



The Hong Kong Institute of Education

MUS 4900 Honours Project

The HKDSE music course: students' intention to take the course and schools' constraints in offering the course

A4B042 4BEd (Mu) – Year 4

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Total number of words: 4299

Submission Date: 16th May, 2016

CONTENTS

Abstract.....	i
Abbreviations.....	ii
Tables.....	iii
Figures.....	iv
Chapter 1: Introduction.....	1
The situation of senior secondary music education in Hong Kong.....	1
Purpose of study and research questions.....	2
Chapter 2: Literature Review.....	3
Primary and junior secondary music education in Hong Kong.....	3
Senior secondary music education in Hong Kong.....	3
Factors affecting the motivation of musical high achievers to learn music in Hong Kong.....	4
Motivating students to study music in senior secondary programmes.....	4
Teachers' transformation as learning: teaching Cantonese opera in Hong Kong schools.....	5
Chapter 3: Methodology.....	7
Research methods.....	7
Questionnaires for students.....	8
Questionnaires for teachers.....	9

Interview with teachers.....	10
Limitations.....	10
Chapter 4: Analysis and Findings.....	12
Students' demographic information.....	12
Positive correlation between students' ability to play musical instruments and their intention to study DSE music.....	12
Students' interest toward different parts of the DSE content.....	13
Students' intention to study DSE music.....	14
Teachers' demographic information.....	15
The difficulty level of teacher in teaching different parts of the content.....	15
Relationship between students' interest and teachers' difficulty level.....	16
The intention of schools in offering DSE music course in the future 3 years.....	16
Chapter 5: Conclusion.....	18
Intention of students to take DSE music course and the reasons.....	18
Intention of schools in offering DSE music course.....	19
Chapter 6: Recommendation.....	19
References.....	21
Appendix.....	23

The HKDSE music course: students' intention to take the course and schools' constraints in offering the course

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4 BEd (Hons) (Mu)

The Hong Kong Institute of Education

Abstract

The New Senior Secondary School Curriculum had been launched in 2009 and The Hong Kong Diploma of Secondary Education Examination (HKDSE) commenced in 2012. However, the percentage of students taking the HKDSE music was low. It was between 0.26% and 0.33% from 2012 to 2015. This paper will investigate the intention of students studying DSE music and the factors affecting schools in offering this course. There are two research questions in this study. The first one is, what is the intention of students about pursuing music in senior secondary level and what are the factors that they consider to take the DSE music course and exam? The second one is what do secondary school teachers think about the syllabus of the DSE music exam and what are the factors schools consider to provide DSE music course for students? This study was conducted among 81 students, including S1 to S3 students, students studying DSE music and students finished DSE music and 9 teachers, in which 3 of them teach DSE music and 6 of them teach S1 to S3 music. Also, interview with 3 teachers was done to have an in-depth investigation about their opinion on DSE music. The findings demonstrate that the percentage of S1-S3 students who plan to study DSE music is actually higher than the percentage of students sat for DSE music. Their decision about choosing music in senior secondary level or not is mostly affected by elective subjects available, their ability in playing musical instruments, family influence and future perspective. Schools have difficulties in launching the DSE music course mostly because of there are very few students suitable to study the course; students think other subjects are more important and the teaching timetable is too tight. This paper will further discuss the findings and recommendations to attract more students to study music in senior secondary level.

Key Words

DSE music, intention, pursuing music, music education

Abbreviations

HKALE	Hong Kong Advanced Level Examination
HKCEE	Hong Kong Certificate of Education Examination
HKDSE	Hong Kong Diploma of Secondary Education Examination
HKEAA	Hong Kong Examinations and Assessment Authority
NAS	New Academic Structure
S1-S3	Secondary 1 to Secondary 3

Tables

Table 1	Number of candidates taking the HKDSE (HKEAA 2012, 2013, 2014, 2015)
Table 2	Assessment design of the HKDSE in music
Table 3	Marks conversion for exemption of DSE music elective part
Table 4	Interview questions

Figures

- Figure 1 Five-point Likert average of students' interest towards different parts of the content
- Figure The difficulty level of teacher in teaching different parts of the content

Chapter 1: Introduction

The situation of senior secondary music education in Hong Kong

The New Senior Secondary School Curriculum had been launched in 2009, and the first Hong Kong Diploma of Secondary Education Examination (HKDSE) started in 2012, students only need to take one public exam at the end of secondary 6. However, the percentage of students taking the HKDSE in music was low. Dated back to the time before HKDSE was launched, students had to take the Hong Kong Certificate of Education Examination (HKCEE) in secondary 5 and the Hong Kong Advanced Level Examination (HKALE) in secondary 7. The percentage of students taking the HKCEE and the HKALE in music was also low. The percentage of students took the HKCEE in music was around 0.35% between 2008 and 2010 (HKEAA, 2008, 2009, 2010). The situation in the HKALE was even worse. Music had not been offered in the HKALE since 2007. There was only less than 0.1% of students took the last HKALE in music in 2006 (Leung & McPherson, 2011). How about the situation of HKDSE music in the past four years? The percentage of students taking HKDSE music in 2012 and 2013 was 0.33% and 0.32% respectively, and it dropped to 0.26% in 2014 and 2015 (Table 1).

