

Education Bureau Circular Memorandum No. 104/2011

From: Permanent Secretary for Education To: Supervisors / Heads of all Aided,
Ref.: EDB(CD/C&S)/SC/1/1/1 (3) Government and Caput secondary
Date: 29 June 2011 schools, secondary schools under the
Direct Subsidy Scheme and Special
schools with secondary classes

Implementation of the New Academic Structure for Senior Secondary Education and Higher Education (2011/12 school year)

Summary

This circular memorandum (CM) summarises the latest development / major recommendations / university announcements and key information regarding the New Academic Structure (NAS) for Senior Secondary Education and Higher Education as at 29 June 2011, and serves as a comprehensive document containing all the important milestones reached. It also provides a schedule of other recommendations that would be finalised before September 2012. This CM is the fourth issue of the same series which aims at assisting schools to implement the New Senior Secondary (NSS) curriculum and assessment and prepare for the release of the results of the Hong Kong Diploma of Secondary Education in the upcoming school year in a holistic manner given the development so far and planned milestones ahead.

Background

2. *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong* (the Report) published in May 2005 has made a range of recommendations towards changing the academic structure of Hong Kong in senior secondary and higher education. The curriculum and assessment reforms aim to promote students' whole-person development and life-long learning. The NSS curriculum has been implemented since September 2009 leading to the Hong Kong Diploma of Secondary Education (HKDSE) Examination to be first administered in 2012.

Details

3. Since May 2005, the Education Bureau (EDB) has deliberated a range of matters

arising from the Report through different platforms such as liaison groups meetings, seminars, and through engaging various stakeholders including schools, parents, tertiary institutions, government departments / bureaux and employers.

4. The milestones targeted up to June 2011 have been reached and some recommendations need to be further articulated in the developmental decision-making processes. In brief, the milestones are categorised into five areas, namely,

- Curriculum, learning and assessment
- Interface at S3 / S4 and at S6 / post-secondary education
- Supporting measures for schools
- NSS curriculum for special schools
- Managing change: communication and information

5. This CM also highlights the latest developments in the following areas:

- Findings of the NSS subject information surveys (Section 1.1.2)
- Latest development / arrangement of Student Learning Profile (SLP) (Section 1.1.5)
- Arrangement of the HKDSE Examination in 2012 (Section 1.2.4)
- International recognition of HKDSE (Section 1.2.6)
- Consideration for admission to undergraduate programmes under the NAS announced by the eight University Grants Committee (UGC) - funded institutions, self-financing degree-awarding institutions and the Hong Kong Academy for Performing Arts (Section 2.3.1).
- Consideration for admission to sub-degree programmes under the NAS deliberated by the Federation of Continuing Education in Tertiary Institutions (FCE) (Section 2.5.2)
- Articulation to non-local universities (Sections 2.6.1 and 2.6.2)
- Announcement of arrangements and timetable of 2012 Joint University Programmes Admissions System (JUPAS) applications (Section 2.4.2)
- Recognition of HKDSE by Civil Service Bureau (CSB) (Section 2.5.1)
- Study pathways for the last cohort of S7 students in 2012 (Section 2.2.1)
- Continuing Support for Teachers through Professional Development Programmes (PDPs) (Section 3.2.1)

More details are provided in **Appendix I**.

6. Based on the feedback collected in the deliberation process with stakeholders, some

major critical milestones to be reached in the 2011/12 school year as well as the critical milestones for schools up to 2012 HKDSE are provided in **Appendix II**.

7. Particular attention is drawn to the HKDSE examination period between March and May 2012. The EDB would continue to communicate closely with schools and other stakeholders to ensure timely dissemination of information and support to schools. NAS handbook, student handbook and schedule book would be provided in September. To engage the whole school in implementing the NSS and preparing for the first HKDSE examination, school heads are requested to circulate this CM to all members of Incorporated Management Committee / School Management Committee and the teaching staff, and to communicate with parents on all relevant information.

8. Please also visit the website New Academic Structure Web Bulletin (<http://www.edb.gov.hk/nas>) regularly for the latest developments. Users (including principals and teachers) may also subscribe the Really Simple Syndication which will inform users whenever there is updating of information on the pages in the Web Bulletin.

Enquiries

9. For enquiries, please contact the following officers:

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c.c. Heads of Sections

Latest Development, Recommendations and Information on Various NAS Matters

The following notational conventions are used throughout this Appendix:

- Upcoming event is shaded.
- Significant progress during 2010/11 is underlined.

1. Curriculum, learning and assessment

NAS Matters	Latest development / recommendations / information
1.1 Curriculum for learning to learn and whole-person development	
1.1.1	<p>NSS curriculum</p> <ul style="list-style-type: none"> • The NSS curriculum aims to promote students' learning to learn capability and whole-person development. • Schools should follow the NSS student programme recommended by the Curriculum Development Council, i.e. "4 Core subjects + 2 to 3 elective subjects (including NSS subjects, Applied Learning (ApL) courses and Other Languages) + Other Learning Experiences (OLE)". This is a balanced programme with breadth and depth, and provides diversified choices to suit the interests, aptitudes and abilities of students. • The Senior Secondary Curriculum Guide (SSCG) and the Curriculum and Assessment (C&A) Guides are available on the New Academic Structure Web Bulletin (http://www.edb.gov.hk/nas). • The ApL C&A Guide, including the curriculum frameworks for the 6 areas of studies under ApL (i.e. Creative Studies; Media and Communication; Business, Management and Law; Services; Applied Science; and Engineering and Production) has been uploaded to the ApL website (http://www.edb.gov.hk/apl) and distributed to schools. • For the 2011-13 and 2012-14 cohorts, a total of 35 ApL courses (including 30 courses currently offered in the first cohort and five newly developed courses) will be offered by 12 course providers for students.

NAS Matters		Latest development / recommendations / information
		<p>Synopses of the ApL courses are available on the ApL website (http://www.edb.gov.hk/apl). For arrangements and application procedures for the second cohort of NSS ApL courses, please refer to EDB CM No. 186/2010 for details.</p>
1.1.2	Number of elective subjects to be studied by students	<ul style="list-style-type: none"> • The planning of the NSS student programme is based on 2,700 hours of lesson time over three years. The programme should fully occupy the learning time of the great majority of students. It is therefore difficult for schools to arrange the lesson time for the 4th elective subject without compromising students' learning time for the NSS student programme. • Schools should allow students to take at least 2 elective subjects. Under very special circumstances, a small number of students with greater capacity and diverse interests may enter examination beyond the 4 core and 3 elective subjects. Certain elective subjects, (i.e. Visual Arts, Music, Physical Education, Ethics and Religious Studies, ApL courses and Other Languages) could be undertaken as the 4th elective when the studies match the broad purposes set out for OLE and are delivered partially through absorbing the lesson time set aside. • It should be noted that some of the lesson time could be made available outside the normal school hours when appropriate. • <u>As reflected by the second <i>Survey on New Senior Secondary Subject Information</i> conducted in late 2010, schools continue to provide the NSS students with diversified choices of elective subjects. Basically, schools no longer adopt the traditional practice of streaming students into arts, science and commerce classes. Students are taking their elective subjects in accordance with their own interests and ability as well as the school situation. Key findings of this survey on the implementation of the NSS curriculum in 2010/11 are summarised as follows:</u> <ul style="list-style-type: none"> ➤ <u>The majority of students (about 97%) take 2 to 3 elective subjects in S4 (the figure is similar for S4 students in 2009/10) and S5, and the average number of elective subjects offered by schools is around 11 to 12.</u> ➤ <u>A number of students have dropped an elective subject in S5 and hence more students take 2 elective</u>

NAS Matters		Latest development / recommendations / information
		<p><u>subjects (54%) when compared with those taking 3 elective subjects (43%).</u></p> <ul style="list-style-type: none"> ➤ <u>There are over 1,450 subject combinations each in S4 and S5, with around 190 and 220 combinations for S4 and S5 students taking 2 elective subjects, and 800 and 880 combinations for S4 and S5 students taking 3 elective subjects respectively.</u> ➤ <u>Around 68% to 70% of S4 and S5 students take electives from more than one Key Learning Area (KLA).</u> <ul style="list-style-type: none"> • <u>With the support of the Diversity Learning Grant (DLG), 75 schools are offering network programmes for S4 and S5 students to diversify their choice of elective subjects. The 14 NSS subjects offered in these networks are Chemistry, Chinese Language (Non-Chinese Speaking students), Chinese Literature, Chinese History, Tourism and Hospitality Studies, Integrated Science, Design and Applied Technology, Health Management and Social Care, Information and Communication Technology, Technology and Living, Ethics and Religious Studies, Music, Visual Arts and Physical Education.</u>
1.1.3	Planning for Liberal Studies including Independent Enquiry Study (IES)	<ul style="list-style-type: none"> • Schools are advised to make good use of the <i>Liberal Studies Curriculum Support Grant</i> to create favourable conditions for the introduction of Liberal Studies in the early stage of the NAS structure and to lay a sound foundation for its future development. • One-third of the total lesson time in Liberal Studies (i.e. 90 hours) is recommended for the IES. Liberal Studies panel heads / coordinators should plan how to allocate and make the best use of this time to prepare and guide students in conducting the IES within the school timetable, instead of doing such work outside lesson time which will unduly overload teachers and students. • Teachers are advised to refer to the School-based Assessment (SBA) Teachers' Handbook for Liberal Studies and the IES Sample Tasks provided by the Hong Kong Examinations and Assessment Authority (HKEAA) (http://www.hkeaa.edu.hk/dsels/en/sba-about.html) and familiarise themselves with the assessment criteria and marking guidelines for IES. • The Liberal Studies School Network Scheme will continue to provide support to schools on curriculum and assessment issues of the subject. There will be a series of workshops on 'Basic Methods of IES'

NAS Matters		Latest development / recommendations / information
		from August 2011 – August 2012 to provide support to schools on the preparation of IES.
1.1.4	Planning for ApL	<ul style="list-style-type: none"> • <u>PDPs on managing ApL and student guidance are being organised. Details are available on the EDB Training Calendar System (http://tcs.edb.gov.hk).</u> • <u>The ApL Module in the Web-based School Administration and Management System (WebSAMS) has been rolled out to streamline the application for ApL courses. Enhancement has been done to refine the system and a briefing session for schools was held in February 2011.</u> • <u>The revised ApL Implementation Handbook and Prospectus for ApL (2011-13) have been distributed to secondary schools and uploaded on the ApL website (http://www.edb.gov.hk/apl). Taster Programmes for all the 35 ApL courses of the 2011-13 cohort were organised for S4 students in February and March 2011.</u>
1.1.5	Arrangement for OLE and SLP	<ul style="list-style-type: none"> • As a pilot, a Students as Learning Experience Designers project was organised in January 2011 to develop students' reflective habit of learning to make meaning, to foster connections with other prior knowledge or experiences; and acquire the know-how in applying their learning to new situations. The outcomes will be reviewed and delivered to schools when appropriate.

