

**立法會**  
**Legislative Council**

LC Paper No. CB(4)1449/16-17  
(These minutes have been seen  
by the Administration)

Ref : CB4/PL/ED

**Panel on Education**

**Minutes of meeting**  
**held on Monday, 13 February 2017 at 4:30 pm**  
**in Conference Room 1 of the Legislative Council Complex**

**Members present** : Dr Hon CHIANG Lai-wan, JP (Chairman)  
Hon IP Kin-yuen (Deputy Chairman)  
Hon LEUNG Yiu-chung  
Hon Abraham SHEK Lai-him, GBS, JP  
Hon Starry LEE Wai-king, SBS, JP  
Hon CHAN Kin-por, BBS, JP  
Dr Hon Priscilla LEUNG Mei-fun, SBS, JP  
Hon Paul TSE Wai-chun, JP  
Hon LEUNG Kwok-hung  
Hon Claudia MO  
Hon Michael TIEN Puk-sun, BBS, JP  
Hon Frankie YICK Chi-ming, JP  
Hon MA Fung-kwok, SBS, JP  
Hon Charles Peter MOK, JP  
Hon CHAN Chi-chuen  
Hon CHAN Han-pan, JP  
Hon Dennis KWOK Wing-hang  
Dr Hon Fernando CHEUNG Chiu-hung  
Dr Hon Helena WONG Pik-wan  
Hon Martin LIAO Cheung-kong, SBS, JP  
Hon Alvin YEUNG  
Dr Hon Junius HO Kwan-yiu, JP  
Hon SHIU Ka-chun  
Hon Wilson OR Chong-shing, MH  
Hon Tanya CHAN  
Hon CHEUNG Kwok-kwan, JP  
Hon HUI Chi-fung  
Hon LAU Kwok-fan, MH  
Dr Hon CHENG Chung-tai  
Hon Nathan LAW Kwun-chung  
Dr Hon LAU Siu-lai

**Members absent** : Hon Tommy CHEUNG Yu-yan, GBS, JP  
 Hon Mrs Regina IP LAU Suk-ye, GBS, JP  
 Hon Alice MAK Mei-kuen, BBS, JP  
 Hon Christopher CHEUNG Wah-fung, SBS, JP  
 Dr Hon Elizabeth QUAT, JP  
 Hon CHU Hoi-dick  
 Hon HO Kai-ming  
 Hon Holden CHOW Ho-ding

[According to the Judgment of the Court of First Instance of the High Court on 14 July 2017, LEUNG Kwok-hung, Nathan LAW Kwun-chung, YIU Chung-yim and LAU Siu-lai have been disqualified from assuming the office of a member of the Legislative Council, and have vacated the same since 12 October 2016, and are not entitled to act as a member of the Legislative Council.]

**Public Officers attending** : Agenda item III

The Administration

Mr Eddie NG, SBS, JP  
 Secretary for Education

Dr K K CHAN  
 Deputy Secretary for Education (5)

Mr Sheridan LEE  
 Principal Assistant Secretary  
 (Curriculum Development)  
 Education Bureau

Hong Kong Examinations and Assessment Authority

Dr TONG Chong-sze  
 Secretary General

Agenda item IV

Mr Kevin YEUNG, JP  
 Under Secretary for Education

Ms Jessie WONG, JP  
 Deputy Secretary for Education (2)

Mr Samuel FAN  
 Senior Property Services Manager  
 (School Works Section)  
 Education Bureau

Mr Eric WONG  
 Senior Education Officer  
 (School Development/Central Team)1  
 Education Bureau

**Attendance by Invitation** : Agenda item III  
 CDC-HKEAA Committee on Liberal Studies  
 (Senior Secondary)

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Professor Stephen CHIU  
 Chairman

**Clerk in attendance** : Ms Angel WONG  
 Chief Council Secretary (4)4

**Staff in attendance** : Mr KWONG Kam-fai  
 Senior Council Secretary (4)4

Miss Mandy NG  
 Council Secretary (4)4

Ms Sandy HAU  
 Legislative Assistant(4)4

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**I. Information paper(s) issued since the last meeting**