Table 1: Number of candidates taking the HKDSE (HKEAA, 2012, 2013, 2014, 2015)

	2012	2013	2014	2015
Overall subjects	72620	81355	78401	72859
Music	238	262	207	192
Percentage of candidates taking DSE in music	0.33%	0.32%	0.26%	0.26%

Purpose of study and research questions

Since the number of students studying the senior secondary level music subject was not satisfactory throughout the years, it is worth to study the cause of this situation and to find out possible solutions in order to encourage more students to study music in higher level. The purpose of this study is to have a thorough overview of the DSE music content, students' intention to study the DSE music course, factors that affect their choices, factors that schools consider in offering the course and the opinions of music teachers on the course and exam.

There are two research questions. The first one is: what is the intention of students about pursuing music in senior secondary level and what are the factors that they consider to take the DSE music course and exam? The second one is: what do secondary school teachers think about the syllabus of the DSE music and what are the factors schools consider to provide DSE music course for students?

Chapter 2: Literature Review

Primary and junior secondary music education in Hong Kong

Music is a compulsory subject for primary and junior secondary students. The Arts Education Key Learning Area Music Curriculum Guide (Primary 1 – Secondary 3) (2003) stated that music lessons for primary 1 to secondary 3 students should emphasize students' singing, music reading and listening abilities; provide music activities for students such as instrumental playing, movement and creative activities and have content-based curriculum for each level such as recommendations for songs, listening and sight-singing materials. Music lessons for primary and junior secondary students focus on basic musicianship training for general students. It is suitable for students who learn musical instruments outside schools and also those who do not.

Senior secondary music education in Hong Kong

The New Academic Structure (NAS) started in 2009. Seven-year secondary education and three-year undergraduate education was changed to three-year junior secondary education, three-year senior secondary education and four-year undergraduate education. Students have to take the HKDSE at the end of senior secondary level. Most school candidates take Chinese Language, English Language, Mathematics and Liberal Studies as core subjects, plus two to three elective subjects. Music is one of the elective subjects.

There are three compulsory parts in the DSE music content, which are listening, performing I and creating I. The listening part includes Western classical music, Chinese music, Cantonese operatic music and pop music. For performing I, students have to perform two ensemble pieces plus a viva voce part, which is a presentation about the pieces. Also, students have to create two or more compositions of different styles in

creating I. For the elective part, students can choose to apply for exemption or choose one paper from paper 4A, 4B and 4C (Table 2). If students get grade six or above in a musical instrument, they can apply for exemption for the elective part of the content. They can get ten marks to a maximum of twenty marks according to the level they obtained (Table 3). Music curriculum in HKDSE level is more intensive and diversified than the music curriculum in junior secondary level. It prepares students to study music in tertiary level.

Factors affecting the motivation of musical high achievers to learn music in Hong Kong

According to Leung and McPherson (2011), there was a ‘pyramid’ of music education in Hong Kong. Music is a compulsory subject for primary and junior secondary students and many students have instrumental lessons outside school, but only very few students study music in senior secondary level and university level. How students are motivated to learn music in their childhood and sustain their learning till later stages is an important issue to contribute to a holistic cultural development of Hong Kong. The study concluded that whether children continue to strive for achievement in music is affected by their positive and negative perceptions of music learning, personal and environmental factors. The efficient and positive management of the above factors are necessary to encourage and support students to strive for high achievement, as children’s motivation normally declines as they grow older.

Motivating students to study music in senior secondary programmes

Another similar study done by Leung, So and Lee (2008) studied the factors influencing students to study music course that prepares them for the HKCEE and how they are influenced to study music in tertiary level. It stated that personal interest in music is the key factor influencing students to study music; other factors are influences from school music teacher and family members. The study also found that most

students are lovers of Western art music, though they still listen to Chinese music and popular music. The inclusion of Cantonese opera in the new music curriculum is a challenge to both students and teachers. Music teachers may find it difficult to attract students to be interested in different kinds of music. The situation of senior secondary music education is complex. Music teachers, school principals and policy agencies should be aware of the complexity of the situation and to promote more students to study music in the senior secondary level.

Teachers' transformation as learning: teaching Cantonese opera in Hong Kong schools

The topic of Cantonese operatic music is included in the content of DSE in music; however, secondary school music teachers may not be used to teaching this topic, as they did not come across it in their own music education. According to Leung (2014), under the music curriculum reform, teaching Cantonese opera became the main initiative because it is a regional Chinese art form that serves as an important platform for students' learning of Chinese culture. Nevertheless, teaching Cantonese opera in the school music curriculum is a big challenge for music teachers. Music teachers rarely taught Chinese music, including Cantonese opera in schools. They were unconfident about teaching it because of their Western music background. Moreover, Hong Kong students prefer Western music and popular music rather than Chinese music. Teachers have to be aware of the musical and cultural contexts they are positioning in the society, and respond to the rapid development of the society. The music curriculum reform urges music teachers to have professional development, but most of them are not sure if they should learn to teach the new genre during their mid-career. They are anxious to teach Cantonese opera in the classroom.