NAS Matters	Latest development / recommendations / information
	<p data-bbox="645 252 1444 284">http://cd1.edb.hkedcity.net/cd/lwl/ole/11_student_led_01.asp)</p> <ul style="list-style-type: none"> <li data-bbox="600 304 2011 619">• <u>To cater for the needs of schools to prepare students for transition in the NAS, a seminar was conducted in December 2010 to give schools a big picture on the direction and roles of SLP leading to multiple pathways for students and a series of workshops on “Preparing Students for Successful Transition in the NAS (relevant to preparing for JUPAS Other Experiences and Achievements (OEA) form)” (Course ID: CDI020110845) has been organised from March to July 2011 for principals, vice-principals, career teachers, SLP co-ordinators, OLE co-ordinators and class teachers. A total of about 3,000 places are offered to schools.</u> <li data-bbox="600 639 2011 959">• An <i>OLE Learning Symposium 2010</i> was held on 2 July 2010 to disseminate and celebrate insightful practices on OLE and SLP. The theme of the Symposium is <i>Turning Experiences into Learning: Developing OLE with Quality and Sustainability</i>. Apart from the keynote speech and a range of parallel sessions, there was a <i>Story Gallery on OLE Community Partnerships</i> aiming at dissemination of practical ways for schools to enhance student learning as well as teachers’ professional learning through partnership with community organisations. For further information, please visit the Learning Symposium webpage (http://cd1.edb.hkedcity.net/cd/lwl/ole/Post_Symposium_2010/pre_parallel_session_tc.asp). <li data-bbox="600 979 2011 1054">• Under the notion of <i>Turning Experiences into Learning</i>, the workshops on the art of facilitating student reflection on OLE/ SLP are extended to cater for the demands from schools. <li data-bbox="600 1075 2011 1198">• The <i>Learning Experience Resource Corner</i> webpage for sharing examples on learning experiences and relevant learning resources has been enriched with a view to helping schools/ teachers to place learning as the centre for OLE and SLP (http://www.edb.gov.hk/cd/ole/resource_corner). <li data-bbox="600 1219 2011 1342">• A <i>Navigator to Community Service in Other Learning Experiences</i> has also been set up on this webpage for teachers’ reference. The EDB will continue to develop and upload more practical learning experiences and insightful school practices on this web. <li data-bbox="600 1362 2011 1437">• <u>A learning resource package for motivating students to set directions for their learning in OLE was disseminated to schools by September 2010. The web-version is now available in the resource corner for</u>

NAS Matters		Latest development / recommendations / information
		<p><u>teachers' reference.</u> The EDB will continue to produce other learning and teaching packages on student reflection.</p> <ul style="list-style-type: none"> • An OLE learning network has been formed under the notion of <i>Turning Experiences into Learning</i> for enhancing professional knowledge and nurturing best practices. The EDB will continue to disseminate the knowledge constructed to other schools via various means (e.g. sharing events, OLE Bulletin, OLE Learning Symposium, PDP, OLE website and other publications). • A web-based courses engine has been developed for teachers to strengthen professional development more flexibly. Interested participants can complete on web the courses on OLE and SLP that have been conducted in recent years. Please refer to http://wce.edb.hkedcity.net/ for details.
1.1.6	Arrangement for Other Languages, Other Programmes and the Schools Collaboration Scheme of Music Training for Senior Secondary Students	<ul style="list-style-type: none"> • <u>The EDBCM No. 043/2011 inviting schools to apply for DLG for the third cohort of NSS students was issued on 23 March 2011</u> (please refer to Section 3.4.1 for more details). • Schools could use DLG to offer any other languages, namely French, German, Hindi, Japanese, Spanish and Urdu as elective subjects on their own or through obtaining services from other organisations / course providers. Schools should ascertain that these Other Language courses should follow a curriculum leading to the examinations pitched at the Advanced Supplementary Level offered by the Cambridge International Examinations (CIE), and students must sit for the related examinations administered by the HKEAA. • For Other Programmes, schools could use DLG to offer school-based pull-out or off-site gifted education programmes and / or collaborate with other schools to offer network programmes on NSS subjects. • Schools may form school networks to offer NSS Music or offer the subject on their own. The EDB will provide support and relevant information on setting up or joining a network with other schools in 2011/12 and beyond.
1.1.7	Flexible time-tabling as a means to widen	<ul style="list-style-type: none"> • Every school should offer a sufficient number of elective subjects covering different KLAs and including ApL courses as well as other languages, if appropriate, to cater for the diverse aptitudes, interests and

NAS Matters		Latest development / recommendations / information
	students' choices of elective subjects	<p>abilities of students by employing flexible time-tabling.</p> <ul style="list-style-type: none"> • A software package entitled <i>Student Option Programme (SOP)</i> was delivered to schools in October 2008. <u>Its enhanced version and an updated User Manual were uploaded to the New Academic Structure Web Bulletin (http://www.edb.gov.hk/nas) and the SOP website (http://sop.edb.hkedcity.net/) in January 2011</u> to help schools analyse students' choices of elective subjects and construct block time-tables to cater for students' choices. • Practical examples on block time-tabling could be found on the New Academic Structure Web Bulletin or the SOP website.
1.1.8	Learning of Chinese Language for Non-Chinese Speaking (NCS) students	<ul style="list-style-type: none"> • Under the policy of promoting biliterate and trilingual proficiency in students, all students are entitled to study Chinese. Schools should provide NCS students with the opportunities to learn Chinese under the NAS. • The EDB encourages NCS students to sit for the HKDSE Chinese Language examination if they are capable of doing so. However, for NCS students having fulfilled the specified conditions¹, they may choose to sit for relevant examinations such as the International General Certificate of Secondary Education (IGCSE) or the General Certificate of Secondary Education (GCSE) examinations administered by the HKEAA to obtain alternative qualifications in Chinese (See Section 2.3.1). • The <i>Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students</i> was uploaded on the website (http://www.edb.gov.hk/ncs) in November 2008 and distributed to schools in December 2008. • To support schools in implementing the Supplementary Guide, adapted school learning materials, internal

¹ The specified conditions are:

- a) The student has learned Chinese Language for less than six years while receiving primary and secondary education. This caters specifically to students who have a late start in the learning of Chinese Language (e.g. due to their settlement in Hong Kong well past the entry level) or who have been educated in Hong Kong sporadically; or
- b) The student has learned Chinese Language for six years or more in schools, but has been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools.

NAS Matters		Latest development / recommendations / information
		<p>assessment tool and a series of bilingual resource materials such as lexical lists for fundamental Chinese learning, Chinese character courseware and traditional Chinese virtues learning software have been disseminated to schools quarterly since December 2008.</p> <ul style="list-style-type: none"> • More information on education services for NCS students is available on the website (http://www.edb.gov.hk/ncs).
1.2 Assessment – aligning learning and curricula		
1.2.1	Assessment frameworks for and regulations of the HKDSE Examination	<ul style="list-style-type: none"> • Complimentary copies of the Regulations and Assessment Frameworks for the 2012 and 2013 HKDSE Examinations were sent to schools in September 2009 and July 2010 respectively. The Regulations and Assessment Frameworks for the 2012 and 2013 HKDSE Examinations are respectively available on the HKEAA website: http://www.hkeaa.edu.hk/en/hkdse/Exam_Regulations/ and http://www.hkeaa.edu.hk/en/HKDSE/Subject_Information/Assessment_Frameworks.html • The Regulations and Assessment Frameworks for the 2014 HKDSE will be published in July / August 2011.
1.2.2	Sample papers, level descriptors and exemplars for HKDSE	<ul style="list-style-type: none"> • Information packages on Standards-referenced Reporting² (SRR) for HKDSE subjects, containing sample papers, level descriptors and exemplars, were finalised and published in April - June 2009. • A leaflet on the use of the information packages was published in May 2010. It outlines how teachers and students can make good use of the packages e.g. setting learning targets, understanding assessment criteria. Copies of the leaflet were disseminated to schools and subject teachers in the respective PDPs. • Teachers are encouraged to consult the CD Rom that accompanied with the information packages for all the specific examples of performance at various levels. • Practice papers and marking schemes for the 24 Category A NSS subjects will be produced and

² In the HKDSE examination, candidates' performance will be reported with reference to a set of standards. Student performance will be reported in five levels (Level 1 to 5), with 5 being the highest. The top Level 5 students will be awarded Level 5** and the next top level 5 candidates will be awarded Level 5*. Those not attaining the Level 1 standard will receive an "Unclassified" result.

