

**List of Recommendations of
the Task Force on Review of School Curriculum**

I. Whole-person Development (WPD)

- enhance the curriculum planning capacity of school leaders (e.g. organising school leaders' workshops);
- delineate the notion of “learning time” vis-à-vis “lesson time” to provide more flexibility for schools in planning curriculum-related activities, and to adopt support measures to facilitate a paradigm shift of learning and teaching and concept transformation;
- facilitate schools to review, reflect on and fine-tune their whole-school curriculum plans with the provision of exemplars, and to plan the “learning time” of students and foster their WPD in consideration of the new modes of learning beyond the classroom;
- promote professional sharing among teachers on assessment literacy and homework design;
- advise schools to adopt appropriate measures to broaden students' exposure and cater for their balanced development, with due consideration given to their physical and social developmental needs, as well as the promotion of a healthy lifestyle;
- advise schools to review the formulation and implementation of school-based homework and assessment policy for the purpose of creating space, as well as the transformation of the modes of homework and assessment;
- arrange more sharing sessions on the implementation of life-wide learning activities as well as on life planning during normal school days and school breaks;
- strengthen the interface between different levels at school in planning for WPD;
- consider trimming the curriculum content of subjects where appropriate at the primary level in the long run; and
- step up home-school co-operation and parent education.

II. Values Education (VE) and Life Planning Education (LPE)

VE

- update the *Moral and Civic Education Curriculum Framework* issued in 2008;

- provide multifarious VE-related learning experiences in the curriculum to broaden students' perspective;
- provide different modes of professional development activities to enhance teachers' grasp of the goals and objectives of different facets of VE and deepen their understanding of the professional role of teachers; and
- prepare more "life events" exemplars and resource materials to support teachers in developing the universal core values underpinning Chinese morals and culture.

LPE

- commence LPE (not as career guidance *per se*) early at the upper primary and junior secondary (JS) levels;
- clearly spell out the expectations of student learning in implementing LPE;
- step up professional training of principals and teachers; and
- provide relevant information to parents.

III. Creating Space and Catering for Learner Diversity

- keep the status of the four core subjects at the senior secondary level intact;
- trim and/or differentiate the curricula and assessments of the four core subjects at the senior secondary level without jeopardising the curriculum integrity; and
- consider, at a later stage, extending curriculum and assessment differentiation arrangements to elective subjects at the senior secondary level.

Chinese Language

- review the modes of assessment, including but not limited to removing/streamlining/combining the present speaking and listening examination papers;
- further cultivate in students early an appreciation of Chinese literature and classics;
- form an expert group to enhance the learning of Chinese literature and classics in the curriculum and the appreciation of classical articles and masterpieces; and
- examine the learning needs of non-Chinese speaking students.

English Language

- further streamline the School-based Assessment arrangement and review how the Elective Part could be better assessed in the Writing

Paper of the Hong Kong Diploma of Secondary Education Examination;

- offer vocational English as an Applied Learning (ApL) course;
- enrich the existing curriculum, with more emphasis on the academic and creative use of the language; and
- provide more opportunities for students to enhance their language competency through Language across the Curriculum and Reading across the Curriculum.

Mathematics

- better utilise the current demarcation between Foundation Topics and Non-foundation Topics of the Compulsory Part of the curriculum in learning, teaching and assessment; and
- explore the viability of replacing the existing Extended Part of Mathematics with a separate “Advanced Mathematics” subject (name to be confirmed) in the long run.

Liberal Studies (LS)

- trim the content of the subject and review whether the Independent Enquiry Study (IES) could be further improved/streamlined;
- clarify the curriculum coverage with clear delineation of the important concepts;
- conduct regular review of the curriculum content with updated contemporary but mature issues for enquiry;
- allow students to opt out of the IES by turning it into an extended and optional part, and giving separate grades for the written paper and the IES;
- provide professional consultancy service for officially scrutinising published LS “textbooks” sold on the market and consider vetting of LS “textbooks”;
- organise a new series of teacher professional development programmes upon the revised curriculum framework;
- support the school management to strengthen their school self-evaluation, and internal quality assurance and accountability mechanism so as to maintain the quality of school-based learning and teaching materials and ensure effective implementation of the curriculum;
- enhance mutual understanding and collaboration with the Hong Kong Examinations and Assessment Authority (HKEAA) on examination paper setting, moderation and assessment to ensure good alignment of the curriculum goals and intent and assessment; and
- conduct an impact study at the earliest opportune time after all the improvement measures have been in place.

IV. Applied Learning

- further promote ApL as a valued senior secondary elective subject;
- provide a wider range of ApL courses for students of different abilities, interests and career aspirations;
- broaden teachers' and principals' understanding of and exposure to the workplace and strengthen the training for teachers;
- deepen students' and parents' understanding of vocational and professional education and training (VPET) with a view to promoting ApL as an important curriculum component in itself and catering for learner diversity;
- start offering ApL as early as at Secondary 4 and allow students to complete the 2-year ApL courses at Secondary 5;
- relax the funding eligibility for students who want to take ApL as the 4th elective subject;
- enhance publicity effort to help dispel the misconception that ApL is only for underachievers;
- review the different modes of operating ApL courses and encourage schools to offer ApL courses on their school campus;
- offer ApL taster programmes at the JS level to provide students with early exposure to different industries/professions and ApL courses; and
- enhance the promotion of VPET through ApL courses at the senior secondary level and step up the engagement of different trades/industries in providing ApL courses.

V. University Admissions

- maintain 3322 as the General Entrance Requirements for first-year first-degree programmes and encourage universities to exercise greater flexibility in student admissions; and
- implement a new school nomination scheme, namely the School Nominations Direct Admission Scheme.

VI. STEM Education

- state clearly the definition of STEM education and clarify the expectations at the primary and secondary levels;
- provide school-based examples of STEM education to illustrate effective implementation strategies as well as learning and teaching practices;
- further enhance STEM-related professional development

programmes and equip teachers with necessary knowledge and skills to further promote STEM education in schools;

- advise all schools to appoint a teacher to serve as the STEM co-ordinator at both the primary and secondary levels;
- arrange specific training programmes and workshops for school curriculum leaders to further enhance their capacity in planning STEM education and organising cross-disciplinary STEM learning activities at the school level;
- explore the feasibility of providing additional incentives to pioneer schools to become regional STEM resources centres and of setting up a team of experts to provide on-site support to schools;
- work with the Hong Kong Academy for Gifted Education to provide more learning opportunities for students gifted in STEM; and
- set up a designated committee to oversee the long-term development of STEM education in primary and secondary schools.