

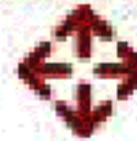
Collected
Edition

NASA@ Career Mapping

Preparing Students for
Successful Transition in the
New Academic Structure



Education Bureau
The Government of the Hong Kong
Special Administrative Region



Hong Kong Association of
Careers Masters and Guidance Masters
香港輔導教師協會
<http://www.hkacmgm.org>

Foreword

The proverb says, “Tomorrow belongs to the people who prepare for it today.”

Under the New Academic Structure (NAS), students could have more flexibility in choosing their elective subjects, and devise their learning and future career plan through multiple pathways. It helps them get prepared for “Tomorrow” and nurture them a “sense of future”.

Since 2007, the Education Bureau has been working with the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) to provide schools with professional support, and develop different learning resources and workshops. These help teachers promote “career and life planning” among students, through which students are encouraged to set their career goals and reflect on their own personal development as well as future pathways. For example, the learning tool, “Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations” has been developed for junior secondary students, while “Career Mapping: Career Development Tool for Senior Secondary Students” is designed for senior secondary students to map out the multiple learning pathways under the NAS after completion of secondary three and to introduce various elective subjects under the New Senior Secondary Curriculum.

The Education Bureau worked in collaboration with the HKACMGM again in the International Education Forum and Expo 2011. Workshops were organised for parents and students with an aim to introduce them the multiple pathways under the NAS. A set of learning resource, “NAS@Career Mapping”, which builds on the success of the mentioned publications, was developed for the parents and students to make informed choices for their pathways. With the support and recognition from parents, a revised edition of “NAS@ Career Mapping” as valuable reference for current S6 students, is now published and distributed.

I sincerely hope that this “NAS@Career Mapping”, in which experts from HKACMGM has put in tremendous effort in compiling materials, could help parents and students have a better understanding of the multiple pathways under the NAS. By such means, students could also be better prepared to explore their own suitable study and career pathways towards future success.

Mr. Stephen Y. W. YIP
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What is “NAS@Career Mapping” ?



“Career planning” involves the exploration of one’s life and career goals. It can be a prolonged process of actualizing various goals in different spaces and times, including work, family, study, etc. In short, while looking for the right direction for stretching your potential and striving for your dream, you need equipment like a compass and a map which can help lead you to your desired destination on an excursion. Various studies provide evidence that young people with clear goals (academic or career) gain more satisfaction in their learning, have better achievements and thus enjoy a higher chance of success in pursuit of tertiary education or professional training.

The New Academic Structure (NAS) is a new challenge to every student. These young people have the right but also the responsibility to be in charge of their school life, learning and study choices. These form the foundation of their life planning. “NAS@Career Mapping” provides important information for parents and students to understand the key elements which can help students think and plan for future and identify strengths for fully developing their potential during the transition from secondary to tertiary education or to the working world. It is hoped that “NAS@Career Mapping” can help readers by:

- introducing strategies that facilitate (children’s) self-understanding in academic interests, abilities and career goals
- providing up-to-date information on further studies, careers and supporting organisations

Station 1 Suggestions to Parents



Parents are always the key supporters to students in their pursuit of career goals. Your support can make them feel more confident when setting life goals. Yet, young people should be given autonomy to grow and learn such as learning how to make own decisions, to be responsible for their own choices, and to go through the tough process of actualizing their study plans and career aspirations independently. Here are some suggestions for your participation in the process of Individual Student Planning for further studies and career choices.

Parents should be…

- supportive
- encouraging
- respectful
- empathetic to children who are having confusion and limitations in making decisions
- understanding as every child is unique and so there is no RIGHT or WRONG choice. Therefore, when one is making decision, one should consider thoroughly their individuality, family, financial situation and social factors.



Mr Ho

Parents can help their children by...

- encouraging them to set possible short-term and long-term goals
- encouraging them to participate in various activities to gain different learning experiences so as to explore career interests and identify their potential
- encouraging them to complete a career development plan (such as "Career Mapping") with records and evidence showing involvements / achievements in various aspects
- discussing more with them matters related to study, further studies and career development
- discussing with them their interests and hobbies
- figuring out what courses they like and dislike, and how they can achieve their goals
- collecting and discussing with them the information about post-secondary study or training to fit in their career plans



To discuss with our children their career aspirations and plans, parents may refer to the "Career & Life Planning Hexagon" and some contemporary approaches to career planning and development.

1.1 Career & Life Planning Hexagon



1.2 A Brief Review on Career Planning Approaches

1) Trait-factor Approach

The trait-factor approach involves understanding various traits and characteristics (including but not limited to needs, values, interests, skills and abilities) of an individual when he/she makes a career or study choice. Having the right “matching” is highlighted in this approach. For example, Holland theory, Self Directed Search and Holland code are of this approach and are always used in career counseling.

2) Developmental Approach

Developmental approach focuses not on “matching” but on understanding the developmental process and tasks (including the perspectives of 1. Time - life experiences through birth to death, 2. Spectrum - roles in different stages of life and 3. Depth- the engagement and reflection of a role being played in life) that individuals are confronted with. Super’s developmental theory is the most prominent career theory under the developmental approach. It does not lay stress on how to make a career/educational decision but on how to cope with the developmental tasks that a young person is confronted with.

3) Social-cognitive Approach

A key construct in the social cognitive approach is “self-efficacy”. Self-efficacy development is most instrumental to a person in career choice and development. A young person who believes that he/she is competent will have confidence in his/her own ability and initiate activities to develop various career/educational interests. He/She can also set personal career and life goals, endure difficulties and barriers and persist to attain career goals and objectives.

