



Hong Kong Subsidized Secondary Schools Council
Survey on Views from Member Schools on the
Reforming the Academic Structure for Senior Secondary Education and Higher Education

12 January 2005

Dear Members,

The following report shows the statistical results and individual views from member schools collected from the captioned survey for your reference.

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Statistical Results

Date of Survey: From 3-12-04 to 14-12-04

Total No. of Returns: 253 (% of Returns = 253/354 = 71.4%)

1. Curriculum

(A) *Liberal Studies*

In order to fit the objectives of Liberal Studies and make its assessment practically manageable,

	Task Group Suggestions		(% of responses)
i.	The curriculum of Liberal Studies should be divided into two parts: compulsory and elective. Only the compulsory part should be publicly examined, while the elective part should be assessed by school-based assessment (SBA). <i>Do you agree with this arrangement?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with modification	(55.73%) (25.3%) (17.39%)
ii.	The results of the two assessments should be listed out separately in the certificate. The SBA part should be graded as satisfactory and unsatisfactory only, while the written examination part should be graded as outstanding, satisfactory and unsatisfactory. <i>Do you agree with this grading system?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with modification	(54.55%) (24.90%) (17.39%)
iii.	Schools have to submit students' SBA marks to HKEAA once a year for compilation of the overall rank order of the pupils in the school. The passing percentage of SBA part would be equivalent to that of external written examination. <i>Do you agree with this way of handling SBA?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with modification	(47.43%) (29.64%) (17.00%)
iv.	The teaching time allocated to Liberal Studies should be approximately the same as an elective subject (X), i.e. 8-12%. At the same time, the time allocated to English and Chinese Language should be 12-15% each; Mathematics 10-15%. <i>Do you agree with the suggested time allocation?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with modification	(69.57%) (15.42%) (13.83%)
v.	The compulsory part should include SP1, SP2, SP3 , SC1, SC2, SC3, ST1, ST2, ST3. The elective part should include units such as Economics & Society, History of Science . Each pupil should study all the 9 compulsory units and any two electives from each area of study.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with	(34.39%) (40.71%) (20.16%)

	Task Group Suggestions		(% of responses)
	<i>Do you agree with this (9+6) curriculum framework?</i>		modification
vi.	The class size of Liberal Studies should be half of a normal class. Cash grant should be given to schools for employment of teachers to support split class teaching and for subject development. <i>Do you agree with such split class arrangement?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with modification	(77.47%) (4.74%) (16.60%)
vii.	Sufficient teacher training together with cash grants for employment of supply teachers should be provided to school starting from the year 2005-06. <i>(a) Do you agree with this suggestion?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with modification	(92.09%) (0.40%) (5.53%)
	<i>(b) How many teacher training hours do you think is adequate for Liberal Studies?</i>	<input type="radio"/> 30hrs <input type="radio"/> 60 hrs <input type="radio"/> 90 hrs <input type="radio"/> 120 hrs <input type="radio"/> >120 hrs	(4.74%) (20.16%) (25.69%) (23.32%) (21.34%)
viii	Under the condition that all the resources are provided and the structure proposed above is accepted, we suggest that Liberal Studies should be one of the core senior secondary subjects and should be publicly examined. <i>Do you agree?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with modification	(52.96%) (26.09%) (17.00%)

(B) Elective Subjects (X)

	Task Group Suggestions		(% of responses)
i.	To avoid overloading the pupils in learning, we should offer 2 or 3 elective subjects depending on the pupils' abilities. <i>What is your plan?</i>	<input type="radio"/> 2 only <input type="radio"/> 3 only <input type="radio"/> 2 or 3 depending on pupils' abilities <input type="radio"/> More than 3	(12.65%) (10.67%) (70.36%) (4.74%)
ii.	Career Oriented Curriculum is a meaningful suggestion but it is necessary to solve the problem of certification. <i>Will you offer COC to your senior secondary students as an elective?</i>	<input type="radio"/> Yes <input type="radio"/> No	(54.55%) (41.11%)

