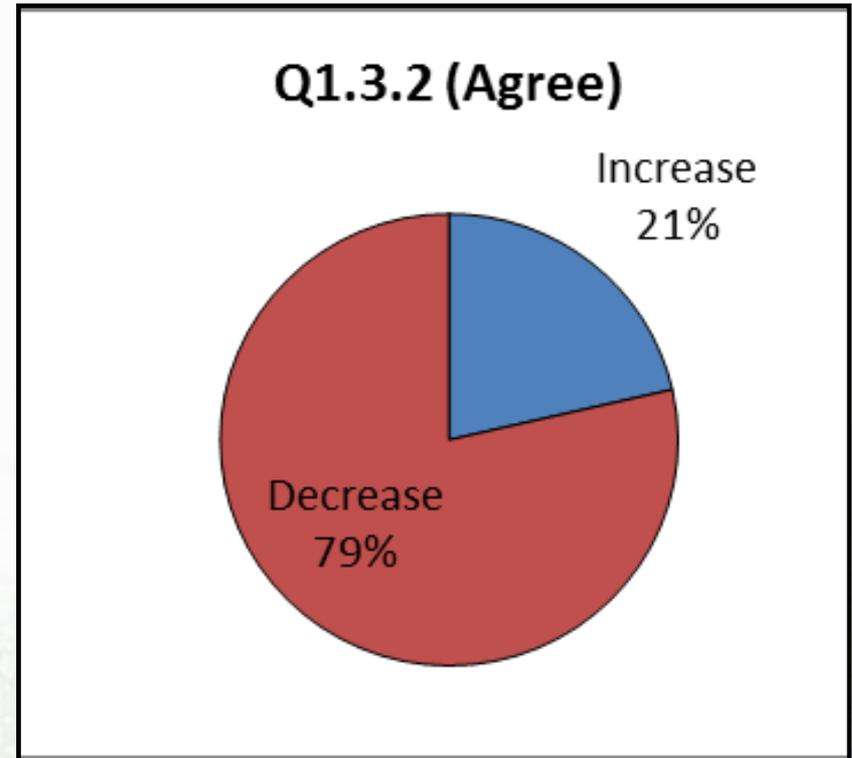
	No. of Schools	(%)
Agree	168	41%
Disagree	185	45%
No opinion	56	14%
Total	409	100%



# Teacher Questionnaire

Q1.3 1.3.2 If Agree, the weighting of the common core should be:

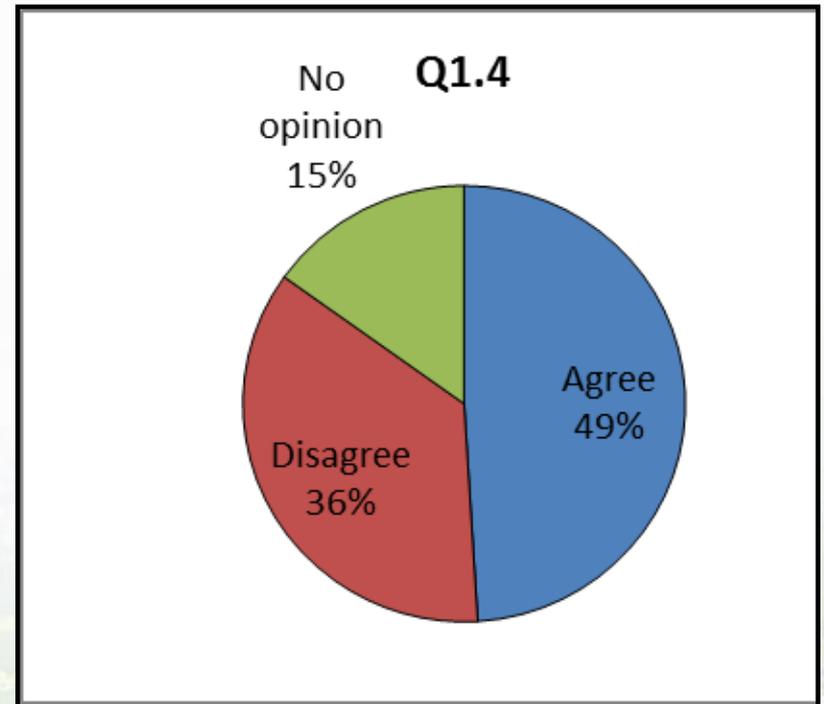
	No. of Schools	(%)
Increased	36	21%
Decreased	132	79%
Total	168	100%



