

# Briefing Session on the Initial Recommendations for the Ultimate Way of the Business, Accounting and Financial Studies (BAFS) Curriculum

Time	Contents	Speaker(s)
10:00 – 10:15 a.m. / 2:30 – 2:45 p.m.	Registration	
10:15 – 10:45 a.m. / 2:45 – 3:15 p.m.	<b>Part 1</b> <ul style="list-style-type: none"> <li>Briefing on the work of the Advisory Committee on “Business-related Learning” in Technology Education KLA at Senior Secondary Level</li> </ul>	Chairperson/Member(s) of the Advisory Committee on “Business-related Learning” in Technology Education KLA at Senior Secondary Level
10:45 – 11:30 a.m. / 3:15 – 4:00 p.m.	<b>Part 2</b> <ul style="list-style-type: none"> <li>Briefing on the initial recommendations for the ultimate way forward of the BAFS curriculum and assessment</li> <li>Briefing on the school survey</li> </ul>	Representative(s) of EDB  Representative(s) of HKEAA
11:30 a.m. – 12:00 noon / 4:00 – 4:30 pm	<b>Part 3</b> <ul style="list-style-type: none"> <li>Q &amp; A Session</li> </ul>	

## Briefing Session on the Initial Recommendations for the Ultimate Way Forward of the Business, Accounting and Financial Studies (BAFS) Curriculum and Assessment

Event	Date & Time	Venue
Event A	17 January 2017 (Tue) 10:00 a.m. – 12:00 noon	Tsuen Wan Public Ho Chuen Yiu Memorial College No. 1 Estate Secondary School Shek Wai Kok Estate Tsuen Wan, N.T.
Event B	17 January 2017 (Tue) 2:30 p.m. – 4:30 p.m.	Ng Yuk Secondary School Sun Chui Estate Shatin, N.T.
Event C	20 January 2017 (Fri) 2:30 p.m. – 4:30 p.m.	Munsang College (Hong Kong Island) 26 Tai On Street, Sai Wan Ho, Hong Kong

# Part 1

**Briefing on the work of the Advisory Committee  
on “Business-related Learning” in Technology  
Education Key Learning Area at Senior  
Secondary Level (*The Advisory Committee*)**

## Background

### *Why setting up an ad hoc committee?*

- To follow up with the unresolved issue on BAFS that requires a more holistic/macro-approach to manage
- The ***Advisory Committee on “Business-related Learning” in Technology Education at Senior Secondary Level*** (the Advisory Committee) was formed under the Curriculum Development Council (CDC) in February 2015

### *What aims to achieve?*

- To oversee the follow-up actions of the medium-term review recommendations on BAFS announced in April 2014
- To give advice on the ultimate way forward of BAFS that would pave the way for feedback collection

## Background

### *How to achieve the aims?*

Meetings	<ul style="list-style-type: none"> <li>10 meetings conducted</li> </ul>
Information/ data reported in the Advisory Committee meetings	<ol style="list-style-type: none"> <li><b>1) International Trends:</b> <ul style="list-style-type: none"> <li>Business-related curriculum and assessment in secondary schooling in other countries/regions</li> </ul> </li> <li><b>2) Key Stakeholders' Views</b> <ul style="list-style-type: none"> <li>Teachers, school leaders, parents, professional bodies/organisations, deans of business schools of local universities</li> </ul> </li> <li><b>3) Students' Behaviour</b> <ul style="list-style-type: none"> <li>Statistics about JUPAS offers for BAFS graduates, subject combinations of students taking BAFS, number of elective(s) taken by BAFS students</li> </ul> </li> <li><b>4) Overall review on the implementation of the trimmed BAFS curriculum as well as separate grading and reporting of subject results</b></li> </ol>
Issues discussed	<ul style="list-style-type: none"> <li>Direction on the development of business-related learning at senior secondary level in Hong Kong</li> <li>The ultimate way forward of the BAFS curriculum and assessment</li> </ul>

## Collecting key stakeholders' views on the development of business-related curriculum at senior secondary level and the implementation of the trimmed BAFS curriculum and assessment

