

## **Abstract**

**The purpose of this study was to describe what is consider as the curriculum policy of primary school and how was the changing of school curriculum configuration after the publication of respect Decree Law 38/94/M in Macau.**

**As an illustrative example, this study also sought for discrepancy between the officially defined content (in forms of themes or sub-area of study) and the teacher perceived school curriculum content for subject matter or discipline area of Personal and Social Development(P.S.D.) within the legal framework of D.L. 38/94/M.**

**Two main features of "context" concept of CIPP evaluation model, "contingency analysis" and "congruency analysis", were central to the framework of this study. They were chosen to delimit the foci of data collection and the realm of this study. For the contingency analysis, factors which probably affects the school PSD's curriculum were in concerned. For the congruency analysis, diversely defined curriculum "level" concepts were incorporated both the "written curriculum" and the "taught curriculum" within the curriculum alignment model which was used as analysis framework in this study.**

**Major questions directing this research focused upon:(1) what and how factors beyond the education system affect the schools' PSD; (2) what is the curriculum content of primary school PSD policy which Government of Macau disseminated; (3) how was the strategy of the policy document implementation process; (4) is there any difference between the policy document defined content and the teacher perceived content; (5) what are the policy issues for further research.**

**Content analysis, historical analysis and questionnaires were the research method employed.**

**Keywords: Curriculum Policy, Context Analysis, Personal and Social Development, Primary School, Curriculum Change, Macau**