# Teacher Questionnaire

Q1.4 Do you agree that new business-related elective subject(s) should be developed in addition to BAFS or to replace it?

	No. of Schools	(%)
Agree	201	49%
Disagree	147	36%
No opinion	62	15%
Total	410	100%



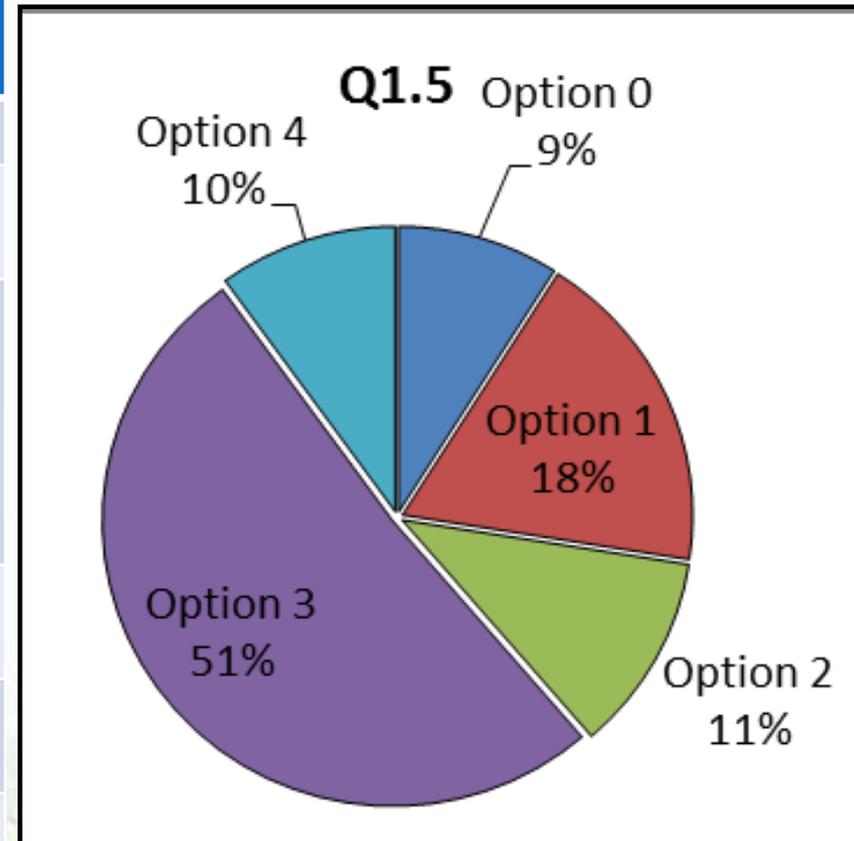
# Teacher Questionnaire

Q1.5 The following five proposals have been formulated based on views collected from relevant stakeholders through various channels. Regarding the proposed years of implementation, it should be noted that major curriculum changes may take more time for deliberations and design, and incremental changes under further discussion may be needed. Based on the suggestions collected from the Principal Questionnaire and this questionnaire, feedback collected from various stakeholders through meetings and focus group interviews and professional discussions of CDC-HKEAA Committee on BAFS (Senior Secondary) and the HKEAA BAFS Subject Committee, final recommendations for further improving the implementation of the curriculum and assessment of BAFS will be formulated.

