

EDUCATION BUREAU
CIRCULAR MEMORANDUM NO. 20/2021

From:	Secretary for Education	To:	Supervisors/Heads of all aided (including special schools), government, caput and private secondary schools, and secondary schools under the Direct Subsidy Scheme offering the local senior secondary curriculum
Ref.:	EDB(CD/C&S)/ADM/75/1/16C(1)		
Date:	2 February 2021		

Optimising the Four Senior Secondary Core Subjects to Create Space for Students and Cater for Learner Diversity: School Questionnaire Survey and School Briefing Sessions

Summary

In tandem with one of the recommendations set out in the review report with the theme “Optimise the curriculum for the future, Foster whole-person development and diverse talents” of the Task Force on Review of School Curriculum (Task Force), the committees on the four senior secondary (SS) core subjects under the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) have formulated proposals to optimise the respective curricula and assessments of the subjects, thereby creating space for students and catering for learner diversity. The purpose of this Circular Memorandum (CM) is to provide details about the school questionnaire survey and school briefing sessions on optimising the four SS core subjects.

Details

2. The Task Force was set up by the Education Bureau (EDB) in November 2017 to holistically review the primary and secondary curricula to enhance students’ capability to learn and nurture in them the values and qualities essential for the 21st century, thereby meeting future challenges and the needs of society. The Task Force submitted its review report to the EDB in September 2020 with six directional recommendations¹. The EDB accepted the directional recommendations set out in the report in December 2020, which include optimising the curricula and assessments of the four SS core subjects to create space for students as well as to cater for their diverse

¹ (i) Reinforcing the importance of whole-person development, (ii) According higher priority to values education, (iii) Creating space and catering for learner diversity, (iv) Further promoting Applied Learning, (v) Enhancing the flexibility in university admissions, and (vi) Strengthening STEM education

interests, abilities and aspirations.

3. The review of SS subjects is an ongoing curriculum development process for the betterment of student learning. In optimising SS subjects, the arrangements will be in place for the four core subjects first. As the nature of these four subjects are different, the proposal for each core subject would be different while upholding the curriculum integrity of the subject. The proposals to optimise the four SS core subjects do not bring about significant change in the curriculum content of Chinese Language, English Language and Mathematics.

4. For Chinese Language, the proposal is more about streamlining the teaching of the compulsory part and elective parts and reducing the number of papers in the public assessment to avoid excessive drilling. For English Language, space would be created via integrating the teaching of the elective part into the compulsory part to reduce overlapping in teaching. For Mathematics, the curriculum comprises the “Foundation Topics” and “Non-foundation Topics”. The proposal is about clearly informing teachers and students that they could opt for studying the Foundation Topics together with only part of the Non-foundation Topics, knowing that they would be able to score as high as Level 4 in the Hong Kong Diploma of Secondary Education (HKDSE) Examination should they perform well in the Foundation Topics. For these three core subjects, there is no significant change in curriculum coverage, breadth or depth. As regards Liberal Studies, the Government made recommendations in late November 2020 for optimising the curriculum and assessment of the subject². A committee on the subject under the CDC and HKEAA has been set up to deliberate on the curriculum design, assessment and implementation strategies. In essence, while the subject will be given a new name, various enhancement measures will be in place and the weight of its curriculum content will be reduced by half.

5. Overall, the measures to optimise the four SS core subjects altogether will create space for students to broaden their studies and embark on other pursuits of interest to them. The proposals to optimise the four SS core subjects are provided at the **Annex**. The recommendations for optimising the four SS core subjects **can be implemented at S4 in the 2021/22 school year leading to the 2024 HKDSE Examination at the earliest** so that students will benefit as soon as possible.

Curriculum Planning at the School Level

6. Upon the full implementation of the measures to optimise the four SS core subjects, schools would enjoy greater flexibility to cater for the diverse learning needs of students through curriculum planning at the school level.

² Matters on the reform of Liberal Studies were announced via the press release issued on 26 November 2020: <https://www.info.gov.hk/gia/general/202011/26/P2020112600660.htm>.

Lesson time will be released for students to take an additional elective subject in Key Learning Areas (KLAs) or Applied Learning (ApL), engage in more in-depth study of subjects, study the Extended Part (Module 1 / Module 2) (M1 / M2) in parallel with the Compulsory Part of Mathematics, participate more actively in Other Learning Experiences (OLE) / life-wide learning activities, or engage in other personal pursuits to cater for the different interests, abilities and aspirations of students. The release of lesson time from optimising the four SS core subjects is as follows:

Subject	Lesson Time to be Released (Notional)
Chinese Language	About 50 hours
English Language	About 50 hours
Mathematics	About 50 hours
Renamed Subject in lieu of Liberal Studies	About 100 hours
Total	About 250 hours

7. It is stressed that the time to be released from each of the four core subjects is not prescriptive nor an across-the-board hard indicator because of difference in school contexts and variation in student needs. In the interest of student learning, schools should consider the arrangements for all four core subjects in a holistic manner, and make professional decisions in consultation with the Incorporated Management Committee (IMC) / School Management Committee (SMC) and staff on the allocation of lesson time and the offer of subject choices. For reference, the recommended time for M1 / M2 of Mathematics is about 125 hours; for an ApL course is about 180 hours; and for an elective subject in the KLAs is about 250 hours. While the optimisation of the four core subjects is proposed at the systemic level, flexibility is allowed within each school to adjust the arrangements for the core subjects with due regard to the differentiated needs of students within its own school context.

School Questionnaire Survey

8. As an important part of the consultation process, a school questionnaire survey **will be conducted from 2 February to 2 March 2021** to collect views from school principals and teachers on optimising the four SS core subjects. The questionnaire will be delivered to the schools which have installed the Web-based School Administration and Management System (WebSAMS) via the Communication and Delivery System (CDS) on 2 February 2021. **Each school should complete ONE questionnaire only** and return it to the EDB via the CDS on or before 2 March 2021. For schools which have not installed the WebSAMS, the EDB will arrange to send and collect the questionnaire via other means (e.g. email).

School Briefing Sessions

9. **School briefing sessions** on optimising the four SS core subjects **will also be conducted in February**. Secondary principals and vice principals as well as panel heads and teachers of the four SS core subjects are welcome to sign up for the briefing sessions to gain a holistic understanding of the rationale and recommendations for optimising the four SS core subjects. The first briefing session for secondary principals and vice-principals will be held on **5 February 2021 (Friday)**. Details of the briefing sessions, which have been uploaded to the EDB Training Calendar System, are as follows:

Course Name	Course ID	Target Audience
Briefing Sessions on Optimising the Four Senior Secondary Core Subjects (NEW)	CDI020211034	Principals and Vice-principals
優化高中中國語文科簡介會(新辦)	CDI020201702	Panel Heads and Teachers of the related subjects
Briefing Sessions on Optimising Senior Secondary English Language (NEW)	CDI020210997	
Briefing Sessions on Optimising Senior Secondary Mathematics (NEW)	CDI020211057	
Briefing Session on the Senior Secondary Renamed Subject (NEW)	CDI020210811	

10. Principals are requested to circulate this CM to all members of the IMC / SMC and all the teaching staff, and plan ahead for the SS curriculum arrangements (including the combination of subjects on offer) as well as for the deployment of teachers as early as possible with a view to facilitating the implementation of the optimised SS curriculum and assessment in the coming school year to provide broad and balanced learning experiences to students.

Enquiries

11. For enquiries, please contact the following officers from the Curriculum Development Institute of the EDB:

	<u>Officer</u>	<u>Telephone No.</u>
Survey Administration	Mr Terry LAI	2892 5890
Curriculum Planning at the School Level	Ms Erica WONG	2892 6339

Chinese Language	Ms CHAN Pui-shan	2892 6579
English Language	Ms Elizabeth WONG	2892 5873
Mathematics	Dr NG Yui-kin	2153 7460
Renamed Subject in lieu of Liberal Studies	Mr WONG Pak-lam	2892 6644

Dr Gloria CHAN
for Secretary for Education

c.c. Heads of Sections – for information

Optimising the Senior Secondary Core Subjects School Questionnaire Survey

Introduction

The Education Bureau (EDB) set up the Task Force on Review of School Curriculum (Task Force) in November 2017 to holistically review the primary and secondary curricula to better prepare students for future challenges, cater for their diverse learning needs, and provide ample space and opportunities for their whole-person development. In September 2020, the Task Force submitted its review report, which was accepted by the EDB in December 2020. The review report is available at www.edb.gov.hk/en/curriculum-development/renewal/taskforce_cur.html.



To take forward the Task Force's recommendation on creating space and catering for learner diversity, the EDB, in collaboration with the relevant committees under the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA), have formulated a set of measures for optimising the four senior secondary core subjects via curriculum and assessment differentiation. As the nature of these four subjects are different, the proposal for each core subject would be different while upholding the curriculum integrity of the subject. For Chinese Language, the proposal is more about streamlining the teaching of the compulsory part and elective parts and reducing the number of papers in the public assessment to avoid excessive drilling. For English Language, space would be created via integrating the teaching of the elective part into the compulsory part to reduce overlapping in teaching. For Mathematics, the curriculum comprises Foundation Topics and Non-foundation Topics. The proposal is about clearly informing teachers and students that they could opt for studying mainly Foundation Topics together with only part of the Non-foundation Topics, knowing that they would be able to score as high as Level 4 in the Hong Kong Diploma of Secondary Education (HKDSE) Mathematics Examination should they perform well in the Foundation Topics. For these three core subjects, there is no significant change in curriculum coverage, breadth or depth. As regards Liberal Studies, the Government has announced the major directions of reforming this subject in late November 2020. A CDC-HKEAA committee has been set up to deliberate on the design of the curriculum, assessment and implementation so as to create space for students and cater for their diversity. In essence, the subject with various enhancement measures will be given a new subject name and the weight of the revised curriculum will be about half a subject.

All in all, the space created by optimising the four senior secondary core subjects together would enable students to broaden their studies and embark on pursuits of interest to them. The proposals for each core subject are provided in the **Annex**.

School Consultation

A consultation of the school sector is conducted from 2 February to 2 March 2021 on the proposals. The school consultation consists of a School Questionnaire Survey and School Briefing Sessions. The feedback collected from this questionnaire will inform deliberations by the CDC and the HKEAA, with the aim of finalising the proposals for optimising the four senior secondary core subjects and formulating support measures for implementing the proposals.

Questionnaire Survey

This questionnaire collects views from schools on the proposals on the four senior secondary core subjects (see the **Annex**). All schools offering the local senior secondary curriculum will receive this Questionnaire, which should be completed by the school principal in consultation with the school management and subject panels (including the subject panel heads and subject teachers). The Questionnaire comprises the following parts:

Part I Curriculum planning at the school level

Part II (A) Chinese Language

(B) English Language

(C) Mathematics

(D) Renamed Subject in lieu of Liberal Studies

Briefing Sessions

In tandem with the Questionnaire Survey, the EDB will also organise school briefing sessions to familiarise principals and subject teachers on the optimisation of the senior secondary core subjects:

- Briefing sessions for **school leaders** on curriculum planning at the school level
- Separate briefing sessions for **teachers of the four core subjects** on the details of the proposals of the subjects

Please refer to the Training Calendar System for details of the briefing sessions.