<b>Focus Group Meetings/In-depth Interviews conducted in 2015</b>		
<b>Date</b>	<b>Target participants</b>	<b>No. of session conducted/ Means to collect views</b>
Jun 2015	Professional bodies/organisations	One focus group meeting
Jun – Jul 2015	School leaders from three secondary schools	Three in-depth interviews
Oct 2015	Year 4 BBA students of CUHK in 2015/16 school year who took BAFS at senior secondary level	One focus group meeting

## Collecting key stakeholders' views on the development of business-related curriculum at senior secondary level and the implementation of the trimmed BAFS curriculum and assessment

### Meetings/Focus Group Meetings (FGMs) conducted from June to November 2016

Date	Target participants	No. of sessions conducted	No. of attendees
13, 16, 17 & 29 Jun	BAFS teachers	8	99
14, 20 & 28 Jun	School leaders	3	27
4 Jul	Parents of students currently studying BAFS	1	5
25 Aug	Representatives from professional bodies/organisations	1	9
Oct-Nov	Deans of business schools of local universities	5	5



## Schedule and Actions

Date	Key issues/Actions
Nov-Dec 2016	<ul style="list-style-type: none"> <li>The Advisory Committee arrived at the conclusion on the initial recommendations for the ultimate way forward of BAFS in its 8<sup>th</sup> meeting</li> <li>CDC discussed and endorsed the proposed initial recommendations on the BAFS curriculum and assessment framework for feedback collection from schools</li> </ul>
Jan 2017	<p>Advice sought from HKDSE BAFS Subject Committee and CDC-HKEAA BAFS Committee on the initial recommendations and the school survey</p> <p>10th meeting of the Advisory Committee was held</p> <ul style="list-style-type: none"> <li>to report the discussion results of the relevant committees</li> <li>to review and fine-tune the initial recommendations, if necessary, for feedback collection</li> <li>to review the arrangement for feedback collection and school survey</li> </ul>
17 Jan 2017 (am, pm) 20 Jan 2017 (pm)	<ul style="list-style-type: none"> <li><i>Briefing sessions to brief teachers/school leaders of the initial recommendations and school survey</i></li> <li>Questionnaire sent to schools by post</li> <li>PowerPoint slides uploaded to the EDB website</li> </ul>
23 Jan - 3 Mar 2017	<ul style="list-style-type: none"> <li>6-week feedback collection period to be conducted</li> <li>Questionnaires to be returned by 3 Mar 2017</li> </ul>



## Part 2

**Briefing on the initial recommendations on the ultimate way  
forward of the BAFS curriculum and assessment  
and the school survey**

## Summary of discussions and key issues observed

Broad-based learning being the international trend

Diverse views among stakeholders over the splitting of BAFS/development of other business-related subjects in addition to BAFS

Workload of students, teachers and schools brought about by substantial change in BAFS

Impacts of dropping in enrolment rate/rising in dropout rate

Role of secondary schooling to pave the way for further study and future career of students

Cater for learner diversity in studying business-related subjects

Feasibility of launching new business-related subject(s)

## Summary of discussions and key issues observed

The way forward of BAFS and the development of separate subject(s) were discussed/proposed with consideration given to the followings:

To remain steadfast in the ultimate goals of the senior secondary curriculum under NAS

Impacts on introducing new senior secondary subject(s) to schools

Students should be nurtured with essential knowledge, skills and values/attitudes required in the 21<sup>st</sup> century for the ultimate benefit of student learning

Smooth articulation to multiple progression pathways

Relevant information and views collected from different sources

It is important to balance the views of different stakeholders

## Initial recommendations endorsed by the CDC for feedback collection

### The CDC supported the overall direction of the development of business-related learning at senior secondary level as proposed by the Advisory Committee:

- BAFS should remain intact
- The development of separate subject(s)/splitting of BAFS into separate subjects was not recommended
- However, there is room for improvement in both the BAFS curriculum and the assessment framework.