2. Assessment

	Task Group Suggestions		(% of responses)
i.	The introduction of standard referenced system with five clearly identifiable levels of performance in the public examination is acceptable but with concerns of recognition and pass percentage. <i>Do you agree with the change of the system in the public examination?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with reservation	(58.50%) (9.49%) (31.23%)
ii.	School-based assessment (SBA) should not be applied to ALL subjects and might be spread over SS2 and SS3. <i>Do you agree?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with modification	(79.45%) (7.91%) (11.46%)
iii.	The weighting of SBA in a subject should be 20-30%. <i>Do you agree with the weighting?</i>	<input type="radio"/> Yes <input type="radio"/> No	(65.61%) (32.81%) (13.83%); (21.74%); (1.19%) (1.19%)
iv.	The results of written examination and SBA should be separately shown in the certificate. <i>Do you think moderated SBA results should be shown in the certificate?</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes with reservation	(54.55%) (33.99%) (9.49%)

3. Supporting Measures

	Task Group Suggestions		(% of responses)
i.	The two proposals in calculating staff establishment are: Mode A: Teacher: Class ratios in JS1-3 at 1.7 and SS1-3 at 1.9 plus others as proposed. Mode B: Teacher: Class ratios in JS1-3 at 1.6 and SS1-3 at 1.8 with split class and others as proposed; Because of the harsh requirements for split class in Mode B and the fact that the total no. of teachers in Mode B cannot exceed that of Mode A, we think Mode A is more acceptable. Which mode will you opt for?	<input type="radio"/> Mode A <input type="radio"/> Mode B	(87.75%) (5.53%)
ii.	If Mode A stated above is adopted, and assuming the number of junior and senior classes in your school is the same as in the year 2004-05, will your school (a) be given additional teachers (please state the number) (b) have redundant teachers (please state the number)	<input type="radio"/> No Change <input type="radio"/> Additional <input type="radio"/> Redundant	(20.95%) (6.32%) (65.22%)
	No. of addition teachers (No. of schools)	1 2 3 4 >4	(7 sch) (2 sch) (4 sch) (1 sch) (1 sch)
	No. of redundant teachers (No. of schools)	1 2 3 4 >4	(35 sch) (41 sch) (29 sch) (19 sch) (30 sch)
iii.	If there are redundant teachers, we suggest that toleration for 5 years starting from the year of implementation should be allowed. Do you agree with 5 yrs toleration?	<input type="radio"/> Yes <input type="radio"/> No < 5yrs <input type="radio"/> No >5 yrs	(66.80%) (3.16%) (26.48%)
iv.	We propose that an “Early Retirement Scheme” similar to that of primary school should be offered for 5 years starting from the year of implementation to solve the problem of teacher redundancy. Do you regard the Early Retirement Scheme as a good suggestion?	<input type="radio"/> Yes <input type="radio"/> No)	(93.28%) (4.35%)

4. Overall

	Task Group Suggestions		(% of responses)
i.	We suggest that the university admission criteria should be 4 core subjects and ONE elective only. Do you agree?	<input type="radio"/> Yes <input type="radio"/> No	(62.06%) (35.97%)
ii.	If the resources proposed are granted and all the above suggestions accepted, we suggest the date of implementation of the new Senior Secondary Structure be 2008 to avoid a large number of teacher redundancies. In which year would you prefer the new SS Structure be implemented?	<input type="radio"/> 2008 <input type="radio"/> 2009 <input type="radio"/> 2010 <input type="radio"/> Later than 2010	(46.64%) (37.55%) (8.70%) (0%)
iii.	We suggest that the reform of structure and curriculum should be implemented simultaneously to avoid creating a long and unstable transition period. In which way should the reforms be implemented?	<input type="radio"/> Simultaneously <input type="radio"/> Loosely coupled <input type="radio"/> Separately	(60.08%) (28.06%) (11.46%)