NAS Matters		Latest development / recommendations / information
		delivered to participating schools between 4 and 16 January 2012 to familiarise teachers and students with the format and requirements of the HKDSE examination.
1.2.3	School-based Assessment (SBA)	<ul style="list-style-type: none"> • SBA would be implemented by phases. The schedule of SBA for each subject (except Mathematics) was announced in April 2008 and can be found on the HKEAA website (http://www.hkeaa.edu.hk/en/sba/sba_hkdse/). Improvements in SBA implementation and practices have already been made to relieve teachers' workload through a concerted effort by different parties. They include a co-ordinated time-table for submission of SBA marks in S5 and S6, and standardisation of practices across subjects which include the moderation mechanism and collection of samples of students' work after submission of students' scores in S6. • The SBA teachers' handbooks for HKDSE subjects (including one SBA handbook specially designed for school leaders), which provide details of assessment requirements, assessment criteria, guidelines and procedures for the conduct of SBA, are available on the HKEAA website (http://www.hkeaa.edu.hk/en/sba/sba_hkdse/). Printed copies were delivered to schools in September 2009. Various SBA-related resource materials (e.g. sample tasks, work exemplars, power-point presentations in teachers' seminars and workshops, etc) can also be found on this website. • An information leaflet <i>HKDSE Information on School-based Assessment</i> was delivered to S4 students and their parents in September 2009. The leaflet is also available on the HKEAA website (http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA_pamphlet_E_web.pdf) • The booklet <i>Moderation of School-based Assessment Scores in the HKDSE</i> was disseminated to schools in December 2010. The booklet is also available on the HKEAA website (http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/HKDSE-SBA-ModerationBooklet_r.pdf) • An SBA Advisory Group comprising school principals and teachers has been set up to advise the HKEAA on various issues related to SBA in order to ensure its smooth implementation in the HKDSE Examination. • The HKEAA has appointed District Coordinators (DCs) for individual subjects to support schools in the

NAS Matters		Latest development / recommendations / information
		<p><u>implementation of the SBA. Each DC is responsible for an assigned number of schools and plays a major role in providing guidance to teachers in the implementation of SBA.</u></p> <ul style="list-style-type: none"> • <u>In the 2012 HKDSE, SBA is implemented in 12 subjects and schools are expected to administer the SBA of different subjects according to the regulations and requirements stipulated by the HKEAA and schools' internal procedures, and submit SBA marks of their S5 students to the HKEAA between May to July 2011.</u> The SBA marks for S6 and samples of students' work are scheduled to be submitted in early 2012. • <u>The School-based Assessment System (SBAS) for submission of SBA marks was launched in April 2011. Apart from briefing sessions, a range of support measures was provided to familiarise teachers with the mark submission procedures.</u> • The SBA Handbooks for the 2014 HKDSE Examination is scheduled to be made available to schools in early 2012.
1.2.4	Arrangement of 2012 HKDSE	<ul style="list-style-type: none"> • Three categories of subjects will be offered in the HKDSE, namely Category A (the 24 NSS subjects), Category B (ApL courses) and Category C (Other Language subjects). <ul style="list-style-type: none"> ➤ For Category A subjects, results will be reported in five levels (1-5), with Level 1 being the lowest and Level 5 the highest. At the top end, to provide discrimination for selection purposes and to recognise outstanding performance, top Level 5 candidates will be awarded Level 5** and the next top Level 5 candidates will be awarded Level 5*. ➤ For Category B subjects, results will be reported in two levels: 'Attained' and 'Attained with distinction'. The latter will be deemed comparable with Level 3 or above of the Category A subjects. ➤ For Category C subjects, marking and grading will be conducted by the CIE (as the question papers of CIE will be used for the examinations). Results will be reported in five grades (A-E), with grade E being the lowest and grade A the highest.

NAS Matters		Latest development / recommendations / information
		<ul style="list-style-type: none"> • <u>The HKEAA announced the 2012 HKDSE and HKAL examination timetables and dates of release of results on 25 March 2011. The 2012 HKDSE examination will be held from late March to May 2012 and the date of release of results is scheduled for 20 July 2012 (Friday). Details can be found at the HKEAA website (http://www.hkeaa.edu.hk/DocLibrary/Circulars/HKDSE/2012Timetable_E.pdf)</u> • Registration for the 2012 HKDSE examination will be made via the online Registration System in two different periods: <ul style="list-style-type: none"> ➤ Category C (Other Language subjects) November 2011 series – from 27 June to 12 July 2011. ➤ Category A (the 24 NSS subjects), Category B (ApL courses) and Category C (Other Languages subjects) June 2012 series – from late September to mid October 2011. • For the Category C subjects, French and Spanish will be offered in both November 2011 and June 2012. Candidates may enter for the same subject only once in the same examination year. • The total number of subjects entered in both registration periods will be combined and is limited to a maximum of eight subjects in an examination year. • There are two categories of HKDSE examination fees: Language and Non-language. Language subjects (including other language subjects) will be charged at HK\$540 per subject entry and non-language subjects (including ApL subjects) will be charged at HK\$360 per subject entry. • <u>Latest updates on the milestone plan of the 2012 HKDSE Examination is available in the HKEAA website (http://www.hkeaa.edu.hk/en/hkdse/Circulars/). To ensure smooth administration of the first HKDSE examination, the HKEAA has reviewed the proposed arrangements for the release of HKDSE results, based on feedback from schools. The HKEAA will print the HKDSE results notices for collection by schools on the day of results release. The additional summary reports of school results will be made available to schools on the same day in softcopy form.</u>
1.2.5	Assessment of ApL	<ul style="list-style-type: none"> • Quality assurance of ApL (including the assessment process) is jointly conducted by the EDB, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), HKEAA and course providers (CPs) of ApL.

NAS Matters		Latest development / recommendations / information
		<ul style="list-style-type: none"> • Assessment of student performance in ApL courses is conducted by CPs. The key role of the EDB is to set standards for ApL courses and monitor CPs on course design, including assessment; while HKCAAVQ will ensure that ApL courses are delivered as designed and the HKEAA will moderate the assessment results provided by the CPs. The EDB, HKCAAVQ and HKEAA will work closely together to ensure the quality of ApL courses including the quality of assessment of students' performance. • The HKEAA completed a research project with the participation of CPs on establishing a mechanism for the moderation of assessment of ApL courses. • <u>To keep schools informed of students' learning progress, students' interim results in ApL courses (2010-12 cohort) will be provided to schools via the EDB before the end of June 2011.</u> • <u>An Assessment Information Package of ApL was developed. The package consists of a core part and the assessment profiles of all ApL subjects offered in the cohort year. Details are available at the HKEAA website (http://www.hkeaa.edu.hk/en/HKDSE/Subject_Information/apl/).</u>
1.2.6	International recognition of HKDSE	<ul style="list-style-type: none"> • The HKEAA has completed a benchmarking study with the Universities and Colleges Admissions Service (UCAS)³ of the UK. The HKDSE has been accepted by UCAS onto their Tariff System which benchmarks qualifications against the UK A-level examination in order to assess their suitability for higher education. In general, the results show that Level 3 in the HKDSE Examination is broadly comparable to Grade E in the GCE A-level Examination and Level 5 or above in the HKDSE Examination is comparable to Grade A or above in GCE A-level Examination. The completion of the benchmarking study enables UK universities and colleges to formulate their admission policies with reference to the UCAS tariff points. Details can be found at the HKEAA website

³ The UCAS is the official agency handling admission applications to higher education programmes in UK. The outcome of the benchmarking exercise with UCAS is the establishment of a point system in the UCAS Tariff for the HKDSE.

NAS Matters		Latest development / recommendations / information
		<p>(http://www.hkeaa.edu.hk/en/ir/Standards_of_HKEAA_qualifications/UCAS/).</p> <ul style="list-style-type: none"> • The Australian Government has also recognised the HKDSE as equivalent to the Australian Senior Secondary Certificate of Education. • The EDB and HKEAA have been communicating with overseas countries (governments, higher education institutions and credential agencies) on the benefits and characteristics of the NAS, the HKDSE qualification and also the SLP for institutions' reference in considering student applications. The purpose is to facilitate Hong Kong students under the NAS and holding the HKDSE qualification to study overseas and to facilitate overseas students to come to study in higher education institutions under the NAS. <u>The EDB and HKEAA have already paid visits to the United States, Canada, the UK, Australia, Malaysia, Indonesia, Japan, Korea, Indian, Europe (Brussels, Paris and Berlin), Vietnam and Brunei since early 2010. Responses are positive and supportive.</u> The higher education institutions visited have all indicated acceptance of the HKDSE qualification as a credential for application. The EDB will continue to lead a series of delegations overseas, with the HKEAA, to promote the benefits and international recognition of the NAS, in particular the HKDSE qualification (See section 2.6.1).

2. Interface at S3 / S4 and at S6 / post-secondary education /employment

NAS Matters		Latest development / recommendations / information
2.1 Secondary Four Placement		
2.1.1	Secondary Four Placement Mechanism under the NAS	<ul style="list-style-type: none"> • The Secondary Four Placement (SFP) Mechanism has been implemented starting from 2008/09 for central placement of S3 leavers who cannot progress to S4 in the same school and wish to continue their senior secondary education in other schools in 2008/09 and thereafter. <p><i>Arrangements for Government, Aided and Caput (GAC) Schools</i></p> <ul style="list-style-type: none"> • Except for special cases, all GAC schools should make available sufficient S4 places to accommodate all of their own S3 students.

