

SKH Li Fook Hing Secondary School
Implimentation for the NSS – English Department

I) Introduction

- In less than 6 months, all secondary schools in Hong Kong will enter a new chapter which is remarkable known as New Senior Secondary (NSS). This new academic structure is characterized by flexibility as well as diversity aiming at catering for students' varied interests, needs and abilities. Given its nature, there will be dramatic changes to the Senior Secondary English Language Curriculum. As the language of global communication, English serves not only as a powerful tool but also a medium by people gain access to knowledge from around the world. Through English, the new curriculum will help students explore the world from multiple perspectives, a wide variety of learning materials as well as different activities.

The traditional view of English as the language of international business and financial center will continue to be strengthened in the NSS. Thus, equipping students with a satisfactory proficiency in English will still a dominating objective of English teaching and learning. Another crucial role the language plays in the new curriculum will be to empower learners with the capabilities necessary for lifelong learning, critical thinking, problem-solving, creativity, etc. These generic skills will be built in the curriculum so as to make students an all-rounded person capable of dealing with all sorts of real life situations and challenges.

II) Curriculum and assessment

	Percentage of lesson time (Approximate number of hours)
Compulsory Part	75% (305 hours)
Elective Part	25% (100 hours)

1. Compulsory Part

In this part, the application of task-based approach to facilitate the learning and teaching of the four language skills, grammar, vocabulary and text types will be the focus – to further dig deep our students' language proficiency.

2. Elective Part

Students will study 3 electives with an objective of reinforcing different aspects of English learning. Electives add variety to the English Language curriculum, broaden students' learning experience and catering for their diverse needs and interests.

Based on students' abilities and interests as well as career implication, in 2007, Songs and Poems, Short Stories, and Workplace Communication were chosen as electives for our students.

3. Timing distribution of compulsory and elective parts

	1 st Term	2 nd Term	3 rd Term
SS3	Compulsory + 3 rd SBA + Preparation for HKDSE	Preparation for HKDSE	
SS2	Compulsory + Elective 2 + 2 nd trial SBA	Compulsory + Elective 3 + 1 st SBA	Compulsory + Elective 3 + 2 nd SBA
SS1	Compulsory + Elective 1	Compulsory + Elective 1	Compulsory + Elective 2 + 1 st trial SBA

* no. of hours per year (3-term structure)

SS1: a total of 21 cycles per year; 154 hours in total

SS2: a total of 21 cycles per year; 154 hours in total

SS3: a total of 15 cycles per year; 110 hours in total

418 hours in total

13 hours surplus (418 hours – 405 hours)

4. Assessment (HKDSE 2012)

Paper 1	Reading	20% (Part A: Compulsory; Part B: choose 1 section)
Paper 2	Writing	25% (Part A: Compulsory, 10%; Part B: Elective, 15%)
Paper 3	Listening	30% (Part A: Compulsory; Part B: choose 1 section)
Paper 4	Speaking	10% (Part A: Discussion; Part B: Individual Response)
SBA		15%
		(5% from the Electives; 1 mark)
		(10% from reading and/or viewing 4 texts; 2 marks)

III) Teaching and Learning – Guiding principles

1. Teaching

- a. **negotiate learning goals and content with learners VS teacher domination (Is a tailor-made curriculum for each learning group possible? A balance between core parts and non-core parts could be a way out)**

- b. **promote self-access language learning VS spoon-feed teaching / spoon-fed learning**
- c. create a supportive, motivating and language-rich environment
- d. adapt teaching to student responses
- e. enhance quality interaction in the classroom
- f. provide appropriate scaffolding and quality feedback

2. Learning

- a. assume a central role in learning
- b. take a great degree of responsibility in choosing what and how to learn
- c. set meaningful and realistic goals
- d. engage actively in learning activities
- e. reflect on learning experiences
- f. monitor and evaluate learning progress

IV) Teaching materials

- textbooks, on-line sources, newspaper, films and documentaries, peers' work, leaflets, etc will be adopted.

V) Others

1. Class structure based on an estimate no. of intakes of 2009-2010:

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
JS1	5 (7)	4 (6)	4 (6)	4 (6)	4 (6)	4 (6)	4 (6)
JS2	5 (7)	5 (7)	4 (6)	4 (6)	4 (6)	4 (6)	4 (6)
JS3	5 (7)	5 (7)	5 (7)	4 (6)	4 (6)	4 (6)	4 (6)
S4/SS1	5 (7)	5 (7)	5 (7)	5 (7)	4 (6)	4 (6)	4 (6)
S5/SS2	4 (6)	5 (7)	5 (7)	5 (7)	5 (7)	4 (6)	4 (6)
S6/SS3	2 (2)	2 (2)	5 (7)	5 (7)	5 (7)	5 (7)	4 (6)
S7	2 (2)	2 (2)	2 (2)				
Class (group)	28 (38)	28 (38)	30 (42)	27 (39)	26 (38)	25 (37)	24 (36)

Period 2009/10 & 2010/11:

1 teacher teaches 1 group;

2 teachers teach 2 groups;

11 teachers teach 3 groups

Total:

14 teachers teach 38 groups

Period 2011/12 & 2012/13:

Need 1.5 teachers

Period 2013/14 & 2014/15:

14 teachers needed

Period 2015/16 onwards:

13 / 14 teachers needed

2. Proposed timetable for SBA

1 st Trial SBA	SS4 (2010/11)	3 rd Term
2 nd Trial SBA	SS5 (2011/12)	1 st Term
1 st SBA	SS5 (2011/12)	2 nd Term
2 nd SBA	SS5 (2011/12)	3 rd Term
3 rd SBA	SS6 (2012/13)	1 st Term