

A Level Exam In Hong Kong

A Level Exam in Hong Kong: A Historical and Contemporary Analysis

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Summary: This article provides a comprehensive overview of the A Level exam in Hong Kong, tracing its historical development from its inception to its current status within the Hong Kong education landscape. It explores the exam's significance in university admissions, its impact on the curriculum, and its ongoing relevance in a rapidly changing educational environment, considering its relationship with alternative pathways such as the Diploma of Secondary Education (DSE). The analysis includes a discussion of the advantages and disadvantages of the A Level system in Hong Kong and its future prospects.

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Editor: Professor Kenneth Leung, PhD in Educational Policy, University of Oxford; Professor of Education, The Chinese University of Hong Kong. Professor Leung's extensive experience in educational policy and assessment adds significant weight to the article's scholarly value.

The A Level Exam in Hong Kong: A Historical Perspective

The A Level exam in Hong Kong has a long and complex history, deeply intertwined with the territory's colonial past and its subsequent transition to a Special Administrative Region (SAR) of China. Introduced during the British colonial era, the General Certificate of Education Advanced Level (GCE A Level) quickly became the dominant pathway for students aiming for university education, particularly those targeting institutions in the UK, Commonwealth countries, and increasingly, internationally. The A Level exam in Hong Kong provided a standardized benchmark, allowing for comparative assessment across different schools and a clear pathway to international higher education opportunities.

The A Level's popularity stemmed from its perceived rigour and its alignment with the prestigious British university system. It fostered a culture of academic excellence and provided students with a highly regarded international qualification. The curriculum, focusing on in-depth subject knowledge and critical thinking skills, was seen as rigorous preparation for university-level study. The exam itself was known for its challenging nature and its emphasis on essay-based assessments, demanding a high level of analytical and writing ability.

The A Level Exam in Hong Kong: Current Relevance and Challenges

Despite the introduction of the Diploma of Secondary Education (DSE) as a local alternative, the A Level exam in Hong Kong continues to maintain a significant presence. Many students, particularly those aspiring to universities overseas, still opt for A Levels due to their global recognition and perceived advantage in international university applications. The A Level's focus on specific subjects allows for a degree of specialization that may not be offered by other systems, attracting students with particular academic interests.

However, the A Level exam in Hong Kong is not without its critics. Some argue that its focus on rote learning and exam-oriented preparation may stifle creativity and broader intellectual development. The increasing competition for university places, both locally and internationally, places immense pressure on students, leading to concerns about mental health and well-being. Furthermore, the cost associated with A Level tuition and exam fees can be a barrier for some families.

The coexistence of the A Level and DSE systems in Hong Kong presents both opportunities and challenges. While the DSE offers a localized pathway focusing on local university admissions, the A Level provides a gateway to international opportunities. This dual system reflects the complexities of Hong Kong's education landscape, navigating between its local context and its global aspirations.

The A Level curriculum in Hong Kong is constantly evolving to keep pace with changes in educational needs and international best practices. Curriculum reforms aim to improve the balance between knowledge acquisition and skills development, fostering critical thinking, problem-solving, and collaborative learning.

The Future of A Levels in Hong Kong

The future of the A Level exam in Hong Kong remains uncertain. While its prestige endures, the increasing popularity of the DSE and other international qualifications such as the IB Diploma Programme might gradually decrease its market share. The ongoing shift towards competency-based learning and the increasing emphasis on holistic development may also lead to further evolution of the A Level curriculum.

The long-term sustainability of the A Level system in Hong Kong will depend on several factors, including:

University Admissions Policies: The continued acceptance of A Levels by universities both locally and internationally is crucial for its survival.

Curriculum Reform: Adaptations to reflect evolving educational priorities and global best practices will be necessary.

Accessibility and Affordability: Addressing the financial barriers faced by some families could ensure broader access.

Student Well-being: Mitigating the pressure associated with the exam will be essential.

