

中華人民共和國香港特別行政區政府總部教育局

Education Bureau

Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

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Miss Polly YEUNG Clerk to Education Panel Legislative Council Secretariat Legislative Council Complex 1 Legislative Council Road Central Hong Kong

Dear Miss Yeung,

Panel on Education Follow up to meeting on 30 May 2013

At the meeting of the Panel on Education on 30 May 2013, the Administration has agreed to provide written proof that Chinese History was not a mandatory subject for all students in the past but schools were recommended to make Chinese History mandatory in junior secondary curriculum for all students from 2001 onwards. The information is now provided in the Appendix for information of the Panel.

Yours sincerely,

(Stephen Y W Yip) for Secretary for Education

Encl.

Supplementary Information on Review of New Senior Secondary Curriculum and Assessment

At the captioned meeting, the Administration had agreed to provide written proof that Chinese History was not a mandatory subject for all students in the past but schools were recommended to make Chinese History mandatory for all students in junior secondary curriculum from 2001 onwards.

The respective information had been stated in the documents issued by the Curriculum Development Council (CDC). Annex A (extracted from the Guide to the Secondary 1 to 5 Curriculum) indicated that Chinese History was not a mandatory subject in the past. In 2001, the CDC recommended schools to make Chinese History mandatory in junior secondary curriculum. Please see extracts from the "Learning to Learn" report at Annex B.

Guide to the Secondary 1 to 5 Curriculum

GUIDE

Prescred by the Curriculum Development Council

Curriculum Development Institute
Education Department
Hong Kong 1993

Table 1: Suggested Guidelines on Subject Selection and Time Allocation for Grammar Schools

Subject Groups	Suggested Time All- ocation	Subject Selection Guidelines
Languages	35-40%	Both Chinese and English Languages should be offered. For non-Chinese speaking students, they can take either French or German instead of Chinese. Putonghua can be offered as an optional subject.
Mathematics & science	20-25%	Both Mathematics and Science should be offered. Computer Literacy can be offered as an optional subject.
Humanities	15-20%	At least two subjects from: Social Studies Economic And Public Affairs Geography History Chinese History
Cultural, pract- ical & technical	15-20%	Physical Education and at least two subjects from: Art & Design * Design And Technology * Home Economics Music
Other learning activities	5%	Cross-curricular activities such as: Civic Education Environmental Education Ethical/Religious Education Moral Education Sex Education and other topical issues

Notes : 1. Subjects listed in the selection guidelines may not be exhaustive.

^{2.} Schools which have been provided with special rooms for the subjects marked with \ast should continue to offer them.

Table 2: Suggested Guidelines on Subject Selection and Time
Allocation for Technical Schools

Subject Groups	Suggested Time All- ocation	Subject Selection Guidelines
Languages	30-35%	Both Chinese and English Languages should be offered. For non-Chinese speaking students, they can take either French or German instead of Chinese. Putonghua can be offered as an optional subject.
Mathematics & science	20-25%	Both Mathematics and Science should be offered. Computer Literacy can be offered as an optional subject.
Humanities	15-20%	At least two subjects from : Social Studies Economic And Public Affairs Geography History Chinese History
Cultural, practical & technical	25-30%	<pre>cultural subjects Physical Education and at least one subject from: Art And Design Music practical/technical subjects For technical stream: Technical Drawing plus at least one subject from: Electronics And Electricity Design And Technology For commercial stream: Any two subjects from: Home Economics Pottery Book-keeping Typing</pre>
Other learning activities	5%	Cross-curricular activities such as: Civic Education Environmental Education Ethical/Religious Education Moral Education Sex Education and other topical issues

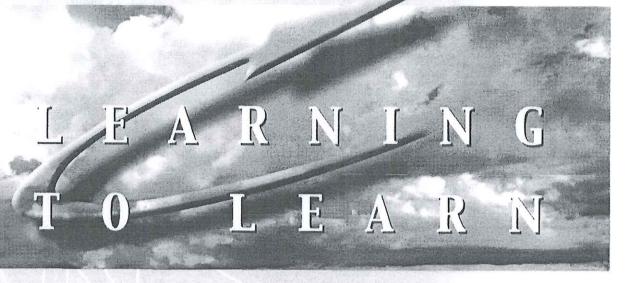
- Notes: 1. About half of the technical schools adopt a timetabling with 45 periods per week in order to provide the time required for practical work.
 - Subjects listed in the selection guidelines may not be exhaustive.