The above studies have shown that music educators are finding ways to attract more students to study music in senior secondary level over the years but the situation is not satisfactory. In this study, the intention of students to study music in senior secondary level will be compared with the above findings done by Leung & McPherson and Leung, So & Lee.

Table 2: Assessment design of the HKDSE in music

Part	Content
Compulsory Part	
Paper 1: Listening (40%)	<ul style="list-style-type: none"> a. Music in the Western classical tradition b. Chinese instrumental music c. Cantonese operatic music d. Local and Western popular music
Paper 2: Performing I (20%)	<ul style="list-style-type: none"> a. Perform two or more ensemble pieces, 10 to 15 minutes b. Viva voce (to explain their understanding and interpretation of the music, 3 to 5 minutes) c. Sight-singing, 8 to 12 bars
Paper 3: Creating I (20%)	<ul style="list-style-type: none"> a. Create two or more compositions of different styles which display a structural design b. Reflective report (Record and display the creating process)
Elective Part (choosing one paper or exemption) (20%)	
Paper 4A: Special Project	<ul style="list-style-type: none"> a. 3000 to 5000 words written report: Study the relationship between music and its historical and cultural contexts on the chosen topic through extensive listening
Paper 4B: Performing II	<ul style="list-style-type: none"> a. Perform three or more solo pieces, 10 to 20 minutes b. Viva voce (to explain their understanding and interpretation of the music, 3 to 5 minutes)
Paper 4C: Creating II	<ul style="list-style-type: none"> a. Arrange two pieces b. Reflective report (Record and display the creating process)
OR	
Submit a recognized qualification for exemption	

Table 3: Marks conversion for exemption of DSE music elective part

ABRSM or Trinity Guidhall Exams	Marks to be awarded
Grade 6 (Pass)	10
Grade 6 (Merit)	11
Grade 6 (Distinction)	12
Grade 7 (Pass)	13
Grade 7 (Merit)	14
Grade 7 (Distinction)	15
Grade 8 (Pass)	16
Grade 8 (Merit)	17
Grade 8 (Distinction)	19
DipABRSM / ATCL or above	20

Chapter 3: Methodology

Research methods

This study consists of three parts. The first part is questionnaires for students. The second part is questionnaires for teachers and the third part is interview with teachers.

Questionnaires for students were distributed to students from different secondary schools. Questionnaires are suitable for collecting data in this study because the intention of student to take the DSE course is the main concern and questionnaires can collect data from a large sample. Also, questionnaires for teachers can collect information about the intention of schools in offering DSE course. Interview with teachers can further find out what do teachers think about the content of the DSE in music and the reasons that their schools offer or do not offer the course.

Questionnaires for students

180 sets of hard copy questionnaire were distributed to student teachers and teachers who are teaching in secondary schools, private musical instrument students and their friends and music students in university who studied DSE music before. 81 sets of questionnaire were returned. It was predicted that teachers and students were very busy, and not all of them would return the questionnaires. 60 sets of questionnaire were expected to be returned, and finally 81 set of questionnaires were returned. Therefore, the amount is enough to do this research.

The student questionnaire consists of three parts (Appendix 1). Part 1 asked about the background of the students. The first question identified students as secondary 1 to secondary 3 (S1-S3) students, students studying DSE music course or

students finished DSE in music (Appendix 1, question 1). Then, it asked about the types and level of musical instrument(s) they learn and music activities that they join at school (Appendix 1, question 2 & 3), whether their schools provide DSE music course (Appendix 1, question 4), whether their schools had introduced the DSE music course and whether they know about the content of DSE in music (Appendix 1, question 5 & 6). Part 2 was about students' interest in different parts of the content, by using five-point Likert scale (Appendix 1, question 7). Part 3 asked about their intention to pursue senior secondary and tertiary level music education. The questions include whether they are planning to study music in tertiary level, and whether they are planning to study DSE music course and the reasons (Appendix 1, question 8-11).

Questionnaires for teachers

30 sets of hard copy questionnaire were distributed to secondary school music teachers and their friends. 9 sets were returned. The return rate was expected as teachers were very busy and some of them did not have time to fill in the questionnaires. 9 sets of questionnaire were enough to draw conclusion in this small scale research.

The teacher questionnaire consists of four parts (Appendix 2). Part 1 asked about the background of the teachers including which secondary levels they have taught, whether their schools provide DSE music course and whether they have experience in teaching DSE music course (Appendix 2, questions 1-5). Part 2 was about the difficulty level in teaching the course in general and in different parts of the content, by using five-point Likert scale (Appendix 2, questions 6-8). Part 3 asked about their schools intention in offering DSE music course. The questions include why their schools do not provide DSE music course, whether their schools will offer the DSE music course or join with neighbouring schools to offer the DSE music course in the coming three years (Appendix 2, questions 9-12). Part 4 asked about how important they think the DSE

music course is for their students' future study of music in tertiary level and other opinions (Appendix 2, questions 13-16).