The A Level exam in Hong Kong continues to be a significant feature of the territory's educational landscape. Its historical weight and international recognition ensure its continued relevance, even as the educational landscape transforms. Its future success hinges on its capacity to adapt and innovate, meeting the evolving needs of students and the increasingly competitive global environment.

Conclusion: The A Level exam in Hong Kong occupies a unique position in the territory's education system, representing both a legacy of its colonial past and a pathway to international opportunities. Its future will depend on a careful balance between maintaining its academic rigor and adapting to the changing demands of a globalized world, ensuring it remains a valuable and accessible option for students.

FAQs:

1. What is the pass rate for A Levels in Hong Kong? The pass rate varies yearly and by subject, and is not publicly released as a single aggregate figure by the HKEAA. Individual school performance data may be available.

2. Are A Level results in Hong Kong recognized internationally? Yes, A Level results are widely recognized by universities worldwide, particularly in the UK, Commonwealth countries, and many other international institutions.

3. How do A Levels compare to the DSE in Hong Kong? A Levels offer a more subject-specific approach, leading to a greater depth of knowledge in chosen areas. The DSE provides a broader curriculum, often considered more reflective of local educational priorities.

4. What are the top A Level subjects in Hong Kong? Popular choices generally include Mathematics, Physics, Chemistry, Biology, Economics, and various language subjects, though this varies yearly.

5. How many A Levels are usually taken? Students typically take 3-4 A Levels, though some might take more or less depending on their university applications.

6. When are the A Level exams in Hong Kong held? The A Level exam dates are set by the relevant examination board (usually Cambridge Assessment International Education or Edexcel) and are typically held in May/June.

7. What are the entry requirements for A Levels in Hong Kong? Entry requirements vary by school but generally involve a strong academic record at the secondary level (e.g., good GCSE or IGCSE results).

8. What are the career prospects after completing A Levels in Hong Kong? A Levels open doors to a wide array of university courses and consequently, career paths. Many graduates pursue further

education, while some enter the workforce directly.

9. Is there any government support for students taking A Levels in Hong Kong? Government support is primarily focused on general education funding, rather than specific support for A Level students. However, some financial aid schemes might be available through individual schools or organizations.

Related Articles:

1. A Level Subject Choices in Hong Kong: A Guide for Students: This article explores the various A Level subjects available, advising students on how to choose subjects aligned with their interests and career aspirations.

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4. The A Level vs. DSE Debate in Hong Kong: Which is Right for You?: This article compares and contrasts the A Level and DSE systems, helping students choose the best path based on their goals and preferences.

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8. International Recognition of A Levels from Hong Kong: This article details the global acceptance of Hong Kong A Level qualifications and provides examples of universities and institutions that recognize them.

9. Bridging the Gap: Integrating A Level and DSE Students in Hong Kong Universities: This article investigates the challenges and opportunities presented by the coexistence of A Level and DSE graduates in Hong Kong universities.

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thinking of assessment with a stated focus on assessment for learning (AfL). It informs teachers about the latest developments and provides teachers with important tools for integrating assessment in the classroom. The discussions on assessment theories are in-depth and the examples used for illustrating the concepts are plentiful.

a level exam in hong kong: Comparing High-Performing Education Systems Charlene Tan, 2018-09-03 Comparing High-Performing Education Systems provides original insights into the educational structures, ideologies, policies, and practices in Singapore, Shanghai, and Hong Kong. Taking as its basis their global reputation and consistently strong performance in formal assessments, the author provides an in-depth analysis and comparison of these three education systems that draws on cutting-edge research. Chapters explore the dominant cultural and educational norms in Singapore, Shanghai, and Hong Kong to give a wider picture of these high-performing education systems. The performance of students in international large-scale assessments such as Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS) is considered, alongside an exploration of attitudes to schooling, tutoring, and assessment. The book shows how Singapore, Shanghai, and Hong Kong exemplify an East Asian Educational Model (EAEM). Such a model – is rooted in and shaped by Confucian habitus: unconscious and ingrained worldviews, dispositions, and habits that reflect the standards of appropriateness in a Confucian Heritage Culture; aspires high performance: a balance between academic excellence and holistic development; and utilises educational harmonisation: the art of bringing together different and contradictory means and ends to achieve desired educational outcomes. Informative and thought-provoking, this book is a useful reference for policymakers, researchers, educators, and general readers on high-performing education systems, school reforms in East Asia, Confucian influences on education, and cross-cultural policy learning and transfer.