NAS Matters	Latest development / recommendations / information
	<ul style="list-style-type: none"> • Individual schools which cannot provide sufficient S4 places for all of their own S3 students should admit their S3 students to fill the S4 places available based on the students' internal academic performance in S3. • S3 students who cannot obtain S4 places in their own school will be centrally placed to S4 in other schools through a computerised procedure, based on the students' order of merit in the internal assessments in S3, scaled by the Secondary School Places Allocation Standard Scores as well as parental choices. • GAC schools with S4 vacancies, after absorbing all of their own S3 students to S4, are allowed to retain up to a maximum of 4 extra S4 places on top of the 2 repeater places for repeaters per S4 class when calculating the number of S4 places to be surrendered to the EDB for central placement under the SFP Mechanism 2010/11. The number of S4 places to be retained per S4 class is subject to annual review after due consideration of the projected demand and supply of S4 places each year. <p><i>Arrangements for Senior Secondary Schools (SSS) under the Direct Subsidy Scheme</i></p> <ul style="list-style-type: none"> • SSS under the Direct Subsidy Scheme recruit students on their own. S3 students who wish to pursue S4 in SSS should apply to the SSS direct. Students accepting the offer of S4 places in SSS will not be arranged S4 places in GAC schools. • SSS without junior secondary levels provide, as a minimum, 10% of their S4 places for central placement. SSS with junior secondary levels can opt out of the SFP Mechanism if they so wish. <p><i>Arrangements for Post-Secondary 3 (PS3) Level Courses offered by Vocational Training Council (VTC) and Construction Industry Council Training Academy</i></p> <ul style="list-style-type: none"> • VTC and Construction Industry Council Training Academy recruit students on their own. • S3 students who wish to enrol in PS3 level courses should apply to the training institutions direct. • S3 students accepting the offer of PS3 level course places will not be arranged S4 places in GAC schools.
2.2 Study pathways for the last cohort of S7 students in 2012	

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2.2.1	Study pathways for the last cohort of S7 students	<ul style="list-style-type: none"> • In 2012, there will be two cohorts of secondary school leavers (around 80,000 NSS S6 graduates and 30,000 HKALE S7 graduates). The number of UGC-funded first-year-first-degree places will be doubled in 2012 (i.e. 30,000 places) to accommodate the two cohorts of HKALE and HKDSE students. These two cohorts of students will be considered separately for admission to UGC-funded institutions and there will be no competition for quota between these two cohorts of students. Other study pathways including sub-degree programmes will continue to be provided for S7 graduates. • Students who wish to improve results of HKAL subjects can sit the last HKALE offered by HKEAA in 2013. Please refer to the HKEAA website for the subjects to be offered in the 2013 HKALE (http://www.hkeaa.edu.hk/DocLibrary/HKALE/AL2013Subj_E.pdf). As 3-year degree programmes will not be offered from 2013 onwards, private candidates of HKALE in 2013 can only apply for the 4-year degree programmes. • The EDBCM No. 41/2010 which provides information on the study pathways and supporting measures available for the last cohorts of S7 students in 2012 was issued on 25 March 2010. • <u>Please also refer to the website of JUPAS (http://www.jupas.edu.hk/jupas/content_key_dates.html) for the Key Dates and Deadlines in the 2012 JUPAS Cycle (3-year curriculum).</u>
2.3 University Admission – local degree programmes		
2.3.1	University admission requirement under the NAS	<ul style="list-style-type: none"> • The 8 UGC-funded institutions announced their general entrance requirements (GER) in July 2009: <ol style="list-style-type: none"> 1. The revised GER of all institutions will include <ul style="list-style-type: none"> - 4 core subjects + 1 elective subject; or - 4 core subjects + 2 elective subjects (HKUST has specified “4 core subjects (including Extended Module 1 or 2 of Mathematics) + 1 elective subject” as an alternative to “4 core subjects + 2 elective subjects”) 2. No institution requires a third elective subject in their GER. 3. All institutions will continue to accept alternative Chinese qualifications (e.g. IGCSE, GCSE) for

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	<p>students who have fulfilled the conditions specified in Annex A of the LegCo paper No. CB(2) 1180/07-08(05)⁴ (See section 1.1.8).</p> <ul style="list-style-type: none"> • In January 2010, the EDB announced, and Heads of Universities Committee (HUCOM) supported that, for the 4 core subjects, students attaining Level 3 for Chinese Language and English Language and Level 2 for Mathematics and Liberal Studies in the HKDSE (“3322”) will be eligible to be considered for admission to their undergraduate programmes offered by UGC-funded institutions. • <u>The UGC-funded institutions further announced in September 2010 the faculty / programme requirements as follows:</u> <ol style="list-style-type: none"> 1. <u>Senior secondary subjects developed jointly by the CDC and the HKEAA: the requirements are generally Level 2 or Level 3.</u> 2. <u>ApL subjects which are accredited and are conducted by post-secondary institutions and professional bodies : they are used as elective subjects, or considered for award of extra bonus or additional information, varying by institutions, faculties or programmes.</u> 3. <u>All 8 UGC-funded institutions will recognise Other Languages (French, German, Hindi, Japanese, Spanish and Urdu) as unspecified/ extra elective subjects, generally at the minimum requirement of Grade E.</u> <p><u>Please refer to the EDB CM No. 161/2010 for details. A booklet on these requirements has been uploaded to the New Academic Structure Web Bulletin (http://334.edb.hkedcity.net/doc/eng/ER_of_UGC_e.pdf).</u></p> • <u>In September 2010, the Hong Kong Academy for Performing Arts and 4 self-financing degree-awarding institutions (namely The Open University of Hong Kong, Hong Kong Shue Yan University, Chu Hai College of Higher Education and Hang Seng Management College) have announced their entrance requirements to their full-time locally-accredited undergraduate programmes under the NAS. The requirements are as follows:</u> <ol style="list-style-type: none"> 1. <u>The requirements for the 4 core subjects are the same as those announced by UGC-funded</u>

⁴ HKUST will also accept Other Languages (French, German, Hindi, Japanese, Spanish and Urdu) for students fulfilling the above specified conditions.

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		<p><u>institutions, i.e. “3322”.</u></p> <ol style="list-style-type: none"> 2. <u>Most institutions also require one elective subject at Level 2.</u> 3. <u>Some institutions will also consider ApL subjects as the elective subject or additional information.</u> <p><u>Please refer to the EDB CM No. 169/2010 for details.</u></p>
2.3.2	Joint message of the UGC-funded institutions and HUCOM on SLP	<ul style="list-style-type: none"> • A joint message was issued by the HUCOM on 21 October 2008 to support OLE and recognise SLP as a reference document in the admission process from 2012 (http://334.edb.hkedcity.net/doc/chi/Joint%20message%20OLE%20SLP_2008Oct.pdf)
2.4 First-year-first-degree places in UGC-funded institutions		
2.4.1	First-year-first-degree places for HKALE and HKDSE students in 2012	<ul style="list-style-type: none"> • The number of first-year-first-degree places in UGC-funded institutions will be doubled (i.e. 30,000 places) in 2012/13 to cater for the two student cohorts taking the HKALE and the HKDSE Examination. The HKALE students and the HKDSE students will apply for the 3-year and the 4-year undergraduate programmes respectively. There will be no competition for quota between these two cohorts of students. • As promulgated in the Chief Executive’s 2010-11 Policy Address, senior year intake places will be increased from 1,987 to 4,000 in 2012/13 to 2014/15 triennium by phases to provide more articulation opportunities for sub-degree graduates.
2.4.2	Joint University Programmes Admissions System (JUPAS)	<ul style="list-style-type: none"> • <u>JUPAS announced the arrangements and timetable of 2012 applications on 28 April 2011 and briefing sessions on 2012 JUPAS operations have been held in Mid June 2011.</u> • <u>Institutions’ information on the 2012/13 academic year admission will be available by September 2011.</u> • <u>Students will apply for admission to 4-year undergraduate programmes covered under JUPAS scheme in 2012:</u> <ul style="list-style-type: none"> ➤ <u>Submission of applications via the online application system: 25 October 2011 to 9 January 2012.</u> ➤ <u>Submission of School Reference Report via the online application system by schools: 25 October</u>

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		<p>2011 to 28 February 2012.</p> <ul style="list-style-type: none"> ➤ Submission of OEA information (Part(s) I/II & "Additional Information") entries via the online application system (as appropriate): 25 October 2011 to 3 February 2012. • Students will make modification of choices in JUPAS from 21 to 23 July 2012 after the result is released on 20 July. • JUPAS will announce the main round offer results for HKDSE applicants on 17 August 2012. <u>Please refer to the website of JUPAS (http://www.jupas.edu.hk/jupas/content_key_dates.html) for the Key Dates and Deadlines in the 2012 JUPAS Cycle (4-year curriculum).</u> • In 2008, HUCOM recognises that OLE are conducive to the all-round development of students, and that every student is encouraged to build his / her own SLP in which qualities developed from the OLE and other achievements can be reflected to supplement results obtained in the HKDSE examination. • <u>JUPAS has designed a common template to assist students in submitting information pertaining to their OLE and other achievements as part of their applications. Briefing sessions were also arranged in August 2010.</u> • <u>JUPAS released the file structure of OEA Form and School Reference Report to schools on 16 May 2011.</u>
2.5 Articulation to post-secondary studies, VTC and employment in the civil service		
2.5.1	Qualification requirements for civil service appointments	<ul style="list-style-type: none"> • CSB has been working with relevant parties, including EDB, HKEAA and HKCAAVQ, on the acceptance of academic results under the NAS, including the ApL courses, for civil service appointments. In particular, reference was made to the international benchmarking exercise of the HKDSE by HKEAA with international agencies and the level descriptors which explain the attainment levels of students. • Heads of grades / departments have been invited to review the subject requirements for appointment to their respective grades, taking the NSS curriculum into consideration.