Interview with teachers

Three teachers had been interviewed. One of them had experience in teaching DSE music course and the others only taught S1-S3 music. There are two different sets of questions for these two types of teachers (Table 3). Set 1 was for teacher who had experience in teaching DSE music, while set 2 was for teachers who do not. The questions were about their opinions to the DSE music content and which part they think was the most difficult to teach, whether they thought the DSE music course can arouse students' interest in learning music and what qualities should junior secondary school students have if they want to choose music as an elective subject in DSE level. The last two questions were different for Set 1 and Set 2. In Set 1, the strengths and weaknesses of the students and whether students knowledge and techniques were good enough to cope with the course were asked. In Set 2, the focus was on why their schools do not provide the course and whether they would recommend students to study it outside school.

Limitations

This study involved the participation of secondary school music teachers and students, however, teachers and students were busy and the return rate of questionnaires was only around 35%. Also, only small number of students were studying DSE music course or finished DSE music, therefore, limited data could be collected from them. It was also difficult to invite teachers to do interviews. Their workload was heavy and might not be able to participate in this study; therefore, only three teachers were being interviewed. Although there are some limitations, the data collected is enough to draw conclusions in this small scale study.

Table 4: Interview questions

	Set 1 (✓ experience in teaching DSE music course)	Set 2 (✗ experience in teaching DSE music course)
1.	Opinions about different parts of the DSE content	
2.	The most difficult part(s) to teach	
3.	Whether the DSE music course can arouse students' interest in learning music	
4.	What qualities should junior secondary students have if they want to choose DSE music	
5.	The strengths and weaknesses of the students	The reason that their schools do not provide DSE music course
6.	Whether students' music knowledge and techniques are enough to cope with the DSE course	Whether they would recommend students to study DSE music course outside school

Chapter 4: Analysis and Findings

Students' demographic information

The respondents included 81 students from secondary schools. 64 (79%) of them are S1-S3 students, 8 (10%) of them are students studying DSE music course and 9 (11%) of them are students finished DSE in music (Appendix 1, question 1). Among the above three groups of respondents, all of the students studying DSE music course and 89% of students finished DSE in music obtain grade 6 or above in at least one type of musical instrument, but only 23% of general S1-S3 students obtain this qualification (Appendix 1, question 2).

Positive correlation between students' ability to play musical instruments and their intention to study DSE music

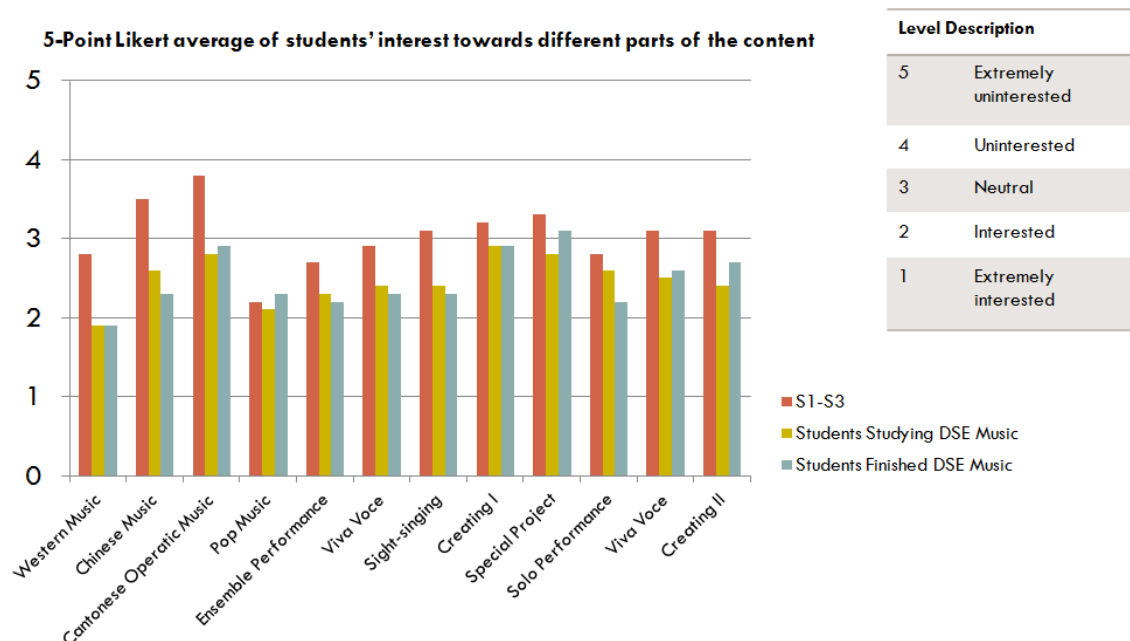
From the above information, it can be seen that students who are studying the DSE music course and students who finished the DSE in music have the qualification of grade 6 or above in at least on musical instruments. Students who have stronger ability to play musical instruments may have higher intention to pursue music education in DSE level. If they obtain the level of grade 6 or above, there are certain advantages for them. They do not need to study the elective part as they can apply for exemption. They can have stronger ability to do the ensemble playing in paper 2. According to a teacher being interviewed, students with stronger ability in playing musical instruments may have higher chance of being admitted to study the DSE music course because of limited quota provided, and only those students who have strong ability to play musical instruments are suitable to study DSE music course as they have adequate knowledge in score reading, basic musicianship and theory (Table 3, question 4).