### The CDC endorsed the proposed changes in the BAFS curriculum and assessment for feedback collection:

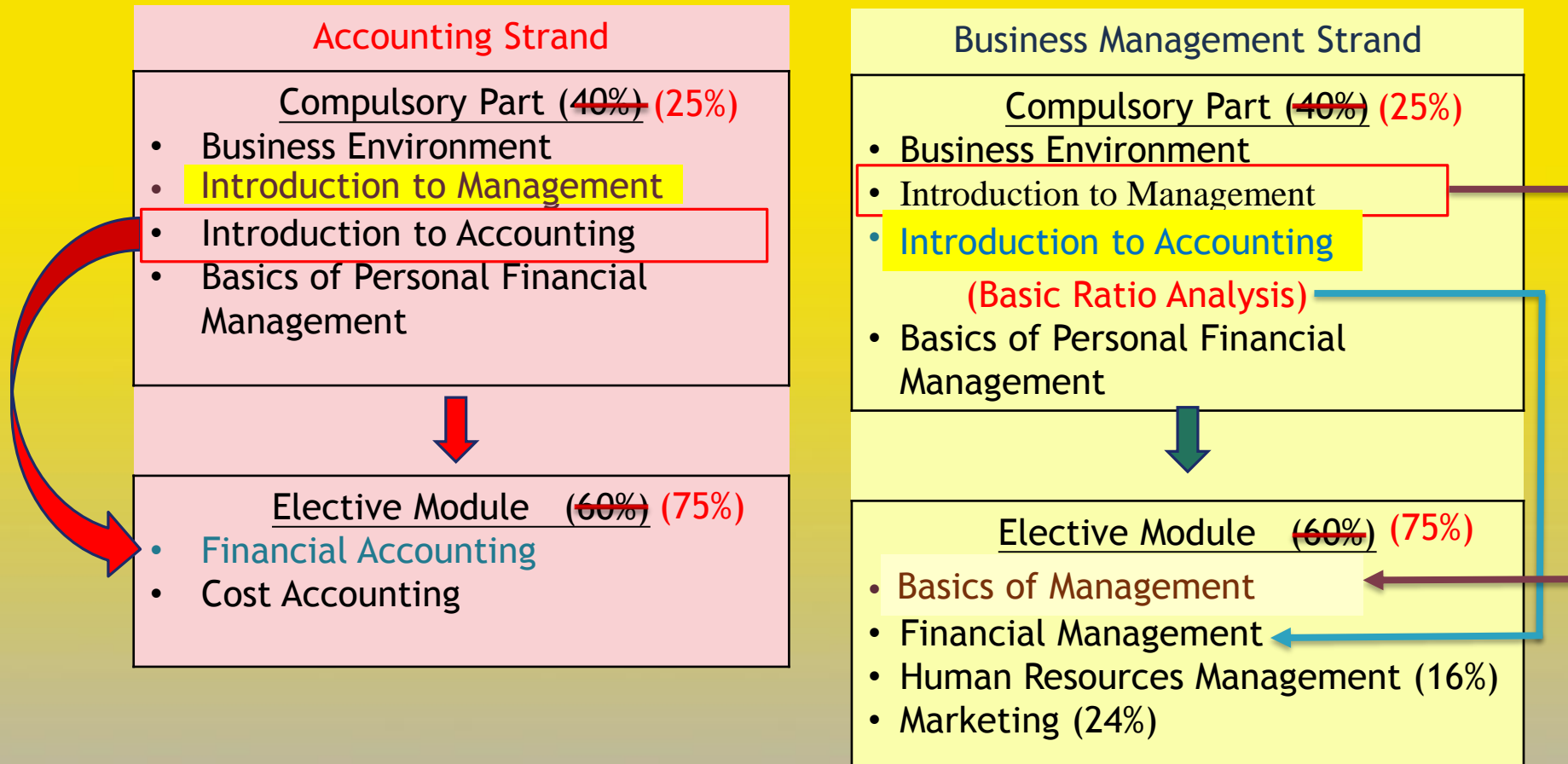
- A series of improvement measures for the BAFS curriculum and assessment framework were proposed to address the key issues and concerns raised by teachers and school leaders regarding the implementation of BAFS

## Proposed changes in the BAFS curriculum framework (Refer to Annex 1a and 1b of the School Survey)

- (i) *Re-arrange the curriculum contents to rationalise the development of accounting/business management concepts and enhance overall coherence:*
- BAFS will be offered as two strands of studies, i.e. Accounting strand and Business Management strand
  - The curriculum contents will be re-arranged by shifting the “Introductory to Accounting” and “Introduction to Management” from the compulsory part to the Accounting and Business Management module respectively
- (ii) *The weighting of the compulsory part will be reduced from 40% to 25%* with two common topics, i.e. “Business Environment” and “Basics of Personal Financial Management”, plus a different topic for the 2 strands respectively, i.e. “introduction to Accounting” for the Business Management strand and “introduction to Management” for the Accounting strand