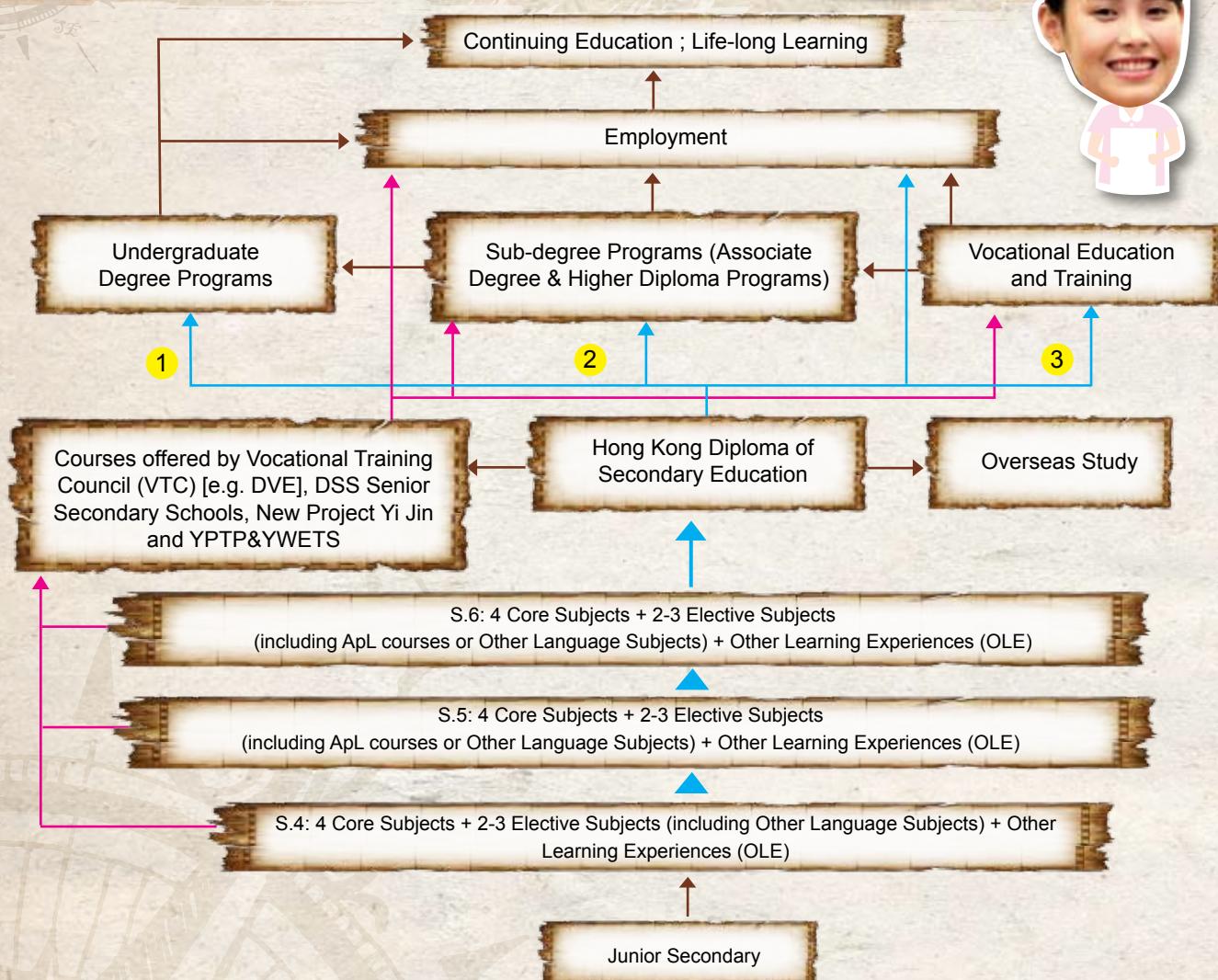
4) Sociological Approach

Empirical findings from sociological research suggest that system-level variables such as racial, socio-economic status and gender are instrumental in restricting one’s career choice and development for the stereotype. It is important for educators or careers guidance teachers or guardians to equip our children with the skills and the knowledge for making a career decision, raise the educational and career aspirations of young people and empower them to overcome the various structural barriers that may limit their choices.



The above theories or approaches can help career development of a person in different ways. Considering the uniqueness of each child, parents may adopt (an) appropriate one(s) to help enhance their children’s readiness to make career decisions.

Station 2 Multiple Pathways for students under the NAS



Remarks

- ↑ Progression paths for S.4-6 students
- ↑ Progression paths for S.6 graduates

- 1 Levels 3322 for Chinese Language, English Language, Mathematics and Liberal Studies in the HKDSE respectively
- 2 Level 2 in 5 subjects in HKDSE (including Chinese Language and English Language)
- 3 Not attained Level 2 in 5 subjects



2.1 Multiple Pathways for S7 A-level students / NAS HKDSE students (2012)

Degree Programme

Students are required to pass 2 A-level subjects or attain levels "3322"+2 in HKDSE

- (i) Government-funded (Full-time) (including UGC - funded programs and programs offered by HKAPA)
- (ii) Self-financed (Full-time)

Places

30 300

Total : about 37 100

Vocational Training Courses

- | | Places |
|---|------------|
| (i) VTC and Training Centres | about 2000 |
| (ii) Construction Industry Council Training Academy and Clothing Industry Training Authority | about 700 |
| (iii) Youth Pre-employment Training Programme, and Youth Work Experience and Training Scheme ^A | |
| (iv) Others (e.g. Caritas / YMCA) | |

Sub-degree Programme

Students are required to pass any 1 A-level subjects or attain level 2 in 5 subjects in HKDSE

Places

37 400

- Government-funded (Full-time) & Self-financed (Full-time)

Total : about 37 400

New Project Yi Jin

VTC Foundation Diploma / Diploma in Vocational Education Programme

about 15 000*

about 7 000

Total : about 22 000

Further Studies Overseas / in Mainland China

Non-local Program like Distance Learning#/ Top-up Degree



Graduates of the double cohort
School candidates : 108 300

Number of places of non-local degree programs, including first year entry and top-up degree programs, was about 12000 in 2010.

^A Number of places offered to be determined by demand. There were 13000 applications in 2010.

* Institutions which run New Project Yi Jin will provide adequate places as far as possible to admit eligible applicants. Each institution will decide the number of admitted students according to its circumstances and resources.

2.2 Entrance Requirements of Tertiary Education

1. Degree Programmes

Students will be required to attain levels “3322” for meeting the minimum admission requirement of UGC-funded programmes offered by local universities, i.e., Level 3 for Chinese Language and English Language and Level 2 for Mathematics and Liberal Studies respectively in the HKDSE. Detailed requirements for faculties and subjects will be finalized in 2011. Please visit http://334.edb.hkedcity.net/doc/eng/ER_of_UGC_e.pdf for general entrance requirements and specific requirements announced so far (updated in August 2011), or go to the website of the Hong Kong Association of Careers Masters and Guidance Masters (www.transition.hkacmgm.org) for a summary presented in form of a master chart. Please note that the final entrance requirements are subject to changes as announced by the universities.

A. A Summary of Entrance Requirements of University Grants Committee-funded Institutions under the NAS

(Prepared by HKACMGM, based on http://334.edb.hkedcity.net/doc/eng/ER_of_UGC_e.pdf ; as at 31 Aug 2011)

Institutions	CityU	BU	LU	CU	HKIE	PolyU	UST	HKU
General Entrance Requirements	Level attained in Eng. Lang	3	3	3	3	3	3	3
	Level attained in Chi. Lang.	3	3	3	3	3	3	3
	Level attained in Mathematics	2	2	2	2	2	2	2
	Level attained in Liberal Studies	2	2	2	2	2	2	2
	Level attained in Elective Subject(s)	3	2	2	#	2	2	3
	No. of Elective Subjects	1	1	1	1	2	1	2
	Math Extended Module		Special consideration might be given for B Sc. prog. if level 2 is attained.			Special consideration might be given for extended module not attained level 2.		
	Significance of additional elective subjects				Bonus, max 2 subjects			



Institutions		CityU	BU	LU	CU	HKIE	PolyU	UST	HKU
Significance of Applied Learning Courses	As extra elective subject		"Attained with Distinction" in relevant subj. considered by Visual Arts		For subj. with "Attained with Distinction" for some programmes	For subj. with "Attained with Distinction"	For subj. with "Attained with Distinction" for relevant subj.		
	As additional supporting information/ selection/ value-added factor	*	Subj. related to PE considered by Physical Ed. & Recreational Management	*	*	*		For subj. with "Attained with Distinction"	For subj. with "Attained with Distinction"
Significance of Other Language Subjects (French, German, Hindi, Japanese, Spanish, and Urdu)	As unspecified elective subjects (minimum requirement)	* (E)	* (E) for Chi Lang. & Lit., Eng. Lang & Lit., Humanities, Rel Stud., Translation, Music, History, Geog., Gov't & Int. Stud., Sociology, Social Work, Double Degrees (Geog./ Hist/ Sociology & LS Teaching), China Stud.(Econ./ Geog./Hist./ Sociology), Visual Arts * (B) for European Stud. (French/ German Stream)	* (E)	*	* (E)	* (E)	* at least 20% of intake quotas	* (E)
	As additional supporting information							*	
Mode of Admission	By Faculty/ School		*	*				* (E) for School of Humanities and Social Sciences only	*
	By Programmes						*		
Website		www.admo.cityu.edu.hk/334/hkdse	www.hkbu.edu.hk/hkbu334/general.html	www.LN.edu.hk/334/admission.php	www.cuhk.edu.hk/adm/334/entreq.html	www.ied.edu.hk/acadprog/2012/entryreq	http://4yc.polyu.edu.hk	http://urao.ust.hk/local_4yr_admission.html	http://www.hku.hk/admission/ug

* For admission requirements by individual programmes in addition to the general requirements stated above, please refer to the summary at www.transition.hkacmgm.org.