Return of Completed Questionnaire

The questionnaire is in fillable PDF format. Please fill out the questionnaire and save the filled questionnaire (PDF file) for submission to the Council and Secondary Section of the EDB via the **Communication and Delivery System (CDS)**¹ **on or before 2 March 2021 (Tuesday)**.

Each school should complete and return **ONE** questionnaire.

For enquiries, please call:

	<u>Contact Person</u>	<u>Telephone No.</u>
Survey administration	Mr Terry LAI	2892 5890
Curriculum planning at the school level	Ms Erica WONG	2892 6339
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All information provided will be kept strictly confidential and will *only* be used for the purpose of optimising the senior secondary core subjects. No information on individual schools will be revealed.

¹ For schools not using CDS, please return the PDF file to the Council and Secondary Section of the EDB via email (cns_survey@edb.gov.hk).

School Number

Submission Date : _____

Name of School : _____

Name of School Principal : Mr / Ms _____

Name of Contact Person : Mr / Ms _____ (Post) _____

(Tel) _____

Please select the appropriate box(es). State your comments and provide information in the space provided when necessary.

PART I: Curriculum Planning at the School Level

[to be completed by the School Principal in consultation with the school management]

Overview

In alignment with curriculum goals and objectives, the optimising measures to be implemented in the four senior secondary core subjects would release space without compromising the integrity of the subject curricula and without teaching less. With the proposed measures in place, schools would enjoy greater flexibility to cater for the diverse learning needs of students in respect of curriculum planning at the school level. The public assessments of the subjects will be streamlined according to the optimisation measures of the subject curricula. As a result of implementing the proposals, lesson time will be released for students to take an additional elective subject in the Key Learning Areas (KLAs) or Applied Learning, engage in more in-depth study of subjects, or study the Extended Part (Module 1 / Module 2) (M1 / M2) in parallel with the Compulsory Part of Mathematics, participate more in Other Learning Experiences (OLE) / life-wide learning activities, or engage in other personal pursuits to cater for different interests, ability and aspirations of students.

Release of lesson time from optimising the four core subjects:

Subject	Possible Lesson Time to be Released (Notional)
Chinese Language	About 50 hours
English Language	About 50 hours
Mathematics	About 50 hours
Renamed Subject in lieu of Liberal Studies	About 100 hours
Total	About 250 hours

It is stressed that the time to be released from each of the four core subjects is not prescriptive nor an across-the-board hard indicator because of difference in school context and variation in student needs. In the interest of student learning, schools should consider all four core subjects together, and make professional decisions in consultation with the Incorporated Management Committee (IMC) / School Management Committee (SMC) and staff on the allocation of time and the offer of subject choices. For reference, the recommended time for M1 / M2 of Mathematics is about 125 hours; for an Applied Learning course is about 180 hours; and for an elective subject in the KLAs is about 250 hours. While the optimisation of the four core subjects is proposed at the systemic level, flexibility is allowed within each school to adjust the arrangements for the core subjects with due regard to the differentiated needs of students within its own school context. For the benefit of students as soon as possible, it is planned that the optimised curricula be implemented at Secondary 4 in the 2021/22 school year (towards the 2024 HKDSE Examination).

This part of questionnaire aims to collect schools' views on curriculum planning at the school level, including the consideration of factors conducive to enhancement of support provision. Please answer the following questions:

<p>1.1</p>	<p>For the lesson time released from optimising the four core subjects (about 250 hours), <u>our school will make arrangements</u> to encourage students to: (can choose more than one option)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate more in OLE (e.g. life-wide learning activities related to subjects; life planning education; and moral, civic and national education activities) for whole-person development <input type="checkbox"/> Take an additional elective subject from the HKDSE Category A subjects <input type="checkbox"/> Take an additional elective subject from the HKDSE Category B subjects (Applied Learning) <input type="checkbox"/> Take the Extended Part (M1 / M2) of Mathematics <input type="checkbox"/> Participate more in STEM-related activities <input type="checkbox"/> Study chosen subjects in greater depth <input type="checkbox"/> Engage in other personal pursuits <input type="checkbox"/> Develop self-directed learning <input type="checkbox"/> Others (please specify): _____
<p>1.2</p>	<p>The optimisation measures on the four core subjects (please refer to Part I: Overview and Part II: A to D for details) would be implemented <u>in one go</u> at Secondary 4 in the 2021/22 school year. This holistic implementation strategy will bring about which of the following benefits to your school?</p> <p>Please rank the following options in order of priority, with “1” being the most important benefit.</p> <p><u>RANK</u></p> <p>_____ Facilitate curriculum planning / timetabling</p> <p>_____ Facilitate manpower planning / teacher deployment</p> <p>_____ Facilitate communication to students and parents in a comprehensive way</p> <p>_____ Maximise the benefit to students as lesson time can be released at the earliest instance</p> <p>Other comments: _____</p> <p>_____</p>
<p>1.3</p>	<p>In implementing the optimisation measures on the four core subjects (please refer to Part I: Overview and Part II: A to D for details), which of the following support measures would your school prefer?</p> <p>Please rank the following options in order of priority, with “1” being the most preferred support measure.</p> <p><u>RANK</u></p> <p>_____ Timetabling support (e.g. school examples)</p> <p>_____ Learning, teaching and assessment resources</p> <p>_____ Teacher training on the optimised curriculum and assessment</p> <p>_____ School-based support</p> <p>_____ Updated curriculum guides</p> <p>_____ Support on manpower / teacher deployment</p> <p>Other comments: _____</p> <p>_____</p>

1.4

【This question is only for schools offering Combined Science / Integrated Science (S4–S6)】

For enhancing student learning, we are obliged to review other subjects on an ongoing basis. The number of schools offering Combined Science and Integrated Science and number of students taking the subjects have been significantly decreasing throughout the years. To align with the proposals for the four core subjects, EDB and HKEAA have initially considered that Combined Science and Integrated Science should be phased out from Secondary 4 in the 2021/22 school year to provide space for students to study more science subjects to strengthen science knowledge foundation, or study other elective subjects / Applied Learning to broaden the scope of study.

When Combined Science / Integrated Science (S4–S6) is phased out, how would your school cater for the needs of your students? **(can choose more than one option)**

- Encourage students to take other science elective subjects
- Encourage students to take an Applied Learning course in the STEM-related areas (e.g. Applied Science, Engineering and Production)
- Encourage students to take an elective subject in other STEM-related KLAs (e.g. Technology and Living)
- Encourage students to participate in more life-wide learning activities (e.g. STEM-related activities)
- Others (please specify): _____

- My school has no grave problems to cease offering Combined Science / Integrated Science

1.5

In making the necessary arrangement in your school to implement the changes (i.e. optimising the four senior secondary core subjects; and the phased out of Combined Science / Integrated Science (S4–S6) if applicable), how would your school prioritise the following tasks?

Please rank the following options in order of priority, with “1” being the most important task.

RANK

- _____ Planning subject choices for students
- _____ Timetabling
- _____ Manpower planning / teacher deployment
- _____ Development / acquisition of learning, teaching and assessment resources
- _____ Familiaring teachers with the updated curriculum guides / optimised curriculum and assessment

Other comments: _____

1.6

Due to the implementation of the proposals, it is necessary for schools to make manpower deployment planning.

(a) When will the school be able to work out an internal manpower deployment plan endorsed by the IMC / SMC?

- late April 2021
- May 2021

(b) Which of the following manpower deployment arrangements best describe the situation of your school?
(can choose more than one option)

- It is anticipated that lesson time could be released from curriculum differentiation and the teachers concerned could be redeployed to teach other subjects
- It is anticipated that _____ Liberal Studies teachers* could not be redeployed to teach other subjects due to subject mismatch
- It is anticipated that _____ teachers* (of _____ subject(s)) need to be recruited to teach other subjects due to subject mismatch
- It is anticipated that more subject groups will be arranged for the core subjects
- Due to anticipated teacher retirement in coming 3 years, the school could gradually resolve the subject mismatch problem

* can be fractional figure

1.7	In parallel, schools would work out a corresponding subject choice plan for students and parents to know. When will the school be able to work out a subject choice plan? <input type="checkbox"/> late April 2021 <input type="checkbox"/> May 2021
1.8	Do you have other comments or suggestions on the planning at school level?

For Reference Only

PART II (A): 中國語文科

引言

為優化高中四個核心科目，每個核心科目都作出一些建議。第二部分(A)是優化中國語文科學習和教學的建議。

優化建議着重課程的規劃和實施，為學校提供更大的靈活性，以滿足學生的不同需求。修訂建議並不影響中國語文科的課程宗旨、理念和架構，也不會減少課程內容和學習元素；而是透過調適教學安排，讓課程及評估更聚焦和深化。是次修訂既有優化的地方，亦有加強的部分，希望學生通過語文學習，更有效地培養必須具備的語文素養，為學習各門學問奠定良好的語文基礎。與此同時，希望可以適當地回應學校課程檢討專責小組建議，加強課程內中國文學和文言經典的學習，以及日後逐步考慮非華語學生的學習需要。問卷主要與優化課程及評估相關，特別是香港中學文憑考試（文憑試）的評核安排，建議包括：

- 課程方面，融合高中課程必修和選修部分²，以釋放課時，為學校提供更大彈性和空間；另一方面，在整體課程內加強對閱讀的重視，在不同學習階段提供「建議篇章」，以進一步提升學生的閱讀能力，豐富語文積澱。
- 考評方面，為回應業界多年的訴求，以及為師生創造空間，照顧學生多樣性，將重組、合併、優化公開評核（包括公開考試及校本評核），四卷合併為兩卷，而說話能力的評估融入校本評核「閱讀匯報」內；公開評核仍會保留讀、寫、聽、說的元素，並透過優化考評安排，為學與教釋放空間。

這部分問卷主要蒐集學校對中國語文科的課程及評估修訂建議的意見，供課程發展議會和香港考試及評核局（考評局）考慮。請參閱諮詢文件（[附錄 A](#)），並回答以下問題。

課程

- 課程方面，現時高中中國語文科設必修和選修部分，兩部分是互有關連，亦有相通之處，為避免有所重疊，以及讓學校有更大的彈性和空間，靈活地組織學習單元，釋放課時，建議融合必修和選修部分。教師可建基於已有的條件和優勢，以及過去的經驗，將選修單元學習元素融入必修部分相關學習單元或閱讀活動內。因應此安排，校本評核無須呈交「選修單元」的分數。
- 為各學習階段提供「文言經典建議篇章」，目的是進一步提升學生文言閱讀能力和豐富語文積澱。教師可善用「建議篇章」，進行整體課程規劃，以加強各學習階段經典文學的學習。