a level exam in hong kong: In Search of an Identity Edward Vickers, 2004-03 First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

a level exam in hong kong: Live and Work In Hong Kong Rachel Wright, 2013-12-05 Whatever your reasons for planning to live and work in Hong Kong, this comprehensive guide will tell you all you need to know to make the most of your time in this vibrant and challenging city. Organised into three sections: Living, Working, and Leisure, this book includes up to date information and well-informed opinion on: * The kind of lifestyle you can expect to enjoy in Hong Kong * The cost of living * Finding accommodation, whether short term or to buy or rent * Having and raising children in Hong Kong * Shopping for food or luxuries - Working and volunteering * Teaching English * Sporting events, special interest groups and the local arts scene * Travelling and places to visit * Entertainment and nightlife

a level exam in hong kong: Teaching English to the World George Braine, 2014-04-08 This collection of accounts by non-native speaker English teachers presents localized perspectives on the history & curricula of English language teaching and personal narratives of authors from around the world.

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Part I of the book, which deals with education in Hong Kong during the Japanese occupation, a topic that has received only very rare and generalization-bound treatment in other publications. The author offers insights into all levels of education. His conceptual scope incorporates many types of education - including the mainstream academic education, technical education, teacher education, special education, physical education, civic education, education that focuses on morals, that which focuses on culture, and the various sorts of non-formal and informal education.

a level exam in hong kong: *Hong Kong Reintegrating with China* Pui-tak Lee, 2001-01-01 This comprehensive book provides a multi-dimensional analysis of Hong Kong's development, and her political, socio-economic and cultural relations with China.

a level exam in hong kong: *Student Perspectives on Assessment* Dennis M. McInerney, Gregory Arief D. Liem, Gavin T. L. Brown, 2009-12-01 Assessment for learning is meant to engage, motivate, and enable students to do better in their learning. However, how students themselves perceive assessments (both high-stakes qualifications and low-stakes monitoring) is not well understood. This volume collects research studies from Europe, North and South America, Asia, and New Zealand that have deliberately focused on how students in primary, secondary, and tertiary education conceive of, experience, understand, and evaluate assessments. Assessment for learning has assumed that formative assessments and classroom practices would be an unqualified success in terms of student learning outcomes. Making use of a variety of qualitatively interpreted focus groups, observations, and interviews and factor-analytic survey methods, the studies collected in this volume raise doubts as to the validity of this formulation. We commend this volume to readers hoping to stimulate their own thinking and research in the area of student assessment. We believe the chapters will challenge researchers, policy makers, teacher educators, and instructors as to how assessment for learning can be implemented.

a level exam in hong kong: *The Engineer* , 1910

a level exam in hong kong: *Hong Kong, China* Gordon Mathews, Eric Ma, Tai-Lok Lui, 2007-08-07 Written by three academic specialists on Hong Kong cultural identity, social history, and mass media, this book explores Hong Kong's cultural relation to the Chinese nation and state in the recent past, present, and future.

a level exam in hong kong: *Living in Hong Kong* , 2003

a level exam in hong kong: *English Language Testing in Hong Kong* Joseph Boyle, Peter Falvey, 1994

a level exam in hong kong: *Science Education in East Asia* Myint Swe Khine, 2015-09-03 This book presents innovations in teaching and learning science, novel approaches to science curriculum, cultural and contextual factors in promoting science education and improving the standard and achievement of students in East Asian countries. The authors in this book discuss education reform and science curriculum changes and promotion of science and STEM education, parental roles and involvement in children's education, teacher preparation and professional development and research in science education in the context of international benchmarking tests to measure the knowledge of mathematics and science such as the Trends in Mathematics and Science Study (TIMSS) and achievement in science, mathematics and reading like Programme for International Student Assessment (PISA). Among the high achieving countries, the performance of the students in East Asian countries such as Singapore, Taiwan, Korea, Japan, Hong Kong and China (Shanghai) are notable. This book investigates the reasons why students from East Asian countries consistently claim the top places in each and every cycle of those study. It brings together prominent science educators and researchers from East Asia to share their experience and findings, reflection and vision on emerging trends, pedagogical innovations and research-informed practices in science education in the region. It provides insights into effective educational strategies and development of science education to international readers.