(LC Paper No. CB(4)465/16-17(01) -- Letter dated 27 October 2016 from Hon HO Kai-ming concerning the issues related to the restructuring of the Vocational Training Council

LC Paper No. CB(4)465/16-17(02) -- Administration's written response dated 20 January 2017 to the letter dated 27 October 2016 from Hon HO Kai-ming concerning the issues related to the restructuring of the Vocational Training Council)

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Members noted the above papers issued since the last meeting.

## II. Items for discussion at the next meeting

(Appendix I to LC Paper No. CB(4)512/16-17 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)512/16-17 -- List of follow-up actions)

2. The Chairman informed members that the Administration had proposed to discuss the item of "Progress on the implementation of life planning education and issues related to development pathways of secondary school leavers" at the next regular meeting scheduled for 13 March 2017 at 4:30 pm. She would finalize with the Deputy Chairman the items to be discussed at the next regular meeting with reference to the Panel's "List of outstanding items for discussion" ("the List"), and inform members in due course.

3. The Deputy Chairman proposed to further discuss issues related to student suicides at the next regular meeting in response to the recent student suicide spate. The Chairman advised that further discussion on the subject might not be the most effective follow-up as a special meeting on student suicides had just been held on 7 January 2017. She would explore other follow-up(s) with the Deputy Chairman.

4. Mr LEUNG Yiu-chung proposed and the Chairman requested EDB to provide written response to the views and suggestions raised at the special meeting on 7 January 2017.

*(Post-meeting note: The Administration's written response was issued to members vide CB(4)800/16-17(01) on 3 April 2017.)*

5. Mr SHIU Ka-chun enquired about the meeting arrangements for deputations to give views on the Territory-wide System Assessment. The Chairman responded that the meeting had been scheduled for late February, however, the Secretary for Education ("SED") and the Under Secretary for Education ("US(Ed)") were unable to attend. The meeting might be arranged in March the earliest. Moreover, the Research Office had prepared the English version of the research brief on competency assessment systems in selected places. It was expected that the brief in both Chinese and English would be ready shortly.

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6. The Chairman said that she and the Deputy Chairman had consolidated several inter-related outstanding items in the List for joint discussion at future meetings. The updated version of the List had been issued to members vide Appendix I to LC Paper No. CB(4)512/16-17.

### **III. The Liberal Studies subject under the New Senior Secondary curriculum**

(LC Paper No. CB(4)512/16-17(01) -- Paper provided by the Administration

LC Paper No. CB(4)512/16-17(02) -- Updated background brief entitled "Issues related to the Liberal Studies subject under the New Senior Secondary curriculum" prepared by the LegCo Secretariat)

7. Members noted the updated background brief prepared by the Secretariat [LC Paper No. CB(4)512/16-17(02)].

#### Briefing by the Administration

8. SED briefed members on the implementation of Liberal Studies ("LS") subject and the continual review of the curriculum and assessment of LS subject, as well as some concerns of the public regarding the implementation of LS subject and the corresponding measures taken by the Education Bureau ("EDB"), details of which were set out in the Administration's paper [LC Paper No. CB(4)512/16-17(01)].

#### Discussion

##### *Curriculum and assessment of LS subject*

9. Mr LAU Kwok-fan noted that frequent inclusion of questions on political issues in LS public examination had led to students' focus on only one or a few modules in the curriculum. Also, students tended to put emphasis on personal views rather than facts and evidence in conducting Independent Enquiry Study ("IES"). Mr LAU considered it necessary to motivate students further to balance knowledge and perspectives, and make analysis based on facts and evidence. The Secretary General of Hong Kong Examinations and Assessment Authority ("SG/HKEAA") advised that Paper 1 of LS public examination comprised compulsory questions of cross-modular nature. Candidates should have foundation knowledge of the

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six modules in order to answer the questions. Paper 2 comprised optional questions. Candidates might therefore focus on the modules they familiarized with. To align with the curriculum aims, the emphasis of LS examination was on assessing students' understanding of different disciplines of knowledge and the extent to which students could demonstrate appropriate thinking skills.

