

CDC COMMITTEE ON TECHNOLOGY EDUCATION (2003-2005)

Gist of the 16th Meeting on 2 March 2004

- An overview of the curriculum structure for New Senior Secondary (NSS) was introduced, with highlights on the rationale, principles, goals, key features, curriculum framework, assessment and examinations, and the consultation process.
- According to the recommendation of the RAISH Report, five elective subjects would be developed under the Technology Education Key Learning Area. They are: Business and Financial Studies, Design and Applied Technology, Health Management and Social Care, Home Economics and Information and Communication Technology.
- The initial draft consultation document for each elective subject was discussed with regard to the rationale, aims, design principles and curriculum framework. The highlights were as follows:
 - **Business and Financial Studies (BFS)**
 - This elective subject aims at equipping students with the essential knowledge, skills, values and attitudes about business.
 - BFS would cater for the learning needs of students at the senior secondary level and consider the socio-economic situations of the society.
 - Teacher development programmes would be planned to prepare in-service teachers for the teaching the curriculum.
 - Opinions of different sectors would be sought in developing the curriculum.
 - **Design and Applied Technology (DAT)**
 - The word “Applied” was purposefully added to the subject name to differentiate with the existing subject and indicate the ‘new’ orientation of DAT.
 - As some of the teaching contents in DAT were resources-bounded, schools might consider developing partnership with institutes that possessed sophisticated equipment, or collaboration with other schools to share resources.
 - **Health Management and Social Care (HMSC)**
 - Members agreed with the direction and rationale of this elective subject.
 - Details of the curriculum framework would be further refined.

- Home Economics (HEc)
 - Based on the use of a SWOT analysis, review of local contextual factors and concerns of various stakeholders, two alternative curriculum frameworks were presented for discussion.
 - Details of the curriculum framework would be further refined.

- Information and Communication Technology (ICT)
 - The complete set of modules for the Elective Part were still under development and liaison. The modules could be chosen individually for highlighting learning along specific orientation.
 - As the offering of ICT was resources-bounded, new ways of delivering the curriculum might need to be developed, e.g. by schools coming together as strategic partners, to optimize the use of the available resources.