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The HKCEE had been one of the most well established and recognised public examinations in Hong Kong. The HKCEE is normally taken by students at the end of their five-year secondary school education. The qualification of HKCEE was recognized both locally and internationally. It was considered as the gateway to further studies and career pursuance.

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The Hong Kong Certificate of Education Examination (HKCEE, ??????) was a standardised examination between 1974 and 2011 after most local students' five-year secondary education, conducted by the Hong Kong Examinations and Assessment Authority (HKEAA), awarding the Hong Kong Certificate of Education secondary school leaving qualification.

~~Hong Kong Certificate of Education Examination — Wikipedia~~

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The HKALE registered a total of over 900,000 entries over the past 34 years. The HKALE was conducted in the months of March and June annually and the results were released in June/July. Syllabuses of HKALE subjects can be categorised into two types: Advanced Supplementary level (AS-level) and Advanced level (A-level).

~~Hong Kong Examinations and Assessment Authority~~

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This volume traces the influences that have shaped the secondary school history curriculum during Hong Kong's prolonged political transition between the 1960s and the early 21st century, focusing especially

on the relationship between history teaching and identity formation. The author's experience as a local history teacher during the mid-1990s made him conscious of the peculiarities of the history curriculum at this time; in particular, the neglect in both syllabuses and textbooks of Hong Kong's own history, and the unique division between History and the entirely separate subject of Chinese History.

Hong Kong's Chinese History Curriculum from 1945: Politics and Identity investigates the ways in which Chinese history has evolved as a subject in Hong Kong secondary schools since 1945, and the various social, political and economic factors that have shaped the curriculum, through an examination of a wide range of primary and secondary source materials and interviews. This book examines how the aims, content, teaching, learning and assessment of the Chinese history curriculum have evolved since 1945. It describes how Chinese history became an independent subject in secondary schools in Hong Kong despite the political sensitivity of the subject, how it consolidated its status during the colonial period, and how it has faced threats to its independence since the return of Hong Kong to China in 1997. An important element of the book is its in-depth analysis of the major socio-political and socio-economic forces that have been involved in the development of Chinese history. This book will be of interest to all who are interested in history education and curriculum development, and readers who are concerned with history education.

This book discusses Hong Kong's use of onscreen marking (OSM) in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive, coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high-stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

First published in 1997, this volume examines the political apathy of the Hong Kong Chinese, with a particular focus on children in secondary schools. While most previous studies have been of adults, Leung's approach exposes a generation who are politically uninvolved and disenchanted. He examines teacher-student encounters in a depoliticized school context and through a curriculum in which explicit political content is absent. The study throws light both on Chinese youths and the interaction of older

and younger generations, and its macroscopic implications are distinctly ominous, suggesting trouble ahead for the Hong Kong Special Administrative Region.

Criteria for Awarding School Leaving Certificates: An International Discussion focuses on formal and official evaluation of school learning and student achievement at the time schooling is discontinued. The book is based on the proceedings of the 1977 Conference of the International Association for Educational Assessment held at the Kenyatta Conference Center in Nairobi, Kenya on May 23-28, 1977. The selection first discusses school leaving examinations as a function of external and educational factors and the terms of reference for school leaving examinations. The book also takes a look at the comparability of grading standards in public examinations in England and Wales; basic assessment issues in school-leaving examination programs; and the case for school leaving examinations in The Netherlands. The text reviews the alternatives to school leaving examinations in Sweden and Brazil, as well as the abolition of final examination, transition from secondary school to higher education, and support structures. The book also ponders on the structure of secondary school system in Austria, Australia, Bermuda, Cyprus, Hong Kong, India, and Ireland. The selection is a dependable reference for readers interested in school learning and student achievement measurements.

It provides comprehensive coverage of developments in formal and informal education in Hong Kong from the end of 1941 to the beginning of the new millennium. As was true of its predecessor, each Part of this book is subdivided into three sections: Commentary, Chronicle, and Evidence. Such an organization facilitates flexible reading. Readers primarily interested in analysis, interpretation, and the identification of themes are likely to focus initially on the Commentary sections and to move, as they feel stimulated, to the relevant entries in the Chronicle and/or items of Evidence. Readers who seek either more encyclopedic understanding or detailed answers to specific questions may well wish to focus primarily or at least initially on the Chronicle sections, and then to search for substantiation in the Evidence section or for amplification in the author's Commentary. At times, some readers may wish to browse through the Evidence sections, reaching possibly serendipitous discoveries. Academic and general readers are likely to be particularly interested in 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

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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.

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