



# SENIOR HIGH SCHOOL

## Senior High School

Senior high school education is designed to cultivate physically and mentally sound citizens, laying the foundation for academic research and the acquisition of professional knowledge in later years. Senior high schools can be divided into “ordinary senior high schools,” “comprehensive high schools,” “magnet senior high schools,” and “experimental high schools.” Students who graduate from junior high school or have an equivalent education level can gain admission to senior high school through methods such as examination-free entrance, application, recommendation and screening, and registration and placement. 160 credits are required for graduation.

### A. Promoting 12-year Basic Education:

(1) The Ministry of Education has long been planning for the launch of 12-year Basic Education, and since 2008 has been implementing the 12-year Basic Education Precursor Program.

(2) To allow junior high school education to become more adaptive, creative, active, superior and quality-driven, and to enhance the quality of high school and vocational high school education, President Ma Ying-jeou announced as part of his New Year’s speech for the ROC’s Centennial Celebration that beginning in 2014, all senior and vocational high schools will be tuition-free, and most students can enroll in school without having to pass an entrance examination.

(3) Key objectives for the year 2012~2013: Promote the “Implementation Plan for 12-year Basic Education” approved by the Executive Yuan and ensure that it is completely and effectively carried out.



### B. Advanced science education and cultivation of talent in the science:

(1) Taiwan has achieved outstanding results in the international Mathematics and Science Olympiad. Domestic mathematics and science competitions are frequently held for senior high school students, and there are also science talent cultivation plans and domestic and international exhibitions to stimulate interest and learning in the sciences.

(2) Key objectives for the year 2012:

—(i) Continue training students for the Math and Science Olympiads, and organize similar domestic competitions in mathematics and information technology for junior high school and senior high school students.

—(ii) Plan to host the 26<sup>th</sup> International Olympiad in Informatics in 2014.

—(iii) Continue supporting secondary and elementary education projects in science and cultivation programs for scientific talent.

—(iv) Set up science programs in senior high schools and monitor the effectiveness of the programs.



### C. Bring second foreign language education into practice and improve students’ international awareness:

(1) The main goals of the third 5-year plan to “Improve Second Foreign Language Education in High Schools”, launched in 2010, include:

—(i) Encouraging and schools to adopt the plan and offering them support.

—(ii) Strengthening the promotion mechanism for the second foreign language education system.

—(iii) Creating a second foreign language learning environment.

—(iv) Improving the teacher recruitment system.

(2) In 1999, a total of 22,623 high schools students chose to enroll in a second foreign language, a number which ballooned to 89,306 by 2000. In 2000, fourteen colleges and universities applied to offer 28 advanced placement foreign language classes for high school students, which is 16 more classes than were offered in 2008.

(3) Key points for the year 2012~2013: Continue encouraging schools to teach more foreign languages and offer more foreign language classes in order to cultivate talent and increase international competitiveness in the area of languages.

## Vocational High School

Vocational high schools serve to cultivate technical personnel with professional knowledge and practical skills, and to help students lay the foundation for their future careers. To meet the rapidly-changing demands of students and industry, the following programs have been adopted:

### + Vocational Schools

Vocational education is credit-based, with 160 credits required for graduation. Curriculum planning focuses on meeting the needs of the rapidly-changing industry. Graduates can choose to continue with studies at a university of technology, technical college or two-year junior college, to enter the job market, or to start one's own business.



### + Practical Skills-based Curriculum

These programs impart practical skills upon students who studied in technical arts classes in junior high school, providing them with the means to enter the job market and secure employment. Instruction is provided via day classes or evening classes, and student are eligible for graduation after completing 150 credits in 3 years.

### + Cooperative Work Experience Education (Alternative Classes)

These classes were first implemented in 1969. Students study general subjects and theory at school while receiving hands-on training in the workplace. This approach was extremely popular in past decades. Now, in response to the changing environment, the Ministry of Education has published "Implementation Guidelines for Cooperative Work Experience Education in Vocational High Schools," changing the hour-based system into a credit-based system. Students can graduate after completing 150 credits in 3 years.



*Chang Bo-jyun, 16, Freshman, National Taichung First Senior High School*

## Taiwan students shine in international science competition

Six students representing Taiwan competed in the 2011 International Junior Science Olympiad (IJSO), a competitive examination open to students under 16 years old from all over the world, finishing first as a team and bringing home six gold medals and two special awards.

Among them, Chang Bo-jyun, a freshman at National Taichung First Senior High School in central Taiwan, won a gold medal and an additional Best Theoretical prize.

The young science lover attributes his accomplishments so far to his parents, who helped inspire his interest in natural science. Chang recalls that when he was little his parents often took him to the National Museum of Natural Science. There Chang learned basic theories and developed a particular fondness for experimenting. "The experience helped to lay a solid foundation for me in science education," says Chang.

Chang considers the experience he gained in competing with his international peers very helpful in broadening his horizons and improving his capabilities. In the field of experimenting, however, Chang sensed a disadvantage among his teammates.

Hung Chih-ming, an associate professor at National Taiwan Normal University who trained the Taiwan team, agrees by noting that none of the prizes won were in the experiment category even though the Taiwan team finished first. "The result indicates that Taiwan contestants need to have more hands-on experience to sharpen their capabilities," says Hung.

The IJSO is designed to cultivate young students' interest in the scientific subjects of Mathematics, Physics, Chemistry, Biology and Earth Sciences.





*Food and Beverage  
Management Department,  
National Tainan Chia-Chi Girls'  
Senior High School*

## Creative foods invented to promote Taiwan delicacies

In an effort to counter-balance a CNN report that brought notoriety to Chinese ‘thousand-year-old eggs’, a group of students from National Tainan Chia-Chi Girls’ Senior High School teamed up and invented a product to once more challenge foreigners’ taste buds.

Their brainchild – a cake filled with mushrooms, stewed meat, and chopped thousand-year-old egg, in various colors and decorations—won them first place in a nationwide project competition in 2012 for high school students.

“The critical point in making the product is to minimize the stench of the thousand-year-old eggs while preserving their distinct aroma,” says Chen Mei-cheng, a student in the five-member team who is currently enrolled in Chia-Chi’s Food and Beverage Management Department.

The reinvented traditional Chinese food later was proven to be more acceptable to the global palate as a survey conducted by the team showed more than ninety percent of foreign respondents were positive about the taste.

“Taking part in the contest has provoked my interest in production, and it may be a direction for me in the future,” says team member Hu Ya-yin.

With strong government policies and support backing them up, the number of students aiming for the food and beverage field has shown a rapid growth in recent years, observes Lin Pei-yi, the instructor of the team for the competition.

“Training students with a good attitude and a professional work ethic to work in the field is one of our key tasks,” she says.