Summary of Individual Views

1. Curriculum

A. Liberal Studies

No.	Particulars	Frequency
	<i>Public examination</i>	
1	Compulsory and elective parts of LS should be publicly examined	3
2	LS should be a compulsory subject in school, but should not be publicly examined.	3
3	No need to examine the elective part of LS	1
	<i>Grading system</i>	
4	There should also be an 'outstanding' grade for the SBA part.	2
5	Both the SBA part and the written examination part should be graded as satisfactory and unsatisfactory only.	1
6	Only the core modules of LS should be publicly examined with "pass/fail"	1
7	The same grading system should be applied to both assessments of LS.	1
8	SBA passing % can be different from that of external written examination.	5
	<i>Time allocation</i>	
9	The teaching time of LS should be the same as other core subjects.	1
10	The teaching time of LS should be greatly reduced.	1
	<i>Curriculum framework</i>	
11	Too many LS modules	2
12	Compulsory modules: 6 modules; Extended modules: based on school-based expertise of teachers	1
13	School-based or elective modules of LS should focus on project learning and discussion of controversial issues.	1
14	Cancel SP1/2, ST2	1
15	Some eminent and core theories should be listed and studied in LS, e.g. Maslow's theory, Satin's family function, Brown's Green Revolution	1
16	The number of units in the compulsory part of LS should be 6 only.	1
17	Ethics and Religious Studies could be a replacement of LS.	1
18	Not more than 6 modules altogether	1
19	Should study 9 units only	1
20	Starting at SS2	1

No.	Particulars	Frequency
	<i>Class size</i>	
21	Split class teacher should be reflected in the staff establishment.	21
22	Increase the teacher to student ratio instead of cash grant	1
23	The class size of L.S. should be 1/2 of a normal class, therefore a school with 30 classes should in fact be counted as 15 (S1-S3x5) + 30(SS1-SS3x5x2) = 45 classes, since L.S. is a compulsory subject. Slight adjustments can be made	1
24	1/3 of normal class	1
25	Cash grant for employment of teachers or two additional teachers in calculation in staff establishment	1
26	The class size should be 15.	1
	<i>Teacher training</i>	
27	Training should be more and with supply teachers (preferably half-year)	2
28	L.S. Training Grant (Preparation) Five teachers for one full year within five years starting from 9/05. L.S. Teaching Enhancement Grant equivalent to Three Teaching Assistants loading. Salary calculated at 70% of starting point of a new teacher, MPS12 (\$16,695 x 70% x 3 x 12) = 400K/yr	1
29	Supply teachers should be employed for the whole year as done in the past.	3
30	Before receiving training, teachers should sign an undertaking of 2 years' service.	1
31	Teacher training should be divided into: 1) course work by tertiary institute 2) sharing or networking	1
32	It is too "risky" an assumption that all present teachers will be able to conduct learning in L.S. - even after >120 hrs.!	2
33	Five teachers one full year	1
34	The 16-week block release training is highly recommended.	1
35	30 hours for compulsory units, 6 hours for each elective	1
36	The number of teacher training hours cannot be decided at this stage.	1
37	About 120-150 hrs	1
	<i>Overall view</i>	
38	It could be a core subject, but should not be publicly examined.	6

No.	Particulars	Frequency
39	No public exam for LS	5
40	Liberal Studies should be treated as a normal elective subject.	6
41	Liberal Studies should be an elective subject, given a period of transition.	3
42	It takes more time than 3 years to develop the curriculum well enough before it can be used to select students for higher education.	2
43	During the trial-run period, say the first two/three years, the subject need not be publicly examined, but SBA has to be conducted so that more time and space can be given to front-line educators.	1
44	The setter of this questionnaire is biased to accepting LS as a compulsory subject.	1
45	Schools can decide on one MOI fully for <u>any</u> unit, be it compulsory or elective, regardless of the fact that they are EMI or CMI schools	1
46	Doubtful whether LS should be treated as a subject.	3

