

24 August 2026

Education Bureau Circular No. 14/2026

Enhancement Measures for the Curriculum Structure for Implementing Senior Secondary Science and Mathematics Subjects

[Note: This circular should be read by—

- (a) Supervisors/Heads of All Government, Aided, Caput Secondary Schools, and Secondary Schools under the Direct Subsidy Scheme – for action; and
- (b) Heads of Sections – for information.]

Summary

The purpose of this circular is to inform all government secondary schools, aided secondary schools, caput secondary schools, and secondary schools under the Direct Subsidy Scheme of the enhancement measures for the curriculum structure for implementing senior secondary science and mathematics subjects¹. Schools are required to formulate relevant school-based plans in line with the enhancement measures, with a view to enabling more students to take multiple science and mathematics subjects concurrently at the senior secondary level.

Background

2. To dovetail with the national strategy of “invigorating the country through science and education” and the digital transformation of education, promote the integrated development of “education, technology, and talent”, and support Hong Kong’s development into an international innovation and technology (I&T) centre, the Education Bureau (EDB) has been actively taking forward the initiatives set out in the Chief Executive’s 2025 Policy Address. In June 2026, the EDB released the *Blueprint for Digital Education Development in Primary and*

¹ “Science and mathematics subjects” refers to senior secondary Biology, Chemistry, Physics and extended parts of Mathematics (M1) and (M2).

Secondary Schools, which sets out a range of strategies for promoting digital education. “Strengthening Mathematics, Science, and Technology Education to enhance students’ innovation and technology capabilities” is one of its key strategies. Specific actions include reviewing the curriculum structure for implementing senior secondary science and mathematics subjects and formulating related enhancement measures, so as to encourage more students with an interest and potential in science and mathematics to take these subjects at the senior secondary level; help them build a solid knowledge foundation in science and mathematics and map out their learning pathways; and better facilitate their articulation to STEAM-related programmes offered by post-secondary institutions.

3. In early 2026, the EDB set up the “Ad Hoc Committee for the Enhancement of the Curriculum Structure for Implementing Senior Secondary Science and Mathematics Subjects” (the Ad Hoc Committee) under the Curriculum Development Council (CDC) Standing Committee on STEAM Education. Comprising stakeholders such as experts, academics, and school representatives, the Ad Hoc Committee initiated a review of the curriculum structure of the subjects. The Ad Hoc Committee conducted in-depth deliberations on the curricula and assessments of science and mathematics subjects, the subject selection arrangements of science and mathematics subjects at senior secondary level, and schools’ planning for nurturing innovation and technology talent. The Ad Hoc Committee subsequently made recommendations on the enhancement measures, which have been accepted by the EDB.

Details

Enhancement Measures for the Curriculum Structure for Implementing Senior Secondary Science and Mathematics Subjects

4. The Ad Hoc Committee proposed three enhancement measures for the senior secondary science and mathematics curriculum structure to create favourable conditions for encouraging more students to take two or more of the subjects. The measures comprise enhancing the senior secondary science and mathematics curricula and assessments; strengthening schools’ arrangements for subject combinations and related support measures; and enhancing I&T learning within and beyond the classroom.

(I) Enhancing the Curricula and Assessments of Senior Secondary Science Subjects and the Extended Part of Mathematics

5. The Ad Hoc Committee considered it necessary to review the senior secondary science and mathematics subjects (i.e., Biology, Chemistry, Physics, and the Extended Part of Mathematics), so that the curricula can keep abreast of the times. Apart from dovetailing with I&T development, the review should also broaden the scope for students to take science and mathematics subjects, enabling more students to choose suitable subjects according to their abilities, as well as their interests and aspirations in I&T.

6. In line with the views of the Ad Hoc Committee, the EDB is reviewing the curriculum content and assessment arrangements of the senior secondary science subjects and the Extended Part of Mathematics. This includes incorporating learning elements in relation to I&T development, and demarcating the learning content into core and extended parts (or foundation and non-foundation topics) so that the curricula can better cater for students' different abilities, interests, and further-study needs. The assessment frameworks for the senior secondary science and mathematics subjects will also be adjusted accordingly to align with the enhanced curriculum content.