Students' interest toward different parts of the DSE content

The five-point Likert average of students' interest towards different parts of the content had been calculated (Figure 1)(Appendix 1, question 7). The level above 3 represents that students are not interested in that part. The higher the level, the stronger tendency of students feeling uninterested it is. Students who are studying the DSE music course and those who have finished DSE in music are interested in all parts of the content (except special project) as the Likert average of all parts are lower than 3 (except special project). S1-S3 students in general are less interested in the content as the Likert average of S1-S3 is higher than that of students studying DSE music course and finished DSE in music in all parts. This shows that general junior secondary school students do not have diversified interest in music. S1-S3 students are especially uninterested in Cantonese operatic music, Chinese music, special project, creating I & II, sight-singing and viva voce. The Likert average of these parts are higher than 3.

The above information shows that students who are interested in studying DSE music have diversified interest in different parts of the content. Junior secondary music teachers have to attract students to be interested in different parts of the DSE content in order to encourage students to pursue music education in DSE level.

Figure 1: Five-point Likert average of students' interest towards different parts of the content



Students' intention to study DSE music

Among the 64 S1-S3 respondents, 15% of them want to study DSE music, 35% of them may study DSE music and 50% will not study it (Appendix 1, question 11). S1-S3 students wanting to study DSE music is mostly because of they are very interested in music. This finding is same as the study done by Leung, So & Lee (2008), stating that personal interest in music is the key factor influencing students to study music. Other reasons for students wanting to study DSE music are peer influence, future perspective, performance level and influence from teachers.

Factors that students are thinking about whether to choose music as an elective subject are the availability of other elective subjects, their ability in playing musical instruments, family influence, future perspective and peer influence.

The percentage of student who will and who may study DSE music is in a total of 50%. This percentage is much higher than the percentage of student taking the DSE music exam every year; therefore, it is possible to encourage more students to study the DSE music course and to take the exam. By knowing the factors that students are considering to choose DSE as an elective subject, teachers can try to help students to fulfill those factors in order to attract more students to study music in higher level.

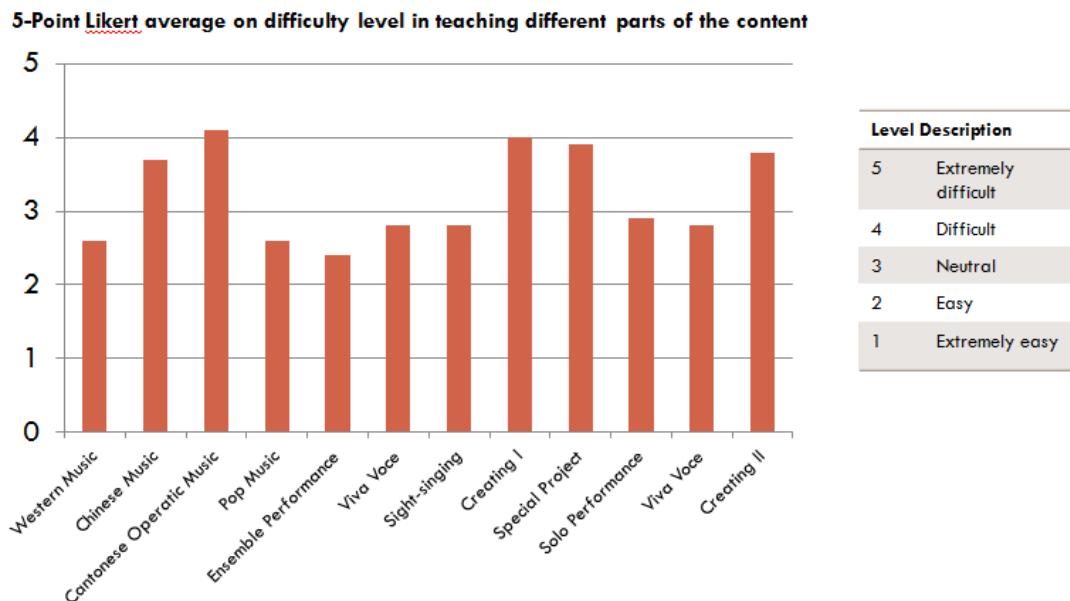
Teachers' demographic information

Among the 9 teachers filled in the questionnaires, 3 of them have experience in teaching DSE music and 6 of them do not (Appendix 2, question 5). 3 of the 9 teachers had been interviewed, 1 of them had experience in teaching DSE music while the other 2 only taught S1-S3 music.

The difficulty level of teacher in teaching different parts of the content

Teachers think that the DSE music course is difficult to teach in general and they found it difficult to teach the course without specific set pieces, as the Likert average in these two questions are both 3.7 (Appendix 2, questions 6 & 7). The most difficult parts to teach are Chinese music, Cantonese operatic music, creating I & II and special project (Figure 2)(Appendix 2, question 8). The Likert averages in these parts are around 4. The reasons why these parts are difficult to teach is further found out from the interview with teachers (Table 3, question 2). There are not enough teaching materials available for Chinese music and Cantonese operatic music, therefore teachers found it difficult to teach these two topics. Also, creating I & II do not have very specific requirements and guidelines for students and teachers to follow, therefore, they both found it hard to catch. Moreover, teachers think that special project is too difficult for secondary school students; the standard is similar to that for university students. Secondary school students are not used to handle a project-based study in 3000 to 5000 words.