2.1 高中中國語文科課程必修和選修部分融合後，你會如何善用過去設計選修單元的經驗？
（可選擇多於一項）

- 將選修單元相關的元素融入必修部分相關學習單元
- 將選修單元相關的元素與校本評核閱讀匯報結合
- 按學生興趣、能力和需要，靈活地組織、增潤學習單元或學習活動
- 其他（請註明）：_____

² 現時高中中國語文科設必修和選修部分，學校可開設二至四個選修單元，須在校本評核呈交兩個單元的分數。

2.2	<p>在中國語文科課程（包括第一至第四學習階段）提供「建議篇章」，以加強中國文學和文言經典的學習，以及令各學習階段銜接更暢順。請建議第三和第四學習階段（即初中和高中）篇章的數量：</p> <p>(a) 第三學習階段「建議篇章」的數量：_____ 篇</p> <p>(b) 第四學習階段「建議篇章」的數量（數量包括 12 篇指定文言經典學習篇章）：_____ 篇</p>
2.3	<p>你計劃如何運用「建議篇章」以加強文學文化的學習？（可選擇多於一項）</p> <p><input type="checkbox"/> 增設文言經典單元</p> <p><input type="checkbox"/> 將「建議篇章」加入現有的單元作為精讀篇章</p> <p><input type="checkbox"/> 將「建議篇章」加入現有的單元作為延伸閱讀篇章</p> <p><input type="checkbox"/> 將「建議篇章」編成校本閱讀材料，供學生自行閱讀</p> <p><input type="checkbox"/> 運用「建議篇章」設計文學文化活動</p> <p><input type="checkbox"/> 其他（請註明）：_____</p>
2.4	<p>有關「建議篇章」的實施，你最需要以下哪項學與教支援及資源？</p> <p>請按先後次序排列，「1」為最需要。</p> <p><u>次序</u></p> <p>_____ 篇章原文及分析</p> <p>_____ 教學／單元／教案設計</p> <p>_____ 多媒體學習資源（如短片、電子學習平台）</p> <p>_____ 教科書</p> <p>_____ 教師專業發展課程</p> <p>_____ 活動（如中華經典名句推廣活動、學生比賽）</p> <p>_____ 校本支援服務</p> <p>_____ 其他（請註明）：_____</p>

公開評核

- 在考評方面，為回應業界多年的訴求，以及為師生創造空間，照顧學生多樣性，將重組、合併、優化公開評核(包括公開考試及校本評核)，但不會減少課程內容和學習元素。公開評核仍會保留讀、寫、聽、說元素，並繼續優化試卷。就公開評核，有以下建議：

部分	現行模式	建議方案	考時	修訂方向
公開考試	卷一：閱讀能力 卷二：寫作能力 卷三：聆聽及綜合能力 卷四：說話能力	卷一：閱讀能力 〔甲：指定文言篇章 乙：課外篇章〕 卷二：寫作能力 〔甲：實用寫作(新增) 乙：命題寫作〕	現為 1 小時 30 分 (維持不變) 現為 1 小時 30 分 (建議增加 45 分鐘，即考時為 2 小時 15 分)	<ul style="list-style-type: none"> 保留及優化卷一「閱讀能力」和卷二「寫作能力」； 卷二增設實用寫作，並增加考試時間；取消卷三「聆聽及綜合能力」和卷四「說話能力」，兩卷所考核的能力融入「公開考試」及「校本評核」。
校本評核	必修部分： 閱讀活動 (閱讀紀錄及閱讀匯報) 選修部分： 選修單元(兩個單元)	閱讀匯報： 一次文字報告及 一次口頭匯報		<ul style="list-style-type: none"> 精簡校本評核，無須呈交「選修單元」及「閱讀紀錄」的分數； 校本評核保留「閱讀匯報」(包括文字報告和口頭匯報，各呈交一個分數)。 <ul style="list-style-type: none"> 保留「閱讀匯報」，以突顯閱讀的重要性。 說話能力的評估融入校本評核「閱讀匯報」內，佔一定分數。 (學生在熟悉的環境中，不受其他人的影響，在教師的指導和充足的準備下，既能發揮得更好，亦可減少操練。)

2.5 卷一閱讀能力分為甲部「指定文言篇章」及乙部「課外篇章」，你認為目前在公開考試考核 12 篇指定文言篇章的數量：

- 合適
 可增加篇章數量(請註明數量)：_____ 篇
 其他(請註明)：_____

2.6 卷一閱讀能力甲部的「指定文言篇章」，現時分數比重佔該卷的 30%，你認為此分數比重：

- 合適
 可增加分數比重(佔該卷%)：_____ %
 其他(請註明)：_____

2.7	<p>卷二增設實用寫作，並會增加考試時間，考生可靈活運用考時，處理實用文和命題寫作，你認為卷二寫作能力應增加多少考時？</p> <p><input type="checkbox"/> 增加 30 分鐘，全卷考時為 2 小時</p> <p><input type="checkbox"/> 增加 45 分鐘，全卷考時為 2 小時 15 分</p> <p><input type="checkbox"/> 其他（請註明）：_____</p>
2.8	<p>卷二設實用寫作，你認為其分數比重應佔該卷的：</p> <p><input type="checkbox"/> 25%</p> <p><input type="checkbox"/> 35%</p> <p><input type="checkbox"/> 其他（請註明%）：_____ %</p>
2.9	<p>校本評核保留「閱讀匯報」，包括一次文字報告和一次口頭匯報，各呈交一個分數。閱讀是語文學習的重要基礎，你認為校本評核的分數比重應佔全科的：</p> <p><input type="checkbox"/> 10%</p> <p><input type="checkbox"/> 15%</p> <p><input type="checkbox"/> 20%</p> <p><input type="checkbox"/> 其他（請註明%）：_____ %</p>
2.10	<p>在優化本科課程及評估後，你計劃如何善用騰出的課時，深化學生學習，照顧學生多樣性，提升學生的語文素養？（可選擇多於一項）</p> <p><input type="checkbox"/> 善用「建議篇章」，加強文學文化的學習</p> <p><input type="checkbox"/> 靈活安排學習單元，以照顧學生的多樣性</p> <p><input type="checkbox"/> 促進學生參與多元的語文活動</p> <p><input type="checkbox"/> 加強跨科協作(如推動跨課程語文學習或跨課程閱讀)</p> <p><input type="checkbox"/> 加強教師專業發展</p> <p><input type="checkbox"/> 進行拔尖保底</p> <p><input type="checkbox"/> 其他（請註明）：_____</p>
2.11	<p>四個核心科目在優化課程及評估後，能為學生創造空間，你會否考慮開設多一個與文史相關的選修科（例如中國文學科）讓學生修讀？</p> <p><input type="checkbox"/> 會</p> <p><input type="checkbox"/> 不會</p> <p><input type="checkbox"/> 暫未決定</p>

<p>2.12</p>	<p>是次優化方案，已經過多年醞釀及討論，建議上述方案於 2021/22 學年中四級開始實施（即 2024 年文憑試）。考評局將提供評核大綱、樣本試卷及校本評核手冊等，供教師參考。</p> <p>有關「公開評核」的修訂，你最需要以下哪些支援及資源？</p> <p>請按先後次序排列，「1」為最需要。</p> <p><u>次序</u></p> <p>_____ 考評局提供評核大綱、樣本試卷、校本評核手冊</p> <p>_____ 教師專業發展課程</p> <p>_____ 建議閱讀書目及與閱讀相關的教學資源</p> <p>_____ 閱讀活動（如作家講座、文學散步）</p> <p>_____ 其他（請註明）：_____</p>
<p>2.13</p>	<p>有關照顧非華語學生的學習需要，在特定的情況和條件下，文憑試中國語文科可如何作有效調適？（可選擇多於一項）</p> <p><input type="checkbox"/> 調適卷一閱讀能力（請註明）：_____</p> <p><input type="checkbox"/> 調適卷二寫作能力（請註明）：_____</p> <p><input type="checkbox"/> 其他（請註明）：_____</p>
<p>其他意見</p>	
<p>2.14</p>	<p>對中國語文科課程及評估修訂的其他意見或建議：</p>

PART II (B): English Language

Introduction

To optimise the four core subjects at the senior secondary level, proposals are formulated by each core subject. Part II (B) is on the proposal for optimising the learning and teaching of the English Language subject. The recommendations include:

- reviewing the School-based Assessment (SBA) arrangement and the design of the Writing Paper of the HKDSE English Language Examination;
- offering vocational English as an Applied Learning course;
- enriching the existing curriculum with more emphasis on the academic and creative uses of the language; and
- providing more opportunities for students to enhance their language competency through Language across the Curriculum (LaC) and Reading across the Curriculum (RaC).

The optimisation proposal aims to offer greater flexibility for schools in curriculum planning and implementation to cater for the diverse needs of students. It focuses on learning and teaching arrangements, with the curriculum aims, design principles, learning targets and objectives remaining unchanged. The optimisation proposal enables schools to make flexible use of time and resources to offer different kinds of learning and teaching activities / curriculum differentiation, ranging from short focused pull-out programmes and cross- / co-curricular activities to Applied Learning courses and elective subjects, to address students' diverse interests and needs.

The main aim of this part is to collect views from schools on the proposed changes to HKDSE arrangements for English Language (i.e. the first bullet above). Views on the optimisation proposal for learning and teaching of English Language at the senior secondary level will also be collected. Please refer to the consultation document (**Annex B**) for the details and answer the following questions.

Curriculum

- 3.1** In the existing curriculum, 75% of the lesson time is recommended for the teaching of Compulsory Part and 25% to the Elective Part.³ To reduce the overlap between the two parts and optimise teaching arrangements, it is suggested that elements of the Elective Part be fully integrated into the Compulsory Part or taught as enrichment / extension components. Depending on the school contexts and student needs, up to 15% (about 47–56 hours) of the total lesson time (313–375 hours) could be saved through optimised teaching arrangements, without compromising the curriculum coverage. Schools can pool together the lesson time released from all four core subjects to formulate differentiation or learning support measures to better cater for learner diversity.

How would you use the flexibility arising from the optimisation of the four core subjects to enhance English learning?

Please rank the following in order of priority, with “1” being the most preferred.

RANK

- _____ Short school-based programmes (e.g. drama class)
- _____ Short pull-out enrichment / remedial programmes (e.g. phonics programmes for weaker students and writing workshops for more capable students)
- _____ Cross- / co-curricular activities (e.g. LaC Fair, Social Issues Week featuring a debating competition, public speaking activities)
- _____ English-related Applied Learning courses (e.g. Applied Learning (Vocational English), Applied Learning (Translation Studies))
- _____ English-related elective subject (i.e. Literature in English)
- _____ Others (please specify): _____

³ The Compulsory Part covers the learning and teaching of the four language skills, grammar, communicative functions, vocabulary and text-types. The Elective Part includes eight elective modules categorised into two groups (i.e. Language Arts and Non-Language Arts). Currently, schools should offer 2–3 elective modules, with at least one from each group.