10. Mr CHEUNG Kwok-kwan enquired whether EDB shared the view that the coverage of LS modules was not balanced, focusing especially on political issues and humanities, and whether there were plans to beef up the module contents in areas such as science, engineering, technology, etc. to align with the recent promotion of Science, Technology, Engineering and Mathematics education. Mr CHAN Han-pan opined that the imbalanced coverage of modules might create difficulties for science students in learning LS. Their examination results might also be affected as they were generally weaker in written presentation. He therefore enquired whether EDB would consider including additional modules on science and technology which might be better understood by science students. Dr LAU Siu-lai supported the rationale and direction of LS subject. She considered that humanities-related topics should be strengthened in LS curriculum for students' whole-person development.

11. The Deputy Secretary for Education (5) ("DS(Ed)5") explained that among the six LS modules, Public Health, and Energy Technology and the Environment were science- or technology-related. To encourage students conducting IES on topics related to science and technology, students were allowed to choose topics which suited their interest and teachers' support was enhanced to facilitate students in conducting IES on these subjects. EDB would conduct curriculum reviews on an ongoing basis to cater to the needs of students and the development of society.

12. Mr Michael TIEN and Dr Priscilla LEUNG supported the rationale for LS subject but doubted whether it should be a mandatory core subject for university admission as this would impose great pressure on students. Mr TIEN considered that LS education should be implemented through a cross-curricula approach and students' higher-order thinking skills could be promoted through debates, presentations, etc. To reduce stress on students taking LS public examination, he suggested that the current reporting system of Levels 1 to 5 for the subject should be replaced by a pass/fail grading system. Dr LEUNG was concerned that LS public examination questions were too difficult for secondary students and considered that IES could also achieve the curriculum aims of broadening students' knowledge and analysing issues from multiple perspectives. She urged the Administration to remove the compulsory examination questions and adopt a pass/fail grading system for LS examination.

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13. SED shared the view that education should not impose pressure on students and advised that LS public examination had not imposed pressure on students because over 90% of candidates attained Level 2 or above in the subject. LS subject was not only an essential subject for helping students to connect the knowledge obtained across different subjects, but also an important component of the qualification of the Hong Kong Diploma of Secondary Education ("HKDSE") Examination widely recognized by local and overseas universities. Hence, the possible impacts on the recognition of the HKDSE qualification should be carefully examined before considering making any major change to the implementation of the subject. As regards Dr LEUNG's concern on compulsory questions, SG/HKEAA explained that there should be compulsory questions serving as an anchor measure to ensure fairness and impartiality in an examination. However, members' views would be conveyed to the relevant committee for consideration.

14. Mr LEUNG Yiu-chung was of the view that students' critical thinking skills and abilities to consider issues from multiple perspectives could be developed through LS as well as other subjects. Noting that many students had great pressure in taking LS public examination, Mr LEUNG asked whether EDB had ever solicited students' views on the need of maintaining LS as a mandatory core subject, and queried about the high percentage of students attaining Level 2 or above in LS public examination. SG/HKEAA advised that under the standards-referenced reporting system, candidates' levels of performance were reported with reference to a set of well-defined and constant standards determined by experts and academics of the subjects concerned. The assessment criteria were announced to the public after the examination every year. In marking LS examination scripts, due regard would be given to clear presentation of views and relevant evidence to justify the views. In the past few years, about 80% of HKDSE candidates could attain Level 2 or above in LS as well as other subjects. The Chairman of CDC-HKEAA Committee on Liberal Studies (Senior Secondary) ("CDC-HKEAA Committee") added that each LS examination script was marked by two markers and when there were significant differences in the markers' opinions, a third or even a fourth marker would be called in to resolve the discrepancies.

