

**REGULATIONS FOR THE DEGREE OF  
BACHELOR OF EDUCATION IN PRIMARY EDUCATION  
(BEd[PrimaryEd])\***

*(See also General Regulations)*

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**Ed68** To be eligible for admission to the degree of Bachelor of Education in Primary Education, candidates shall

- (a) comply with the General Regulations;
  - (b) hold a professional qualification for teaching awarded on the basis of full-time post-secondary study of not less than two years;
  - (c) satisfy the examiners in a qualifying examination if required; and
  - (d) complete the curriculum and satisfy the examiners in accordance with the regulations set out below.
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**Ed69** The curriculum for the degree of Bachelor of Education in Primary Education shall extend over two academic years of full-time study and shall include such written and/or practical assignments or examinations as may be prescribed in the syllabus for each course.

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**Ed70** To complete the curriculum, candidates shall

- (a) follow courses of instruction on the syllabuses prescribed and complete satisfactorily all written and practical work which may be required; and
  - (b) satisfy the examiners in all prescribed courses and in any prescribed form of examination as detailed in the syllabuses.
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**Ed71** Candidates shall normally be required to pass all written and/or practical assignments or examinations in the first year before progressing to the second year of study.

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**Ed72** Candidates who have failed to satisfy the examiners in not more than four modules in either the first or the second year of study shall be permitted to present themselves for re-examination, prior to the beginning of the following academic year. Candidates who fail to satisfy the examiners at a re-examination shall normally be required either to repeat the whole or part of the first or the second year of the curriculum or to discontinue their studies.

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**Ed73** Candidates who have failed to satisfy the examiners in more than four modules in either the first or the second year of study at the first attempt shall not be permitted to present themselves for re-examination, and shall be recommended for discontinuation of studies under the provisions of General Regulation G12.

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**Ed74** Candidates who are unable because of illness to be present for any written examinations may be permitted to present themselves for re-examination, prior to the beginning of the following academic year. Any application for such permission shall be made within two weeks of the first day of absence from any written examination.

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\* Not offered in 2008-2009.

**Ed75** Candidates who are required to present themselves for re-examination in any written and/or practical assignments, or any other prescribed examinations of the second year of the curriculum shall not be eligible for an award higher than grade D in the re-examined paper(s) for the purpose of honours classification, but the actual grade(s) shall be recorded in the transcript.

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**Ed76** The names of successful candidates shall be published alphabetically, in five divisions: First Class Honours, Second Class Honours Division One; Second Class Honours Division Two; Third Class Honours; Pass.

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## **SYLLABUSES FOR THE DEGREE OF BACHELOR OF EDUCATION IN PRIMARY EDUCATION**

Candidates are required to complete 14 Educational Studies modules, 16 Specialist Study modules and a project (2 modules). In the first year candidates are required to complete 15 modules. In the second year they are required to complete 17 modules.

As part of their Specialist Study modules, candidates are required to complete 10 modules of Major subject study. Candidates are also required to select one area of Minor subject study, within which they complete 4 modules.

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### **FIRST YEAR**

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#### **Educational Studies (8 modules)**

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##### **71014. The Hong Kong education system**

This module describes the structure and operation of the system at all levels. It explains the processes of policy-making and resource-allocation, and analyses the achievements and shortcomings of the last few decades. It includes reviews of the work of such bodies as the Education Commission, the Board of Education, and the UPGC. To highlight certain features, the Hong Kong system is compared and contrasted with systems elsewhere.

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##### **71017. The development of numeracy**

This module deals with the way in which mathematical concepts (such as number, space, measures) and processes (such as logical thinking, proof, problem solving) are acquired by children.

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##### **71016. Psychology of learning**

An introduction to theory, concepts and research in the field of institutional learning is provided in this module, which examines abilities, motivation, and different approaches to learning, relationships between teachers and their pupils and the outcomes that result from them.