In order to consolidate views from teachers for further deliberation, please tick **ONE** of the following options you ***prefer most***.  
(Other views, if any, can be noted in “Other comments”)

# Teacher Questionnaire

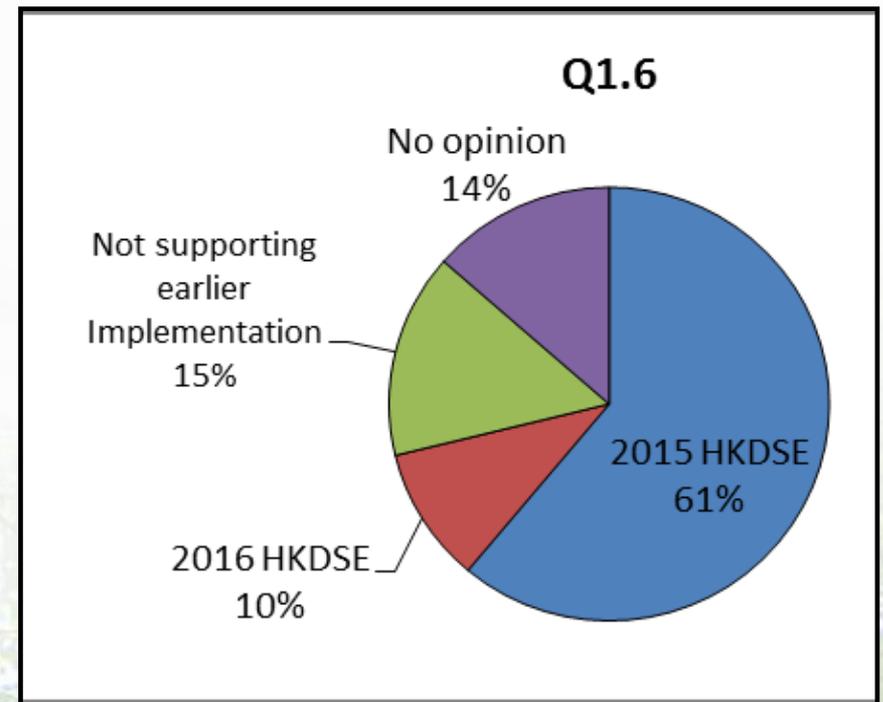
	No. of Schools	(%)
Option 0 (Status quo)	37	9%
Option 1 (Separate grading and reporting)	76	18%
Option 2 (Separate grading and reporting with adjustment on the weightings of the common core)	46	11%
Option 3 (New subject(s) to replace BAFS)	211	51%
Option 4 (New subject(s) in addition to BAFS)	41	10%
<b>Total</b>	<b>411</b>	<b>100%</b>



# Teacher Questionnaire

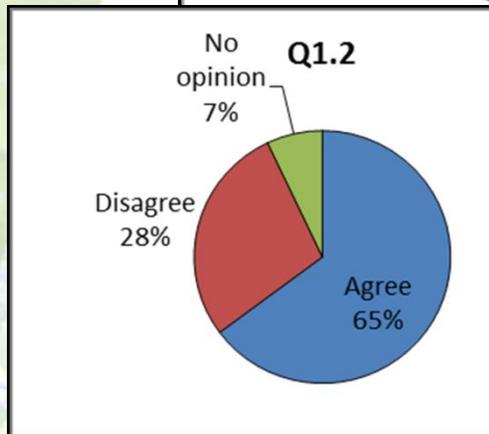
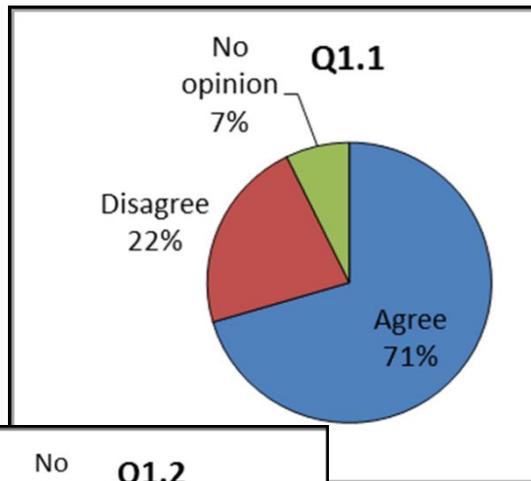
Q1.6 It is envisaged that separate grading and reporting of HKDSE BAFS Examination results would not have major implications on the learning and teaching of the subject and hence could be implemented earlier starting from the 2015 or 2016 examination, provided that this is supported by the majority of schools. Please indicate below the earliest year of implementation preferred:

	No. of Schools	(%)
2015 HKDSE	248	61%
2016 HKDSE	41	10%
Not supporting earlier Implementation	62	15%
No opinion	55	14%
Total	406	100%

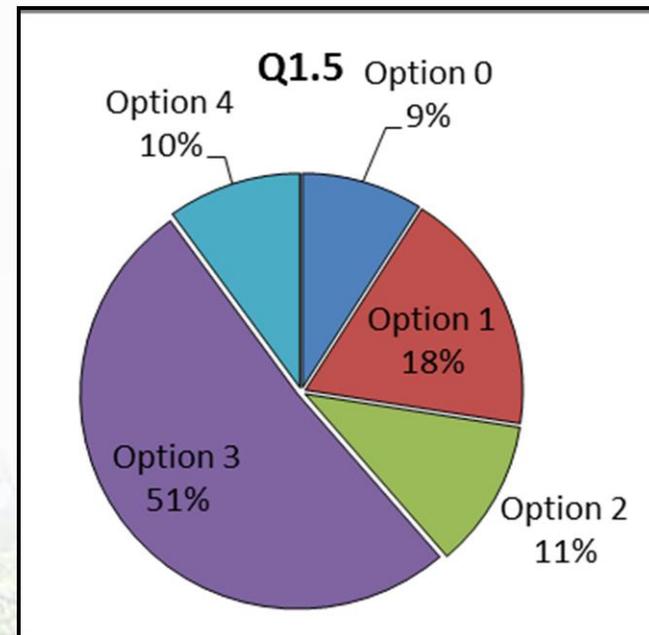


# Teacher Questionnaire

- Feedback on existing trimmed BAFS curriculum:



- Ultimate way forward for further deliberation:



# The **overarching principles** for the medium-term review:

1. Students interest
2. Consistent and align with fundamental paradigm
3. Maintaining international standards
4. Flexibility for different school contexts
5. Contemporary curriculum design to align with continuous collection of feedback
6. Continuous collection of feedback and information
7. Maintaining existing and transparent mechanism as well as close communication with stakeholders for further engagement

# Consultation and engagement

Suggestions collected from Principal and teacher questionnaires, together with other views collected through focus groups, briefing sessions, liaison meetings, written submissions etc. from all relevant stakeholders were consolidated to inform deliberations for the medium-term recommendations that map out plans and strategies for the development of the subject in a holistic manner.

# Medium-term Review Recommendations

- Adoption of separate grading and reporting of the subject results for candidates taking different elective modules with effect from the 2015 HKDSE Examination (for S6 students in 2014/15), with no change in the curriculum coverage, mode of assessment or question-setting of the papers
- Closely monitoring and reviewing the existing curriculum and assessment framework of the trimmed BAFS curriculum (first examination to be conducted in 2016) and the implementation of separate grading and reporting of the subject results; in parallel, starting the ground work for developing the separate subject(s)
- The ultimate way forward will be subject to thorough discussion and consultation by the end of 2016, while holding steadfast to the ultimate goals of the senior secondary curriculum under the New Academic Structure

# Medium-term Review Recommendations

- Start up the ground work / study 2014 →
- Review the trimmed BAFS curriculum 2014 →
- Adopt separate grading and reporting 2015 →
- Initial findings ready to deliberate in a holistic manner:
  - Review result of the trimmed BAFS curriculum
  - Draft of curriculum contents and assessment framework(s) of the separate subject(s) proposed
  - Implementation issues (e.g. forbidden subject combinations) Sept/Oct 2016
- Ultimate way forward for further deliberation By end of 2016