B. A Summary of Entrance Requirements of Self-financing degree-awarding institutions and the Hong Kong Academy for Performing Arts under the New Academic Structure

(Prepared by HKACMGM, based on http://334.edb.hkedcity.net/doc/eng/ER_of_UGC_e.pdf; as at 31 Aug 2011)

Institutions		The Open University of Hong Kong	Hong Kong Shue Yan University	Chu Hai College of Higher Education	Hang Seng Management College	The Hong Kong Academy for Performing Arts
General Entrance Requirements	Level attained in Eng. Lang	3	3	3	3	3
	Level attained in Chi. Lang.	3	3	3	3	3
	Level attained in Mathematics	2	2	2	2	2
	Level attained in Liberal Studies	2	2	2	2	2
	Level attained in Elective Subject(s)	2	2	2	2	2
	No. of Elective Subjects	1	1	1	1	1
Significance of Applied Learning Courses	As elective subject	* "Attained with Distinction"		**"Attained " and "Attained with Distinction" in specific subj. may be considered		*prefer "Attained with Distinction"
	As additional supporting information/ selection/ value-added factor		*			
Significance of Other Language Subjects (French, German, Hindi, Japanese, Spanish, and Urdu)	As unspecified elective (minimum requirement)	*				
	As additional supporting information					
Website		http://www.ouhk.edu.hk	http://www.hksyu.edu/DSE_admission_2012.html	http://www.chuhai.edu.hk/en/content/admission/newhkde/	http://www.hsmc.edu.hk	http://www.hkapa.edu/asp/general/images/4yr%20Degree%20Confirmed%20Entrance%20Requirements_HKAPA.pdf

* For admission requirements by individual programmes in addition to the general requirements stated above, please refer to the summary at www.transition.hkacmgm.org.



2. Sub-degree Programmes

Sub-degree programmes include Associate Degree (AD) and Higher Diploma (HD) programmes, both of which are worthwhile standalone exit qualifications preparing graduates for further studies or employment in the future. In general, HD programmes are more vocation-oriented in specialized disciplines with practical skills, whereas AD programmes put more emphasis on general education with generic skills and knowledge in the relevant disciplines. The minimum requirement is set at Level 2 in 5 subjects (including Chinese Language and English Language, with no more than 2 Applied Learning subjects) or equivalent for 2-year associate degree or higher diploma programmes. Details related to admission are to be announced by post-secondary institutions. The following are some relevant websites for reference:

- Entrance Requirements of Self-financing Degree-awarding Institutions and the Hong Kong Academy for Performing Arts under the New Academic Structure (September 2010) English Version: http://334.edb.hkedcity.net/doc/eng/Non-UGC_funded_level_requirement%20_Eng_booklet20101014.pdf
- Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure: http://334.edb.hkedcity.net/doc/eng/Revised_Common_Descriptors_of_AD_and_HD_EN09302010.pdf
- EDB Website — List of Post-secondary Institutions: <http://www.edb.gov.hk/index.aspx?nodeID=7001&langno=1>
- iPASS Institution List: <http://www.ipass.gov.hk/eng/instilist.aspx>



2.3 Joint University Programmes Admissions System (JUPAS)

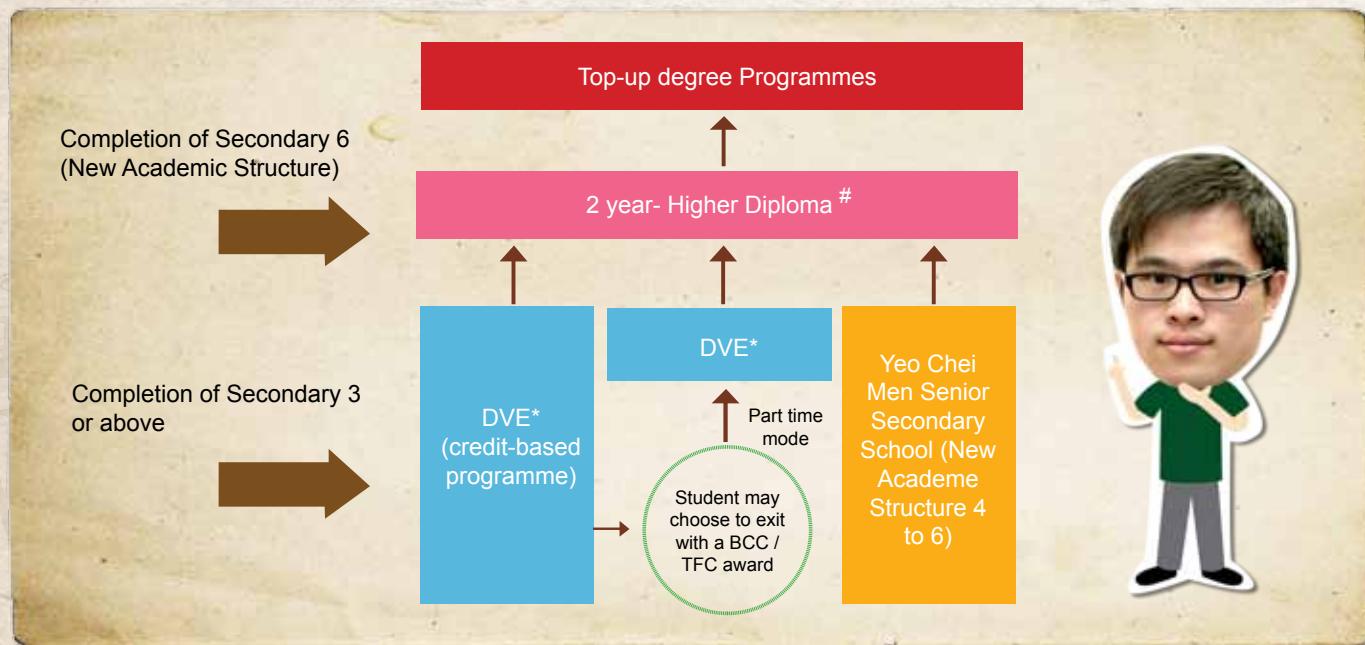
1. Under the New Academic Structure, most of the basic features of JUPAS such as the iteration process (matching an applicants' choice of programmes with their position on the merit order list of the programme by the system) will remain unchanged. As an increasing number of programmes will adopt faculty-based admission, the number of programme choices for each JUPAS applicant will be reduced from 25 currently to 20 (still in 5 Bands, A to E). However, students will have the flexibility to replace up to 5 programmes on their selection list with new programmes after the release of the HKDSE results. Please visit http://www.jupas.edu.hk/jupas/content_334_reform_info.html for further information.
2. "Other Learning Experiences" (OLE) will be one of the factors in addition to performance in the HKDSE which the institutions will consider. Students can provide their Other Learning Experiences (OLE) and other achievements along with their applications using a special template (OEA) prepared by the JUPAS office.



2.4 Study Opportunities offered by Vocational Training Council (VTC)

The VTC has revamped a new series of Diploma in Vocational Education Programmes in response to NAS, run by the Youth College. These courses provide alternative pathways or supplementary study opportunities to the school leavers from Secondary 3 to Secondary 6 students. The programmes are credit-based. Students can accumulate credits and be awarded Basic Craft Certificate (BCC), Technical Foundation Certificate (TFC) or Diploma in Vocational Education (DVE) in accordance with their educational attainment. A tentative time-frame is illustrated below:

Entry point	General period of study		
	BCC	TFC	DVE
Completion of S.3/4	1 - 2 yr	2 yrs	3-4 yrs
Completion of S.5	1 yr	1 yr	2 yr
Completion of S.6	1 yr	1 yr	1 yr



* Diploma in Vocational Education (DVE) is a module-accumulated and credit-based programme designed to align with the New Senior Secondary (NSS) Curriculum. School leaves of S3 or above can study relevant modules and to accumulate the credits according to their needs and interest for pursuing the Basic Craft Certificate (BCC), Technician Foundation Certificate (TFC) or Diploma in Vocational Education (DVE) award to achieve their own goal for employment or further studies. Students who choose to exit with a BCC / TFC award for employment may pursue the DVE award through part-time study.

The 2-year Higher Diploma courses under the New Academic Structure will be launched in September 2012. The general entrance requirements are to be confirmed.