# Proposed changes in the BAFS curriculum framework

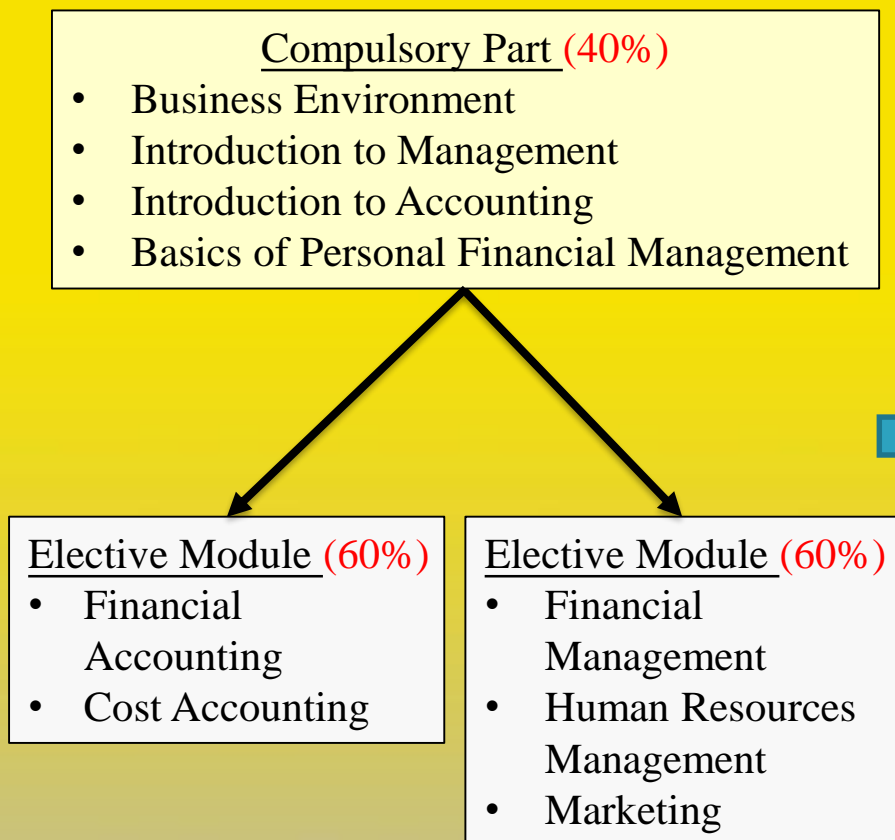
(Refer to Annex 1a and 1b of the School Survey)