Figure 2: The difficulty level of teacher in teaching different parts of the content



Relationship between students' interest and teachers' difficulty level

There is an interesting point about the relationship between students' interest and teachers' difficulty level among the content. Students are especially uninterested in Chinese music and Cantonese operatic music (Likert average around 4) while teachers also found these two parts difficult to teach (Likert average around 4). Also, teachers found creating I & II and special project difficult to teach while students are slightly uninterested in these parts. The study of Leung (2014) has already explained that teachers are not used to teach Chinese music and Cantonese opera, and students also prefer Western music to Chinese music. Teachers mostly have strong Western music background and lack of experience in teaching Chinese music and Cantonese opera. For the creating part, most students did not have any training on composition and even the teachers may not be professional in this part. As a result, creating is a challenge for both teachers and students.

The intention of schools in offering DSE music course in the future 3 years

All the responded teachers indicated that their schools will not offer the DSE music course in the coming 3 years and only 25% of them will consider offering the course with neighbouring schools (Appendix 2, question 10 & 11). The most important

factor that hinders schools in offering the course is the music knowledge and techniques of junior secondary students are too low. Students think other subjects are more important and the timetable is too tight are of next importance. The other factors such as there are not enough resources and teaching materials, teachers are not familiar with the content and there is no suitable teachers to teach the subject are not so important.

Chapter 5: Conclusion

Intention of students to take DSE music course and the reasons

To conclude, the percentage of S1-S3 students want to or may want to study DSE music are 15% and 35% respectively. Students who will study music are very interested in music. This finding is same as the study done by Leung, So & Lee, stating that personal interest in music is the key factor influencing students to study music. For students who are thinking about whether to choose music as an elective subject, they are mostly affected by elective subjects available, ability in playing musical instruments, family influence, future perspective and peer influence. This is quite similar to the findings of the study conducted by Leung and McPherson (2011), stating that whether children continue to strive for achievement in music is affected by their positive and negative perceptions of music learning, personal and environmental factors. Elective subjects available, family influence and peer influence are environmental factors; ability in playing musical instruments and future perspective are personal factors.

There is a positive correlation between students' ability to play musical instruments and their intention to study DSE music because stronger ability in playing musical instruments facilitates their learning in DSE level. It is also found that students who are interested in studying DSE music have diversified interest in different parts of the content. Music teachers have to attract students to be interested in different kinds of music and to introduce the DSE music content to junior secondary school students in order to encourage them to study music in DSE level.

Intention of school in offering DSE music course

Teachers found it difficult to teach the DSE music course in general and the most difficult part to teach are Chinese music, Cantonese operatic music, creating I & II and special project. There are not enough teaching materials for Chinese music and Cantonese Operatic music, not enough guidelines for creating I & II and the special project is too difficult for secondary school students. All responded schools will not offer the DSE music course in the coming 3 years but some may consider offering it with neighbouring schools. The reasons of schools not providing DSE music are: the music knowledge and techniques level of junior secondary students are too low, students think that other subjects are more important and the teaching timetable is too tight.

Chapter 6: Recommendations

Although the intention of schools to provide the DSE course is not too high, teachers can still do something to help to improve the situation. Here are some recommendations. Junior secondary school music teachers can provide guidance for students to assure their intention to study music in higher level and guide them to prepare for it. Teachers can find out talented students and help them to prepare for the course, for example, teachers can suggest these students to plan for grade 6 exam before selection of elective subjects, train their music theory, composition techniques and sight-singing skills, etc. Also, schools and music teachers can organize more music appreciation activities; invite live performers of different kinds of music to perform in the school and provide simple composition classes for students. Professional training for music teachers on the topic of Chinese music and Cantonese opera is also necessary. Music teachers can get together and learn from Chinese music and Cantonese music experts. If they have actually experience in performing Chinese music and Cantonese music, they can be more confident to teach these two topics in the classroom. Teachers can also form a larger network to share teaching and learning materials. In this way, teachers can ensure effective teaching and students can have more materials for revision.

Lastly, although this is only a small scale research, the findings may not be extremely reliable; we can at least know the intention of students to study the DSE course and the constraints of schools in offering the course. I hope this may help music teachers to have some insight on music education in the future.

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Appendix

Appendix 1, the student questionnaire and Appendix 2, the teacher questionnaire were the actual version of questionnaires used in this study. The questionnaires were in Chinese for easier understanding by students and teachers. The analysis and findings above are all in English. There may be slight deviation of meaning due to the translation between Chinese and English.

