

Q&A on Senior Secondary Curriculum and Assessment Framework  
English Language

1. How can the interface between the junior secondary and senior secondary English Language curricula be facilitated?

The entire English panel should be kept updated about the latest developments with regard to the senior secondary English Language curriculum. They should also exercise careful planning, making sure that important groundwork is laid in the junior secondary curriculum in terms of incorporating key learning elements (e.g. developing students' language skills and grammar knowledge, encouraging critical thinking and creative use of language and exposure to a wide variety of text types, including those related to both language arts and non-language arts) that will facilitate transition to the senior secondary level. Teachers are encouraged to refer to the supplementary notes on *Building a strong interface between the junior and senior secondary curricula: Focusing on the development of literacy skills* and *CDC Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1-3) (2018)* (both documents available at <http://www.edb.gov.hk/elegc>) when planning the school-based secondary English Language curriculum.

2. What measures can teachers take to cater for learner diversity?

Teachers should work closely as a team to share ideas and devise a plan on how to meet their students' diverse needs. Teachers may refer to the CDC-HKEAA English Language Curriculum and Assessment Guide (Secondary 4-6) 2021 [Effective from Secondary 4 in the 2021/22 school year] and CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) 2017 (available at <http://www.edb.gov.hk/elegc>) for suggestions on catering for learner diversity, such as adapting the school curriculum, making use of graded tasks and activities and employing a variety of teaching techniques to cater for students' different needs. Teachers are also encouraged to take part in the related professional development programmes organised by the EDB and refer to the supplementary notes on *Catering for learner diversity in the senior secondary English classroom* (available at <http://www.edb.gov.hk/elegc>) to gain insights into strategies to cater for students' different learning styles, needs and abilities.

3. Are there any professional development programmes in support of the implementation of the senior secondary English Language curriculum to cater for teachers' training needs?

The EDB organises professional development programmes to enhance teachers' subject knowledge (e.g. the role of grammar and vocabulary in academic reading and writing) and

teaching skills (e.g. promoting the creative use of English through language arts), equip them with strategies for effective curriculum implementation, as well as facilitate sharing on effective teaching practices. Details of these programmes are disseminated to schools and teachers through the Training Calendar System (<https://tcs.edb.gov.hk/tcs/publicCalendar/start.htm>).

4. Are the senior secondary English Language curriculum and the HKDSE English Language Examination internationally recognised?

In designing the senior secondary English Language curriculum, reference had been made to the requirements and standards of the English Language curricula in other countries. The senior secondary English Language curriculum has also been benchmarked by curriculum and assessment agencies in different countries, such as the Australian Council for Educational Research (ACER), the International Baccalaureate Organisation (IBO), the University of Cambridge Local Examinations Syndicate (UCLES) and the Cambridge International Examinations (CIE). It has been found to be comparable to other senior secondary English Language curricula.

Standards in the HKDSE Examination are benchmarked against key overseas examinations in the same way that previously applied to the HKCEE and HKALE. The Universities and Colleges Admissions Service (UCAS) in the UK has included the HKDSE in the UCAS Tariff system with tariff points awarded to the 24 HKDSE subjects, including English Language. The qualification is recognised as comparable to the UK GCE A-Level. So far, around 300 tertiary institutions worldwide have indicated their acceptance of students with HKDSE qualification. Details are available on the website of the Hong Kong Examinations and Assessment Authority:

[http://www.hkeaa.edu.hk/en/recognition/hkdse\\_recognition/ircountry\\_hkdse.html](http://www.hkeaa.edu.hk/en/recognition/hkdse_recognition/ircountry_hkdse.html)

March 2026