2.5 Higher Diploma Programmes offered by VTC Institutes

Vocational Training Council (VTC) member schools: Hong Kong Institute of Vocational Education (IVE), Hong Kong Design Institute (HKDI) and Youth College will offer a series of 2-year higher diploma programmes for both HKDSE and HKAL graduates in 2012. Details are as follows :

2.5.1 Higher Diploma Programmes in 2012

Programme Choices

- Applied Science
- Child Education and Community Service
- Hotel, Service and Tourism Study
- Information Technology
- Business Administration
- Design, Printing, Textiles and Clothing
- Engineering



2.5.2 Basic Entry Requirements

	For HKDSE Graduates	For HKAL Graduates
Basic Entrance Requirements	Level 2 in 5 subjects (including Chinese Language and English Language)	1 A-Level subject at Grade E or above; OR 2 AS-Level subjects at Grade E or above; and 5 subjects at Grade E / Level 2 or above (including Chinese Language and English Language) in HKCEE
Length of Study	5 Semesters#	4 or 5 Semesters #
Articulation to Further Studies	• Apply for the admission to degree programmes offered by local universities via Non-JUPAS* • Apply for the admission of top-up degree programmes • Overseas study	
Offering Institutes	IVE & HKDI	

In general, students can complete the study within 2-3 years.

* Some programmes offer credit exemption and students therefore can apply for the 2nd or 3rd year admission to 4-year degree programmes.

* For the most up-to-date information, please refer to VTC websites.



2.6 Study Opportunities offered by Senior Secondary Schools

There are four local DSS (Direct Subsidy Scheme) senior secondary schools that mainly provide senior secondary programmes and have no junior classes. They can thus admit S.3 to S.5 leavers from other schools to their HKDSE programmes or certificate/diploma programmes. A more flexible mode of study and diversified curriculum are usually available. The following table outlines the information of these 4 schools.

Schools	Programmes	Websites
Caritas Charles Vath College	<ul style="list-style-type: none">HKDSE (Work-based experiential learning)Foundation Diploma	http://www.ccvc.edu.hk
Yeo Chei Man Senior Secondary School (a member of VTC)	<ul style="list-style-type: none">HKDSEProvide a double-track system; graduates can pursue VTC higher diploma programmes or other traditional pathways	http://ycmsss.vtc.edu.hk/
HKICC Lee Shau Kee School of Creativity	<ul style="list-style-type: none">HKDSESchool-based Creative Profession-oriented Programme	http://www.creativehk.edu.hk/
CCC Kung Lee College	<ul style="list-style-type: none">HKDSE2-yr Certificate (QF Level 2)3-yr Diploma (QF Level 3)School-based Work-based Learning Programme	http://www.cccklc.edu.hk/



2.7 Other Training Opportunities

Institutes	Programmes	Websites
Accredited Self-financing Post-secondary Programmes	Self-financed sub-degree programmes, degree programmes and top-up degree programmes	http://www.ipass.gov.hk/chi/index.aspx
Vocational Training Council (VTC)	Self-financed sub-degree programmes, degree programmes and top-up degree programmes	http://www.ipass.gov.hk/chi/index.aspx
Federation for Continuing Education in Tertiary Institutes (FCE)	Self-financed sub-degree programmes, Project Yi Jin	http://www.fce.org.hk/v2/
Hang Seng Management College	Self-financed pre-associate degree and sub-degree programmes, degree programmes	http://www.hsmc.edu.hk/
The Hong Kong Academy for Performing Arts	Professional certificates, diploma, degree programmes	http://www.hkapa.edu/
Savannah College of Art and Design	Degree programmes	http://www.scad.edu/hong-kong
The Prince Philip Dental Hospital	Professional certificates, diplomas, higher diplomas	http://www.ppdh.org.hk/b5/training.htm
Integrated Vocational Development Centre (IVDC), VTC	Modern Apprentice Programme	http://www.vtc.edu.hk/vdp/ma/ (Information in Chinese)
The Nursing Council of Hong Kong	<p>The Nursing Council of Hong Kong has released the minimum entry requirements for applicants with HKDSE results as follows:</p> <ul style="list-style-type: none"> • 3-year pre-registration nursing programmes: Level 3 for in Chinese Language and English Language, and Level 2 for in Mathematics, Liberal Studies and one NSS subject in the HKDSE. • 2-year pre-enrolment nursing programmes: Level 2 in five subjects, including Chinese Language, English Language, Mathematics and two other NSS subjects or Applied Learning subjects (“Attained”) in the HKDSE. <p>Individual training institutions may set their own entry requirements and admission policy for nurse training, provided that the required standards meet the minimum educational standard set by the Council.</p>	http://www.nchk.org.hk/en/home/index.html

2.8 International Recognition of HKDSE

The Hong Kong Examinations and Assessment Authority (HKEAA) announced that the Hong Kong Diploma of Secondary Education (HKDSE) has been accepted by UCAS (the UK's higher education admissions service) onto the Tariff, a points-based system which benchmarks qualifications against the UK's A Level in order to assess students' suitability for higher education. The UCAS tariff points for HKDSE (the tables below) can also be used as a reference for checking the equivalent qualifications issued from different international high institutes or educational bodies in US or Canada, such as the Advanced Placement (AP), International Baccalaureate (IB) and CIE Cambridge Pre-U Diploma.

2.8.1 The UCAS tariff points for HKDSE (for 23 HKDSE subjects, except Mathematics)

Level	Tariff	Remarks
5**	NA	To be allocated after the first administration of the HKDSE Examination in 2012
5*	130	Between grades A and A* in the 2010 GCE A Level examination
5	120	Comparable to grade A in the 2010 GCE A Level examination
4	80	Comparable to grade C in the 2010 GCE A Level examination
3	40	Comparable to grade E in the 2010 GCE A Level examination

Note: Tariff points for the highest level of achievement, i.e. Level 5**, will be allocated when further evidence can be gathered after the first administration of the HKDSE examination in 2012.

2.8.2 UCAS Tariff points for Mathematics: (The overall performance is indicated by the combined tariff points to both parts)

Level	Compulsory Part	Extended Part	Remarks
5**	NA	NA	To be allocated after the first administration of HKDSE Examinations in 2012.
5*	60	70	• 130 points (60+70) for 5* in both compulsory and extended parts – Between grades A and A* in the 2010 GCE A Level examination
5	45	60	• 120 points (60+60) for 5* in the compulsory part and 5 in the extended part – comparable to grade A in the 2010 GCE A Level examination
4	35	50	• 120 points (60+60) for 5* in the compulsory part and 5 in the extended part – comparable to grade A in the 2010 GCE A Level examination
3	25	40	• 120 points (60+60) for 5* in the compulsory part and 5 in the extended part – comparable to grade A in the 2010 GCE A Level examination



2.9 Further Studies Overseas and in Mainland China

In order to understand the general admission requirements of overseas universities/institutions for HKDSE holders, a survey has been conducted by the HKEAA and the Education Bureau since June 2010 for countries including Australia, the United Kingdom, the United States, Canada etc. Feedback from overseas universities can be found at http://www.hkeaa.edu.hk/tc/ir/ircountry_hkdse.html.

Applications to courses of overseas institutions generally required applicants to submit language proficiency test scores, like IELTS or TOEFL, personal statement, aptitude tests, like SAT, recommendation letters, financial proof and portfolio.