香港中學文憑試音樂科學生選修情況調查 (學生版)

本人是香港教育學院音樂教育榮譽學士 (四年全日制) 四年級學生，現正研究香港中學文憑試音樂科學生選修情況，因此需要老師及學生的意見來協助本研究的資料分析。所有資料僅供學術研究用途，絕不會對外公開。感謝閣下百忙中抽空填寫問卷。

一、基本資料 (請在適當□內填上✓號)

1. 你屬於以下哪一類別？

☐ 初中

☐ 正在修讀新高中香港中學文憑試音樂科課程

☐ 已考新高中香港中學文憑試音樂科

2. 你學習樂器的經歷是：

樂器 1: _____ 級別: ____ (☐ 英國皇家音樂學院 ☐ 聖三一音樂學院 ☐ 中央音樂學院 ☐ 其他: _____)

樂器 2: _____ 級別: ____ (☐ 英國皇家音樂學院 ☐ 聖三一音樂學院 ☐ 中央音樂學院 ☐ 其他: _____)

樂器 3: _____ 級別: ____ (☐ 英國皇家音樂學院 ☐ 聖三一音樂學院 ☐ 中央音樂學院 ☐ 其他: _____)

樂器 4: _____ 級別: ____ (☐ 英國皇家音樂學院 ☐ 聖三一音樂學院 ☐ 中央音樂學院 ☐ 其他: _____)

3. 你曾參與以下哪些音樂活動？(可選多於一項)

☐ 合唱團 ☐ 管弦樂團 ☐ 中樂團 ☐ 木笛隊 ☐ 手鈴/手鐘隊 ☐ 音樂劇

☐ 無伴奏合唱 ☐ 歌唱比賽 ☐ 其他 (請註明): _____

4. 你現正就讀的學校有沒有開辦新高中香港中學文憑試音樂科課程？

☐ 有 ☐ 沒有

5. 你的學校有沒有介紹新高中香港中學文憑試音樂科課程？

☐ 有 ☐ 沒有

6. 你對新高中香港中學文憑試音樂科課程的內容認識有多少？

☐ 完全不認識 ☐ 部份認識 ☐ 完全認識

二、關於課程

7. 你認為以下香港中學文憑試音樂科課題的吸引程度是：

課題		(請圈出合適項目，1 為非常吸引，5 為極不吸引)				
		極不吸引	不吸引	尚可	吸引	非常吸引
必修單元一 (聆聽)	西方古典音樂	5	4	3	2	1
	中國器樂	5	4	3	2	1
	粵劇音樂	5	4	3	2	1
	本地及英美流行音樂	5	4	3	2	1
必修單元二 (演奏 I)	合奏或合唱兩首或以上樂曲	5	4	3	2	1
	就以上合奏歌曲進行口試	5	4	3	2	1
	視唱	5	4	3	2	1
必修單元三 (創作 I)	創作兩首或以上音樂作品	5	4	3	2	1
選修單元四 (專題研習)	書面報告的題目可就特定的音樂作品、音樂家或音樂現象，討論有關音樂與文化情境的論題。	5	4	3	2	1
*選修單元五 (演奏 II)	獨奏或獨唱三首或以上樂曲	5	4	3	2	1
	就以上獨奏歌曲進行口試	5	4	3	2	1
選修單元六 (創作 II)	改編兩首指定要求的音樂作品 (為一首器樂作品重新配器，及為一首現有歌曲或旋律加入伴奏和延伸部分)。	5	4	3	2	1

*學生如有由認可學院發出的 6 級至演奏文憑證明，可豁免修讀選修單元，而直接得到 10-20 分 (按級別而定)。

三、選修音樂科的意向

8. 你認為新高中香港中學文憑試音樂科課程對培養你的藝術修養有多重要：

☐完全不重要 ☐不重要 ☐一般 ☐重要 ☐非常重要

9. 你有沒有打算將來修讀大學或專上音樂課程？

☐有 ☐沒有 ☐現正修讀

10. 你認為新高中香港中學文憑試音樂科課程對你將來修讀大專音樂課程有多重要：

☐完全不重要 ☐不重要 ☐一般 ☐重要 ☐非常重要

11. 你有沒有打算將來修讀新高中香港中學文憑試音樂科課程(DSE Music)？

☐有

原因：(可選多於一項)

- ☐對音樂很有興趣
- ☐對此學科課程內容很感興趣
- ☐沒有其他更合適的選修科
- ☐樂器演奏已達一定水準
- ☐修讀此學科預備將來修讀大學或專上學院音樂課程
- ☐修讀此學科預備將來從事與音樂有關的職業
- ☐學校有開辦此學科，方便就讀
- ☐與朋友一起修讀此學科
- ☐家長建議修讀此學科
- ☐老師建議修讀此學科
- ☐其他：_____

☐考慮中

原因：(可選多於一項)

- ☐視乎有沒有其他更適合的選修科
- ☐視乎就讀學校是否開辦此學科
- ☐視乎有沒有朋友一起報讀
- ☐視乎選科時所達到的樂器演奏水平
- ☐視乎家長是否贊成修讀此學科
- ☐視乎老師是否建議修讀此學科
- ☐還在考慮此學科對將來選修的大學或專上課程有沒有幫助
- ☐其他：_____

☐沒有

原因：(可選多於一項)

- ☐對音樂沒有興趣
- ☐對此學科課程內容沒有興趣
- ☐沒有學習樂器
- ☐樂器演奏水平不高
- ☐其他學科比較重要，無法兼顧音樂科
- ☐對此學科認識不足
- ☐學校沒有開辦此課程，不知可以在哪裡修讀
- ☐沒有朋友一起修讀
- ☐家長不贊成修讀此學科
- ☐老師沒有介紹此學科
- ☐沒有打算將來修讀大學或專上學院的音樂課程
- ☐其他：_____