7. The finalised draft of the updated curricula for senior secondary Biology, Chemistry, and Physics are expected to be released in the 2026/27 school year. The design of the updated curricula for the three subjects will clearly set out the interrelated learning content across the subjects and strengthen scientific inquiry, thereby creating a stronger cross-subject connection for students studying multiple science subjects concurrently. Consultation on the updated curriculum and assessment frameworks for senior secondary Biology, Chemistry, and Physics is now under way². We are collecting views on the curriculum updates from schools.

8. The review of the curriculum and assessment for the Extended Part of Mathematics in the senior secondary is currently in progress. Consultation on the proposed revisions is expected to be conducted in the 2026/27 school year. Details of the consultation arrangements will be announced in due course.

² For details of the consultation on the renewal of the Biology, Chemistry, and Physics curricula and assessments, please refer to the Education Bureau Circular Memorandum No. 152/2026.

(II) Strengthening School's Arrangements for Subject Combinations in Taking Senior Secondary Science and Mathematics Subjects and Related Support Measures

9. The Ad Hoc Committee recommended that students who have an interest in science and mathematics subjects or aspire to pursue scientific research and I&T development, should take two or more science and mathematics subjects concurrently³ at the senior secondary level, so as to lay a solid knowledge foundation in science and mathematics. When planning school-based arrangements for subject combinations in taking senior secondary science and mathematics subjects and related support measures, schools are advised to make the following arrangements:

(i) Subject Combinations in Taking Science and Mathematics Subjects

- Schools should actively encourage students who are interested in, or show potential for, science, mathematics and I&T to take two or more science and mathematics subjects concurrently at the senior secondary level, thereby creating a synergistic effect in learning science and mathematics (rather than taking only one such subject). In addition to science subjects and the Extended Part of Mathematics, schools may also advise these students to consider taking Information and Communication Technology (ICT), or other STEAM-related Applied Learning (ApL) courses, so as to strengthen their learning in the area of I&T;
- To align with the above arrangements, schools should offer students appropriate subject combination options involving senior secondary science and mathematics subjects; and
- Subject to the availability of school resources, schools should suitably increase the number of places available for science subjects and the Extended Part of Mathematics having regard to students' needs.

(ii) Support Measures for Students in Relation to Taking Science and Mathematics Subjects (including subject selection arrangements for progression from Secondary 3 to Secondary 4)

- During the subject selection process for Secondary 3 students, schools should help them gain an initial understanding of information on STEAM-related undergraduate

³ The combinations of taking two or more science/mathematics subjects at the senior secondary level include: 'Biology and Chemistry', 'Physics and Chemistry', 'Physics and Biology', 'Physics, Biology and Chemistry', 'Physics and M1/M2', 'Biology and M1/M2', 'Chemistry and M1/M2', 'Biology, Chemistry and M1/M2', 'Physics, Chemistry and M1/M2', 'Physics, Biology and M1/M2', and 'Biology, Physics, Chemistry and M1/M2'

programmes offered at the post-secondary level (such as the admission requirements and weighting arrangements of programmes offered by various post-secondary institutions that are related to science subjects and the Extended Part of Mathematics). This will enable students to plan their senior secondary subject choices and further studies in a way suited to their future development;

- Schools may arrange taster lessons in senior secondary science and mathematics subjects at the Secondary 3 level to enhance students' interest, confidence, and ability in studying these subjects, so as to prepare them for their senior secondary studies; and
- Schools are advised to arrange for students taking multiple science and mathematics subjects to be placed in the same class or group, thereby fostering a stronger learning atmosphere in science and mathematics.