Country	Articulation and Requirements	Additional details	Websites
UK	<ul style="list-style-type: none"> Foundation/Diploma/Certificate: Level 1 in 3 subjects in HKDSE International Foundation Year: Level 2 or 3 in subjects in HKDSE & IELTS 4.5+ Degree: Level 4 or above in 3 elective subjects in HKDSE (admission requirements vary from different universities) <p>Additional language requirement: For Undergraduate courses: IELTS 5.5-7.0; TOEFL 550 for paper-based test or 213 for computer-based test For Sub-degree courses: IELTS 4.0-5.5</p>	<ul style="list-style-type: none"> Personal statement in 800-1000 words Reference report Portfolios upon request School should provide the Predicted Grades of the student 	<ul style="list-style-type: none"> British Council : www.educationuk/hongkong UCAS : www.ucas.com UKCISA : www.ukcisa.org.uk Recognized UK degree awarding institutions : http://www.education.gov.hk
US	<ul style="list-style-type: none"> 4-yr university program 2-yr community college English language: TOEFL iBT or IELTS 	<ul style="list-style-type: none"> ACT/SAT Recommendation letter Evidence of financial resources Personal statement High school transcripts 	<p>Information Webinar: www.educationusa.info/edusa_connects</p> <p>University Search Sites: www.collegeboard.org; www.petersons.com; www.princetonreview.com</p> <p>Admission Tests: www.toefl.org; www.collegeboard.org; www.act.org/aap</p>

Country	Articulation and Requirements	Additional details	Websites
Australia	<ul style="list-style-type: none"> TAFE and Foundation Studies: S5 students can apply with school results. IELTS 5.5 (5 in all papers) Bachelor degree: Individual universities define admission requirements. 	<ul style="list-style-type: none"> Personal statement may be required for medical courses Portfolio for Design, Fine Arts and Music courses 	<ul style="list-style-type: none"> Study in Australia (official website) : www.studyinaustralia.gov.au IDP Hong Kong: www.hongkong.idp.com
Canada	<p>3-yr General Bachelor's degree / 4-yr Honours Bachelor's degree</p> <ul style="list-style-type: none"> Common application may be in place in some provinces. Conditional offer may be given based on predicted HKDSE scores. Each has its own admission requirements. <p>English language: TOEFL or IELTS (at least 6 or above)</p>	<ul style="list-style-type: none"> Personal statement may be required for scholarship Reference report Supplementary information may be required for Business, Fine Arts, Music and Film. 	<ul style="list-style-type: none"> Studying in Canada (official website): www.educationau- incanada.ca www.cic.gc.ca/english/study
Mainland	<p>新學制的中六學生可繼續參加「中華人民共和國普通高等學校聯合招收華僑、港澳地區及臺灣省學生入學考試」入讀內地204所大學；最低錄取標準：300分(總分750，即總分40%；重點大學要求可達500分以上)，體藝院校約為200分；部份音樂、美術、體育等專科大學需加考專業試。(Chinese only)</p> 		<p>The following websites are in Chinese:</p> <ul style="list-style-type: none"> 內地高校面向港澳台招生信息網：http://www.gatzs.com.cn 港澳台聯招名：http://www.eeagd.edu.cn/ 暨大、華大聯招報名：http://lxlz.jnu.cn/ 香島內地升學資源網：http://www.chinaeduguide.edu.hk/



2.10 Employment

The Government is the largest employer in Hong Kong. The Government announced in June 2011 that results in the Hong Kong Diploma of Secondary Education (HKDSE) Examination will be accepted for civil service appointment purposes from July 20, 2012 onwards. Details can be found at www.csb.gov.hk. The following table summarizes the acceptance of results in appointments:

Existing Requirements in HKCEE/HKALE		Acceptance of Results in HKDSE
General Entry Requirements		
Five passes in HKCEE		A combination of five Level 2 in NSS subjects / “Attained” in a maximum of two ApL subjects / Grade E in Other Language subjects
2A3O		A combination of five Level 3 in NSS subjects / “Attained with Distinction” in a maximum of two ApL subjects / Grade C in Other Language subjects
Specific Subject Requirements		
Chinese / English Language		
Level 3 in HKCEE	Level 3	
Level 2 in HKCEE	Level 2	
Other Subjects		
Grade E in HKALE	Level 3 in NSS subjects/ “Attained with Distinction” in ApL subjects	
Grade C in HKCEE	Level 3 in NSS subjects/ “Attained with Distinction” in ApL subjects	
Grade E in HKCEE	Level 2 in NSS subjects/ “Attained” in ApL subjects	

Other employers are expected to consider the entry requirements with respect to job specifications, together with HKDSE level descriptions and SLP.



Station 3: Transition Projects Under the NAS For Students

Under the NAS, students can choose different routes from the multiple pathway roadmap for further studies. To prepare for this transition process, students are expected to review and reflect on their learning experiences throughout the secondary school years and connect their choice of studies with their understanding of their aptitude, interests and initial preference for their vocational choice. This station introduces two “transition projects” that have a significant impact on career and life planning, namely, the preparation of the Student Learning Profile (SLP) and Joint University Programmes Admissions System (JUPAS) application. For multiple pathways of NAS, please refer to the information on p.6 to p.19. Other than JUPAS, details of application of self-financed degree programmes, sub-degree programmes and so on are to be announced by different institutions.

SLP is a formative record of student's holistic development. The purpose of SLP is to provide supplementary information on secondary school leavers' competencies and specialties, in order to give a fuller picture of the students. Besides, academic performance in school, SLP should include Other Learning Experiences, performance/awards gained outside school; and student's self-accounts (e.g. highlighting any impressive learning experiences or career goal setting). Together with the results of HKDSE, SLP will be a very useful piece of supplementary information for admission personnel and potential employers. Students are expected to prepare their SLPs, under the guidance of teachers during their schooling of secondary education.

JUPAS provides a common platform for senior secondary graduates to apply for sub-degree and degree programmes offered by 9 local institutions through a single application. Though it is not a must for students to submit JUPAS application, having more understanding of how the new system works and the required preparations can also help students go through the transition from secondary education to other post-secondary education opportunities.

3.1 Q&A On The Requirements/Expectations Of SLP And JUPAS Application

Q 1

Q

Bobo

What is Student Learning Profile (SLP)? What information can it include?



A

Mr Ho

SLP is an official document issued by the school. It is a student-owned formative review of one's development in academic and non-academic aspects, together with a personal reflective account on one's growth and career aspiration. It includes

- Personal particulars*
- Academic performance in senior secondary years*
- Chosen records of OLEs offered by the school
- Performance/awards gained outside school
- Student's self-account (in either English or Chinese; optional)

(items marked with “*” are to be inputted by school/teachers)

If a student prefers submitting his/her SLP for JUPAS application, the deadline would be on 31st March 2012 for the first NAS cohort.



Hong Kong Association of
Careers Masters and Guidance Masters

Q 2

Bobo

Q

What is the purpose of including a self-account in the SLP?



A

Mr Ho

In the self-account, students may take the opportunity to briefly highlight their impressive learning experiences that are influential to their personal growth and life goals. Students may also use this column to tell their stories, strengths and career aspirations.

Q 3

Bobo

Q

What is JUPAS ?



A

Mr Ho

JUPAS is an application package that allows a student and the school to submit personal particulars, OEA information which includes a list of activities and achievements, additional information, other qualifications, institutions' programme choices, etc., and recommendations from school to support the application.



Q 4

Bobo

Q

Aren't the "Additional Information" required by JUPAS and the "Self-Account" in SLP very similar?



A

Mr Ho

Well, they're so. For the Additional Information, students should write about their interests and life experiences which are influential or special to their career aspiration or personal goals in not more than 300 words.



Q 5

Bobo

Q

Other than the above, what other information should I provide for JUPAS application?



You are required to prepare the following:

- Personal Particulars
- Institutions' Programme Choices (20 options)
- Prior Education
- Other Academic Qualifications
- Results of Applied Learning Course(s)
- Music Qualifications (if any)
- Alternative Chinese Language Qualifications
- Disability Information (if any)
- Other Experiences and Achievements in competitions / activities (OEA; not more than 20 items)
- Additional Information (not more than 300 words)
- School Reference Report which includes:
 - Personal and general abilities
 - Academic performance in school (Percentile in Form AND overall rating)
 - Supplementary Information from Principal (only if necessary)



* Remark: Examples of SLP are available at http://cd1.edb.hkedcity.net/cd/lwl/ole/SLP/SLP_04_templates_01.asp.