**71012. Childhood and adolescence**

This module reviews major theories, concepts and research on the development and behaviour of children and adolescents. Its topics include physical, cognitive, personality, and language development as well as social relationships.

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**71013. Curriculum concepts and issues**

This module examines the key elements or components of school curricula and the critical questions which need to be asked about those components. The influence of social, political and economic factors on the design and implementation of the curriculum are also analysed.

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**71018. The development of literacy**

This module deals with the way in which young children acquire basic skills and understanding of reading and writing in the mother tongue and in the second language.

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**71015. Language and learning**

The relationship between language and learning is introduced in this module, whose specific topics include parent-child interaction, teacher-student interaction and their effects on learning.

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**71011. Children with learning difficulties**

This module discusses concepts of special educational needs, impairment, disability and handicap. It examines the idea of a continuum of need, the social nature of handicap and psychological and sociological perspectives on handicap. Against that background, relevant provision in Hong Kong is considered and a review of teaching and assessment methods and the involvement of parents in pupils' education is undertaken.

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**Specialist Studies (7 modules)***Major Subject Study (English)***71041. Psycholinguistics I**

This module introduces the processes and stages of L1 acquisition, and major issues and theories of L2 acquisition.

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**71042. Psycholinguistics II**

This module deals with the cognitive processes involved in the comprehension and production of language, including models of lexical, syntactic and discourse processing.

**71043. Linguistics I**

This module provides an introduction to the morphology and syntax of English.

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**71044. Language skills in the primary classroom I**

This module examines ways of promoting the development of listening, speaking, reading and writing in the primary classroom.

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**71045. Creative language development in the primary classroom I**

This module explores ways in which drama, music, literature and art can be used to enhance language learning in the primary classroom.

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*Minor Subject Study***71051. General Studies I: General Studies and curriculum integration**

This module analyses theoretical and practical aspects of integrated studies as a form of curriculum organisation with particular reference to the subject of General Studies.

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**71061. Mathematics I: Concepts in primary mathematics**

This module examines the basic concepts of the primary mathematics curriculum, particularly in terms of their inter-relationships. The concepts examined include number systems, operations, measurement, 2-D and 3-D geometry, and pictorial representation.

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**71071. Physical Education I: Health-related aspects of primary physical education**

This module provides an overview of the physiological and health aspects of physical activity in the primary years. Important principles of exercise physiology and the impact and benefits of being physically active as a child are discussed. Implications for the selection of physical education activities are emphasised.

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*School Experience***71081. School experience I**

Students are attached to primary schools as part of their study of aspects of the teaching of their major subject.

## SECOND YEAR

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### **Educational Studies** (6 modules)

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#### **71111. Assessment and evaluation**

This module analyses the purposes and forms of educational assessment and its influence on teaching and learning.

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#### **71112. Concepts and values in education**

The purpose of this module is to introduce students to conceptual understanding of the nature and process of education as well as its values in society. Topics concerning the nature of education include definitions of education, and aims of education. Topics concerning the values of education in society include the justification of education, educational values, and human nature and potential. Topics concerning the process of education include education and personal relationships, teaching and learning, freedom and authority, and punishment and discipline. Students are asked to discuss these issues in the context of Hong Kong education.

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#### **71113. Guidance and counselling**

This module provides an introduction to guidance and counselling. It examines the rationale underlying the provision of guidance and counselling services in schools. It is also offered as an introduction to the knowledge and skills that are basic to counselling and guidance.

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#### **71114. Understanding educational enquiry**

This module aims to develop skills in reading research reports, appraising methods of collecting and evaluating information, understanding data tables and data pictures, recognising the bases of valid measurement, appreciating the logic of empirical enquiry, and distinguishing correlational, causal and other models and how they characterise different types of empirical enquiry.