<p>3.2</p>	<p>Which of the following measures would you prefer to support the promotion of the academic use of language through RaC and LaC, and the creative use of language through language arts?</p> <p>Please rank the following in order of priority, with “1” being the most preferred support measure.</p> <p><u>RANK</u></p> <p>_____ Professional development programmes</p> <p>_____ Print resource packages</p> <p>_____ e-Resources</p> <p>_____ Self-directed learning materials for students</p> <p>_____ School-based support</p> <p>_____ Others (please specify): _____</p>
<p>3.3</p>	<p>Will your school offer English-related Applied Learning courses (e.g. Applied Learning (Vocational English) and Applied Learning (Translation Studies)) from the 2022–24 cohort?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Not yet decided</p>
<p>3.4</p>	<p>Please suggest some other areas of study for English-related Applied Learning courses in addition to Applied Learning (Vocational English) and Applied Learning (Translation Studies):</p>
<p>3.5</p>	<p>To facilitate the implementation of the optimised curriculum in the 2021/22 school year, which of the following support measures do you need?</p> <p>Please rank the following in order of priority, with “1” being the most preferred support measure.</p> <p><u>RANK</u></p> <p>_____ Professional development programmes (e.g. curriculum planning, effective teaching strategies)</p> <p>_____ Examples on effective use of learning time</p> <p>_____ Sample curriculum plans</p> <p>_____ Others (please specify): _____</p>

Public Assessment

3.6 In the existing Paper 2 (Writing), there are eight questions in Part B and they are linked to the eight elective modules. To reduce the load of reading questions on students, it is suggested that Part B of Paper 2 (Writing) be delinked from the elective modules and the number of questions be reduced. What do you think is the optimal number of questions for candidates to choose from in Part B?

- 3 questions
- 4 questions

3.7 In the existing design of the SBA, of the two marks to be submitted, one is from the reading / viewing programme and one from the Elective Part. It is suggested that both SBA marks be based on the reading / viewing programme to facilitate more focused learning and teaching. In this connection, what is the appropriate number of texts for students to read / view in preparation for the SBA?

- 2–4 texts
- 3–4 texts

3.8 In view of unpredictable circumstances (e.g. COVID-19) that might cause disruption to face-to-face speaking examinations, do you agree that the feasibility of a computer-based speaking assessment should be explored to replace the face-to-face public speaking examination in the long run?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Other Comments

3.9 Do you have other comments or suggestions on the proposed measures and changes to the English Language curriculum and public assessment?

PART II (C): Mathematics

Background

For optimising the four core subjects at the senior secondary level, proposals are formulated by each core subject. This Part II (C) is about optimising the learning and teaching of the Mathematics subject by:

- better utilising the current demarcation between Foundation Topics and Non-foundation Topics of the Compulsory Part of the curriculum in learning, teaching and assessment.

Without changing the curriculum framework and public assessment design of senior secondary Mathematics, the proposal encourages schools to adopt enhanced curriculum differentiation in senior secondary Mathematics to create space and cater for the learning needs of students of different mathematical abilities, interests and aspirations, by arranging them to study different combinations of the Compulsory Part and Extended Part of senior secondary Mathematics.

This part collects views from schools on the proposed measures to promote curriculum differentiation in the senior secondary Mathematics. Please refer to the consultation document ([Annex C](#)) for the details and answer the following questions.

Curriculum

- 4.1**
- (a)** In your school and in the current school year, are students of senior secondary Mathematics streamed into different groups / classes according to their interest or ability and in some of the groups / classes students are allowed to study Foundation Topics together with only part of Non-foundation Topics of the Compulsory Part?
- Yes
 No
- (b) 【Please answer this question if you choose “YES” in Question 4.1 (a)】**
- Are those students of Mathematics in different groups / classes as set out in Question 4.1 (a) be allowed to change groups / classes after certain period of time?
- Yes
 No
- (c) 【Please answer this question if you choose “NO” in Question 4.1 (a)】**
- Which of the following are major inhibiting factors in your school for allowing students to choose to study mainly the Foundation Topics of the Compulsory Part, which would be sufficient for them to attain up to Level 4 in HKDSE Examination MATHEMATICS Compulsory Part? **(can choose more than one option)**
- School administration
 Shortage of manpower
 Students' choices
 Timetabling issues
 Students' abilities in Mathematics
 Parents' expectation on students' attainment and career development
 General Entrance Requirements of University Grants Committee-funded (UGC-funded) institutions on Mathematics (i.e. Level 2 or above)
 Others (please specify): _____

4.2

To better cater for learner diversity and create space for students, it is proposed that senior secondary students who are more inclined to study subjects that are not Mathematics-related be allowed to study only part of Non-foundation Topics.

(a) How would your school suggest these students in terms of optimising the use of the lesson time thus released (not more than 50 hours for the three years)? **(can choose more than one option)**

- Take an additional elective subject from the HKDSE Category A subjects by making use of the time released from optimising the four core subjects
- Take an additional elective subject from the HKDSE Category B subjects (Applied Learning) by making use of the time released from optimising the four core subjects
- Participate more in OLE (e.g. life-wide learning activities related to subjects; life planning education; and moral, civic and national education activities) for whole-person development
- Participate more in STEM-related activities
- Study chosen subjects in greater depth
- Engage in other personal pursuits
- Develop self-directed learning
- Others (please specify): _____

(b) What are the major concerns of your school when considering this suggestion? **(can choose more than one option)**

- General Entrance Requirements of UGC-funded institutions on Mathematics (i.e. Level 2 or above)
- Motivation of students in learning Mathematics (including personal interests)
- Lesson time allocated to Mathematics in your school
- Parents' views
- Students' needs in further studies and career pursuit
- Students' abilities in Mathematics
- Others (please specify): _____

(c) If the lesson time thus released (not more than 50 hours for the three years) are spent on subjects / areas other than Mathematics, would your school adopt this suggestion in the near future?

- Yes
- No
- Not yet decided

4.3

To better cater for learner diversity and create space for students, it is proposed that senior secondary students who are having weaker foundation / less capable in Mathematics be allowed to study only part of Non-foundation Topics.

(a) How would your school suggest these students in terms of optimising the use of the lesson time thus saved? **(can choose more than one option)**

- Focus on the learning of Foundation Topics
- Participate more in OLE (e.g. life-wide learning activities related to subjects; life planning education; and moral, civic and national education activities) for whole-person development
- Participate more in STEM-related activities
- Engage in other personal pursuits
- Develop self-directed learning
- Others (please specify): _____

(b) What are the major concerns of your school in considering this suggestion? **(can choose more than one option)**

- General Entrance Requirements of UGC-funded institutions on Mathematics (i.e. Level 2 or above)
- Motivation of students in learning Mathematics (including personal interests)
- Lesson time allocated to Mathematics in your school
- Parents' views
- Students' needs in further studies and career pursuit
- Students' abilities in Mathematics
- Others (please specify): _____

(c) If the lesson time thus saved are spent on the learning of Foundation Topics, would your school adopt this suggestion in the near future?

- Yes
- No
- Not yet decided

4.4 (a) Does your school offer **M1** in the current school year?

- Yes
- No

(b) **【Please answer this question if you choose “YES” in Question 4.4 (a)】**

(i) Are the lessons of M1 being arranged in the regular school timetable in the current school year?

- Yes → *Please go to Question 4.5*
- No → *Please continue with (b) (ii) of this Question*

(ii) If you choose “No” in (b) (i), do you agree that the lessons of M1 should be arranged in the regular school timetable when there is lesson time released from optimising the four core subjects?

- Yes
- No

(c) **【Please answer this question if you choose “NO” in Question 4.4 (a)】**

Which of the following are major factors accounting for not offering M1 in your school?
(can choose more than one option)?

- Students' abilities in Mathematics
- Timetabling issue
- Admission requirements of tertiary institutions
- Manpower of relevant subject expertise
- Motivation of students in learning Mathematics (including personal interests)
- Lesson time allocated by school
- Others (please specify): _____

4.5 (a) Does your school offer **M2** in the current school year?

Yes
 No

(b) **【Please answer this question if you choose “YES” in Question 4.5 (a)】**

(i) Are the lessons of the M2 being arranged in the regular school timetable in the current school year?

Yes → *Please go to Question 4.6*
 No → *Please continue with (b) (ii) of this Question*

(ii) If you choose “No” in (b) (i), do you agree that the lessons of M2 should be arranged in the regular school timetable when there is lesson time released from optimising the four core subjects?

Yes
 No

(c) **【Please answer this question if you choose “NO” in Question 4.5 (a)】**

Which of the following are major factors accounting for not offering M2 in your school?
(can choose more than one option)?

Students’ abilities in Mathematics
 Timetabling issue
 Admission requirements of tertiary institutions
 Manpower of relevant subject expertise
 Motivation of students in learning Mathematics (including personal interests)
 Lesson time allocated by school
 Others (please specify): _____

4.6 If students are allowed to take both M1 and M2 at the same time, which of the following are major concerns of your school when considering such arrangement? **(can choose more than one option)?**

Students’ abilities in Mathematics
 Timetabling issue
 Admission requirements of tertiary institutions
 Manpower of relevant subject expertise
 Teachers’ workload
 Students’ needs in further studies and career pursuit
 Others (please specify): _____

Public Assessment

- 4.7 Do you agree that the teachers of senior secondary Mathematics in your school recognise that under the current assessment framework, good mastery of Foundation Topics is sufficient for candidates who perform well in the HKDSE Examination MATHEMATICS Compulsory Part to attain up to Level 4 in the Examination?
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree

- 4.8 Do you agree that in general the students in your school and their parents recognise that under the current assessment framework, good mastery of Foundation Topics is sufficient for candidates who perform well in the HKDSE Examination MATHEMATICS Compulsory Part to attain up to Level 4 in the Examination?
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree

Support Measures

- 4.9 Enrichment courses for empowering secondary Mathematics teachers to teach the Extended Part of senior secondary Mathematics could be arranged to support schools to offer M1 and M2 to students. Among the enrichment course on M1 and that on M2, which one do teachers in your school need? **(can choose more than one option)**
- Enrichment training course for empowering secondary Mathematics teachers to teach M1
 - Enrichment training course for empowering secondary Mathematics teachers to teach M2
 - Other training course in relation to offering M1 / M2 (please specify): _____

- 4.10 Other suggested support measures for the implementation of the proposed differentiation measures in senior secondary Mathematics:

Other Comments

- 4.11 Other comments or suggestions on the proposed differentiation measures in senior secondary Mathematics for catering for learner diversity and creating space:

PART II (D): Renamed Subject in lieu of Liberal Studies

Introduction

For optimising the four core subjects at the senior secondary level, proposals are formulated by each core subject. For Liberal Studies, the government announced the direction of the reform of senior secondary Liberal Studies in late November 2020, which included

- renaming the subject;
- keeping the subject compulsory for public assessment;
- marking the public examination as “attained” and “not attained” to release students’ examination pressure;
- stating clearly the important learning concepts in the curriculum to strengthen the coverage of knowledge, so as to build a solid knowledge base for students;
- reorganising and reducing the curriculum content, including lesson time, to cover about half of the original so as to free up space for student learning;
- removing Independent Enquiry Study (IES) to reduce the workload of both teachers and students;
- attaching importance to cultivating students’ positive values and attitudes, sense of national identity, their learning about national development, and the education of the Constitution, the Basic Law and the rule of law;
- broadening students’ international perspectives, helping them connect knowledge across different subjects, developing their critical thinking skills and teaching them to analyse contemporary topics in a rational manner through studying important topics related to Hong Kong, the nation and the global developments;
- providing Mainland study opportunities for students to gain a first-hand understanding of our country and its development; and
- putting in place a Recommended Textbook List for the subject.