3.2 Writing Personal Statements With Reflections On One's Experiences

3.2.1 A Self-Account can help one to:

- Be better organized (because students select, think and reflect on their strengths and weaknesses)
- Plan (because students decide what to choose and how to achieve their goals)
- Give others their supplementary information
- Prepare for a review or an interview, e.g. interviews with university admission officers, prospective employers (because students make sense of those influential learning experiences to their development and get a better understanding of themselves)

Whether writing the self-account of SLP or additional information for JUPAS application, students are encouraged not to follow any sample writings or templates. Students are advised to write in a “reflective approach” that emphasizes a genuine understanding and expression of one’s characteristics so as to impress readers with their genuineness.

3.2.2 Students are also recommended to go through a process of self-reflection and account of the development process. This helps them understand themselves fully and raise their career awareness. .

- An authentic story is always filled with life experiences and feelings. It can reveal the “true” self and impress readers easily.
- Short stories or narratives are the ingredients of a personal statement or self-account. What students need to do is to modify the style and length to align them with the specific directions for different purposes of writing.



3.2.3 Worksheet : A Brainstorming Exercise for Writing a Self-Account

“Career Mapping: A Career Development Tool for Senior Secondary Students”, which was developed by HKACMGM with the support of CDI, EDB, assists students to go through a comprehensive exploratory journey (you may consult your career teachers in school for further information). If you haven’t worked on Career Mapping before, the following worksheet may give you a taste of how a student prepares for writing the self-account through reflection.

The following table can be a beginning to help prepare the self-account.



1. My background: <ul style="list-style-type: none">• Any unusual hardships?• Do they have any impact on my personal growth?	
2. My qualities: <ul style="list-style-type: none">• Any evidence drawn from events in the past or at the present time to show some of your good qualities?	
3. Interest in a particular field: <ul style="list-style-type: none">• When did the spark happen?• Any experiences that have fuelled this interest? (e.g. voluntary work / academic studies / extracurricular activities)	
4. Requirements to enter the field I like: <ul style="list-style-type: none">• Have my qualities or experiences paved the way for achieving my goal?	
5. My career goals: <ul style="list-style-type: none">• What are they?• Can my academic qualifications help me achieve my goal?	
6. My personal characteristics: <ul style="list-style-type: none">• How can they bring me success in my future work?	

3.3 Strategies To Write A Good Self-Account

1. Visit your track records in academic and non-academic aspects, including collection of reports, certificates, portfolios, and even journals or articles you wrote for some memorable events/critical incidences (e.g. an article you wrote for the school magazine or your experience in an inter-school competition). Arrange them in chronological order.
2. Do your records show your achievements, improvement or growth in specific areas? What information can be highlighted in your self-account?
3. Your self-account is your chance to shine. You can share your accomplishments, valuable experiences and what you have learnt from difficulties or setbacks.
4. Ground yourself in reality rather than abstraction. Research the institutions, the programmes, or the particular field of study you are applying for or are interested in. Talk to people who are attending or graduates from the institution to obtain more information.

3.3.1 Examples of “good” and “bad” ways of presenting one’s experiences:

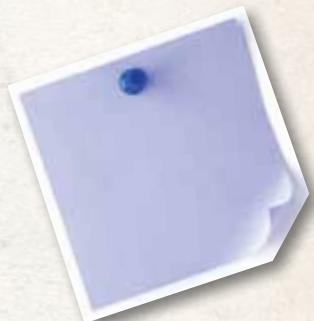
DO NOT WRITE	INSTEAD WRITING
I am captain of the basketball team	Being the captain of the basketball team means that ...
I enjoy studying mathematics	Having enjoyed studying Mathematics...
I am studying elective subjects in HKDSE including...	My HKDSE elective subjects have been relevant to...
I enjoy voluntary work	Engaging in voluntary work is important to me because...
I have taken part in ...	Taking part in “X” has enabled me...
I have gained a number of skills	The opportunity to ... has helped to further my... skills



3.3.2 SKILLS and STYLES of writing are also crucial

In general, some tips on writing are as follows:

- Your introductory paragraph may be the most crucial part of your entire essay. Keep it short, precise but attractive.
- The main body should consist of events, experiences and activities you have selected for illustration of your experiences and targets, as well as developments over the years.
- ALWAYS provide evidence; it is more convincing to write “taking the lead of a 50-member voluntary team, we learnt through...” to show your leadership than just mentioning “I am a good leader.”
- Be specific and detailed. Each paragraph should have a separate theme or a topic sentence, and develop them within and throughout the paragraphs.
- A conclusion should not be a repetition of your introduction; be clear, straight-forward, and end with a bang!



3.4 What are the university admission officers looking for in the self-account?

We understand that there is NO perfect recipe for a good self-account. University/college admission officers/people look for AUTHENTICITY about one's reflection on learning experiences and personal growth. They would treasure CREATIVITY and UNIQUENESS demonstrated through applicants' account of their passion, career aspirations and goals in life. Most importantly, they regard HONESTY really important. They are so experienced in reading application essays from students. It is easy for them to identify whether the content is fake or just another version of a standard template.

Here are some suggestions from university admission officers:

- Understanding the Target Faculty/ School/ Programme:**

Students have to show their sincerity by showcasing their knowledge of the Faculty/ School/ Programme they are applying for. However, students should refrain from flattering the readers by exaggerating the accomplishments made by the Faculty/ School/ Programme.

- Background which nurtures his/her interest in a specific programme/ area:**

It is desirable for students to present a reasonable background which results in their interest in a specific programme/ area, e.g. I worked as an intern in a business company handling merchandising and logistics last year and since then I have discovered my interest in business.

- Reasons for choosing a particular university (a specific programme) amongst others:**

By telling their stories, the applicants are also able to unroll their deeper knowledge about the programme, e.g. 'I want to study BBA programme of a specific university because I am attracted by its focusing on corporate social responsibility as well as the plentiful value-added opportunities', 'by joining BBA of that specific university, it is certain that I can develop myself as an ethical business leader'.



- **Write carefully and systematically**

A well-organized essay that has been proofread carefully, with names of activities checked and factual content not overlapping with that already available in other parts of the application information illustrates a serious and sincere attitude.