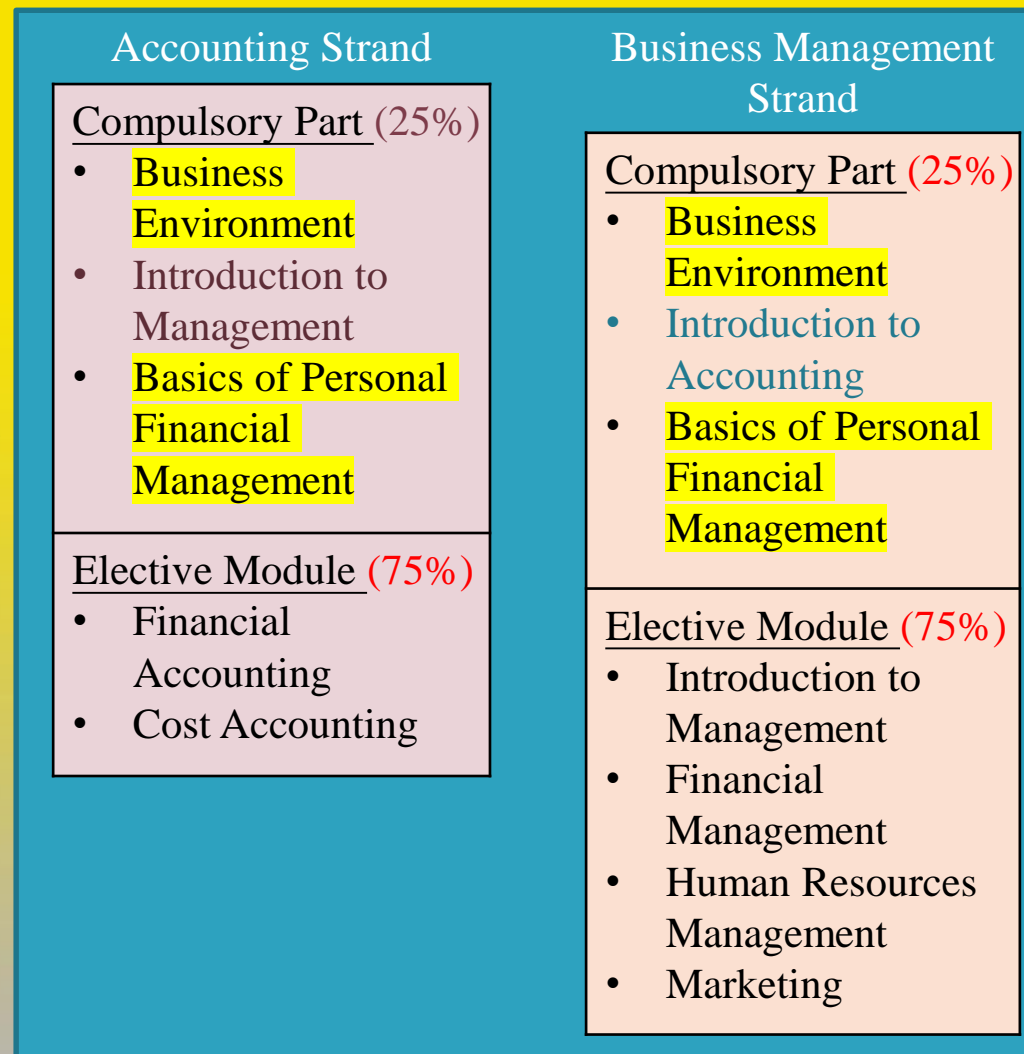
## Existing Curriculum Framework

### BAFS



## Proposed Curriculum Framework

### BAFS



## Proposed changes in the BAFS curriculum framework

(Refer to Annex 1a and 1b of the School Survey)

- (iii)** Fine-tune the curriculum contents of the compulsory part as appropriate with minimum change to the scope of study

### Accounting Strand – Compulsory Part (Refer to Annex 1a of the School Survey)

Learning Elements Specified in C&A Guide		
Area	Topics	Explanation Notes
Introduction to Management	Key Business Functions	(i) Describe the role and importance of the following key business functions: human resources management, financial management, operations management, marketing management, information management and risk management.
		(ii) <del>Explain the interrelationship and integrated nature of different business functions in solving business problems.</del>

### Business Management Strand – Compulsory Part (Refer to Annex 1b of the School Survey)

Learning Elements Specified in C&A Guide		
Area	Topics	Explanation Notes
Introduction to Accounting	The Accounting Cycle	(i) Explain the accounting equation and demonstrate how transactions affect it
		(ii) <del>Apply</del> Understand the principles of double entry <del>to the recording of business transactions in ledgers</del>
		(iii) Explain the functions and limitations of a trial balance
		(iv) <del>Balance off the accounts and</del> prepare a trial balance
		(v) Prepare income statement and statement of financial position for sole proprietorship

## Proposed changes in the BAFS assessment framework

*(Refer to Annex 2 of the School Survey)*

To minimise the change in the assessment framework which teachers and candidates are familiar with, **proportional change in the weighting, examination duration and number of questions in Paper 1 and Paper 2 will be made, according to the change in the curriculum weighting of the compulsory part and the elective part from 40%:60% to 25%:75%.**

### MODE OF ASSESSMENT

Candidates taking BAFS are required to choose from the two strands: Accounting or Business Management.

The following table outlines the various components of the public assessment of the subject in HKDSE:

Component	Accounting strand	Business Management strand	Weighting	Duration (3.5 hours)
Public Examination	Paper <del>1</del> <b>1A</b> Compulsory part	Paper <del>1</del> <b>1B</b> Compulsory part	<del>40</del> <b>25%</b>	<b>1 hour 15 minutes</b> <del>15 minutes</del>
	Paper 2A Elective part	Paper 2B Elective part	<del>60</del> <b>75%</b>	<b>2 hours 15-30 minutes</b> <del>15-30 minutes</del>

# Proposed changes in the BAFS assessment framework

(Refer to Annex 2 of the School Survey)

## Paper 1 Compulsory part

Candidates will attempt either Paper 1A or 1B. Questions will be set on the compulsory part of the curriculum.