This Part II (D) is to collect views from schools on the implementation details about the renamed subject, including curriculum rationale and aims, curriculum framework and assessment issues which have been deliberated and initially proposed by the CDC-HKEAA Committee on the Renamed Subject, as well as views on supporting measures to be considered by the EDB. Please refer to the consultation document (**Annex D**) for the curriculum rationale and aims, learning outcomes and the proposed curriculum and assessment framework, and answer the following questions.

Curriculum

(Please refer to **Annex D** for the proposed curriculum design)

- 5.1** Which of the following name(s) is / are appropriate for the renamed subject in lieu of Liberal Studies?
(can choose more than one option)
- Citizenship and Nation
 - Nationals and Society
 - Citizenship and Social Development
 - Citizenship and Culture
 - Social Studies
 - Other suggestions apart from Liberal Studies: _____
- 5.2** The curriculum rationale and aims of the renamed subject are formulated with reference to those of Liberal Studies. Do you have any further suggestions to add?
- Yes (please specify): _____
 - No

5.3	<p>The renamed subject aims to adopt an integrated approach to help students acquire a broad knowledge base and understand contemporary issues that may affect their daily life at personal, community, national and global levels. In this connection, the curriculum framework covers the topics of Hong Kong, our country and the world.</p> <p>With reference to the contemporary issues proposed in Theme 3 of the curriculum framework, do you have any suggested topic(s) or learning point(s) to add?</p> <p><input type="checkbox"/> Yes (please specify): _____</p> <p><input type="checkbox"/> No</p>
5.4	<p>It is suggested to trim the curriculum content, including lesson time, to cover about half of the original Liberal Studies subject so as to free up space for student learning. Currently, the total lesson time allocated to Liberal Studies is 250 hours, of which 168 hours are allocated to the 6 modules and 82 hours to the IES. With the IES being removed, the total lesson time for the renamed subject is proposed to be 130–150 hours, which is comparable to half of the original subject.</p> <p>For further optimising the renamed subject, do you agree with the following approach?</p> <p><input type="checkbox"/> some topics of Theme 3, i.e. public health, technology, economic development, sustainable development, are to be set on an annual rotating basis for public assessment</p> <p><input type="checkbox"/> some topics are set for self-learning (please specify): _____</p>
5.5	<p>For implementing the curriculum of the renamed subject, professional development activities would be organised for teachers. Which topics do you prefer to be covered? (can choose more than one option)</p> <p><input type="checkbox"/> Theme 1, please specify: _____</p> <p><input type="checkbox"/> Theme 2, please specify: _____</p> <p><input type="checkbox"/> Theme 3, please specify: _____</p>
5.6	<p>For implementing the curriculum of the renamed subject, learning and teaching resources would be developed for teachers and students. Which topics do you prefer to be provided? (can choose more than one option)</p> <p><input type="checkbox"/> Theme 1, please specify: _____</p> <p><input type="checkbox"/> Theme 2, please specify: _____</p> <p><input type="checkbox"/> Theme 3, please specify: _____</p>
5.7	<p>As an integral part of the curriculum, Mainland study opportunities will be provided for students to gain a first-hand understanding of our country and its developments. Which of the following regions would you prefer?</p> <p><input type="checkbox"/> Guangdong Province</p> <p><input type="checkbox"/> Outside Guangdong Province</p>
5.8	<p>Follow up on the Question on Mainland study opportunities, which of the following themes could be included in the Mainland study tour? (can choose more than one option)</p> <p><input type="checkbox"/> Chinese culture and modern life</p> <p><input type="checkbox"/> Cultural conservation</p> <p><input type="checkbox"/> Sustainable development</p> <p><input type="checkbox"/> Technology and innovation</p> <p><input type="checkbox"/> Urbanisation and way of life</p>

5.9	<p>At which of the senior secondary level(s) would you plan to conduct the Mainland study tour? (can choose more than one option)</p> <p><input type="checkbox"/> Secondary 4</p> <p><input type="checkbox"/> Secondary 5</p> <p><input type="checkbox"/> Secondary 6</p>
5.10	<p>Students are guided to conduct project learning for the Mainland study tour. Which of the following measures could help students acquire the skills to carry out the project? (can choose more than one option)</p> <p><input type="checkbox"/> Self-learning resources for students</p> <p><input type="checkbox"/> Worksheets for students</p> <p><input type="checkbox"/> Guidance notes for teachers</p> <p><input type="checkbox"/> Seminars or talks on research methodology or data management and analysis</p> <p><input type="checkbox"/> Others (please specify): _____</p>
5.11	<p>Students are required to conduct project learning for the Mainland study tour. Which of the following ways would you prefer to reflect students' learning performance of project learning? (can choose more than one option)</p> <p><input type="checkbox"/> Student Learning Profile (SLP)</p> <p><input type="checkbox"/> Other Experiences and Achievements in Competitions / Activities (OEA) of JUPAS application</p> <p><input type="checkbox"/> School report cards</p> <p><input type="checkbox"/> HKDSE certificate</p>
<p>Public Assessment</p> <p>(Please refer to Annex D for the proposed assessment design)</p>	
5.12	<p>The curriculum content of the renamed subject and the lesson time would be half of the original, and the result of public examination will only be marked as “not attained” and “attained”. In this connection, the appropriate total examination time should be:</p> <p><input type="checkbox"/> 1 hour and 45 minutes</p> <p><input type="checkbox"/> 2 hours</p> <p><input type="checkbox"/> 2 hours and 15 minutes</p> <p><input type="checkbox"/> 2 hours and 30 minutes</p>
5.13	<p>Do you agree with the proposed weighting allocated to each part of the examination paper?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No, the suggested weighting for Part A: _____ % and Part B: _____ %</p>
5.14	<p>For the assessment framework, which of the following question type(s) can be included? (can choose more than one option)</p> <p><input type="checkbox"/> Short questions</p> <p><input type="checkbox"/> Multiple-choice questions</p> <p><input type="checkbox"/> Data-response questions</p> <p><input type="checkbox"/> Extended-response questions</p>

5.15	<p>The result of public examination of the renamed subject will only be marked as “attained” or “not attained” instead of 5 levels of performance. Can this arrangement release student examination pressure?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No, please suggest ways to release student examination pressure: _____</p> <p>_____</p>
5.16	<p>Follow up on the Question on the reporting of the result of public examination, do you agree that the performance of “attained” is to be comparable to Level 2?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No, please suggest other alternatives: _____</p>
<p>Support Measures</p>	
5.17	<p>To support the implementation of the renamed subject, the EDB will provide support measures including professional development programmes for teachers and learning and teaching resources for teachers. Please state below your views towards the following support measures.</p> <p>Please rank the following in order of preference with “1” being the top priority.</p> <p><u>RANK</u></p> <p>_____ Professional development programmes on curriculum leadership and management</p> <p>_____ Professional development programmes on understanding and interpreting the curriculum</p> <p>_____ Professional development programmes on knowledge enrichment</p> <p>_____ Professional development programmes on public assessment</p> <p>_____ Teaching materials</p> <p>_____ Teacher sharing networks</p> <p>_____ Self-learning resources for students</p>
<p>Other Comments</p>	
5.18	<p>Do you have other comments or suggestions for optimising the curriculum framework and other reform measures as announced by the government?</p>

Thank you very much for your feedback!

Optimising the Senior Secondary Core Subjects

Consultation Document

Annex A: 中國語文(中四至中六)

Annex B: English Language (S4–S6)

Annex C: Mathematics (S4–S6)

Annex D: Renamed Subject in lieu of Liberal Studies
(S4–S6)

中國語文科（中四至中六）

優化安排

概論

為優化高中四個核心科目，每個核心科目都作出一些建議。在中國語文科，優化建議着重課程的規劃和實施，為學校提供更大的靈活性，以滿足學生的不同需求。修訂建議並不影響中國語文科的課程宗旨、理念和架構，而是讓課程及評估更聚焦和深化。在優化課程及評估後，本科佔高中三年課程總課時 10.5–13%。

是次修訂既有優化的地方，亦有加強的部分，希望學生通過語文學習，更有效地培養必須具備的語文素養，為學習各門學問奠定良好的語文基礎。與此同時，希望可以適當地回應學校課程檢討專責小組建議，加強課程內中國文學和文言經典的學習，以及日後逐步考慮非華語學生的學習需要。建議包括：

- 課程方面：
 - 融合高中課程必修和選修部分⁴，以釋放課時，為學校提供更大彈性和空間；
 - 在整體課程內加強對閱讀的重視，在不同學習階段提供「建議篇章」，以進一步提升學生的閱讀能力，豐富語文積澱。
- 考評方面，為回應業界多年的訴求，以及為師生創造空間，照顧學生多樣性，將重組、合併、優化公開評核（包括公開考試及校本評核），四卷合併為兩卷，而說話能力的評估融入校本評核「閱讀匯報」內；公開評核仍會保留讀、寫、聽、說的元素，並透過優化考評安排，為學與教釋放空間。（公開評核修訂建議見下表）

修訂理念

語文是生活中最主要的傳意和溝通工具，中國語文科的學習內容包括閱讀、寫作、聆聽、說話、文學、中華文化、品德情意、思維、語文自學九個學習範疇。各個範疇緊密扣連、相輔相成，在日常學與教中，要文道並重，學生在語文學習上才會得到均衡而全面的發展。