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		<ul style="list-style-type: none"> • CSB has also conducted briefings for the staff side and the Public Service Commission, and sought the advice of the Standing Commission on Civil Service Salaries and Conditions of Service. • <u>On 28 June 2011, CSB announced that results in the HKDSE will be accepted for civil service appointment purposes from 20 July 2012 onwards as follows:</u> <ul style="list-style-type: none"> ➤ <u>A combination of results in five HKDSE subjects of Level 2 in New Senior Secondary (NSS) subjects, "Attained" in Applied Learning (ApL) subjects (subject to a maximum of two ApL subjects) and Grade E in Other Language subjects will be accepted as having met the existing requirement of "five passes in the Hong Kong Certificate of Education Examination (HKCEE)"; and</u> ➤ <u>A combination of results in five HKDSE subjects of Level 3 in NSS subjects, "Attained with Distinction" in ApL subjects (subject to a maximum of two ApL subjects) and Grade C in Other Language subjects will be accepted as having met the existing requirement of "two passes at Advanced Level in the Hong Kong Advanced Level Examination (HKALE) plus three credits in the HKCEE" (commonly known as "2A3O").</u> <p><u>For details, please refer to the website of the CSB (http://www.csb.gov.hk/english/info/2170.html#).</u></p>
2.5.2	Associate degrees, Higher Diplomas, VTC, & Project Yi Jin (PYJ), articulation arrangements & curriculum design	<ul style="list-style-type: none"> • Post-secondary education institutions are in the process of revamping their curriculum design to align with the NAS. • <u>The revised Common Descriptors for sub-degree programmes under the NAS was announced on 30 September 2010. The minimum entrance requirements for admission to Associate Degree or Higher Diploma programmes is Level 2 in 5 subjects (including Chinese Language and English Language) in HKDSE or equivalent qualifications, including ApL courses. A maximum of two ApL courses would be counted for admission.</u> • VTC would continue to provide an alternative pathway for S3 leavers to further their studies in places other than those in mainstream education under the NAS. Starting from 2009/10, VTC offers new

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		<p>Diploma in Vocational Education programmes with multiple entry and exit points for S3, S4 and S5 leavers, and S6 leavers later under the NAS, to prepare them for further studies and employment. In 2012/13, a total of around 20,700 training places for vocational education and training programmes will be provided.</p> <ul style="list-style-type: none"> • Project Yi Jin in its existing form will continue to be provided until the end of 2011/12. The EDB is currently working with the FCE to develop a new programme based on the Project Yi Jin model under the NAS. The new programme will be put in place from the 2012/13 academic year onwards. It is intended that the qualification obtained for completing the new programme will be deemed comparable to the attainment of Level 2 standard in 5 subjects in the HKDSE including Chinese Language and English Language. Details of the programme will be available in the first quarter of 2012.
2.6 Articulation to non -local universities		
2.6.1	Admission to overseas universities	<ul style="list-style-type: none"> • Since June 2010, the EDB and HKEAA jointly wrote to institutions of different jurisdictions to collect information on whether holders of HKDSE qualification under the NAS would be admitted to their undergraduate programme. <u>The first few batches of information received have been uploaded on the websites of the EDB (http://www.edb.gov.hk/nas/en/OUER) and HKEAA. The website would be continuously updated.</u> (http://www.hkeaa.edu.hk/en/ir/ircountry_hkdse.html) for reference.
2.6.2	Admission to Mainland universities	<ul style="list-style-type: none"> • It is a general requirement that Chinese students from Hong Kong, Macau, Taiwan and overseas wishing to enter Mainland universities should sit for the Joint Entrance Examination for Universities. Three universities, namely Peking University, Tsing Hua University and Fudan University, may directly recruit Hong Kong students and exempt them from Mainland examinations. Another three (Sun Yat-sen University, Hua Qiao University and Jinan University) may also directly recruit Hong Kong students, but will require them to sit for a separate examination. • The EDB and HKEAA have visited the Ministry of Education (MoE) and some Mainland universities

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		to brief them on the NAS and HKDSE. They welcomed more students from Hong Kong to study in the Mainland. During the EDB's visit to Beijing in April 2011, the MoE agreed in principle that Mainland universities would make special admission arrangements in 2012 to accommodate the release date of HKDSE exam results and would consider the public exam results of the first cohort of NSS students for admission.

3. Supporting measures for schools

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3.1 Teacher-to-class ratios and related matters		
3.1.1	Teacher provision in terms of teacher-to-class ratios	<p>Decisions on the following were made in the Report published in 2005:</p> <ul style="list-style-type: none"> • <u>In 2011/12</u>: 1.7 teachers per junior secondary class, 1.9 teachers per senior secondary class in the new system, 2.3 teachers per S7 class. • <u>After 2011/12</u>: 1.7 teachers per junior secondary class, 2.0 teachers per senior secondary class. • In 2009/10, the number of students allocated to each S1 class under the Secondary School Places Allocation System will be reduced from 38 to 36. In 2010/11 and 2011/12, the number of students will be further reduced to 34. For more details on the arrangements, please refer to the latest EDB circular on measures for facilitating development of secondary schools.
3.1.2	Roles of Teacher Librarian (TLs)	<ul style="list-style-type: none"> • It is worth reiterating that teacher librarians, as information specialists, should work closely with subject teachers to coordinate curriculum-related resources and to help develop information literacy among students. Schools should make appropriate arrangements for TLs to continue to focus on these tasks of library services to promote quality student learning as well as the actual situation and needs of schools. The roles of TLs in the NSS were elaborated in the <i>Realising the Vision of 334</i> article of 9 December 2007, and the message was delivered through seminars for principals and TLs.
3.1.3	Arrangements for	<ul style="list-style-type: none"> • The LT provision of secondary schools in 2008/09 will be frozen up to 2011/12 if there is no change of

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	Laboratory Technicians (LT) & Workshop Teachers (WT)	<p>class structure due to the decline in the number of students, or else the territory-wide average will be taken in calculating the provision. This will also apply to special schools.</p> <ul style="list-style-type: none"> • The WT provision in 2008/09 will be frozen for 5 years up to 2012/13 provided that the schools concerned continue to offer the related subjects. The same policy will apply to special schools. Please refer to the <u>EDBCM No. 140/2008</u> for details. • A review of the long term provision of LTs and WTs is being conducted. The sectors will be consulted on the scenarios once they are available.
3.2 Professional Development Programmes (PDPs) for teachers and principals		
3.2.1	NSS PDPs	<ul style="list-style-type: none"> • All the targets pledged for 2005-11 were met. About 390,000 training places were provided. • Another round of survey on professional development needs was conducted in March 2011 to better inform the planning of NSS PDPs for teachers. We have also constantly received feedback from schools through our regular CD visits, submissions from concerned groups and stakeholders, ongoing meetings with various groups which will be used to inform the development of PDPs for teachers. A booklet <i>Professional Development Programmes for Secondary School Principals and Teachers 2011/12</i> will be disseminated in early July 2011 and the booklet will be uploaded on the website: (http://www.edb.gov.hk/cd/pdp/sec). • A School Leaders Network (SLN) has been established to support school leaders in preparing for the implementation of the NSS Curriculum and to facilitate the dissemination of good practices among schools. A series of staff PDPs was conducted for over 50 network schools. • Different modes of PDPs for specific subject teachers and principals will be provided continuously in the coming years. The PDPs of 2011/12 would put more emphasis on curriculum and assessment planning, effective use of quality learning and teaching resources, effective use of lesson time, catering for learner diversity, assessment for learning and interface between junior and senior curricula in order to enable every student to succeed. • A series of seminars for school leaders, middle managers, form teachers and counselling teachers on

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		<p>preparation for the 2012 HKDSE Examination will be organised from September 2011 onwards. While the seminars target primarily at form teachers and counselling teachers, the school management has to be involved as their support and strategic planning are necessary throughout the process.</p> <ul style="list-style-type: none"> • 43 workshops on using the SOP to help schools analyse students' choices of elective subjects and construct block time-tables have been organised since 2008/09. More than 1,000 participants from over 400 schools have attended the workshops. • PDPs have been provided starting from September 2008 to help SLP co-ordinators acquire practical/operational knowledge on SLP. • A series of PDPs will be scheduled to deliver information about WebSAMS enhancement to cater for new JUPAS arrangement in August / September 2011. Besides, the PDP on <i>Turning Experiences into Learning Series: The Art of Facilitating Student Reflection in Other Learning Experiences and Student Learning Profile</i> will be re-run in view of popularity of the course. • On-going school-based support will be provided by the School-based Support Service Office, Regional Education Offices & School Partnership projects.
3.3 Learning, teaching and assessment resources / Textbooks		
3.3.1	NSS learning , teaching and assessment resources	<ul style="list-style-type: none"> • <u><i>Learning & Teaching Resources of NSS Subjects</i></u> (http://334.edb.hkedcity.net/EN/learningandteaching.php) which lists out the availability and sources of relevant learning and teaching materials for each NSS subject (e.g. textbooks, the learning packages and websites) was uploaded in May 2011 for teachers' reference. Resources to support teachers in teaching NSS subjects will continue to be developed to enhance learning and teaching. • <u>Sample papers for HKDSE subjects are available at the website of HKEAA</u> (http://www.hkeaa.edu.hk/en/hkdse/Sample_Papers/). • <u>Additional assessment materials/exemplars on NSS subjects would be continuously provided for the reference of teachers in learning and teaching (e.g. in new topics, topics which are difficult to learn / teach).</u> They will be uploaded from August 2011 onwards.