15. Mr SHIU Ka-chun declared that he had taught a Postgraduate Diploma in Liberal Studies Programme for LS teachers about 10 years ago and expressed support for implementing LS as an independent subject. He said that according to a survey jointly conducted by Lingnan University, Hong Kong Professional Teachers' Union, Hong Kong Liberal Studies Teachers' Association and NTW LS Profession Network, over 50% LS teachers agreed that they had spent much time in teaching examination techniques for LS subject. He was concerned that the requirements and assessment criteria for the subject might limit students' learning of LS. SED advised that since LS was a relatively new subject, more time should be given to monitor its

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implementation and consolidate the experience. According to some LS teachers he met recently, students would be taught examination techniques, with focus on developing students' abilities in analyzing issues from multiple perspectives.

*Concerns about teaching and learning effectiveness*

16. The Deputy Chairman and Mr Alvin YEUNG sought further information on the recent study conducted by academics in 2016 referred to in paragraph 12 of the Administration's paper and requested the Administration to provide the related documents and report of the study.

17. The Chairman of CDC-HKEAA Committee advised that the study was conducted by the Hong Kong Institute of Asia-Pacific Studies, Chinese University of Hong Kong in mid-2015 to collect Secondary 5 students' views on LS subject and social/political participation. A survey of about 2 800 students from 25 schools was conducted, and 12 focus group meetings, with five to six students in each group, were held. The findings revealed two things, the first being that there was no correlation between students' interest in LS subject and their participation in social movements/rallies; the other that LS subject would not lead to students being keyboard warriors or netizens who liked to post comments online. On the contrary, LS subject would to some extent discourage students from taking part in campaigns related to political consumerism, e.g. boycotting certain brand because of difference in political stance. Twenty students who were more active in political and social participation were also interviewed. The findings revealed that after taking LS subject, these students became more aware of current affairs and the society, and had greater interest in taking part in social and political events. However, the subject did not have a significant impact on students' radical thinking. As the report of the study was being prepared, it would be provided to the Panel once available.

Admin

18. Dr LAU Siu-lai and Mr HUI Chi-fung noted some members of the public were concerned that the learning and teaching of LS made students blindly or radically participate in political activities. Dr LAU did not subscribe to these concerns and Mr HUI sought the Administration's view on the concerns. Mr HUI also relayed some teachers' concerns that some schools might require their teachers to reduce the discussion on issues related to political participation in light of the public concerns. He enquired whether EDB had conveyed similar request to schools. SED stressed that under school-based management, schools and school sponsoring bodies played a pivotal role while EDB would provide support and resources for schools whenever appropriate. The Government attached great importance to evidence and feedback collected and would formulate its policies with regard to the findings of evidence-based studies.



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19. Dr Helena WONG expressed support for LS subject. Besides students' feedback, she considered it necessary to collect teachers' feedback on the implementation of LS subject including lesson time allocation, curriculum and assessment, and support measures. DS(Ed)5 responded that since the implementation of LS subject and during the Short-Term and Medium-Term Reviews of the New Academic Structure, views from teachers had been regularly collected by EDB to keep abreast of the situation in the frontline, and the findings of relevant surveys would be provided to the Panel after the meeting.

Admin

20. Mr SHIU Ka-chun referred to the concern that the implementation of LS led to students' groundless empty talks. He opined that discussions would not become groundless as long as students held discussions based on relevant facts and evidence collected.

21. The Chairman enquired whether the Administration had evaluated the learning effectiveness of LS subject. SED advised that surveys had been conducted to solicit views on LS subject from teachers, students and secondary school leavers. For example, a study conducted in 2012 indicated that over 70% of students agreed that LS had enhanced their knowledge base, ability to think from multiple perspectives, critical thinking skills and social awareness. Feedback from teaching staff of local and overseas universities also revealed that students who had taken HKDSE Examination (including LS subject) were able to demonstrate strong motive in learning, good presentation skills and the ability to think from multiple perspectives.