Table 3: Suggested Guidelines on Subject Selection and Time Allocation for Prevocational Schools

Subject Groups	Suggested Time All- ocation	Subject Selection Guidelines
Languages	25-35%	Both Chinese and English Languages should be offered. For non-Chinese speaking students, they can take either French or German instead of Chinese. Putonghua can be offered as an optional subject.
Mathematics & science	15-20%	Both Mathematics and Science should be offered. Computer Literacy can be offered as an optional subject.
Humanities	5 %·	One subject from : Social Studies Economic And Public Affairs
Cultural, practical & technical	40-50% (Please see Notes 2 & 3)	cultural subjects: Music Physical Education practical/technical subjects: At least four subjects from: Technical Drawing Art And Design Accommodation And Catering Services Air-conditioning and Refrigeration Automobile Repairs Bookkeeping/Office Practice/Typing Construction (Interior Decoration) Construction (Wood) Electrical Studies Engine Studies Engine Studies Fabrication Fashion And Clothing Light Metalwork And Finishing Marine Engineering Metalwork Printing Retail Merchandising Silversmithing And Jewellery Textiles
Other learning activities	5%	Cross-curricular activities such as : Civic Education Environmental Education Ethical/Religious Education Moral Education Sex Education and other topical issues

- Notes: 1. All prevocational schools adopt a timetabling with 45 periods per week in order to provide the time required for practical work.
 - 2. The technical and practical contents of the junior secondary prevocational curriculum is $40\pm2\%$. Subjects considered technical and practical for this purpose are defined by the Director of Education and may change over time.
 - Schools are advised to follow the combination of practical/technical subjects as suggested by the Curriculum Development Council and recommended by the Education Department.

The Way Forward in Curriculum Development



Life-long Learning and Whole-person Development

Curriculum Development Council

June 2001

- Schools are recommended to choose subjects from each group in order to provide a broad and balanced curriculum for students at all levels. (Appendix I - Existing Subjects and New Subjects under the Key Learning Areas(KLAs) for 2001-02 to 2005-06)
- In each Key Learning Area, studies can be in the form of subjects, modules, short courses, projects, etc. Schools can organise their curriculum in different ways using a combination of these.
- General Studies for Primary Schools covers moral and civic education and interconnected knowledge/concepts which are relevant to students' daily life, notably from PSHE, science education and technology education, as well as elements from other KLAs.

The Issue of Chinese History and Culture

- The study of Chinese history will be strengthened in the 9-year of basic education by the following:
 - National identity and Chinese culture is one of the six strands in the new framework for General Studies for Primary Schools (Consultation Document on Learning to Learn - The Way Forward in Curriculum Development, November 2000).
 - Students in all types of junior secondary schools will study Chinese history and culture, because Chinese history and culture are part of the Essential Contents for Learning in the PSHE KLA.
 - Chinese History will remain as independent subjects in junior secondary, secondary 4-5, and secondary 6-7 levels.
 - Traditionally, Chinese history and world history have been studied separately. The one-history approach should use Chinese history as the main thread of study. It will be piloted as a mode of study in PSHE among other modes.
 - In 9-year basic education, Chinese will be used as the medium of instruction for the learning and teaching of Chinese history.
- There was a suggestion to form a ninth KLA of "National History and Guoqing Jiaoyu (國史及國情教育)". "Guoqing Jiaoyu" (國情教育) is a component of moral and civic education, which is one of the five essential learning experiences for whole-person development. Both "Guoqing Jiaoyu" (國情教育) and moral and civic education involve values such as national identity, responsibility and commitment to improving society and our nation. A sense of national identity is cultivated through understanding elements of Chinese history and culture, (e.g. history, arts, scientific and