香港中學文憑試音樂科學生選修情況調查 (老師版)

本人是香港教育學院音樂教育榮譽學士 (四年全日制) 四年級學生，現正研究香港中學文憑試音樂科學生選修情況，因此需要老師及學生的意見來協助本研究的資料分析。所有資料僅供學術研究用途，絕不會對外公開。感謝閣下百忙中抽空填寫問卷。

一、基本資料 (請在適當 ☐ 內填上 ☒ 號)

1. 你任教中學音樂科的年資是： ____ 年
2. 你現在任教音樂科的年級： ☐S1 ☐S2 ☐S3 ☐S4 ☐S5 ☐S6
3. 你曾經任教音樂科的年級： ☐S1 ☐S2 ☐S3 ☐S4 ☐S5 ☐S6
4. 你任教的學校有沒有提供新高中香港中學文憑試音樂科課程：

☐有 (請略過第 9- 12 題) ☐沒有
5. 你有沒有任教新高中香港中學文憑試音樂科的經驗：

☐有 ☐沒有

二、關於教學 (請在適當 ☐ 內填上 ☒ 號)

6. 整體而言，你認為教授香港中學文憑試音樂科課程的難度是：

☐非常困難 ☐困難 ☐尚可 ☐容易 ☐非常容易
7. 香港中學文憑試音樂科聆聽部份沒有指定曲目，你認為教授的難度是：

☐非常困難 ☐困難 ☐尚可 ☐容易 ☐非常容易

8. 你認為教授以下香港中學文憑試音樂科課題的難度是：

課題		(請圈出合適項目，1 為非常容易，5 為非常困難)				
		非常困難	困難	尚可	容易	非常容易
必修單元一 (聆聽)	西方古典音樂	5	4	3	2	1
	中國器樂	5	4	3	2	1
	粵劇音樂	5	4	3	2	1
	本地及英美流行音樂	5	4	3	2	1
必修單元二 (演奏 I)	合奏或合唱兩首或以上樂曲	5	4	3	2	1
	就以上合奏歌曲進行口試	5	4	3	2	1
	視唱	5	4	3	2	1
必修單元三 (創作 I)	創作兩首或以上音樂作品	5	4	3	2	1
選修單元四 (專題研習)	書面報告的題目可就特定的音樂作品、音樂家或音樂現象，討論有關音樂與文化情境的論題。	5	4	3	2	1
*選修單元五 (演奏 II)	獨奏或獨唱三首或以上樂曲	5	4	3	2	1
	就以上獨奏歌曲進行口試	5	4	3	2	1
選修單元六 (創作 II)	改編兩首指定要求的音樂作品 (為一首器樂作品重新配器，及為一首現有歌曲或旋律加入伴奏和延伸部分)。	5	4	3	2	1

*學生如有由認可學院發出的 6 級至演奏文憑證明，可豁免修讀選修單元，而直接得到 10-20 分 (按級別而定)。

三、學校概況 (如你任教的學校有提供新高中香港中學文憑試音樂科課程，請略過第 9- 12 題)

9. 你認為學校沒有提供新高中香港中學文憑試音樂科課程的原因是什麼？請為以下可能性以 1-10 (11)排序，1 為最主要的原因，2 為次要的原因，如此類推。

- ☐ 課堂時間表安排困難
- ☐ 教育局對此學科宣傳不足
- ☐ 教育局提供給老師的培訓不足
- ☐ 老師對此課程不熟悉
- ☐ 其他學科比較重要，學生無法兼顧音樂科
- ☐ 選修音樂科的學生太少
- ☐ 學生普遍音樂水平低
- ☐ 學校資源不足
- ☐ 教材不足 (請註明什麼類型的教材：_____)
- ☐ 沒有合適的老師任教
- ☐ 其他原因：(請註明) _____

10. 在未來三年，貴校會否自行開辦新高中香港中學文憑試音樂科課程？為什麼？

☐ 會 ☐ 否

原因： _____

11. 在未來三年，貴校會否考慮和鄰近學校合作開辦高中香港中學文憑試音樂科課程？

☐ 會 ☐ 否

原因： _____

12. 若你任教的學校有學生想選修新高中香港中學文憑試音樂科課程，你會建議他(們)：

☐ 自行報讀校外課程 ☐ 自修 ☐ 其他：(請註明) _____

四、有關新高中香港中學文憑試音樂科課程

13. 你認為新高中香港中學文憑試音樂科課程對培養學生的藝術修養有多重要：

☐非常不重要 ☐不重要 ☐一般 ☐重要 ☐非常重要

14. 你認為新高中香港中學文憑試音樂科課程對學生將來選修大專音樂課程有多重要：

☐非常不重要 ☐不重要 ☐一般 ☐重要 ☐非常重要

15. 作為中學音樂科老師，你會怎樣培養學生的音樂修養？

16. 你對於新高中香港中學文憑試音樂科課程還有什麼意見？
