

**Frequently Asked Questions on the New Academic Structure for  
Senior Secondary Education and Higher Education**

**Technology Education Key Learning Area**

**(Subject: Technology and Living)**

**Q1. Why is ‘Home Economics’ renamed as ‘Technology and Living’ under the senior secondary curriculum?**

A1. This is to reflect the new positioning of the subject under the senior secondary curriculum and the essence of the two main areas of study of the curriculum framework. The change from “Home Economics” to “Technology and Living” signifies the updated emphasis in the curriculum contents. After consultation, there is wide support from various stakeholders (e.g. school heads, teachers, educators and the Hong Kong Examinations and Assessment Authority) for the renamed title.

**Q2. What is the positioning of Technology and Living in the senior secondary curriculum?**

A2. Technology and Living is offered as one of the elective subjects under the Technology Education Key Learning Area in the senior secondary curriculum to widen student choices. It is positioned midway on the continuum of theoretical learning and applied learning. In order to cater for different interests and aptitude of students, two strands are offered under the subject.

**Q3. What are the two strands? What elective modules are offered under each strand in Technology and Living?**

A3. There are two strands for selection by students of different needs and aptitudes, namely: Food Science and Technology Strand as well as Fashion, Clothing and Textiles Strand. For the elective part, the modules offered under the Food Science and Technology Strand are: Food Culture, Food Science and Technology Extended Study, Food Product Development. For the Fashion, Clothing and Textiles Strand, the modules offered are: Culture and Fashion Design, Textiles and Textile Technology, Apparel Industry.

**Q4. Apart from Professional Development Programme, what other resources or support will be provided for Technology and Living (TL) teachers?**

- A4. A TL learning and teaching resource pack covering all topics of the curriculum is developed. Reference materials including samples of teaching schemes, lesson plans, teachers' notes, handout for students, assessment tasks, etc are included in the pack. For an overview of resources available, please refer to Chapter 6 of the TL Curriculum and Assessment Guide (S4-6).

In addition, a Learning Community of TL had been set up in 2008, TL teachers could join and share with others, such as collaborative lesson preparation. For teachers who would like to join the Learning Community, please contact the Technology Education Section on 3698 3137.

**Q5. If Home Economics / Technology and Living is not being offered at the junior secondary level or there is no Home Economics room in school, will it be possible for the school to offer Technology and Living at senior secondary level?**

- A5. It is considered that students who receive basic education in schools would have the foundation knowledge and skills to precede their study of any subjects in the senior secondary curriculum.

As for eligibility of teachers, they are expected to possess the necessary professional qualifications, knowledge of Home Economics / Technology and Living or other related disciplines (e.g. Biology, Chemistry) and professional commitment.

Regarding the facilities, schools could use the Science Laboratories to carry out food or textile tests / experiments. They could also consider carrying out minor room conversion with suitable facilities and equipment for conducting other practical work required in the subject.

**Q6. How could SBA benefit Technology and Living students?**

- A6. As there are practical skills in the Technology and Living curriculum that cannot be assessed in the conventional written examinations, the incorporation of an SBA component would make the assessment more comprehensive. It serves to provide opportunities for students to put theories into practices, demonstrate and apply their knowledge and practical skills through other forms and means over an extended period of time.

**Q7. How does Technology and Living align with the curricula at other key stages?**

A7. At Key Stages 1 and 2, students acquire some basic knowledge through General Studies. At junior secondary level, students learn more about the basic concepts and knowledge through the study of the six knowledge contexts as listed in the “Technology Education Key Learning Area Curriculum Guide – Supplementary Notes (Secondary 1-3)” (2013). This would provide a foundation for their studies at senior secondary level.

**Q8. How can junior secondary students be equipped for studying the senior secondary Technology and Living curriculum?**

A8. A wide range of knowledge and practical skills learned through the broad and balanced junior secondary curriculum provide students with sufficient learning experience to make connections and construct new knowledge in senior secondary both in practical as well as in theoretical aspects.

**Q9. Is the academic status of Technology and Living the same as other senior secondary subjects under the University Admission System?**

A9. Technology and Living is considered to have the same academic status with all other senior secondary subjects and recognised by international examination boards, local and overseas tertiary institutes.

**Q10. How would Technology and Living help prepare students for various post-secondary pathways?**

A10. Two areas of study (Food Science and Technology Strand / Fashion, Clothing and Textiles Strand) provide a range of pathways for students with different aptitudes. The understanding and application of the knowledge, concepts and skills acquired in the curriculum will equip students with the foundation knowledge and skills required for further degree studies at tertiary level and for training in professional and vocational areas.