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3.3.2	NSS recommended textbook lists	<ul style="list-style-type: none"> • The NSS recommended textbook lists are available on the website (http://www.edb.gov.hk/cd/textbook) for schools' reference. • Schools may refer to the EDBCM No. 67/2011 for <i>The Implementation of the Policy of Debundling Textbooks and Teaching/Learning Materials for Pricing, and Notes on Selection of Textbooks and Learning Materials for Use in Schools</i>
3.3.3	Web-based resources e.g. Liberal Studies Web-based Resource Platform	<ul style="list-style-type: none"> • The revamped Liberal Studies Web-based Resource Platform (http://www.ls.hkedcity.net) will continue to provide up-to-date resources, to facilitate learning and teaching of Liberal Studies. All Liberal Studies teachers will be provided with access to the resources on the Platform. • The HKEAA has launched a dedicated webpage, "<u>Public Assessment of HKDSE Liberal Studies</u>", which provides easy access to a wide range of resources for teachers and students e.g. the assessment framework, the format and content of the examination, SBA, marking and grading, and the SRR of results. Featuring the latest news and events, sample question papers, exemplars that demonstrating different level of performance, as well as SBA sample tasks, the webpage is created to assist teachers and students in their teaching and preparing for the examination.
3.3.4	Career guidance support materials / strategies	<ul style="list-style-type: none"> • The following resources were developed to help teachers and parents give advice on further studies and career development: <ul style="list-style-type: none"> ➤ A pamphlet entitled <i>New Academic Structure: Useful Tips for Parents, Vol.5</i> was published in January 2009 to help parents advise their children at S3 level to make informed choices in selecting NSS elective subjects. ➤ <u>To cater for the needs of schools to prepare students for transition in the NAS, a seminar was conducted in December 2010 to give schools a big picture of the direction and roles of SLP leading to multiple pathways for students. A series of workshops on "Preparing Students for Successful Transition in the NAS (relevant to preparing for JUPAS OEA form)" (Course ID: CDI020110845) has been organised from March to July 2011 for principals, vice-principals, career teachers, SLP co-ordinators, OLE co-ordinators and class teachers. A total of about 3,000 places are offered to</u>

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		<p><u>schools.</u></p> <ul style="list-style-type: none"> ➤ Case studies on Career-related Experiences are available on the website: (http://www.edb.gov.hk/cd/lwl/cre) for the reference of schools ➤ The booklet entitled <i>Finding Your Colours of Life for S1-3 Students: NSS Subject Choices and the Development of Career Aspirations</i> aims to facilitate students in the NSS cohorts at the junior secondary level to make informed and responsible choices on NSS elective subjects through exploring individual studies and possible career paths. This learning tool was distributed to schools in November 2008. Relevant PDPs were arranged for teachers. ➤ A career development learning tool for senior secondary students entitled <i>Career Mapping</i> was distributed to schools in June 2009. It aims to enhance teachers' professional knowledge of and capability in careers education/ guidance in the context of the NAS. Related PDPs were scheduled to enhance teachers' understanding of the strategies in implementing this learning tool in the school contexts in June 2009. • Workshops on <i>Strategies in planning and designing Career-related Experiences</i> were organised from mid February 2009 to late April 2009. It aims to support teachers in the development and implementation of Career-related Experiences.
3.4 NSS-related grants		
3.4.1	Diversity Learning Grant (DLG)	<ul style="list-style-type: none"> • EDBCM No. 042/2009, EDBCM No. 013/2010 and EDBCM No. 043/2011 have been issued to inform schools of the funding arrangements for DLG and invite schools to apply for DLG for offering Other Languages and Other Programmes (including gifted education programmes and network programmes for NSS subjects) for the first three cohorts of the NSS students respectively. DLG will be disbursed and adjusted in August and December respectively according to the information submitted in the application forms, the approved NSS class structure and the number of students enrolled on Other Language courses. • For the arrangements and application procedures for DLG for offering ApL courses, please refer to the

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		<p>EDBCM No. 186/2010. Provisional first instalment of DLG for ApL will be disbursed in August 2011 and adjustment will be made based on the actual enrolment in ApL courses.</p> <ul style="list-style-type: none"> To allow more flexibility for schools, the accounting arrangement has been revised by lifting the demarcation in using the same category of DLG among different cohorts of students. This will reduce the number of ledger accounts. Starting from the 2011/12 school year, each category of DLG can be used to support the diverse learning needs of different cohorts of NSS students, rather than a particular cohort. However, the funding of DLG remains not transferable among different categories. The surplus of each ledger account can be carried forward to the next school year but will be capped by the total provision of respective category of DLG disbursed in the current school year (“capped amount”). Any unspent balance of each category of DLG above the “capped amount” in the ledger accounts as at 31 August each year will be clawed back. This claw back mechanism will supersede the claw back arrangements of the unspent balance for the 1st and 2nd cohorts of NSS students stipulated in the EDBCM No. 042/2009 and the EDBCM No. 013/2010 respectively. As regards Adapted ApL courses for students with intellectual disabilities, please refer to the EDBCM No. 008/2011 for the details.
3.4.2	Enhanced Senior Secondary Curriculum Support Grant (SSCSG)	<ul style="list-style-type: none"> The disbursement of the SSCSG to secondary schools has been advanced by one year from 2008/09 and the rate of the grant has been increased from a cash provision equivalent to 0.1 Graduate Master (GM) to 0.15 GM per NSS class calculated on the basis of the mid-point salary of GM teachers as at September of the relevant school year during the 4-year transitional period (i.e. 2008/09 to 2011/12). In 2008/09 and 2009/10, the amount of SSCSG is at least equivalent to the mid-point salary of one GM per annum for each ordinary secondary school offering the NSS curriculum. In 2008/09 to 2011/12, the amount of SSCCG is at least equivalent to the mid-point salary of one GM per annum for each special school offering the NSS curriculum.

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3.4.3	LS Curriculum Support Grant (LSCSG)	<ul style="list-style-type: none"> • <u>A one-off LSCSG of \$320,000 has been disbursed to each publicly-funded secondary school (including special schools with senior secondary classes) in 2010/11 to enable schools to create favorable conditions for the introduction of LS in the early stage of the NAS and to lay a sound foundation for its future development. Schools may use the grant flexibly in recruiting staff, hiring services and/or purchasing learning and teaching materials to assist in the implementation of the NSS LS curriculum.</u> In general, any unspent balance of the LSCSG as at 31 August 2012 will be clawed back.
3.4.4	Teacher Professional Preparation Grant (TPPG) and NSS Curriculum Migration Grant (NSSCMG)	<ul style="list-style-type: none"> • The last payments of TPPG and NSSCMG were disbursed in 2008/09. Schools are allowed to carry forward the balance of these two grants until the end of 2011/12.
3.4.5	Subject and curriculum grants for non-IMC schools	<ul style="list-style-type: none"> • A new block grant has been created in 2009/10 to replace all subject and curriculum grants for schools that have not yet established their Incorporated Management Committees (non-IMC schools), including special schools with NSS classes. Schools were informed of the arrangement through the EDBCM No. 100/2009 issued in July 2009. • As about 200 schools have not yet established their IMC as at May 2011, the disbursement period will be extended to 2011/12. Schools may refer to EDB CM No 108/2011 for the arrangements.
3.5 Alteration works		
3.5.1	Teaching space	<ul style="list-style-type: none"> • Schools should make effective use of all teaching space on the school campus including classrooms and special rooms (like science laboratories) in order to provide a balanced and diversified curriculum with reasonable choices of subjects for students.

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		<ul style="list-style-type: none"> Information on <i>Using Special Rooms in Flexible Timetabling</i> is available at New Academic Structure Web Bulletin under the item <i>School Curriculum Planning</i> (http://334.edb.hkedcity.net/EN/planning.php). Schools may also consider carrying out minor alteration works to create additional teaching space to enhance learning and teaching. Guidance notes and sample documents related to the execution of minor alteration works are available at the New Academic Structure Web Bulletin (http://334.edb.hkedcity.net/EN/guidance.php) for schools' reference. NSSCMG should be used for minor alteration works for migration to the NSS curriculum. Schools may also use the surplus of the general domain of the Operating Expenses Block Grant (OEBG) to top up the NSSCMG at the end of the school year if required.

4. NSS curriculum for special schools

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4.1 Curriculum framework for Students with Special Educational Needs (SEN)		
4.1.1	NSS curriculum for students without intellectual disabilities (non-ID students)	<ul style="list-style-type: none"> Students with SEN but without intellectual disabilities (ID) should aim at achieving the same curricular objectives for NSS, and they will be assessed using the same standards. Special arrangements will be provided, if necessary. Schools should refer to the C&A guides for the NSS subjects and planning for ApL (please refer to Sections 1.1.1 and 1.1.4).
4.1.2	NSS curriculum for ID students	<ul style="list-style-type: none"> Students with ID could follow an adapted NSS curriculum (NSS(ID) curriculum). Supplementary guides to the C&A guides for ID students of the three core subjects (Chinese Language, Mathematics and Liberal Studies/ Independent Living) and two elective subjects (Physical Education and Visual Arts) have

NAS Matters		Latest development / recommendation / information
		<p>been published and distributed to schools in December 2009.</p> <ul style="list-style-type: none"> • Supplementary guides of Music and Design and Applied Technology (DAT) will be ready in August 2011. • The curriculum of Ethics and Religious Studies (ERS) will be adapted and tried out in 2010/11 and 2011/12. The Supplementary guide will be ready by July 2012. • The curriculum of Health Management and Social Care (HMSC) will be adapted and tried out in 2011/12. • Validation and alignment of the LPFs for the three core subjects has started in September 2009. • <u>Details of the adapted ApL courses for 2011 - 13 for ID students under the NSS have been announced in the EDBCM No. 008/2011. Students selection exercise has been completed and enrolment has been confirmed in May 2011</u>
4.1.3	Assessment and recognition of achievement of students with ID in special schools	<ul style="list-style-type: none"> • The possibility of developing systemic assessment for recognising the achievement and effort of students with ID in collaboration with HKEAA will be explored after the first cycle of implementation of the NSS(ID) curriculum (i.e. after 2011/12). • A research on the application of the Learning Progression Frameworks (LPFs) (being tried out through the Collaborative Research and Development (“Seed”) Project) of the three core subjects of the NSS(ID) curriculum will pave the way for understanding the performance and exploring the development of systemic assessment for students with ID. Special schools would be rendered the required professional support for the trial of the LPFs. • The EDB will continue to cooperate with relevant organizations including VTC and related non-government organizations to explore various alternatives of introducing more systematic programmes to enhance the abilities of school leavers with ID to prepare them for their further studies and work career.
4.2 Resource provision		
4.2.1	Resource arrangement for special schools (ID	<ul style="list-style-type: none"> • The circular on Resources Arrangement for the Implementation of the New Senior Secondary Curriculum in Aided Special Schools (EDBC No. 003/2009) was issued in February 2009 to inform all aided special schools of:

NAS Matters		Latest development / recommendation / information
	& non-ID)	<ul style="list-style-type: none"> ➤ the teacher-to-class ratios for various class levels upon the implementation of the NSS curriculum; ➤ the details of the SSCSG; and ➤ the provision for the Senior Secondary Support Programme operated by Hospital School. <ul style="list-style-type: none"> • Please refer to the EDBCM No.100/2009 for the arrangement for subject and curriculum grants for non-IMC special schools for 2009/10 and 2010/11.