閱讀是語文學習的根本，必須特別重視。透過古今優秀作品，一方面讓學生吸收和積累語言材料，豐富積儲；另一方面讓學生細讀文本，包括感受、理解、賞析、評價作品，培養閱讀能力，並且鼓勵誦讀、背誦優秀的篇章，增強語感，深化體悟。教師除了在課堂上引導學生閱讀不同的文本，亦宜於課堂內外安排多元的閱讀活動，以增加閱讀趣味，豐富閱讀體會。

⁴ 現時高中中國語文科設必修和選修部分，學校可開設二至四個選修單元，須在校本評核呈交兩個單元的分數。

評估是蒐集學生學習成果顯證的有效工具，既可判斷學生的學習表現，又可改善學與教，在學、教、評的循環中不可或缺。高中課程的評估分公開評核⁵及校內評估兩部分。相對而言，校內評估較着重進展性評估，而公開評核則較側重總結性評估，然而公開評核有其限制，難以考核課程內所有元素，故此，在日常學與教之中，教師必須均衡地培養學生的讀、寫、聽、說能力，使學生的學習得到全面發展。

公開評核修訂建議

部分	現行模式	建議方案	考時	修訂方向
公開考試	卷一：閱讀能力 卷二：寫作能力 卷三：聆聽及綜合能力 卷四：說話能力	卷一：閱讀能力 〔甲：指定文言篇章 乙：課外篇章〕 卷二：寫作能力 〔甲：實用寫作（新增） 乙：命題寫作〕	現為 1小時30分 （維持不變） 現為 1小時30分 （建議增加 45分鐘，即 考時為2小時 15分）	<ul style="list-style-type: none"> ➤ 保留及優化卷一「閱讀能力」和卷二「寫作能力」； ➤ 卷二增設實用寫作，並增加考試時間；取消卷三「聆聽及綜合能力」和卷四「說話能力」，兩卷所考核的能力融入「公開考試」及「校本評核」。
校本評核	必修部分： 閱讀活動 （閱讀紀錄及閱讀匯報） 選修部分： 選修單元 （兩個單元）	閱讀匯報： 一次文字報告及 一次口頭匯報		<ul style="list-style-type: none"> ➤ 精簡校本評核，無須呈交「選修單元」及「閱讀紀錄」的分數； ➤ 校本評核保留「閱讀匯報」（包括文字報告和口頭匯報，各呈交一個分數）。 <ul style="list-style-type: none"> ✓ 保留「閱讀匯報」，以突顯閱讀的重要性。 ✓ 說話能力的評估融入校本評核「閱讀匯報」內，佔一定分數。（學生在熟悉的環境中，不受其他人的影響，在教師的指導和充足的準備下，既能發揮得更好，亦可減少操練。）

備註：學生在中國語文科、以至其他不同科目的課堂及全方位學習活動中，已有不少口頭匯報或答問／討論機會，故取消卷三和卷四不會影響學生聽說能力的培養。

⁵ 公開評核包括「公開考試」及「校本評核」。

English Language (S4–S6)**Optimising Arrangements****Introduction**

The following proposal is formulated to optimise the arrangements for the learning and teaching of senior secondary English Language and the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Recommendations include:

- integrating the Compulsory and Elective Parts of the curriculum to create space;
- offering Applied Learning (Vocational English) and other English-related Applied Learning courses to cater for students’ diverse interests and needs;
- promoting the creative use of language through language arts, and academic use of language through Reading across the Curriculum (RaC) and Language across the Curriculum (LaC) to stretch students’ potential in English learning; and
- improving the design of the School-based Assessment (SBA) and Paper 2 (Writing) of the HKDSE English Language Examination to reduce the workload on students and enhance the effectiveness of the assessment.

Among the above recommendations, integrating the Compulsory and Elective Parts of the English Language curriculum, and improving the design of the SBA and Paper 2 (Writing) of the HKDSE English Language Examination are part of a holistic optimisation initiative to be implemented across the four core subjects to create space for schools to cater for learner diversity in accordance with school context and students’ learning and development needs.

Curriculum Framework

With the curriculum aims, design principles, learning targets and objectives, including the learning and teaching elements, stated in *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (CDC & HKEAA, 2007) (with updates in November 2015) unchanged, some refinement is proposed to create space, and facilitate flexible use of time and holistic planning of differentiation measures to cater for learning diversity, as detailed below:

	Existing Curriculum	Proposed Changes
Curriculum Time and Design	<ul style="list-style-type: none"> • a total of 313–375 hours of lesson time recommended in the existing curriculum guides 	<ul style="list-style-type: none"> • saving up to 15% (about 47-56 hours) of the total lesson time through reducing the overlap between the Compulsory and Elective Parts and optimising teaching arrangements
	<ul style="list-style-type: none"> • 75% of the lesson time allocated to the Compulsory Part • 25% of the lesson time allocated to the Elective Part for the teaching of 2–3 elective modules 	<ul style="list-style-type: none"> • the Elective Part to be fully integrated into the Compulsory Part, or • the Elective Part to be taught as enrichment / extension components, with emphasis on the creative use of English through the language arts components <p>(Please refer to the “Suggested Learning Activities for Integration”)</p>

	Existing Curriculum	Proposed Changes
Cross-curricular Links	<ul style="list-style-type: none"> strengthening cross-curricular links and collaboration by: <ul style="list-style-type: none"> promoting the academic use of language through RaC and LaC, as well as co-curricular and life-wide learning activities; and offering Applied Learning (Vocational English) from the 2021–23 cohort and expanding the range of English-related Applied Learning courses in the future. (Please refer to EDB Circular Memorandum No. 69/2020 “Senior Secondary Applied Learning Courses (2021-23 Cohort)” for details.) 	

Assessment

The assessment design of the HKDSE English Language subject will remain unchanged, as outlined in the following table:

Component		Weighting	Duration
Public Examination	Paper 1 Reading*	20%	1½ hours
	Paper 2 Writing (comprising Part A and Part B)	25%	2 hours
	Paper 3 Listening & Integrated Skills*	30%	About 2 hours
	Paper 4 Speaking	10%	About 20 minutes
School-based Assessment (for school candidates only)		15%	

Changes are proposed to refine the design of the following assessment components:

	Existing Design	Proposed Design
Paper 2 (Writing)	<u>Part A – one short guided task (about 200 words)</u> <ul style="list-style-type: none"> one compulsory short question 	<u>Part A – one short guided task (about 200 words)</u> <ul style="list-style-type: none"> no change
	<u>Part B – one long task (about 400 words)</u> <ul style="list-style-type: none"> eight questions (each on one elective module of the Elective Part) for students’ free choice 	<u>Part B – one long task (about 400 words)</u> <ul style="list-style-type: none"> delinking questions in Part B from the eight elective modules reducing the number of questions to save time on reading questions
SBA	<ul style="list-style-type: none"> two marks to be submitted, one from the reading / viewing programme, one from the Elective Part, each accounting for 7.5% of the total subject mark 4 texts to be read / viewed in the course of 3 years in preparation for the SBA 	<ul style="list-style-type: none"> two marks submitted based only on the reading / viewing programme (i.e. no SBA required on the Elective Part, which is to be fully integrated into the Compulsory Part) adjusting the number of texts to be read / viewed

*Note: The Graded Approach is adopted in Paper 1 (Reading) and Paper 3 (Listening and Integrated Skills) as a differentiation arrangement to cater to the wide ability range of candidates.

Suggested Learning Activities for Integration

As topics and themes in the Compulsory and Elective Parts are closely related, the two parts can be smoothly integrated. The table below provides some ideas and examples on how the learning elements of the Elective Part can be integrated into the Compulsory Part of the senior secondary English Language curriculum:

Suggested Modules and Units for the Compulsory Part	Possible Elective Modules for Integration	Suggested Integration Activities
<u>Getting along with Others</u> <ul style="list-style-type: none"> • Friendship and Dating • Sharing, Co-operation, Rivalry 	<ul style="list-style-type: none"> ◇ Drama ◇ Poems and Songs 	<ul style="list-style-type: none"> • Developing a script and role-playing a scene on the conflict between two friends • Listening to songs about friendship and love and understanding the theme and figurative language used in the lyrics
<u>Study, School Life and Work</u> <ul style="list-style-type: none"> • Study and Related Pleasure / Problems • Experiments and Projects • Occupations, Careers and Prospects 	<ul style="list-style-type: none"> ◇ Popular Culture ◇ Workplace Communication 	<ul style="list-style-type: none"> • Writing a letter for a newspaper column to offer advice on teenage problems • Conducting a mock job-interview in a Career Expo
<u>Cultures of the World</u> <ul style="list-style-type: none"> • Travelling and Visiting • Customs, Clothes and Food of Different Places 	<ul style="list-style-type: none"> ◇ Poems and Songs ◇ Popular Culture 	<ul style="list-style-type: none"> • Reading poems and listening to folk songs about other places and cultures • Reading reviews on travel blogs and websites to plan trips and itineraries
<u>Wonderful Things</u> <ul style="list-style-type: none"> • Successful People and Amazing Deeds • Great Stories • Precious Things 	<ul style="list-style-type: none"> ◇ Short Stories ◇ Sports Communication 	<ul style="list-style-type: none"> • Reading stories / biographies of Nobel laureates • Watching documentaries of famous athletes
<u>Nature and Environment</u> <ul style="list-style-type: none"> • Protecting the Environment • Resources and Energy Conservation 	<ul style="list-style-type: none"> ◇ Debating ◇ Social Issues 	<ul style="list-style-type: none"> • Conducting a debate on environmental conservation vs economic development • Designing a questionnaire and conducting a mini-survey on an environmental issue
<u>The Individual and Society</u> <ul style="list-style-type: none"> • Crime • Human Rights (personal rights, civic rights, respect) 	<ul style="list-style-type: none"> ◇ Short Stories ◇ Social Issues 	<ul style="list-style-type: none"> • Reading and analysing the theme and plot of a detective story • Giving a speech on discrimination / the importance of an inclusive community
<u>Communicating</u> <ul style="list-style-type: none"> • The Media and Publications • International Network (Internet) 	<ul style="list-style-type: none"> ◇ Social Issues ◇ Workplace Communication 	<ul style="list-style-type: none"> • Discussing the pros and cons of social media and suggesting solutions to problems caused • Writing a memorandum to staff on cyber security at the workplace
<u>Technology</u> <ul style="list-style-type: none"> • Changes Brought about by Technology 	<ul style="list-style-type: none"> ◇ Debating ◇ Social Issues 	<ul style="list-style-type: none"> • Conducting a debate on whether Artificial Intelligence does more harm than good • Writing an article about how technology changes the ways students learn
<u>Leisure and Entertainment</u> <ul style="list-style-type: none"> • The World of Sports • “Showbiz” 	<ul style="list-style-type: none"> ◇ Sports Communication ◇ Drama 	<ul style="list-style-type: none"> • Writing a proposal to suggest a new sport to be included in the Olympic Games/a new city to host the Olympic Games • Recreating the ending of a play / musical

Mathematics (S4–S6)

Optimising Arrangements

Introduction

Mathematics, as a core subject at the senior secondary level, plays its unique role in nurturing students with mathematical literacy to meet the challenges in a technology-oriented and information-rich society. In response to students' different learning needs, the framework of the current senior secondary Mathematics curriculum has already provided flexibility to cater for learner diversity. Students who need more mathematical knowledge and skills for their future studies and careers should study the whole curriculum, which comprises the Compulsory Part and the Extended Part. The Compulsory Part provides mathematical concepts, skills and knowledge, which are essential for students' different career pathways, while the Extended Part offers a choice of Module 1 (M1) (Calculus and Statistics) or Module 2 (M2) (Algebra and Calculus) to meet students' needs for more advanced mathematics. The content in the Compulsory Part is categorised into Foundation Topics and Non-foundation Topics. Foundation Topics constitute a set of more fundamental concepts and knowledge, which all students should strive to learn, while Non-foundation Topics provides a wider range of content.