- **Showing the uniqueness**

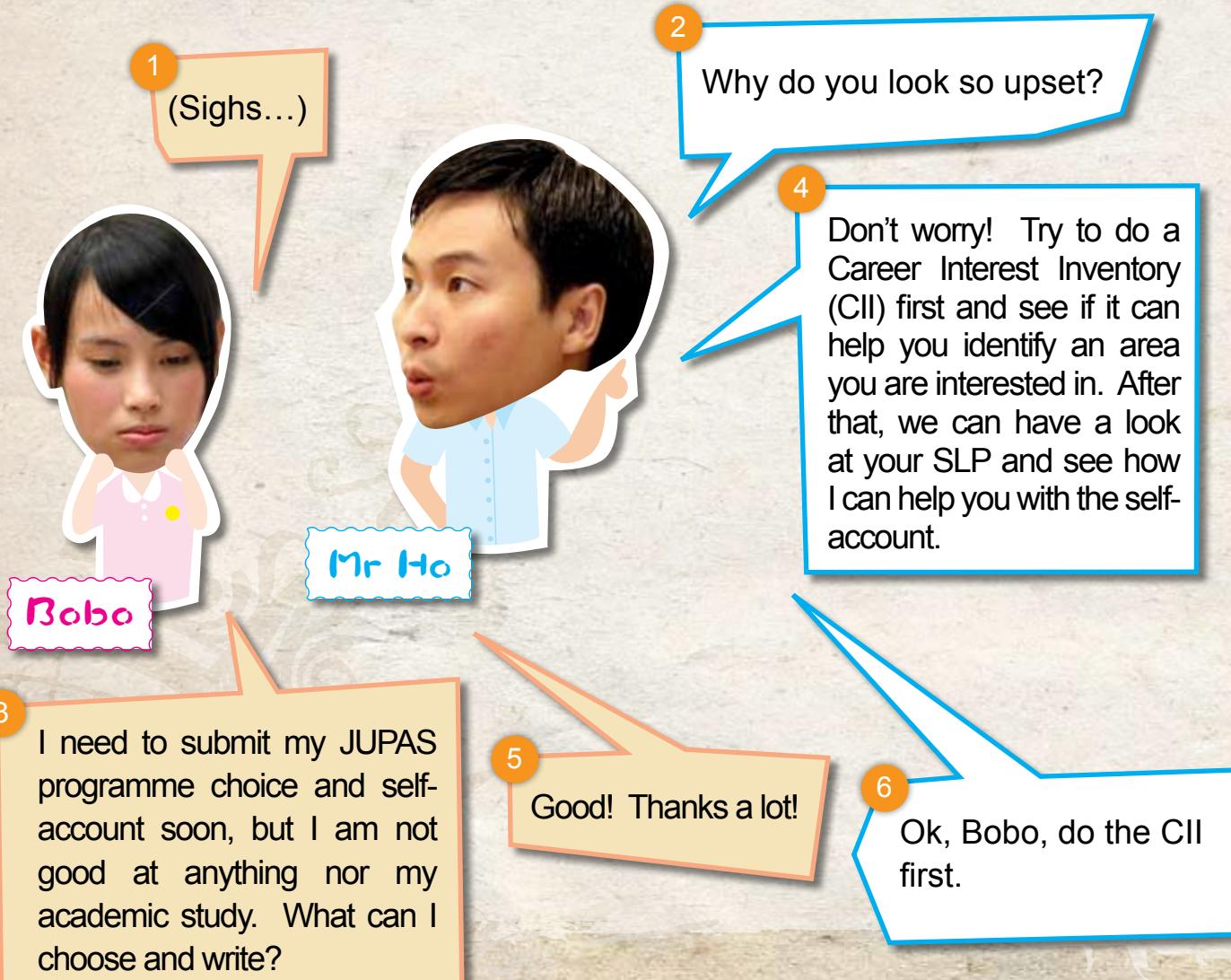
In general, in a personal statement, admission officers try to find out something about the applicant's personality, aspirations, and motivation/suitability for the programme applied for. A good essay should tell a story and have a clear focus, reveal passion and expose personality, show creativity and independent thinking so that after reading it, a unique impression about the applicant is formed.



3.5 Action Tips: Self-Account of BoBo

3.5.1 BoBo's Story

Below is a story of a Secondary 5 student, BoBo in the NAS.



7

Bobo is doing the inventory.



!

Bobo nods.

9



8

Done?

11

Right! It correlates with the result I got from playing the cards in Mr. Ngan's career lesson. "S" & "A" appeared most in my game.

10

OK! Bobo, according to the results of the inventory, your predominant Holland codes are "S", which means "Social", and "A", which means "Artistic".



12

Alright! Let me have a look at your SLP.



13

Bobo retrieves the file of her e-portfolio on computer.



15

Not quite. But I enjoy playing in a band.



14

Just right now, you said you were good at nothing. See? You participated in a lot of music contests and you're preparing for Grade 5 guitar test. You are quite musical.



16

Band? We have a guitar class but not a school band.

17

Oh! I learn guitar from Mr Ngan at school. I mean playing in a band in a community centre near my home.

18

Tell me more about it. Do you want to be a musician or a singer? Do you have any memorable experience about music?

19

Being a musician or singer? No way! However, I quite like playing in a band and performing for the needy. I was very excited last time after performing to patients who were suffering from cancer in St. Margaret's Hospital. Playing in a band allows me to meet different people who share the same interest as me and to learn from each other. Most importantly, I can do my favorite thing to entertain others.



21

Yes! In fact, I really like working with and for people. I've also thought of being a teacher like Mr. Ngan or a social worker like Mr. Chun.

20

Good! So you are artistic and sociable.



22

Why do you mention these two persons?

23

(Thinking) Right! They may be the most important persons who influence me much. I have learnt a lot from them and they have inspired me and encouraged me to develop my different talents....

24

Right, Bobo! We have talked a lot and I wonder if you can identify your special qualities and aspirations. Right now, I guess you'd better do some research on the fields of teaching and social work. See if you are really suitable for or interested in them. You can also try to write down your success story or experiences or start writing the two persons who have inspired you within these few years.....

3.5.2 Let's see how BoBo prepares her self-account based on her career portfolio.



Career Portfolio

Name: Bobo Lau

My career values (e.g. meaningful, highly-rewarding):

Helping people who are in need

Job satisfaction

Understanding and working with different types of people

Doing a job dealing and communicating with people

My Key Learning Styles and Strategies

Interactive and Kinesthetic

Three most interested occupations related to my Holland Code

Social worker

Teacher

Designer

Three most interested further study/training programmes related to my Holland Code:

Social worker

Visual arts

Design

Results of interest/aptitude/career assessments: (if any)

Artistic and Social as well

Education History

HKDSE Subject	School Grade	Target HKDSE Grade
Maths	180/300	4
English	134/300	3
LS	153/300	3
Chinese	199/300	4
BAFS	144/200	4
Economics	96/200	2



Three most interested activities (academic or non-academic):

Playing Guitar

Playing musical instruments and singing in a band

Taekwondo

Action plans for actualization of my career goals:

Take part in more social services

Try more musical instruments that I am interested in

Career Planner



My goals on personal development

Being a well-organized person

Being responsible

Acquiring leadership qualities

Action plans for actualization of my further study/training goals:

Study hard

Enhance language ability

My further study/training goals

Primary goal:
Become a university student

Secondary goal:
Grade 8 in Guitar

Contingency plan:
HD/AD and then a Degree

Additional skills and knowledge I need to support my goals:

Get more exposure & participate in more competitions and performances

Participate in different social services

My career goals

Primary goal:
Social Worker

Secondary goal:
Teacher

Contingency plan:
HD in Social Work then to a Degree

My interests, skills and knowledge supporting my goals:

Good communication skills

Understand the poor's needs

Deep interest in music

3.5.3 Bobo's SLP Self-Account/ Additional Information in JUPAS

Bobo's First Draft of her Self-Account

The grievances of citizens towards the recent government budget introduced by our Financial Secretary John Tsang Chun-wah has revealed a lot of social problems. I have mixed feelings as I was once in the underprivileged group in society and received assistance from social workers. Being inspired by two important persons in my secondary school life, I determine to study an area to prepare myself to work for and with people.

The first one is Mr Chun who works in Boys and Girls Clubs Association (BGCA). He invited me to participate in the voluntary work in his centre in my Form 3. At that time I was chosen to play a musical instrument in the band of the centre. Participating in the band enabled me to understand myself more and made me learn correct attitude towards playing music and study. The band in BGCA was given a lot of chances to participate in different competitions and performances for the needy. Performing experiences, like singing and playing the guitar to the sick children in hospital made me feel contented and great. I also deeply understand that "practice makes perfect" as our successful performance and success in competitions had to go through a series of tough training, practising, rehearsals and also cooperation among team players. The experience makes me understand that I have to pay effort and be serious if I want to study well. Moreover, I learn to be cooperative, patient and accept differences. I am sure these are important qualities required to be a university student and a successful person in the working world.

Another important person who influences me is my Mathematics teacher who is also responsible for the school guitar club. His talent and enthusiasm in teaching, serious attitude towards work and sincere care to students make me understand that teaching is a career which is not only to teach students knowledge, but can also influence students thinking and even their entire life. I therefore determine to contribute myself to teaching or a career relating to helping people in future.

(~340 words)

Career Advisors' Comments

An attractive beginning that illustrates limitations faced by BoBo, though it sounds a bit exaggerating to name the government official.

Authentic experiences that explains how BoBo develops her empathy and determination to help others. However, it can be better organized with respect to her passion towards music, her personal and social development through the continuous engagement in the activities, and how her talent in music gained through voluntary work opportunities in the community.

BoBo mentions how her role-models inspire her about the teaching or helping profession, but it seems to the readers that it is more an aspiration than a target tried to be actualized through efforts and action plans. More concrete examples or illustrations may be required to show her academic aptitude.