10. Furthermore, schools should review the proportion of students taking two or more science and mathematics subjects at the senior secondary level⁴. To nurture I&T talent holistically, schools are required to formulate school-based arrangements on subject combinations for taking senior secondary science and mathematics subjects and related support measures suited to their context, so as to actively encourage students to take two or more science and mathematics subjects. For schools where the proportion of students taking these subjects is already high (e.g., 40% or more), they may further leverage their strengths to foster a stronger learning atmosphere in science and mathematics, and encourage suitable students to concurrently take three science subjects and the Extended Part of Mathematics.

(III) Strengthening School Planning for Nurturing I&T Talent Within and Beyond the Classroom

11. The Ad Hoc Committee recommended that schools should proactively formulate school-based strategies for nurturing talent in science, mathematics, and I&T from the junior to the senior secondary levels according to students' interests, abilities and aspirations. Schools should incorporate these strategies into the School Development Plan, the Annual School Plan, or other school-level annual plans.

12. In planning talent-nurturing strategies, schools should also review learning activities

⁴ This refers to the proportion of S4 students taking two or more science or mathematics subjects in the whole S4 cohort. If the school offers M1/M2 to students starting from S5, then the S5 proportion should be examined instead.

within and beyond the classroom in Science and Mathematics Education, with a view to further developing students' interest and curiosity in mathematics and science, cultivating their creative problem-solving skills, and building their confidence in learning science and mathematics. Suggested arrangements are as follows:

- review and enhance school-based learning, teaching and assessment in Science and Mathematics Education in a timely manner, for example, by developing science practical activities and assessment tasks that foster students' higher-order thinking, and by promoting mathematical modelling learning activities;
- organise school-based science and mathematics activities/competitions (e.g., Science, Mathematics and I&T Week) and group learning activities for science, mathematics and I&T; and arrange for students to participate in educational programmes related to I&T, aerospace, engineering, and the ecological environment organised by the EDB and relevant professional bodies (including the Hong Kong Academy for Gifted Education) to foster students' participation in in-depth scientific research and I&T learning through diverse life-wide learning activities, thereby offering further opportunities to realise their potential in innovation and technology;
- provide appropriate support for students aspiring to pursue development in science and mathematics, including arranging talks for junior secondary students on senior secondary subject selection, and visits to post-secondary institutions and I&T organisations; and
- provide students with information on STEAM-related programmes offered by post-secondary institutions and individual counselling, with particular emphasis on helping them understand the advantages of pursuing further studies and career development in the field of I&T.

School-based Planning

13. Considering that schools may need time to undertake school-based planning to enable more students to take science and mathematics subjects at the senior secondary level, schools are advised to focus on reviewing the current position regarding students taking multiple science and mathematics subjects at the senior secondary level, subject selection arrangements for progression from Secondary 3 to Secondary 4, subject combination and class arrangements, and related subject selection guidance in the 2026/27 school year.

14. Starting from the 2027/28 school year, schools have to formulate specific school-based strategies in the School Development Plan, the Annual School Plan, or other school-level annual plans in accordance with the above enhancement measures and related recommendations, so as to implement the relevant measures. The EDB plans to introduce a data item under the “Key Performance Measures” on the proportion of students taking senior secondary science and mathematics subjects starting from the 2027/28 school year, to assist schools in reviewing the effectiveness of school-based planning through school self-evaluation.

Briefing Session

15. To assist schools in understanding the key features of the enhancement measures for the curriculum structure for implementing senior secondary science and mathematics subjects, the EDB will organise a briefing session for school leaders and middle management. Details are as follows:

Date: 23 September 2026 (Wednesday)

Time: 2:30 p.m. to 4:30 p.m.

Venue: Kowloon Technical School

332-334 Cheung Sha Wan Road, Kowloon

Schools are invited to nominate representatives to attend the briefing session. School personnel may enrol through the EDB Training Calendar System (Course Code: ITED20260438).

Enquiries

16. For enquiries, please contact the Science Education Section or the Mathematics Education Section of the EDB at 3698 4351 or 2153 7455.

TSE Bun-luen

for Secretary for Education