a level exam in hong kong: *Asia's High Performing Education Systems* Colin Marsh, John Chi-Kin Lee, 2014-07-17 Education officials, specialist leaders and teachers have all been involved in different ways to bring about school reform in Hong Kong. This book is a very current and relevant

analysis of this reform, highlighting the way in which agencies have cooperated in bringing about change over the last several decades. Through a process of wide-ranging decision-making, collaboration and consensus among key bodies and agencies of change, some important developments have occurred. The reforms collectively have had, and are continuing to have, a major impact upon schooling in Hong Kong. This volume represents a range of authors and specialists involved in a number of different reforms, covering themes such as historical policy contexts, new curriculum approaches, changing pedagogies, school leadership, implementation and change, and assessment and evaluation. This is a very topical book which provides a probing analysis of how an Asian education system has been able to reach and maintain a very high performing level.

a level exam in hong kong: Hong Kong Soft Power Frank Vigneron, 2018-03-15 In late 2014, the prodemocracy demonstrations that were called the Umbrella Movement revealed to the world that Hong Kong was not the moneyobsessed society it had often been portrayed as. Hong Kong Soft Power is a description of the complex relationship the artists and activists of this city have had with the country it has been part of since 1997. Trying to understand all the varied forms of art practices possible in the Special Administrative Region by locating them within a relational model, and situating them within the dynamic and changing art ecosystem that has developed over the last decade, Hong Kong Soft Power describes the local art field as a site of struggle where the connections with Chinese Mainland institutions and art practices play a fundamental role. This is not to say that this influence has entirely dominated the local art field, and this book also emphasizes how the artists of the city have engaged in practices ranging from the most personal to the most sociallyoriented. With the analysis of the works of about fifty local art practitioners and a representative range of art institutions, Hong Kong Soft Power is the portrait of a culture going through the trials and tribulations of rapid political and economic changes in both its negative and positive effects.

a level exam in hong kong: Social Studies Education in East Asian Contexts Kerry J. Kennedy, 2020-07-28 The book explores the state of social studies education within selected East Asian societies and provides some insights into distinctive classroom practices. In an increasingly volatile and unpredictable world, the education of young people who both understand the contexts in which they are growing up and see the need for engaging with them is a top priority. This task falls to social studies education which carries the responsibility for inducting young people into their social world and helping them to see the role they can play within it. This is particularly important in East Asia where strong economic growth, long held cultural values and diverse political systems create an environment that challenges young people on multiple fronts. This book, with its team of regional authors, shows how different societies in the region are dealing with these challenges and what can be expected from future citizens. The book will appeal to policy makers, researchers and teachers interested in the current state of social studies education in East Asian societies.

a level exam in hong kong: Cases on Social Justice in China and Perspectives on Chinese Brands Elhaoussine, Youssef, Wang, Lulu, 2023-01-23 As a rising superpower and economy, China and the Chinese society have attracted the attention of the world. However, because of the language and cultural barrier, it is difficult for foreign academics and the foreign public to grasp what is happening within Chinese society. This is particularly the case if a foreign audience wishes to understand the Chinese public and how social justice plays out in China. Cases on Social Justice in China and Perspectives on Chinese Brands proposes an objective view of the effect that social justice and online public debates had on brands by describing and reporting the real situation in China where brands faced a public outcry after a controversial event and by considering how the brands were affected. Covering key topics such as brand activity, social media, boycotts, vulgar marketing, and salary disputes, this reference work is ideal for government officials, policymakers, researchers, scholars, academicians, practitioners, instructors, and students.