As observed from the years of implementation of senior secondary Mathematics curriculum, there is room for enhancing arrangement for catering for learner diversity in the subject by making use of the aforementioned built-in flexibility of the curriculum. This is shared by the Task Force on Review of School Curriculum as their report recommended the enhanced utilisation of the current demarcation between Foundation Topics and Non-foundation Topics of the Compulsory Part of Mathematics curriculum in learning, teaching and assessment.

To better cater for learner diversity and create space in senior secondary Mathematics, the CDC-HKEEA Committee on Mathematics Education has discussed and agreed on a proposal for optimising senior secondary Mathematics via curriculum differentiation. Without suggesting across-the-board measures for all schools, the proposals encourage schools to adopt curriculum differentiation in senior secondary Mathematics in accordance with school context and the learning needs of their students. The proposal suggests school to make better use of the demarcation between Foundation Topics and Non-foundation Topics of the Compulsory Part, as well as the offering of M1 and M2 in regular school timetable, to fully nurture students' mathematical literacy while matching students' learning needs, abilities, interests and aspirations.

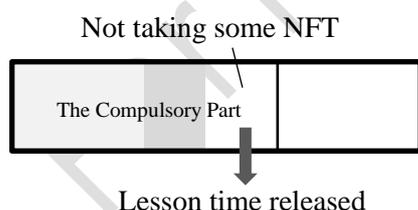
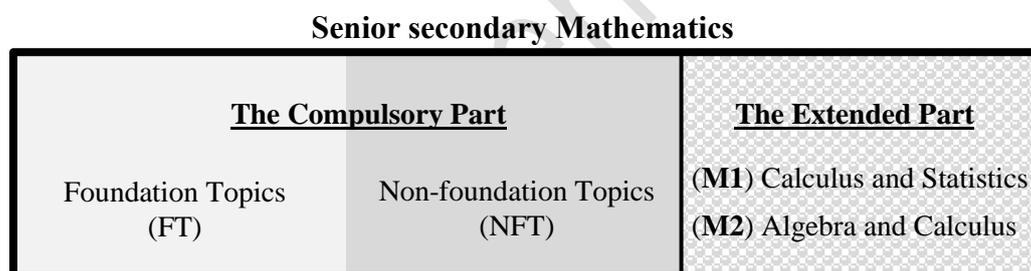
It is emphasised that the optimising arrangement regarding Mathematics curriculum is part of a holistic optimisation initiative to be implemented in the four core subjects together to create space and cater for learner diversity in accordance with school context and student's learning and development needs.

Curriculum and Assessment Framework

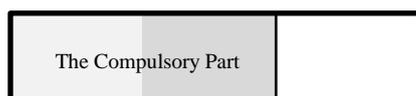
While keeping the current Mathematics curriculum and the Hong Kong Diploma of Secondary Education (HKDSE) assessment framework of the Compulsory Part and the Extended Part **unchanged**, to further cater for learner diversity and create space in senior secondary Mathematics, the following are proposed:

- Schools are suggested to arrange students with different mathematical abilities, interests and aspirations to study different combinations of the Compulsory Part and Extended Part of senior secondary Mathematics, i.e.
 - for those students who are not keen on Mathematics or have the inclination to focus their learning on the subjects not related to Mathematics (non-Mathematics-inclined students), they may focus their learning on Foundation Topics and study only part of Non-foundation Topics, and use the lesson time thus released (up to 50 hours for the three years) on the enhanced study of other subjects or Other Learning Experiences (OLE);
 - for less able students of Mathematics, they should be allowed to study only part of Non-foundation Topics and use the time thus saved to focus on the learning of Foundation Topics;
 - for other students, they may study the whole Compulsory Part; or
 - for those students who have keen interest in Mathematics or need more mathematical knowledge and skills for their future studies and careers, they may study M1 or M2 together with the Compulsory Part.

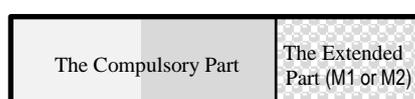
The following diagram helps illustrate the above:



- a) Non-Mathematics-inclined students: studying FT and part of NFT and use the lesson time thus released (up to 50 hours for the three years) on the enhanced study of other subjects or OLE
- b) Less able students: studying FT and part of NFT and use the time thus saved to focus on the learning of FT



General students: studying the whole Compulsory Part



Students who have keen interest in Mathematics or need more mathematical knowledge and skills: studying M1 or M2 together with the Compulsory Part

- Teachers, parents and students should be clearly informed that under the current assessment design, a good mastery of Foundation Topics of the Compulsory Part is sufficient for candidates who perform well in the HKDSE Examination MATHEMATICS Compulsory Part to attain up to Level 4 in the Examination. The choice of studying only part of the Non-foundation Topics would provide students with space to study more in-depth the Foundation Topics / other chosen subjects, or engage in OLE, etc.

The table below shows an outline of the current assessment design of the Compulsory Part, which would be kept unchanged, including the current design that each paper consists of Section A and Section B.

Component		Weighting	Duration
Public Examination	Paper 1 Conventional questions	65%	2¼ hours
	Paper 2 Multiple-choice questions	35%	1¼ hours

- Schools are suggested to adopt block-timetabling and grouping arrangements to arrange students into different classes / groups for offering different combinations of the Compulsory Part and the Extended Part, i.e. Foundation Topics with part of Non-foundation Topics, the whole Compulsory Part, and the Compulsory Part plus M1 / M2, within the regular school timetable. School may note that,
 - They could flexibly adopt school-based arrangement on whether or not and at which year level to offer classes / groups for non-mathematics-inclined students;
 - The advantage of block-timetabling and grouping is that schools may consider to allow students to move to other groups if they fulfil the school-based criteria; and
 - Mechanisms similar to schools' existing ones for handling selection of senior secondary subjects and streaming of students within subjects could be adopted to cater for learner diversity in senior secondary Mathematics.

Renamed Subject in lieu of Liberal Studies (S4–S6)

Optimising Arrangements

For optimising the four core subjects at the senior secondary level, proposals are formulated by each core subject. For Liberal Studies, the government announced the direction of the reform of senior secondary Liberal Studies in late November 2020, which included

- renaming the subject;
- keeping the subject compulsory for public assessment;
- marking the public examination as “attained” and “not attained” to release students’ examination pressure;
- stating clearly the important learning concepts in the curriculum to strengthen the coverage of knowledge, so as to build a solid knowledge base for students;
- reorganising and reducing the curriculum content, including lesson time, to cover about half of the original so as to free up space for student learning;
- removing Independent Enquiry Study (IES) to reduce the workload of both teachers and students;
- attaching importance to cultivating students’ positive values and attitudes, sense of national identity, their learning about national development, and the education of the Constitution, the Basic Law and the rule of law;
- broadening students’ international perspectives, helping them connect knowledge across different subjects, developing their critical thinking skills and teaching them to analyse contemporary topics in a rational manner through studying important topics related to Hong Kong, the nation and the global developments;
- providing Mainland study opportunities for students to gain a first-hand understanding of our country and its development; and
- putting in place a Recommended Textbook List for the subject.

The following part focuses on curriculum and assessment, including curriculum rationale and aims, broad learning outcomes, as well as the proposed curriculum and assessment framework and sample questions. Together with the other three core subjects, the re-structuring and streamlining of the curriculum of the renamed subject aims to free up space for senior secondary students and cater for learner diversity.

Curriculum Rationale

The curriculum of the renamed subject adheres to the rationale of the existing one. The renamed curriculum places emphases on helping senior secondary students understand the situations of Hong Kong, the nation and the contemporary world, as well as their pluralistic and interdependent nature. Through the learning process, students can connect the knowledge learnt in various subjects at the junior and senior secondary levels, broaden their knowledge base, and understand, study and explore different topics from multiple perspectives, so as to construct more knowledge relevant to various themes and build up a more solid knowledge base. Furthermore, students can understand the complexities, major considerations and priorities involved in the topics, decision-making process and different solutions to problems, in order to help students:

- acquire a broad knowledge base, and understand contemporary issues that may affect their daily life at personal, community, national and global levels;
- become informed and responsible citizens with a sense of national identity and global perspective;
- respect pluralism of cultures and views, and become critical, rational, reflective and independent thinkers; and
- acquire skills necessary to life-long learning, and to be confident in facing future challenges.

Curriculum Aims

The curriculum of the renamed subject provides opportunities for students to explore topics relevant to the human life in different contexts, so as to enable students to understand the contemporary world and its pluralistic nature. It aims to help students:

- (i) enhance understanding of the complexities and organisation of society, the nation, the human world, the physical environment and related knowledge;
- (ii) develop multiple perspectives on contemporary mature topics in different contexts (e.g. cultural, social, economic, political and technological contexts);
- (iii) become independent thinkers; be able to adapt to the ever-changing personal, social, national and external circumstances and construct knowledge; understand the complexities of the topics, and the challenges and processes involved in decision-making for making law-abiding, rational and affective analysis, and learning how to handle conflicting values;
- (iv) inherit Chinese culture and heritage in a pluralistic society, deepen understanding and sense of identity of individuals with Chinese nationality and as Chinese citizens, and at the same time appreciate, respect and embrace diversity in cultures and views;
- (v) develop skills relevant to life-long learning and strengthen students' ability to integrate and apply knowledge and skills, including critical thinking skills, creativity, problem solving skills, communication skills, collaboration skills, data management skills, self-management skills, self-learning skills, and information technology skills;
- (vi) develop positive values and attitudes towards life, so that they can become informed and responsible citizens of society, the nation and the world.