*Support for LS teachers*

22. Mr CHEUNG Kwok-kwan noted that EDB did not at the moment accept submission of LS textbooks for review, but would explore the feasibility of reviewing LS textbooks in the long run. As there were views that review of LS textbooks would alleviate the workload of teachers, Mr CHEUNG enquired about EDB's stance in this issue and the timetable, if any, for implementing the review mechanism. SED advised that to reduce teachers' workload in preparing teaching materials, Liberal Studies Curriculum Resources Booklet Series which contained six booklets had been published. Over 2 700 items of teaching materials had been made available on the Web-based Resource Platform for teachers' use. The Resource Package and Platform had been well received by teachers. In addition, learning communities for sharing of teaching materials had been developed among LS teachers. Some professional bodies and organizations had also developed teaching kits for schools. Given sufficient teaching resources available, studying the viability of accepting the submission of LS textbooks for review would depend on the future demand for LS textbooks.

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23. Dr Helena WONG appreciated the efforts made by LS teachers and expressed concern about their heavy workload and the inadequate support given to them. She said that the Members of the Democratic Party disagreed with the cessation of the Liberal Studies Curriculum Support Grant ("LSCSG") which had been used by many schools for employing additional manpower to support the teaching of LS. She urged EDB to consider afresh providing schools with LSCSG again. Mr HUI Chi-fung shared similar concern and suggested that LSCSG should be provided on a recurrent basis. SED advised that appropriate support had been provided to help alleviate teachers' workload, such as developing Liberal Studies Curriculum Resources Booklet Series.

Admin

24. Dr Helena WONG sought information on the numbers of subject-trained and non-subject-trained teachers currently teaching LS subject in secondary schools, and asked whether job stability was an issue for LS teachers. DS(Ed)5 responded that as local tertiary institutions had only started offering degree programmes in LS in recent years, there was no readily available data. EDB would provide the information after the meeting. As far as staff turnover was concerned, SED understood from his regular communications with LS teachers that job stability was not a matter of concern for them. Instead, they were keen to enhance their capability in teaching LS.

*Support for students*

Admin

25. Mr Alvin YEUNG was pleased to note that LS teachers' workload had been alleviated with the implementation of the Administration's measures, and sought information on measures undertaken by the Administration to alleviate students' workload of the subject, if any, and their effectiveness.

Admin

26. Dr Fernando CHEUNG expressed support for implementing LS subject. While LS subject could help students enhance their critical and independent thinking skills and make analysis based on objective facts and evidence, Dr CHEUNG noted that the subject would impose difficulty on students with special educational needs, particularly those with specific learning difficulties ("SLD"). As eligible candidates with SLD were allowed to use speech-to-text software in the LS public examination starting from 2017, he asked about the number of candidates applying for using the software and the Administration's practical difficulties in arranging examination venues for these candidates, if any. SG/HKEAA responded that there were quite a number of candidates applying for using the software and undertook to provide the actual number of applications after the meeting. In making special examination arrangements for these candidates, HKEAA was liaising with individual schools and EDB had provided sufficient resources including computer facilities for the examination venues. Based on the experience of LS subject, HKEAA would consider extending the use of speech-to-text

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software for the examinations of other subjects.

Motions

27. The Chairman referred members to the three motions respectively proposed by Mr Michael TIEN, Dr Priscilla LEUNG and seconded by Mr MA Fung-kwok, and Dr Helena WONG (wording of motions in **Appendices I, II and III** respectively). Members agreed to deal with the motions.

28. The Deputy Chairman noted with concern that the motions proposed by Mr Michael TIEN and Dr Priscilla LEUNG had urged for the removal of compulsory questions from LS public examination and adoption of a pass/fail grading system for LS subject. He considered that members should defer to the professionalism of the Curriculum Development Council and HKEAA in determining the curriculum and assessments. Mr Michael TIEN and Dr Priscilla LEUNG responded that their motions sought to request the Administration to conduct a review on LS subject.