a level exam in hong kong: Changing Language Teaching Through Language Testing Liying Cheng, 2005-10-06 There has been growing interest in recent years in the influence of tests on teaching and learning - a phenomenon commonly referred to as 'washback'. Despite persistent

Hong Kong, the lessons learned here can be universally applied to ESL/EFL teaching and education reform around the world. Further, they support better learning and teaching at universities in the context of internationalization. The book will above all benefit undergraduate students in ESL/EFL teacher training programs, and post-graduate research students in applied linguistics, language education and second language teacher education. It also offers a valuable reference book for university lectures in teacher education, researchers in higher education in China, and TESOL/TEFL instructors in English-speaking countries (the UK, USA, Canada, Australia, New Zealand etc.).

a level exam in hong kong: Enhancing Teaching and Learning through Assessment

Steve Frankland, 2007-10-17 Assessment is the daily life of a teacher; designing plans, setting questions, giving feedback and grading are all activities that teachers undertake on a regular basis. This book provides a practical guide on the effective use of assessment. It includes the use of assessment tools and pedagogical design that help students deepen their learning. Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students' learning.

a level exam in hong kong: Research Methods in English Medium Instruction Jack K.H.

Pun, Samantha M. Curle, 2021-07-19 In this special edited volume, the editors and invited English Medium Instruction (EMI) researchers, from different parts of the world, outline the latest EMI research methods. Providing academic instruction using English is rapidly spreading in many countries where English is a second or foreign language, and there is a growing interest in researching the effectiveness and effects of EMI across different educational levels. This volume includes chapters on everything from research into classroom interaction to teachers' and students' perceptions and motivations to language challenges and strategies and the pedagogical implications of translanguaging in EMI classrooms. These specific topics were chosen to reflect different approaches to researching EMI. Each chapter focuses on a specific type of research methodology. It begins with an overview of the literature of the topic under discussion. Then an example study is provided to illustrate how this methodology can be used to investigate EMI. Each chapter identifies the process that the EMI researcher used to conduct their research and discusses key dilemmas they faced, focusing particularly on the methodological issues they encountered. By exploring these issues, this volume hopes to inform theory (or the lack thereof) underlying research into the phenomenon of EMI. This volume is indispensable for EMI tutors, curriculum developers, policymakers, and teachers, as well as students at both undergraduate and postgraduate levels. It is particularly valuable for researchers from across the globe working in the fields of applied linguistics, language education, English for Academic Purposes (EAP), English Language Teaching (ELT), and Teaching English to Speakers of Other Languages (TESOL).

a level exam in hong kong: The New Journey to the West Baoyan Cheng, Le Lin, Aiai Fan,

2020-09-07 This book provides a comprehensive assessment of the cross-border mobility of Chinese students and addresses the questions of who in China chooses to study overseas, why they want to do so, and what the impacts of this mobility are on China's social stratification. In addition, it explores the challenges that these students face in terms of adaptation and identity formation once they have arrived in the destination country. Adopting a push-and-pull framework to analyze the data, it offers a unique and insightful resource.

a level exam in hong kong: Revisiting EFL Assessment Rahma Al-Mahrooqi, Christine

Coombe, Faisal Al-Maamari, Vijay Thakur, 2017-01-10 This book examines acknowledged practices and demonstrates to teachers how to make the most out of their assessment practices. It also explores different assessment methods for skills such as reading, writing, listening and speaking. Forecasting the future of assessment and where concepts like alternative assessment and dynamic assessment are heading, it also shows how relatively new teaching methods such as communicative methodologies and problem-based learning are reflected in assessment. This book represents a forum where contributors have presented their research and innovative ideas and practices on the important topic of assessment and opened a fresh debate on it. It offers an excellent reference guide for EFL teachers, practitioners, researchers and testing and assessment specialists. Each chapter

examines central issues in assessment and their connection with teaching and learning in EFL contexts.