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#### **71115. Social perspectives in education**

The purpose of this module is to enable students to understand better the demands placed upon teachers in a changing society. The roles of the teacher in the classroom, in the school and in society are examined. The module explores how social factors enter into the process of schooling in Hong Kong. The following issues are covered:

- the classroom as a social system
  - the organisation and environment of schooling
  - schools within a changing society
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#### **71116. Nature of teaching and learning**

The topics to be covered in this module are student-teacher interaction, classroom climate, novice-expert teaching, instructional processes and styles, and areas of experimental enquiry in teaching.

**Specialist Studies** (9 modules)

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*Major Subject (English)*

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**71141. Linguistics II**

This module focuses on English phonology, lexis and semantics. It provides an introduction to the analysis and description of the sound system of English. It also provides an introduction to the meaning of words and the semantic relations between words: denotation; connotation; collocation; sense relations.

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**71142. Pedagogical grammar**

This module focuses upon the relationship between descriptions of English grammar and the teaching of English grammar.

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**71143. Spoken and written discourse**

This module provides an introduction to the creation and organisation of written and spoken discourse. Students are introduced to the analytical tools used to investigate the ways in which writers and speakers create discourse.

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**71144. Language skills in the primary classroom II**

This module introduces students to further ways of promoting the development of listening, speaking, reading and writing in the primary classroom.

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**71145. Creative language development in the primary classroom II**

This module further examines ways in which drama, music, literature and art can be used to enhance language learning in the primary classroom.

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*Minor Subject*

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**71151/71152. General Studies II and III: Content, methodology and evaluation**

These modules consider broader issues and concerns related to General Studies in the primary school. Principles of integration for the selection of content and methodology are considered with reference to the key concepts underlying the four major content areas, namely healthy life, the living environment, the natural world, and science and technology. The modules also address evaluation and assessment methods.

**71153. General Studies IV: Integrated teaching in practice**

This module provides students with opportunities to design, develop and use teaching materials and methods for General Studies and to refine them in the light of reflection and feedback.

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**71161. Mathematics II: The learning of mathematical concepts**

This module focuses on psychological theories of learning specifically related to mathematical concepts. In particular the work of Dienes, Gagne, Skemp, Davis and Glasersfeld is examined and implications for the primary mathematics curriculum considered.

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**71162. Mathematics III: Pedagogical issues in mathematics**

This module considers broader issues and current concerns related to mathematics in the primary school. The issues examined include maths across the curriculum, problem-solving and investigations, use of technology, language and bilingualism, social and cultural influences, gender issues, and classroom organisation.

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**71163. Mathematics IV: Planning and teaching primary mathematics**

This module relates the theoretical aspects considered in Mathematics I, II and III to the practical problems of planning and teaching mathematics in the primary classroom. Assessment and evaluation are given particular emphasis and the module includes a micro-teaching component.

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**71171. Physical Education II: Children's motor development and motor learning**

Patterns of physical growth and motor development in the primary years are discussed in this module together with their implications for the physical education curriculum. An overview of the motor learning process is presented with special reference to children. The practical implications of current theories of motor skill acquisition are emphasised.

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**71172. Physical Education III: Psycho-social aspects of children's participation in physical activity and sport**

This module includes discussions of the impact of physical activity participation on the child's social, emotional, moral and personality development. The importance of effective teaching of understanding individual differences in abilities and capabilities is stressed. Motivation and barriers for participation in physical activity are examined, as well as techniques to encourage active participation and to deal with problem behaviour in the physical education setting.

**71173. Physical Education IV: Planning and teaching primary physical education**

The theory part of this module examines curriculum design aspects and approaches, and practices in programme and lesson planning. Topics also deal with the evaluation of the physical education programme's effectiveness and with the assessment of students. This module also includes a practical micro-teaching component.

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*School Experience*

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**71181. School experience II**

Students undertake a further attachment to primary schools to work on one or more areas related to the teaching of their major subject.

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**Project** (2 modules)

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**71190.** Each student is required to complete a supervised project on an approved topic related to one or more areas of study.