**For topics that are common in the two strands, common questions will be set in Papers 1A and 1B as appropriate.**

Candidates have to attempt all questions in this paper.

There will be two sections as follows:

	Paper <del>1</del> <b>1A</b> (Accounting strand)	Paper <del>1</del> <b>1B</b> (Business Management strand)	Weighting ( <del>40</del> <b>25%</b> )	Remarks
<b>Section A</b>	<del>30</del> <b>24</b> multiple-choice questions	<del>30</del> <b>24</b> multiple-choice questions	<del>27</del> <b>17%</b>	All questions are compulsory.
<b>Section B</b>	<del>Part 1: 3-4 short questions</del> = <del>Part 2: 1 optional question</del>  <b>3</b> short questions	<del>Part 1: 3-4 short questions</del> = <del>Part 2: 1 optional question</del>  <b>3</b> short questions	<del>13</del> <b>8%</b>	

# Proposed changes in the BAFS assessment framework

*(Refer to Annex 2 of the School Survey)*

## Paper 2 Elective part

Candidates will attempt either Paper 2A or 2B. Questions will be set on the elective part of the curriculum. Candidates are, however, expected to integrate their knowledge and skills learnt in the compulsory part to demonstrate in-depth knowledge of the module.

There will be three sections as follows:

	Paper 2A (Accounting strand)	Paper 2B (Business Management strand)	Weighting ( <del>60</del> 75%)	Remarks
<b>Section A</b>	<del>3-4</del> 4-5 short questions	<del>4-5</del> 5-6 short questions	<del>18</del> 25%	All questions are compulsory.
<b>Section B</b>	3 application problems	2 case studies	<del>27</del> 33%	
<b>Section C</b>	1 long question	1 essay question	<del>15</del> 17%	Answer one out of two questions.

## School Survey

### Structure of School Survey

Page 2 <b>General information</b>	The purpose, design and return of questionnaire
Pages 2-4 <b>Preamble</b>	<ul style="list-style-type: none"> <li>➤ Background</li> <li>➤ Summary of discussion and key issues observed</li> <li>➤ Initial recommendations endorsed by the CDC for feedback collection</li> </ul>
Pages 5-9 <b>Survey questions</b>	<ul style="list-style-type: none"> <li>➤ Background information: To be provided by school</li> <li>➤ Section 1: Initial Recommendations for the BAFS Curriculum Framework (Q1-5)</li> <li>➤ Section 2: Initial Recommendations for the BAFS Assessment Framework (Q6-7)</li> <li>➤ Section 3: Timeline for the Implementation of the Initial Recommendations for BAFS (Q8)</li> </ul>
Page 10-12 <b>Annexes</b>	<p><u>Annex 1a</u>: Accounting Strand (Details of improvement measures)</p> <p><u>Annex 1b</u>: Business Management Strand (Details of improvement measures)</p> <p><u>Annex 2</u>: HKDSE Business, Accounting and Financial Studies Proposed Assessment Framework</p>



## School Survey

Views collected from this questionnaire, together with other views from all stakeholders collected through focus group meetings, briefing sessions, liaison meetings, written submissions etc., will be consolidated to inform further deliberation on the recommendations that map out the ultimate way forward for the BAFS curriculum and assessment in a holistic manner.

- The Chinese version of the questionnaire will be uploaded to the EDB webpage by end of January 2017 for schools' reference  
<http://www.edb.gov.hk/tc/curriculum-development/kla/technology-edu/whats-new/index.html>
- Each school is requested to return ONE reply only
- School principal/management, subject panel and teacher(s) are advised to exchange and collate views on the BAFS issues before responding to the questionnaire
- In case consensus cannot be reached, the different views can be noted in “Other comments” (Please add extra pages if needed)
- The hard copies have been sent to all secondary schools in Hong Kong by post to attention of school principals on 17 January 2017

Please return the completed questionnaire by hand or by post using the self-addressed envelope enclosed **on or before 3 March 2017**

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# Part 3

## Q & A Session

**- Thank you -**