a level exam in hong kong: *The Essential Hyland* Ken Hyland, 2018-01-25 Writing in the academy has assumed huge importance in recent years as countless students and academics around the world must now gain fluency in the conventions of academic writing in English to understand their disciplines, to establish their careers or to successfully navigate their learning. Professor Ken Hyland has been a contributor to the literature on this topic for over 20 years, with 26 books and over 200 chapters and articles. This work has had considerable influence in shaping the direction of the field and generating papers and PhD theses from researchers around the world. This is a topic which has found its time, as a central concept in applied linguistics, sociology of science, library studies, bibliometrics, and so on. This book brings together Ken Hyland's most influential and cited papers. These are organised thematically to provide both an introduction to the study of academic discourse and an overview of his contribution to the understanding of how academics construct themselves, their disciplines and knowledge through written texts. Several academic celebrities from the field provide a brief commentary on the papers and the book includes an overall reflection by the author on the impact of the papers and the direction of the field together with linear notes on the specific papers in each section. The volume not only includes some of Hyland's best chapters and journal articles but the thoughts of disciplinary luminaries on both the ideas in the book and the general state and direction of the field.

a level exam in hong kong: *Quantitative Data Analysis for Language Assessment Volume I* Vahid Aryadoust, Michelle Raquel, 2019-03-27 *Quantitative Data Analysis for Language Assessment Volume I: Fundamental Techniques* is a resource book that presents the most fundamental techniques of quantitative data analysis in the field of language assessment. Each chapter provides an accessible explanation of the selected technique, a review of language assessment studies that have used the technique, and finally, an example of an authentic study that uses the technique. Readers also get a taste of how to apply each technique through the help of supplementary online resources that include sample data sets and guided instructions. Language assessment students, test designers, and researchers should find this a unique reference as it consolidates theory and application of quantitative data analysis in language assessment.

a level exam in hong kong: *Commonwealth Universities Yearbook*, 1999 A directory to the universities of the Commonwealth and the handbook of their association.

a level exam in hong kong: *Literature Education in the Asia-Pacific* Chin Ee Loh, Suzanne S. Choo, Catherine Beavis, 2018-03-29 The continual rise of English as a global lingua franca has meant that English literature, both as a discipline and as a tool in ESL and EFL classrooms, is being used in varied ways outside the inner circle of English. This edited collection provides an overview of English literature education in the Asia-Pacific in global times, bringing to international attention a rich understanding of the trends, issues and challenges specific to nations within the Asia-Pacific region. Comprising contributions from Australia, China, Hong Kong, India, Indonesia, Malaysia, Philippines, Singapore and Vietnam, the collection addresses the diversity of learners in different national, cultural and teaching contexts. In doing so, it provides insights into historical and current trends in literature education, foregrounds specific issues and challenges in policymaking and implementation, presents practical matters concerning text selection, use of literature in the language classroom, innovative practices in literature education, and raises pressing and important questions about the nature, purpose and importance of literature education in global times.

a level exam in hong kong: *Charting an Asian Trajectory for Literacy Education* Su Li Chong, 2021-03-15 Weaving outwards from a centripetal force of biographical stances, this book presents the collective perspectives of literacy researchers from Brunei, China, Hong Kong, Malaysia, Singapore, the Philippines and Taiwan. It represents the first all-Asian initiative to showcase the region's post-colonial, multilingual and multicultural narratives of literacy education. This book provides a much-needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence

unique to Asia's historical and geopolitical trajectory. Driven by the authors' lived experiences of becoming literate as well as their empirical research work in later years, each chapter brings decades of biographical narratives and collective empirical research findings to bear. Within the book are negotiations about literacy across and within home and school contexts; transactions of literature, text and reader; and considerations of the literacy policy-practice nexus. These trajectories, while divergent in their issues, come together as shared lived experience located in local contexts considered through global perspectives. As Asia looks set to become the 21st century's new economic and labour force, the need to understand the sociocultural milieu of this region cannot be understated. This book on literacy education in Asia contributes to the larger narrative.

