Briefing Session on Optimising the Four Senior Secondary Core Subjects

Scenario on Curriculum Planning at School Level

Curriculum Development Institute
February 2021
1. School Background

- **District:** Kowloon City
- **Student Gender:** Co-ed
- **Banding of intake:** 2-3
- **Medium of Instruction:** CMI
- **Class structure:** 4-4-4-4-4-4-4-4-4-4-4
- **5-day week, 8 lessons/day, 40 mins/lesson**
- **Total number of teachers in the school:** 58
- **Some students are NCS**
Junior Secondary
- 3 classes using CMI in all subjects
- 1 class using EMI in 4 subjects

Senior Secondary
- EMI is adopted depending on student needs
- No of elective subjects on offer: 11
- Majority of students taking 2X
- About 20-30 students taking ApL Courses
- About 10-15 students taking M1
2. Current Timetabling Arrangements

<table>
<thead>
<tr>
<th>No. of lessons / week</th>
<th>S.4</th>
<th>S.5</th>
<th>S.6</th>
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</thead>
<tbody>
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<td>English</td>
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<tr>
<td>OLE</td>
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3. Issues of Concern Identified

- Too much lesson time allocated to core subjects
- Students are limited to take 2X
- The lessons of ApL courses are arranged on Saturday
- The lessons of M1 are arranged after school on Monday and Wednesday
- Remedial session for various subjects are arranged after school or during lunch time
4. Adapted Timetable (through optimising the 4 core subjects)

<table>
<thead>
<tr>
<th>No. of lessons / week</th>
<th>2020-21</th>
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<table>
<thead>
<tr>
<th>No. of lessons / week</th>
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*Remarks: Release of Math lesson time in schools is NOT a must. In this school, the Math lesson time is suggested to be reduced simply because the current lesson time allocated to the Compulsory Part (CP) (15% of the total lesson time) is more than the suggested lesson time for CP (10%-12.5%) in the curriculum document.
## 2020-2021

<table>
<thead>
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<th>BAFS</th>
<th>BIO</th>
<th>CHEM</th>
<th>CHIS</th>
<th>DAT</th>
<th>ECON</th>
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<th>GEOG</th>
<th>PHY</th>
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## 2021-2022

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<td><strong>Block 3</strong></td>
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<td><strong>THS</strong></td>
<td><strong>ApL</strong></td>
<td><strong>M1</strong></td>
<td><strong>CHI/ENG/STEM/LAC/RA C</strong></td>
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<tr>
<td><em>(To be arranged in the afternoon session)</em></td>
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Block 3

- To be arranged in the afternoon session
- To offer 3 electives (Chemistry, BAFS, THS) and M1
- To offer students’ favorite ApL courses with more career-related contexts in school: Food Services and Management, Sports, Medical Science and Health Care
- To organize STEM-related learning activities for students in STEM lessons by the collaboration between STEM co-ordinator and relevant KLA teachers
To design and implement LAC learning programmes for students in LAC lessons by the collaboration among English teachers, Biology and Chemistry teachers

To implement reading programmes for students in RAC lessons by the collaboration between Chinese teachers and Non-language KLA teachers

To arrange Remedial/Enhancement classes of E, C, M and X
Split Classes in S4 - 6 Mathematics lessons

- The Mathematics lessons of two classes of each level of S4 - 6 are split into 3 groups according to the students’ Mathematics ability for catering the learner diversity.

- Students can apply to the Group learning Foundation Topics and part of Non-foundation Topics.

- Students will be rearranged to the appropriate groups after half-yearly and final examinations.
Students in this group:
(a) learn Foundation Topics and part of Non-foundation Topics
(b) may release some learning time in Mathematics to enhance the learning of other subjects

Students in this group:
Students in this group learn both
Foundation Topics and Non-foundation Topics

Students in this group:
(a) learn both Foundation Topics and Non-foundation Topics
(b) are keen interest in Mathematics
(c) may take M1
5. Rationale for the Adaptations

- Sufficient choices can be provided for students to take their favorite electives, e.g. offering Chemistry, BAFS, THS etc. in Block 3
- Some students are keen interest in science can take 3 science subjects - Physics, Chemistry and Biology
- After-school M1 lessons can be arranged in the normal timetable so that students can have a more in-depth and interactive learning approach
- Remedial/Enhancement classes of E, C, M and X can be arranged in the normal timetable to enable students to join OLE activities after school
The split classes in S4 - S6 Mathematics lessons according to the students’ Mathematics ability can cater the learner diversity.

ApL lessons can be arranged in the normal timetable and keeping lessons on Saturday (Mode 1).

Students can take 2 ApL Courses, e.g. 1X + 2 ApL, 2X + 2 ApL.

Enhancing efforts to STEM Education for strengthening students’ ability to integrate and apply knowledge and skills in Science, Technology and Mathematics.
Implementing Language Across Curriculum (LAC) for creating a language-rich environment for students and increasing students’ motivation to learn English and subjects using EMI

Promoting Reading Across Curriculum (RAC) for enhancing the reading atmosphere on campus

Creating space for enhancing Value Education and Aesthetic Education in OLE lessons
6. Manpower planning

- Through optimising the core subjects, the school can re-allocate the teachers’ teaching duties to release some teachers’ capacity to take up
  - The teaching of electives (Chemistry, BAFS, THS) in Block 3
  - Remedial/ Enhancement classes
  - LAC, RAC and STEM lessons
- The readiness of teachers to teach other subjects
  - Some teachers majoring in LS need to attend the professional development programmes to upgrade their knowledge in teaching other subjects