

**Gist of Minutes of the Twenty-fifth Meeting of
the CDC Committee on Technology Education (2005-2007)**

Date: 20 December 2006 (Wednesday)

Time: 2:30 p.m. –4:00 p.m.

Venue: Room E306, 3/F., East Block, EMB KTESC, 19 Suffolk Road,
Kowloon Tong

- Members were informed that a series of 15 consultation seminars had been organised from Sep to Nov 2006 for the five NSS TE-related elective subjects. A total of 1,355 participants had attended the seminars to express their views and comments on the proposed Curriculum and Assessment Guides and related issues regarding implementation of the curriculum and assessment practices. A questionnaire was also sent to all local secondary schools by the Hong Kong Examinations and Assessment Authority (HKEAA) to seek their views and comments on the public examinations in 2012.
- Based on the views and comments collected at the consultation seminars and the HKEAA questionnaire, modifications and refinements would be made to the following Curriculum and Assessment Guides: (i) Business, Accounting and Business Studies (BAFS), (ii) Design and Applied Technology (DAT), (iii) Health Management and Social Care (HMSC), (iv) Information and Communication Technology (ICT) and (v) Technology and Living (TL). Members all agreed to the modifications proposed by respective CDC-HKEAA Committees on NSS BAFS, DAT, HMSC, ICT and TL. They were also informed that the related Guides would be made available on the EMB website in January 2007 for public access.
- HKEAA would reconsider the implementation schedule for SBA of various NSS subjects in view of the concerns of accumulative workload and effort required from teachers and students in carrying out the related SBA tasks.
- Members considered teacher-student ratio would be an issue for SBA. It was explained that the teacher-class ratio would be increased from 1:1.7 to 1:2 for all NSS S4-6 classes in 2009.

- Members suggested that guidelines for SBA should be provided to schools and teachers to spell out the expectations and assessment criteria of SBA clearly to avoid drilling or excessive demand on teachers and students. Related teacher professional development programmes would also be essential to equip teachers in preparing for SBA and to lessen their worries.

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