B. Elective Subjects (X)

	Particulars	Frequency
1	Requirement of universities should be made known as soon as possible to help school decide on the grouping of subjects	1
2	Students should be allowed to take more elective subjects, while reducing the contents of each subject.	1
3	EMB should not downgrade students' ability in Mathematics and related subjects (Pure Maths, Applied Maths, etc)	1
4	The Mathematics subject should be split into 2 cores and 1 elective.	1
5	Principle of Accounts should be an individual elective.	1
6	Worries about the resources provided if COC is introduced.	5
7	Worries about recognition of COC.	4
8	Prefer to have students studying COC in other schools.	4
9	Recommend tertiary institutes to offer COC	1
10	Worries in having suitable teachers if COC is introduced; relevant training courses are needed.	5
11	To introduce COC as a compulsory subject taught by own teachers	1
12	English, Chinese, Maths and Liberal Studies are too academic for those taking COC.	1

Particulars		Frequency
13	Offering COC in grammar school = suicide	1

2. Assessment

Particulars		Frequency
1	The present grading system is preferred.	4
2	Standard reference is good but the 5+ and 5++ seem odd.	2
3	SBA should be applied to some subjects only.	5
4	The weighting of SBA should be below 20%-25%.	5
5	The mode and assessed areas of SBA should be well considered.	4
6	SBA will impose heavy workload on teachers and should be made simple and introduced gradually.	3
7	Class size should be small if SBA is practiced.	1
8	SBA may not be fair to all.	1
9	SBA is affected by family background.	1
10	Arrangement of SBA for private candidates?	1

3. Supporting Measures

Particulars		Frequency
1	Increase pupil-teacher ratio to that above Mode A	7
2	Use modes other than Mode A or Mode B in calculating establishment	5
3	If Mode B is adopted, split class teachers should be considered basing on needs of individual schools.	2
4	Mode B should provide sufficient split class teachers instead of lump sum.	1
5	Freeze staff establishment till year of implementation.	1
6	Freeze the establishment from 05/06.	1
7	Toleration period for redundant teachers to be increased (up to 10 years or until problem is solved)	7
8	Toleration for redundant teachers should start from 05/06 releasing teachers for training.	1
9	Tolerance for 5 years, starting from 2011.	1

10	A teacher librarian should be provided on top of the establishment.	1
11	COC teachers should be considered separately in staff establishment.	1

4. Overall

Particulars		Frequency
1	University Admission Criteria must be announced early for schools to plan before P6 admission	7
2	University admission criteria:	6
	* 3 core (Chi. Eng. Maths.) + 2 elective or more	4
	* 3 core (Chi. Eng. Maths.) + 1 elective	4
	* 4 core + 2 or more electives	4
3	Curriculum change can be coupled together with reform of structure but not too drastic	1
4	Give MOI autonomy to school	1
5	Implement teacher training policy earlier	1
6	Date of implementation later than 2008	3
7	Allow a period of 3 years for schools to implement the change	1

5. Other Comments and Suggestions

Particulars		Frequency
1	Query about the professionalism of EMB	1
2	Should have longer consultation periods and more seminars	1
3	Solicit members' points of view on major areas and inform members about the standpoint of the Council.	1
4	EGM requested	2
5	Cannot follow EC's consideration	1
6	Prepare a counter-proposal to EMB	1
7	Curriculum and new structure separately implemented	2
8	2006-07 Tai Po schools are forced to cut classes.	1
9	Reduce class size according to banding of students	1
10	Request for smaller class size	2
11	Not enough supporting measures and resources	2

12	Laboratory technician redundancy should be treated same as teachers.	1
13	University departments should have their own choice.	1
14	Need appropriate structure and assessment strategy for student learning profile	1
15	Lesson time suggested by EMB is greater than actual available	1