5. Managing change: communication and information

NAS Matters		Latest development / information
5.1 Communication with different stakeholders		
5.1.1	Face-to-face communication with stakeholders, e.g. seminars / sharing sessions / meetings / forums	<p>The EDB is communicating with different stakeholders regularly through the following channels:</p> <ul style="list-style-type: none"> • Regional/ thematic seminars for parents with children studying in senior primary and secondary schools. • Regular liaison meetings with universities and schools councils since 2004. • Focus group interviews with different stakeholders, including principals, co-ordinators, panel heads, parents, employers etc. • Regular inter-sector sharing sessions among EDB, HKEAA, UGC-funded institutions, post-secondary institutions and secondary schools councils organised by the EDB or the UGC-funded institutions since July 2008. • Meetings with and seminars for the employer sector, including the CSB to promote mutual understanding and discuss the acceptance of the new qualifications. • <u>Seminar series for school leaders on the latest development of NAS were held in May 2011. Seminar series for middle managers on catering for learner diversity under NAS and NSS curriculum and assessment planning were also conducted from November 2010 to January 2011 and from April to May 2011 respectively.</u>

NAS Matters		Latest development / information
5.1.2	International Education Forum and Expo (IEFE)	<ul style="list-style-type: none"> The IEFE which marks the formal launch of NAS to the international arena will be held from 14 to 16 July 2011. It is a three-day event with a timely theme on “Learning Journey for the Globalised World”. It comprises a Ministerial Roundtable on Education Reform and Human Resource Development, an International Conference and an International Education Expo showcasing learning opportunities under the NAS, providing information on the education systems of different countries and how the NAS articulates with their education system.
5.2 Information		
5.2.1	Multiple channels and modes to provide information to different stakeholders	<p>The following channels are used to enhance communication with different stakeholders:</p> <ul style="list-style-type: none"> The New Academic Structure Web Bulletin (revamped from the former “334” Web Bulletin” in June 2009) (http://www.edb.gov.hk/nas) has been set up since 2005. Designated corners have been set up to provide information for different stakeholders groups including parents, students, principals and teachers, universities and post-secondary institutions, employers, overseas and Mainland visitors. <i>The Mainland Visitors’ Corner</i> was launched in April 2011. A designated webpage for the last cohort of S7 students under the old academic structure will be launched in early 2012. The NSS Information Network providing information on schools was launched in 2007 to give parents access to school information under a single platform. Over 400 schools have provided their information in the Network. The NSS Information Kit provides schools with the tools to communicate with parents and students. The printed version was sent to schools in July 2008 and the updated version was available in May 2009. A Liberal Studies Parents Handbook was published. NAS Students’ Handbook and Parents’ Handbook were published in September 2009. The NAS Handbook was also disseminated to schools and the public in September 2010 and was uploaded on the New Academic Structure Web Bulletin (http://334.edb.hkedcity.net/doc/chi/nashandbook.pdf). The pamphlets <i>Useful Tips for Parents</i> have been published since 2005. Eight volumes have been

NAS Matters	Latest development / information
	<p>produced. Volume 9 on employers' recognition of HKDSE will be issued in the second half of 2011.</p> <ul style="list-style-type: none"> • Announcements in the Public Interest (API) on HKDSE were launched in January 2010. <u>A new API on employers' recognition of HKDSE will be launched in the second half of 2011 and another on Multiple Pathways will be launched in the first quarter of 2012.</u> • An <i>Information Package on New Senior Secondary Curriculum and Assessment</i> for reference of tertiary and post-secondary sectors was disseminated to the post-secondary sector in July 2009. • Information packs, including a booklet on NAS for overseas parties, a factsheet on NAS, DVDs on the NSS curriculum, OLE, and HKEAA's factsheet on UCAS report, were disseminated during promotion visits to overseas countries and meetings with / briefings for various overseas authorities and organizations. • DVDs on NSS Curriculum Overview and Assessment have been produced and was uploaded on the New Academic Web Bulletin (https://cd.edb.gov.hk/334info/index_en.asp). • DVDs of Radio Television of Hong Kong programme on demonstrating the meaning of level descriptors in Standards-referenced Reporting for industries/ trades of high employment share (including retailing and catering), useful for students and the employer sector, was produced. • In collaboration with the media, articles, schools' good practices and interviews have been produced.

Critical Milestones for Schools up to 2012 HKDSE (29-6-2011)

Month/ 2011		Responsible Organization	Activity
Mar	25 March	HKEAA	Circular on 2012 AL and HKDSE exam timetables and dates of release of results and delivery of HKDSE practice papers
	March - July	EDB & HKACMGM	"Preparing Students for Successful Transition in NAS Towards Multiple Pathways" workshops for teachers by EDB in partnership with HK Association of Career Masters and Guidance Masters
Apr	7 April	HKEAA	Letters on updating of Milestone Plan for 2012 exam and submission of SBA marks for S5 students
	8 April	HKEAA	Gazette of HKDSE exam fees
	21 April	HKEAA	Launch of micro website on Liberal Studies
	28 April	JUPAS	Announcement of arrangements and timetable of 2012 JUPAS applications
May	3 May - 15 July	HKEAA	- Submission of SBA marks for S5 students for 12 subjects - Submission of ApL marks for S5 from course providers
	5, 9, 13 May	HKEAA & EDB	Annual School Leaders' Seminars
	16 May	JUPAS	Release of file structure of "Other Experiences and Achievements" (OEA) Form and School Reference Report to schools
	17 May	HKEAA	Circular to schools on exam dates for Nov 2011 series of Cat C subjects and revisions to 2012 and 2013 HKDSE Examination Regulations
Jun	7 June	HKEAA	- Publication of SRR and Grading Procedures Booklet - Publication of HKDSE Quality Assurance Framework (booklets and pamphlets)
	10 June	HKEAA	Letter to schools asking for confirmation on the quantity and language version of practice papers for the 24 NSS subjects
	10 June	HKEAA	Schools to confirm the availability of examination venues for 2012 HKALE and HKDSE
	10, 13, 16 June	JUPAS	Briefings for schools on 2012 JUPAS Operations (NT, Kln, HK District)
	15 June	HKEAA	Briefing for schools offering Cat C (Other Languages) subjects (November 2011 series)
	20 June	HKEAA	Announcement on HKDSE exam system – registration for Cat C (Nov 2011 series) and special exam arrangements (SEA) for SEN candidates
	23 – 28 June	HKEAA	Distribution of User IDs and Passwords and User Guide for School Examination Officers and SEA Application Officer to access the HKDSE Exam Registration System and Online Enquiry Function of the SEA Application System respectively
	28 June	HKEAA	Letter to update schools on the arrangements about the release of results
	29 June	EDB	Annual circular memorandum on Implementation of the NAS to schools
	June	HKEAA	Video to introduce HKDSE Exam System uploaded to HKEAA website
	End June	EDB	Release of interim results of students' performance in ApL courses
27 June - 18 Jul	HKEAA	Registration and payment for Cat C subjects (Nov 2011 series)	
Jul	July	HKEAA	Publication of SRR and Recognition booklet
	July - Aug	HKEAA	Publication of 2014 Regulations and Assessment Frameworks
	14-16 July	EDB	International Education Forum and Expo (IEFE)
Aug	Aug / Sept	HKEAA	Circular on online application system for SEN and User Guides
Sept	Sept	HKEAA	Circular on arrangements of registration of Cat A/B/C (Jun 2012) subjects and procedure for application for examination fee remission for school candidates
	Sept	EDB	Inter-sector regional briefings for schools on multiple pathways

	Mid to late Sept	HKEAA	Seminars for schools on registration for Cat A/B/C (Jun 2012) subjects and online application system for SEN candidates
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Month/ 2011		Responsible Organization	Activity
Sept	Sept - Nov	HKEAA	Schools' updating of school information and confirmation of the usage of classrooms for CEML written examinations
	Late Sept- 31 Dec	HKEAA	Registration for Cat A/B/C (Jun 2012) subjects
	Late Sept - 7 Jan	HKEAA	Payment for 2012 HKDSE exam
	Late Sept - 31Jan	HKEAA	Fee remission for HKDSE
Oct	25 Oct – 9 Jan	JUPAS	Submission of JUPAS main applications
	25 Oct – 3 Feb	JUPAS	Submission of OEA by schools / by applicants
	25 Oct – 28 Feb	JUPAS	Submission of JUPAS School Reference Reports
	Oct to Nov	HKEAA	- Issue of instructions to candidates and admission form for Cat C Nov 2011 examinations in early Oct - Conduct of Cat C (Other Languages) examinations (Nov 2011 series) from mid-Oct to mid Nov
Dec	5 Dec - 23 Dec	HKEAA	Circular on Markers/oral examiners' recruitment
	Early Dec	HKEAA	Issue of Candidates' Handbook for HKDSE

Month/ 2012		Responsible Organization	Activity
Jan	Jan to Apr	HKEAA	- Submission of SBA marks for S6 students for 12 subjects - Submission of samples of students' work
	4 -16 Jan	HKEAA	Delivery of practice papers to schools
	Early Jan - early Jun	JUPAS	Submission of JUPAS late applications
Feb	Feb	HKEAA	Release of Category C Other Languages November 2011 examination results
	Late Feb – early March	HKEAA	Issue of HKDSE exam admission forms to candidates
Mar	Mar	HKEAA	Circular on exam process and arrangement
	28 Mar - 3 May	HKEAA	Conduct of HKDSE Category A subjects written examinations
	31 Mar	JUPAS	Submission of full SLP via online application system by applicants (optional)
Jun	June	HKEAA	Conduct of Other Languages examinations (June 2012 series)
	29 June	HKEAA	Release of 2012 HKALE results
Jul	Mid Jul	HKEAA	Circular on release of results and Rechecking/remarking
	20 Jul	HKEAA	Release of 2012 HKDSE results
	21/22 Jul (tbc)	HKEAA	Release of Category C Other Languages June 2012 examination results
	21 Jul - 23 Jul	JUPAS	Modification of choices in JUPAS
	20 Jul - 27 Jul	HKEAA	Application for rechecking and remarking via online portal
Aug	17 Aug	JUPAS	Announcement of Main Round Offer results for HKDSE applicants
	Late Aug	HKEAA	Release of results for rechecking and remarking via online portal
Sept	3 Sept	JUPAS	Announcement of Clearing Round Offer results
	10 Sept	JUPAS	Announcement of Subsequent Rounds offer (1 st round)
	13 Sept	JUPAS	Announcement of Subsequent Rounds offer (2 nd round)