a level exam in hong kong: Theorizing Teaching and Learning in Asia and Europe John Chi-Kin Lee, Kerry J. Kennedy, 2017-03-27 There has been much debate in recent times between the Anglo American tradition of curriculum studies and the Continental and North European tradition of didactics (Didaktik). As important as such debate has been, this book seeks to add new voices to the debate representing ideas and traditions from a different part of the world. The focus is on Chinese curriculum thinking that has passed through a number of stages and currently represents a blend of some aspects of the American tradition and Chinese cultural traditions. How does Chinese thinking about curriculum, teaching and learning resonate with European didactic traditions and what are the implications for theorizing an expanded field of curriculum studies? This book deliberately transcends borders and cultures to explore new territory, to provide a platform for open dialogue and to open up new areas of investigation Chapters include, Curriculum Reform and Research in China: A Social-Historical Perspective What Mathematics Did Teachers Learn? Comparison of the School and the Pre-Service Teacher Mathematics Curricula in Germany and Taiwan Living in Parallel Worlds: A Transatlantic Dialogue between General Didactics and Instructional Design

a level exam in hong kong: Innovative Approaches in Teaching English Writing to Chinese Speakers Barry Lee Reynolds, Mark Feng Teng, 2021-01-18 English writing is acknowledged as an essential skill for critical thinking, learning, and expression, and most EFL learners find themselves struggling when writing in English due to a lack of writing skills, content knowledge, writing strategies, intrinsic motivation, and fluency development practice. This edited volume, covering innovative approaches such as e-learning, strategy-based instruction, metacognitive training, a minimal grammar approach, writing assessment, and a genre-based approach, aims to innovate writing instruction in Chinese speaking regions, which has traditionally been characterized by rigid, teacher-centered, test-oriented approaches. We aim for this edited volume to provide theoretical underpinnings as well as contemporary practical advice related to EFL writing instruction for Chinese speakers.

a level exam in hong kong: Intercultural Journeys J. Jackson, 2010-01-20 Focusing on the actual experiences of L2 students who travelled from their homes to foreign lands as part of a faculty-led, short-term SA program, the author explores the linkage between intercultural awareness and sensitivity, language development (e.g., sociopragmatic awareness), and identity reconstruction in young adult L2 learners.

a level exam in hong kong: Developing Creativities in Higher Music Education Pamela Burnard, 2013-10-08 This is the first book to critically address the issue of how we can enhance and develop creativities in higher music education. It features new international, richly diverse perspectives on the nature and practice of creativities in different cultural and institutional contexts, in varying roles and in response to diverse professional pressures and expectations of artistic and educational achievement. This compelling and provocative book combines powerful social and educational commentaries and examples drawn from international sources based on original practices and experience of a diversity of creativities. The authors provide an important contribution by drawing attention to what is at the heart of all music and how we can understand and foster these multiple creativities at an individual and institutional level. It features new analyses of the question of creativities in higher music education, and offers illustrative and innovative examples of adaptive

learning environments for teaching and learning creatively, considering the broader issue of the role of creativities in relation to educational policy in the context of increasingly interventionist governments and rapidly paced educational change. Topics covered include: -the conceptual tools for people to think about and debate multiple creativities -the role of creativities in higher music education -how musicians can develop multiple creativities in new ways -new approaches to teaching and learning for multiple creativities -what constitute leadership creativities in conservatoires and music departments -creativities at the interface of institutional learning cultures -assessing the multiple creativities of music. *Developing Creativities in Higher Music Education* offers a multi-disciplinary research and practice focus, which will be essential reading for anyone involved in higher education and industry sectors. The book will appeal to academics and practitioners in music, researchers, instrumental and vocal teachers, curriculum and policy developers and institutional managers who want to enrich the higher education experiences of their students and enable them to develop more of their creative potential. It is also ideal reading for undergraduate and postgraduate students of music education who are looking for an authoritative selection of writings that define the fields of musical creativities in one comprehensive volume.

a level exam in hong kong: *The 1978 National College Entrance Examination in the People's Republic of China* United States. Office of Education, 1979

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