

# Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College

## NSS Electives & Class Arrangement

% suggested by Education Bureau		% of our school	3X One of the 3X classes study M2	3X 1-5 classes of 3X are arranged based on students' preference & abilities	2X One of the 2X classes study M1	2X 1-5 classes of 2X are arranged based on students' preference & abilities
Core Subjects	12.5-15%	16.7%	Chinese Language (8)	Chinese Language (8)	Chinese Language (8)	Chinese Language (8)
	12.5-15%	16.7%	English Language (8)	English Language (8)	English Language (8)	English Language (8)
	10-15%	16.7%/14.6%	Maths (7) + M2 (1)	Maths (7)	Maths (7) + M1 (1)	Maths (7)
	at least 10%	12.5%	Liberal Studies (5 classes split into 7 groups) (6)			
Electives	20-30% (at least 10% each subject)	25% (2X) 37.5% (3X)	Subject combinations are derived based on students' preference, for example:			
			1 <sup>st</sup> group	Physics, Chemistry, Biology, BAFS(Management), Economics, Geography		
			2 <sup>nd</sup> group	Information Technology, Chemistry, Chi History, BAFS(Accounting), Geography		
			3 <sup>rd</sup> group	Physics, Biology, History, Chi History, Economics		
<sup>a</sup> Other Learning Experience	5% or above (physical development)	4.2%	Physical Education (2)			
	5% or above (moral & civic education, social services, and work-related experience)	2.1%	Religious Studies (1)			
		4.2%	Assembly/ Class period (including life education & various activities) (2)			
	5% or above (art appreciation)	4.2%	10 double lessons of art appreciation contributed by Chinese, English & Maths lessons	Art Experience (2) Example: visual art, music		
Remarks			2 days of morning reading time for formal lessons (2), in addition to 3 lessons after school (3)	2 days of morning reading time as usual	1 day of morning reading time for formal lessons (1)	2 days of morning reading time as usual

### Remarks:

(1) One of the 3X classes study M2-an extension of Mathematics curriculum while one of the 2X classes study M1.

(2) "a" For Other Learning Experience, the percentage of informal curriculum is not included.

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## An Overview of Other Learning Experience (New Senior Secondary Curriculum)

### (1) Belief

To meet the challenges in the 21<sup>st</sup> century, it is necessary for the school to provide all-rounded learning experience for students, and foster them to be multi-intelligent. We believe that this kind of beneficial experience does not affect the learning in formal curriculum. Instead, students can find enjoyment in them, widen their horizons, extend personal strengths, learn to collaborate and communicate with other people.

### (2) Objective

It is through other learning experience that students can be developed in a balanced way. This does not only help to enhance their confidence and self-esteem, but also explore their potential and enrich life experience. It is to cultivate them to be virtuous, responsible and willing to serve the others.

### (3) Rationale

When formulating the policy, we uphold its uniqueness and build on our strengths. We start by evaluating the existing work of different units and departments as well as identifying our merits, followed by enhancement in particular areas. (It is to avoid large-scale interference with the existing system.) Finally, a six-year systematic and progressive blueprint has been accomplished.

### (4) Implementation

- a. Include co-curricular activities in school timetable. All teachers and students need to participate in these activities. (When appropriate, we would consider extending the activities outdoors or apply for venues of external organizations.)
- b. Incorporate visual art or music appreciation into NSS curriculum so as to widen students' art experience.
- c. The arrangement of Other Learning Experience in school timetable is as follows:

	NSS Year 1	NSS Year 2	NSS Year 2
<b>Spiritual, Moral &amp; Civic Education</b>			
Morning Assembly (Three times per cycle, 15 minutes X 3)			
1 period	Religious Studies		
2 period	Life Education (Class period)/Assembly		
<b>Physical &amp; Art Education</b>			
2 periods	PE lessons		
2 periods	Visual art/Music		
<b>Physical &amp; Art experience/Social Service/ Job-related Experience/Integrated Experience</b>			
2/2 periods	Co-curricular activities/Subject		

## **An Overview of Liberal Studies (New Senior Secondary Curriculum)**

### **(1) Objectives**

We prepare for the senior NSS curriculum by:

- a. identifying the gist of the senior curriculum;
- b. equipping the to-be-teachers
- c. developing the curriculum of individual forms
- d. facilitating favourable teaching environment in campus
- e. strengthening value teaching
- f. cultivating students for effective learning