Critical Milestones between 2008/09 and 2011/12 (Updated version as at 29 June 2011)

	2008/09	2009/10	2010/11	2011/12
NSS Curriculum	<ul style="list-style-type: none"> • Circular Memorandum on the arrangement for OLE and SLP issued • Supplementary Guide on the Chinese Language Curriculum published (Dec 2008) • SSCG uploaded on New Academic Structure Web Bulletin and distributed to schools 			
ApL	<ul style="list-style-type: none"> • Synopses of ApL courses proposed for the 1st cohort of NSS students available 	<ul style="list-style-type: none"> • ApL C&A Guide, Implementation Handbook and Prospectus available • Application and enrolment by schools for the 1st cohort of NSS students • Mechanism for moderation of student assessment established 	<ul style="list-style-type: none"> • The 1st cohort of NSS ApL courses commences • Revised Implementation Handbook and Prospectus for the 2nd cohort of NSS ApL courses available • Quality assurance process on course delivery by external agencies (e.g. HKCAAVQ) starts • Announcement of the 	<ul style="list-style-type: none"> • Quality assurance process on course delivery by external agencies (e.g. HKCAAVQ) continues • Post assessment moderation by HKEAA

	2008/09	2009/10	2010/11	2011/12
		<ul style="list-style-type: none"> • Attainment descriptors and exemplars of assessment for selected ApL courses available • Details of ApL courses available for schools • Pilot of ApL Taster Programmes implemented 	articulation of ApL courses	
Assessment development	<ul style="list-style-type: none"> • Information packages on Standards-referenced Reporting for HKDSE subjects published • Advisory committee on SBA set up • SBA teachers' handbooks for HKDSE subjects uploaded on HKEAA's website 	<ul style="list-style-type: none"> • SBA teachers' handbooks for HKDSE subjects distributed to schools 	<ul style="list-style-type: none"> • Moderation of SBA Scores in the HKDSE distributed to schools 	
HKDSE	<ul style="list-style-type: none"> • Briefings for teachers on sample papers and level descriptors organised • Australian government announced recognition of 	<ul style="list-style-type: none"> • Examination regulations handbook distributed to schools • 1st stage announcement of 	<ul style="list-style-type: none"> • Announcement of 2012 HKDSE Examination Fee Schedule (Mar 2011) • Announcement of 2012 HKDSE & HKAL 	<ul style="list-style-type: none"> • Students apply to take the HKDSE Examination • Promotion of reporting in HKDSE • Practice papers for the

	2008/09	2009/10	2010/11	2011/12
	<p>HKDSE</p> <ul style="list-style-type: none"> • Descriptors & sample papers for NSS subjects published • Examination regulations handbook finalised (June 2009) • Schools applied for first participation in the HKDSE Examination (Mar 2009) 	<p>international recognition of HKDSE (Jan 2010)</p> <ul style="list-style-type: none"> • Information of the subjects to be offered in the 2013 HKALE for private candidates available on HKEAA's website 	<p>Examination timetables and dates of release of results (Apr 2011)</p> <ul style="list-style-type: none"> • Timetable for Other Languages examinations, application and administration available (May 2011) • Grading Procedures and Standards-referenced Reporting in the HKDSE Examination distributed to schools (May 2011) • HKDSE Examination Quality Assurance Framework distributed to schools (May 2011) 	<p>HKDSE Examination to be distributed (Jan 2012)</p> <ul style="list-style-type: none"> • Final announcement of international recognition of HKDSE • Administration of the 1st HKDSE Examination (Mar to late May 2012) • Announcement of results of the 2012 HKAL examination (29 Jun 2012) • Announcement of results HKDSE examinations (20 July 2012)
Interface between S3 / S4, S6 / post-secondary institutions	<ul style="list-style-type: none"> • Joint message of UGC-funded institutions and HUCOM on OLE and SLP announced • S4 Placement Mechanism under NAS implemented 	<ul style="list-style-type: none"> • Review of the long-term development and position of Project Yi Jin 	<ul style="list-style-type: none"> • Further announcement of faculty /programme requirements by UGC-funded institutions (Sep 2010) 	<ul style="list-style-type: none"> • Prospectus for 2012 undergraduate programme in tertiary institutions available (by end 2011) • Students to apply for 2012

	2008/09	2009/10	2010/11	2011/12
and universities, S6 / employment	<ul style="list-style-type: none"> Revised general entrance requirements announced by UGC-funded institutions 		<ul style="list-style-type: none"> Minimum entry requirements of sub-degree (including Associate Degree and Higher Diploma) programmes available (Sep 2010) Announcement of arrangements and timetable of 2012 JUPAS application (Apr 2011) Acceptance of academic results under NAS for Civil Service appointment available.(28 June 2011) 	<p>university places through JUPAS (Oct 2011 to Jan 2012)</p> <ul style="list-style-type: none"> JUPAS announcement of main round offer results for HKDSE applicants (17 Aug 2012)
Supporting measures for schools	<ul style="list-style-type: none"> Provision of <i>Student Option Programme (SOP)</i> software package On-going development of Liberal Studies resources and packages for other subjects Recommended textbook list for NSS curriculum released Learning and teaching 	<ul style="list-style-type: none"> On-going development of Liberal Studies resources and packages for other subjects LS School Network Scheme to provide support to schools and teachers with regard to curriculum and 	<ul style="list-style-type: none"> Enhanced SOP and updated user manual available On-going development of Liberal Studies resources and packages for other subjects LS School Network Scheme to provide support 	<ul style="list-style-type: none"> On-going development of Liberal Studies resources and packages for other subjects LS School Network Scheme to provide support to schools and teachers with regard to curriculum and assessment of LS.

	2008/09	2009/10	2010/11	2011/12
	<p>packages developed by the EDB to support the delivery of NSS subjects with no textbook published</p> <ul style="list-style-type: none"> • New series of Meetings on Preparation for NAS with School Leaders organised 	<p>assessment of LS.</p>	<p>to schools and teachers with regard to curriculum and assessment of LS.</p> <ul style="list-style-type: none"> • <i>LS Curriculum Support Grant (LSCSG)</i> to enable schools to create favourable conditions for the introduction of LS in the early stage of the new academic structure and to lay a sound foundation for its future development. 	
			<ul style="list-style-type: none"> • “Learning & Teaching Resources of NSS Subjects” are available at http://334.edb.hkedcity.net/EN/learningandteaching.php 	
	<ul style="list-style-type: none"> • Professional development programmes (PDPs) to meet targets pledged 	<ul style="list-style-type: none"> • On-going PDPs and school-based support for teachers 	<ul style="list-style-type: none"> • On-going PDPs and school-based support for teachers 	
	<ul style="list-style-type: none"> • Provision of enhanced Senior Secondary Curriculum Support Grant (SSCG) (up to Aug 2012) 			
		<ul style="list-style-type: none"> • Provision of DLG (by application) 		
NSS curriculum for special	<ul style="list-style-type: none"> • Special schools consulted on the proposed resource arrangement 	<ul style="list-style-type: none"> • Provision of supplementary guides to the C&A guides of 	<ul style="list-style-type: none"> • On-going validation and alignment of LPF • Provision of 	<ul style="list-style-type: none"> • On-going validation and alignment of LPF • Trial-run for the

	2008/09	2009/10	2010/11	2011/12
schools		relevant subjects for ID students (3 core subjects, Visual Arts and Physical Education) <ul style="list-style-type: none"> • Announcement on ApL courses for ID students (end 2009) • Implementation of NSS(ID) curriculum • Validation and alignment of LPF starts 	supplementary guides of Music and DAT (Aug 2011) <ul style="list-style-type: none"> • Trial-run for the curriculum of ERS • Provision of adapted ApL courses for ID students under the NSS 	curriculum of ERS and provision of supplementary guide of ERS (July 2012) <ul style="list-style-type: none"> • Trial-run for the curriculum of HMSC
Managing change: communication and information	Ongoing communication with different stakeholder groups/ parties which include <ul style="list-style-type: none"> • Schools councils • Post-secondary institutions • Vocational Training Council • University Grants Committee (UGC) • UGC-funded institutions • Joint University Programmes Admissions System • Education Commission & Legislative Council • Civil Service Bureau • Parents and employers 			

	2008/09	2009/10	2010/11	2011/12
	<ul style="list-style-type: none"> • Non-government Organisations and Students <p>Continuous production of various publicity materials like</p> <ul style="list-style-type: none"> • DVDs, parent pamphlets, NAS Handbook • Announcement of Public Interest (API) • Regular update of New Academic Structure Web Bulletin • Evaluation findings of the implementation of NSS curriculum 			
Promotion of NAS and HKDSE	<ul style="list-style-type: none"> • To facilitate HK students, holding HKDSE qualification, who intend to study overseas, EDB and HKEAA have already paid visits to the United States, Canada, the United Kingdom, Australia, Malaysia, Indonesia, Japan, Korea, India, Europe (Brussels, Paris and Berlin), Vietnam and Brunei to promote NAS and will continue to visit several other countries. • The “International Education Forum and Expo” on Learning Journey for the Globalised World will be held from 14 to 16 July 2011. 			