A study of the alignment of learning targets and assessment to generic skills in the new senior secondary mathematics curriculum in Hong Kong

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We conduct an alignment study of the HKDSE Mathematics Examination.
We examine the acquisition of generic skills for the New Senior Secondary (NSS) Mathematics Education in Hong Kong.
Lacking of learning strategies and skills acquired are examined.
There exists certain imbalance in the acquisition of generic skills.
We suggest three means for alleviating deficiencies and limitations.
We discuss about the implications from the experience in Hong Kong to other parts of the world.