### **(2) Policy Implementation**

- a. Facilitate fellow teachers' understanding of the core contents and development of the subject
- b. Schedule teacher trainings for teachers.
- c. In order to uphold student performance in examinations and familiarize teachers with the curriculum, we suggest offering an extra AS module and incorporate AS co-teaching.
- d. Recruit teachers who are interested in the subject development to join the teaching team.
- e. Invite teachers who are going to teach junior forms next year to take part in coordination and experimentation in the junior forms.
- f. Keep close contact with the Curriculum Planning Committee, which keeps track of the upcoming development and staffing of different subjects, so as to recruit suitable teachers for this subject.
- g. Require experienced AS teachers (existing S6 and S7 teachers of LS) to teach certain part of the junior curriculum for the sake of experience sharing.
- h. Build up external subject-based network and invite veteran consultants to develop the subject.
- i. Set up a resource bank and develop resources in various aspects.

**Bridging of Junior and Senior Curriculum—**  
**Strategies and Curriculum Outline**

**(1) Objectives**

- a. Lay down the foundation of learning LS for junior students.
- b. Explore effective teaching modes of LS.
- c. Prepare for senior forms and provide trainings to teachers.

In order to achieve the above-mentioned objectives, our curriculum should address the existing school situation. Before formulating the curriculum, we need to grasp understanding of three crucial elements of LS (ABC):

- a. Enhance students' awareness of current affairs (**A**wareness);
- b. Broad students' knowledge foundation and views of perception (**B**roadening);
- c. Sharpen students' critical skills (**C**ritical thinking skills).

Besides, we cannot overlook the following basic concepts:

- a. the relationship between knowledge foundation and scaffolding
- b. the change in teachers' and students' roles
- c. Thinking in different perspectives vs. Learning without focus
- d. Selection of current affairs and the curriculum dominance
- e. Boosting up written expression skills
- f. Holding a respectful attitude towards different opinions and modes of expression
- g. the need of collaborative lesson preparation and addressing diversity for effective teaching
- h. Valuing learning stages rather than lesson arrangement

## **Our Preparations for the NSS English Language Curriculum**

### **Five Tasks to Facilitate a Smooth Interface with the NSS English Language Curriculum**

#### **1. Enhance students' English abilities and create an English-rich environment in the campus**

- ✧ Make use of a wide range of activities (e.g. English Speaking Day & English Day) and materials to provide an English-rich environment.
- ✧ Preserve the 20-minute Morning Reading Time on Wednesdays to enhance students' interest in reading.
- ✧ Develop a greater variety of book report forms for S1 – S3 to prepare students for the future HKDSE School-based Assessment.
- ✧ Enhance students' English abilities through promoting student-teacher communication in English both inside and outside classroom.

#### **2. Prepare teachers for the NSS English Language curriculum**

- ✧ Each teacher in the department will apply for various training events organized by the EDB or other organizations. They will share what they have learnt in panel meetings and informal discussions. School-based training workshops will be organized regularly as well.

#### **3. Select electives in the NSS curriculum and adapt materials for junior forms**

- ✧ In 2008, teachers in the panel meeting had discussions and chose 3 – 4 NSS elective modules for future staff development and material adaptation for junior forms.

#### **Our elective modules were selected with reference to the following criteria:**

- MKP students' background, needs, interests and abilities
- MKP teachers' expertise and readiness to teach the elective modules
- Learning objectives and content of the elective modules
- Resources available, both inside and outside school
- Timetabling in S4 – S6

**4. Incorporate more elements of Language Arts and Non-Language Arts in the junior secondary curriculum**

- ✧ Revise the curriculum of junior forms and include more language arts and non-language arts elements.
- ✧ Develop materials of language and non-language arts for junior forms.
- ✧ Adapt the new NSS curriculum assessment criteria for the assessments of written tasks and oral activities in junior forms..
- ✧ Regularly assign reading materials including texts, journals and newspaper articles to familiarize students with different English text types.
- ✧ Teach students how to write good film reviews and book reports.
- ✧ Encourage more students to join the English Speech Festival.
- ✧ Collect and publish students' good work of language arts / non-language arts.

**5. Implement school-based assessment in S1-S3 to prepare students for the future HKDSE**

- ✧ Students read and view English texts regularly and keep 1 journal in S1- S3 to prepare themselves for the HKDSE School-based Assessment.
- ✧ Students share what they have read or viewed in oral presentations (S1 & S3) and group discussions (S2 & S3).
- ✧ Students practise peer assessment with the evaluation forms developed by teachers in S1 – S3.