Overall, it is a concise essay with a clear focus on Bobo's personal growth through OLEs.



3.6 Checklist for Writing a Personal Statement/Self-Account/ an Admission Essay

After completing the self-account or essay, use the following checklist to review the work. Though one can express his or her ideas with creative styles and means of expression, the general advice may help eliminate common problems or errors in the essay. The following checklist and the feedback form may help the writer, an advisor, a peer or a parent to review the essay.

A. Content

- The essay is personal – about YOU
- Examples and evidence given for each point
- Examples are personal and concrete
- The introduction is personal to show readers your clear image and what you have done
- Demonstrate some research and understanding of the named tertiary institution, discipline or programme

B Structure

- Each paragraph, including the introduction (if any), has a clear idea
- Each point/idea is validly supported by at least a piece of evidence
- Each paragraph of the main body is of roughly the same length

C. Presentation

- No cutesiness (i.e. following some standard recipe of writing)
- Write in a positive, optimistic and energetic tone
- No excuses made on your failures and challenges
- Sentences used vary in length and structures
- Active voice used, and unnecessary passive voice deleted
- Use more verbs that illustrate your actions
- Do not overuse adjectives and adverbs (a list of adjectives like “communicative”, “honest”, “hardworking”, “enthusiastic”...without evidence from real-life experiences and actions)
- Use a wide variety of vocabulary but NOT sound like a thesaurus
- Names and abbreviations of activities, achievements or posts checked and correctly presented
- You also find the self-account or essay interesting
- The self-account ends with a last sentence that gives a sense of completeness



D. A Reviewer Feedback Form

Name of Reviewer :	Comment :
1. Is the story unique to the writer? Which parts of the essay impress and interest you most?	
2. Which parts of the essay you find boring and amendments would be recommended to make it a better piece?	
3. Think of THREE adjectives to describe the writer.	
4. If there is a life theme connecting various experiences of the writer, what is it?	
5. What message does the writer want to convey?	
6. Major strengths of the essay are ...	
7. Areas for improvement	

Web Tips On Writing a Self-Account

From www.about.com:

Good Letters of Recommendation:

<http://businessmajors.about.com/od/recommendationletter1/a/GoodRecLetters.htm>

From www.education.com:

College Admissions:

<http://www.education.com/topic/college-admissions/>

College Essay Examples:

<http://www.education.com/topic/college-essay-examples/#page1/>

From UC Berkeley:

Characteristics of a Good Personal Essay:

<http://students.berkeley.edu/apa/personalstatement/gettingstarted.html>

From www.eduers.com:

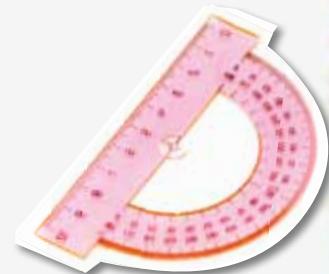
Free Sample Personal Essays:

<http://www.eduers.com/personalstatement/sample.htm>

From www.ucas.ac.uk :

Useful Tips on Writing Personal Statements:

<http://www.ucas.ac.uk/students/applying/howtoapply/personalstatement/>



FAQ :

Q1

Q

Bobo

Will students taking HKDSE and applying for degree courses through JUPAS enjoy extra credits if they have taken IGCSE or other exams as 'Other Academic Results'? How about the English Language results in other examinations?

Q2

Q

Bobo

How would the faculty/school-based admission under NAS differ from admission by programmes? If I were given an offer by a certain faculty or school, how would I be assigned a major study?

Q3

Bobo

Q

Which results of exam / exams (S5 or S6) should schools submit to JUPAS regarding 'academic performance' in the JUPAS School Reference Reports?

Q4

Q

Bobo

Can a student write or submit nothing under JUPAS 'Additional Information'?



A

Mr Ho

Universities will consider mainly the HKDSE results of JUPAS applicants. Results of other public examinations will be considered as additional information only. According to the information released so far, universities will consider results of HKDSE in fulfilment of the English Language requirement.



A

Mr Ho

Some universities will have a faculty/school-based admission system. In that case, a student would be admitted to a faculty/school, going through studies of various courses offered by different programmes and then choose their major discipline. Results, in general, will depend on students' academic performance and individual preference.



A

Mr Ho

JUPAS does not stipulate which exam result / results should be used, yet the data should best represent the applicant's performance at school.



A

Mr Ho

Yes, students can decide whether or not to enter any information under "Additional Information".



Q**Mr Ho****Q5****Q****Bobo**

How would universities and programmes decide the interview list of candidates before the HKDSE results release?



Different universities or programmes will have their specific selection criteria. In general, the following are factors to be considered:

- Programme Choice
- OEA
- School Reference Report
- SLP

Please also note that even in the same university or faculty, different programmes will have different arrangements regarding admission interviews, including the number of candidates being invited, selection criteria and timing of interviews.

A**Q6****Q****Bobo**

How far do those documents, like OEA form, additional information, school reference report and SLP affect my application for or admission to a university?

**A****Mr Ho****Q7****Q****Bobo**

Where can I find the overall and specific entrance requirements of different programmes/faculties/universities?



Generally, universities will consider various aspects of a student as a whole (some programmes such as Music, Fine Arts and Social Work have special preference on OLEs/OEA and aptitude of applicants for having reference of other abilities which are not shown in the academic results). Students can submit their SLP through the JUPAS website and/or bring along with their learning portfolio, if any, when they are invited to attend admission interviews.

A**Mr Ho**

You may refer to the website of the Hong Kong Association of Careers Masters and Guidance Masters (<http://www.hkacmgm.org>) for a summary of the basic and additional admission requirements.

**Q8****Q****Bobo**

Can I take other language qualifications as a replacement of Chinese Language?

A**Mr Ho**

Well, unless you are a Non-Chinese-Speaking (NCS) student. NCS students are those: (a) students who have learned Chinese Language for less than 6 years while receiving primary and secondary education; or (b) students who have learned Chinese Language for 6 years or more in schools, but have been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools. NCS students may choose to sit for relevant examinations such as the International General Certificate of Secondary Education (IGCSE) administered by the HKEAA to obtain alternative qualifications in Chinese.



Some Important Dates for the 1st Cohort of NAS Students and Parents

Month /2011		Activity	
Sept	Late Sept - 31 Dec	Registration for Cat. A/B/C (Jun 2012) subjects	(HKEAA)
	Late Sept - 7 Jan	Payment for 2012 HKDSE exam	(HKEAA)
Oct to Dec	25 Oct – 9 Jan	Submission of JUPAS main application	(JUPAS)
	25 Oct – 3 Feb	Submission of OEA by schools/by applicants	(JUPAS)
Month /2012		Activity	
Jan	Early Jan – early Jun	Submission of JUPAS late application	(JUPAS)
Feb	Late Feb	Issue of HKDSE exam admission forms to candidates	(HKEAA)
Mar	28 Mar - 3 May	2012 HKDSE Examinations	(HKEAA)
June	June	2012 Other Languages Examinations (June 2012 series)	(HKEAA)
July	20 Jul	Release of 2012 HKDSE exam results	(HKEAA)
	20 Jul - 27 Jul	Application for rechecking and remarking via online portal	(HKEAA)
	21 Jul - 23 Jul	Modification of choices in JUPAS	(JUPAS)
Aug	17 Aug	Announcement of Main Round Offer results	(JUPAS)
	Late Aug	Release of results for rechecking and remarking via online portal	(HKEAA)
Sept	3 Sep	Announcement of Clearing Round Offer results	(JUPAS)
	10 Sept	Announcement of Subsequent Rounds Offer (1st Round) results	(JUPAS)
	13 Sept	Announcement of Subsequent Rounds Offer (2nd Round) results	(JUPAS)

NAS@Career Mapping: Preparing Students for Successful Transition in the New Academic Structure (Revised Edition)

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www.hkacmgm.org

www.transition.hkacmgm.org

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