



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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31 March 2016

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

Dear Ms YEUNG,

**Panel on Education**  
**Follow-up item of Meeting on 9 February 2015**

At the meeting of the Panel on Education on 9 February 2015, Hon Mrs Regina IP requested the Administration to provide the number and list of schools which adopt different modes to teach Chinese history. The Secretary for Education has agreed to provide appropriate information at a later stage. In this connection, the Secretary's follow up to this item is as follow:

In The Personal, Social & Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 3) compiled by Curriculum Development Council in 2002, it is stipulated that Chinese history and culture are part of the Essential Content for Learning in basic education in primary and secondary schools. Regardless of the mode of curriculum organization a school adopts in organizing the S1-3 Personal, Social & Humanities Education (PSHE) curriculum, schools should devote one quarter of the total curriculum time spent on PSHE to the learning and teaching of Chinese history and culture, i.e. about 2 periods per week for each form to teach its contents. According to the latest statistics and information for the school year 2014/15 provided by Web-based School Administration & Management System (WebSAMS) and

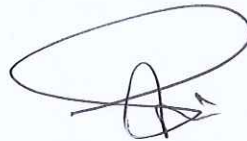
Curriculum Development Institute (CDI) of Education Bureau (EDB) respectively, out of 444 schools offering main stream junior secondary curriculum, 390 schools (87.83%) are adopting independent subject mode to teach Chinese history, among them there are 348 schools (78.38%) offering Chinese History from secondary 1 to 3; in other words, 42 schools (9.45%) are offering Chinese History in any one or two years.

In that school year, schools which adopt independent subject mode for Chinese history in any one of the three years usually offer History and Culture in Secondary 1 and 2 (i.e. the development of Chinese history served as the backbone, with the integration of events in world history as its contents) and offer Chinese History as an independent subject in secondary 3. There are 21 schools in this category, whereas 18 schools are offering Chinese History as independent subject in any two years in junior secondary level.

It is common practice for schools to review and decide on the subjects they will offer in the next school year according to their contexts, the list of schools offering Chinese History is subject to change every year. Though some schools do not show Chinese History as an independent subject in their timetable, they are still teaching Chinese history systematically in junior secondary level using other subject modes. In view of the above complicated situation, a school list simply showing those schools which do not offer Chinese History as an independent subject will lead to misunderstanding by the public or will result in unnecessary labelling effect on the schools concerned.

We express our gratitude to Hon Mrs Regina IP's concern to Chinese history education in Hong Kong.

Yours sincerely,

A handwritten signature in black ink, consisting of a large, stylized loop at the top and several horizontal strokes below it, enclosed within a large, irregular oval shape.

(Stephen Y W YIP)  
for Secretary for Education