Broad Learning Outcomes

Through studying the subject, students should be able to:

- (i) understand the constitutional basis of the Hong Kong Special Administrative Region, its relationship with the nation, and the latest development of the nation, so as to explore the opportunities and challenges of the interactive development between Hong Kong and the Mainland;
- (ii) understand the contemporary mature topics related to individuals, the society, the nation, the human world and the physical environment, so as to construct knowledge and promote self-directed learning;
- (iii) understand the interplay among individuals, society, the nation and the world in relation to environmental, economic and social development through studying the topics of common human concerns covered in the curriculum framework, and based on the above understanding to explore how to resolve difficulties and promote development for reaping mutual benefits;
- (iv) develop a sense of national identity with global perspective, and understand the interconnectedness among areas of economy, science, technology, environmental protection, sustainable development, public health, etc., as well as the development of the contemporary world and the related impact; and recognise the roles of Hong Kong, the nation, and the international community and organisations;
- (v) identify different views and the values behind various topics; and apply in an integrative manner critical thinking skills, problem solving skills, creativity, data management skills and self-learning skills in examining the background, content, developmental trends and the values of the topics from multiple perspectives, so as to make law-abiding, rational and affective judgements and decisions based on facts and evidence; as well as develop positive values and attitudes;
- (vi) present arguments clearly based on facts and evidence, demonstrate objective, fair and empathetic attitudes towards the opinions and views held by other people;
- (vii) understand, appreciate and inherit Chinese culture and treat other cultures with respect, receptiveness and appreciation, and be willing to become responsible and committed citizens.

Proposed Themes and Learning Points for the Curriculum of the Renamed Subject

Theme		Topic	Learning Focus
1	Hong Kong under “One Country, Two Systems” (45–50 hours)	The meaning and implementation of “one country, two systems”	<ul style="list-style-type: none"> ● Origin of the Hong Kong Problem (the three unequal treaties and the background) and the process of Hong Kong’s return to China ● Constitutional relationship between the nation and the Hong Kong Special Administrative Region (HKSAR) (China has indisputable sovereignty and jurisdiction over Hong Kong), “one country, two systems” and its legal basis ● Significance of safeguarding national security, and the different areas of national security (i.e. a holistic view of national security); the relationship between implementing the Law of the People’s Republic of China on Safeguarding National Security in the HKSAR and promoting long-term development of Hong Kong; and striking the balance between the rule of law and human rights ● Political structure of the HKSAR ● Significance of rule of law (law-abidingness, judicial independence, equality before the law, fair and open trial) ● Fundamental rights and duties of Hong Kong residents as stipulated in the Basic Law
		Sense of national identity	<ul style="list-style-type: none"> ● Concept of Chinese nationality and Chinese citizens ● Brief introduction to the political structure of the nation ● The national symbols (national flag, national emblem, national anthem) and stipulations as stated in Annex III to the Basic Law ● Composition of the Chinese nation, and achievements of the nation in different areas in recent years (new high-end technologies, medical care and public health, culture education, infrastructures, poverty alleviation) ● Contributions and benefits of HKSAR’s participation in national affairs; the nation’s policies supporting the development of Hong Kong; Hong Kong promoting the development of and exchange with the Mainland in different areas; donations for natural disasters and supporting the needs of the developing regions of the Mainland

Theme		Topic	Learning Focus
		Characteristics of cultural diversity of Hong Kong society	<ul style="list-style-type: none"> ● Factors contributing to forming the characteristics of cultural diversity with Chinese culture being the mainstay in the Hong Kong society: brief introduction to the development of Hong Kong, the impact of Chinese traditional culture integrating with different cultures on the Hong Kong society ● Positive significance of the characteristics of different cultures to the Hong Kong society: inclusion of cultures, cultural innovations and reflections, harmony among different ethnic groups, nurturing citizenship rooted in Chinese culture with a global perspective
2	Our Country since Reform and Opening-up (45–50 hours)	Reform and opening-up and the change in people's life	<ul style="list-style-type: none"> ● An overview of the development of China's reform and opening-up (key stages) and related strategies ● Enhancement of people's quality of life (income, mode of consumption, educational level, medical care, life expectancy, poverty alleviation, etc.) ● Enhancement of overall national strength (establishing socialist market economy, culture, rule of law, social governance, ecological civilization, education, technology, national defence, sports, basic infrastructures, etc.)
		The latest development of our country and the planning and policies on integrating Hong Kong into national development	<ul style="list-style-type: none"> ● The focuses and policies of the latest Five-Year Plan of our country; the connection of these focuses and policies with the promotion of the relationship between our country and Hong Kong ● The development plans and policies related to Hong Kong (the development of the Greater Bay Area, The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)) and its relationship with the promotion of the development of Hong Kong
		Participation in international affairs and the initiatives	<ul style="list-style-type: none"> ● Forming of the notion of multifaceted diplomacy since the 21st century ● Actions and initiatives of the participation in international affairs: rescues of various nature and assistance to other countries; setting up international organisations and organising international forums; the Belt and Road Initiative ● Impact of participation in international affairs on the nation's overall development, and the roles played by Hong Kong

	Theme	Topic	Learning Focus
3	Interconnectedness and Interdependence of the Contemporary World (45–50 hours)	Economic globalization	<ul style="list-style-type: none"> ● Manifestation of economic globalization: interdependence of economies of all countries, and cooperation of international economic organisations, development of multinational corporations, global labour and financial market integration, diverse choices for consumers, development of new economies, etc., and the impact on individuals' consumption/employment and the development of Hong Kong and our country
Technological development and information literacy		<ul style="list-style-type: none"> ● Latest technology advancement around the world (artificial intelligence, big data, cloud storage of data) ● Development features of information technology (the Internet, social networking sites, instant messaging software) ● Technology ethics and information literacy (relationship between information literacy and positive values; identifying false information, morals and conduct in using technologies, and observing the relevant laws) 	
Global environmental problems and sustainable development		<ul style="list-style-type: none"> ● Concerns and actions of the international community on environmental problems ● The rationale of sustainable development and the practical experiences of our country (including Hong Kong) and other regions ● The roles and responsibilities of different stakeholders (government, education sector, industrial and commercial sector, international organisations, non-governmental organisations, individuals) in promoting sustainable development and environmental conservation 	
Public Health and human health		<ul style="list-style-type: none"> ● Tackling the global public health problems: functions and roles of the World Health Organisation; contributions of our country and Hong Kong to global public health; assistance and relief actions taken by our country and non-government organisations; research and collaboration of countries ● The roles and contributions of Hong Kong in preventing and controlling infectious diseases ● Individuals' responsibilities in promoting public health (response to infectious diseases in particular) 	

Mainland Study Tour 【Not involving public examination】

Theme	Topic	Learning Focus
Chinese Culture and Modern Life (10-hour learning time)	Nature of Traditional Chinese Culture	<ul style="list-style-type: none"> ● Online self-learning of articles introducing the special characteristics of traditional Chinese culture ● Conservation and inheritance of cultural heritage (including tangible and intangible cultural heritage), including applying technology in conservation works
	Introduction to the Mainland Study Tour	<ul style="list-style-type: none"> ● Study tour to the Mainland to experience the conservation and inheritance of Chinese culture in society <ul style="list-style-type: none"> - Detailed planning and reading information before the study tour - Methods of on-site collection of information - Study tour report drafting requirements

Mode of Assessment

The table below outlines the various components of the public assessment of the renamed subject in 2024 HKDSE:

Mode	Description	Weighting	Duration
Public Examination	Part A: Short questions / Multiple choice questions (30%)	100%	2 hours 15 minutes
	Part B: Data-response questions (70%)		

The examination of this subject consists of one paper only.

Part A: Short questions / Multiple choice questions

All questions have to be attempted. This part aims to assess candidates' understanding of the key knowledge, concepts and terminologies of the subject, and their ability to analyse related situations.

Part B: Data-response questions

All questions have to be attempted. Data-response questions aim to assess abilities such as identification, application and analysis of data given.

Note: In the examination, the term “data” is to be interpreted in the broadest possible sense to mean any type of information. Candidates will have to respond to the information, which may be in many different formats, including:

- articles, news items, reports, memos, letters, and advertisements;
- written dialogues;
- tables, charts, maps; and
- cartoons, pictures and illustrations.

The Renamed Subject Public Examination Paper: Sample Questions

The following sample examination questions mainly provide reference for the format and form of the examination questions.

As the new curriculum is still in the drafting stage, the contents of the examination questions do not completely reflect the specific contents or scopes of the examination of the Renamed Subject.

The Hong Kong Examinations and Assessment Authority will be responsible for preparation of the relevant examination questions and marking guidelines according to the curriculum contents and assessment objectives, etc.

For Reference Only

Part A : Short questions (Sample question)

1. The Study on Sustainable Development for the 21st Century in Hong Kong was commissioned by the Government in 1997. As society changes, the Government and the public have realised that there is a need to consider economic factors as well as environmental and social factors when making decisions about the future of Hong Kong.
- (a) What is sustainable development? (2 marks)
 - (b) Give one reason to explain why it is necessary to consider sustainable development when making decisions about the future development of Hong Kong. (2 marks)
 - (c) State and describe two ways in which Hong Kong citizens could put sustainable development into practice in their daily life. (4 marks)

Part A : Multiple choice questions (Sample question)

1. Which of the following belong to the political system of the Hong Kong Special Administrative Region ?
- (1) Chief Executive
 - (2) Supreme People's Court
 - (3) Legislature
 - (4) State Council
- A. (1) and (3) only
 - B. (1) and (4) only
 - C. (2) and (3) only
 - D. (2) and (4) only

Answer : A

Part B : Data-response questions (Sample question)

1. Consider the following sources:

Source A

	Primary School Students (%)			Secondary School Students (%)		
	2014	2017	Changes +/-	2014	2017	Changes +/-
Quarrel with parents	41.6	53.1	+11.5	62.7	69.3	+6.6
Give up outdoor activities	27.8	32.6	+4.8	41.7	41.4	-0.3
Sleep time deprived	25.5	35.7	+10.2	62.7	67.0	+4.3
Academic results affected	32.9	39.0	+6.1	51.6	43.3	-8.3
Deceive parents, friends or teachers about time spent online	11.0	16.2	+5.2	23.8	24.7	+0.9

Survey findings on the Adverse Effects of the Use of the Internet and Electronic Screen Products by Students in Hong Kong Young People (2014 and 2017)

Source B: Adapted from information from the World Health Organization

What is gaming disorder?

Gaming disorder was included in the 11th Revision of the International Classification of Diseases in 2018. It is defined as a pattern of gaming behaviour ('digital-gaming' or 'video-gaming') characterized by impaired control over gaming, increasing priority given to gaming over other interests and daily activities, and continuation or escalation of gaming despite the occurrence of negative consequences.

For gaming disorder to be diagnosed, the behavior pattern must be of sufficient severity to result in significant impairment in personal, family, social, educational, occupational or other important areas of functioning and would normally have been evident for at least 12 months. The inclusion in the Classification of Diseases will result in the increased attention to the risks of this disorder.

- (a) Describe two general trends as shown in Source A. (4 marks)
- (b) With reference to the sources provided, what public health risks might be posed by the use of the Internet? Identify and explain two risks. (6 marks)