29. Dr Helena WONG expressed concern that "However, the Government has been under criticism since the implementation of the LS subject." in Dr Priscilla LEUNG's motion (**Appendix II**) might be contradictory to the findings of the survey quoted in the Administration's paper and considered it a kind of smear. Dr Priscilla LEUNG did not agree to Dr WONG's remarks and requested the Chairman to direct Dr WONG to retract her remarks. The Chairman said that a Member should not impute improper motives to another Member. She did not consider Dr WONG's remarks offensive and Dr WONG was therefore not required to retract her remarks.

30. The Chairman put the motion moved by Mr Michael TIEN to vote. A majority of the members present voted for the motion. The Chairman declared that the motion was carried.

31. The Chairman put the motion moved by Dr Priscilla LEUNG and seconded by Mr MA Fung-kwok to vote. A majority of the members present voted against the motion. The Chairman declared that the motion was negatived.

32. The Chairman put the motion moved by Dr Helena WONG to vote. A majority of the members present voted for the motion. The Chairman declared that the motion was carried.

## Admin

*(Post-meeting note: The Administration was requested to provide written response to the motions passed at the meeting.)*

Action**IV. Measures to improve facilities at the "matchbox-style" school premises**

(LC Paper No. CB(4)512/16-17(03) -- Paper provided by the Administration

LC Paper No. CB(4)512/16-17(04) -- Background brief entitled "Issues related to schools operating in matchbox-style school premises" prepared by the LegCo Secretariat)

33. Members noted the background brief prepared by the Secretariat [LC Paper No. CB(4)512/16-17(04)].

Briefing by the Administration

34. US(Ed) briefed members on the progress of the follow-ups by the EDB with regard to improving matchbox-style school premises and the proposed arrangements and measures for enhancing facilities at these school premises, details of which were set out in the Administration's paper [LC Paper No. CB(4)512/16-17(03)].

*(At 6:18 pm, the Chairman informed members that the meeting would be extended for 15 minutes to 6:45 pm.)*

Discussion*Reprovisioning of schools operating at sub-standard premises*

35. Mr Dennis KWOK considered reprovisioning or expansion to vacant school premises ("VSP") or school sites the most effective option for matchbox-style schools. In order to keep track of the progress of reprovisioning of these schools, he urged the Administration to update the Panel regularly on the list of VSP or school sites available for reprovisioning of schools by district. Mr HUI Chi-fung enquired about the number of VSP and new school sites under EDB which could be allocated for reprovisioning of existing schools.

36. US(Ed) advised that when a suitable school site/premises was identified, the Administration would consider the reprovisioning needs of existing schools as well as the demand and supply of public sector school places in the district in deciding whether a site/premises should be allocated for reprovisioning an existing school or for constructing a new school. It was anticipated that several VSP or school sites would be available for allocation

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for reprovisioning purpose in 2017. Meanwhile, for the 26 matchbox-style schools, EDB would identify potential scope for expansion and flexible uses of space from the technical perspective under the proposed programme to address concerns about inadequate space within existing school premises .

37. Noting from the Administration's paper that only two of the 28 matchbox-style schools had been allocated with new school premises for reprovisioning through School Allocation Exercises ("SAE"), Mr SHIU Ka-chun expressed grave concern about the slow progress made by the Administration in reprovisioning matchbox-style schools during the past two decades. He had an observation that the allocation of school premises in recent years had been tilted in favour of international schools instead of local schools. Mr HUI Chi-fung urged EDB to draw up a firm timetable for and accord priority to reprovisioning of these schools. Dr Fernando CHEUNG considered that priority should also be given to improving the teaching and learning environment of special schools which were far below present-day standards in terms of area, design and facilities, such as Hong Chi Morninglight School and Hong Chi Morninghill School in Tuen Mun.

38. US(Ed) clarified that on top of the two matchbox-style schools mentioned in the Administration's paper, a number of schools operating in premises built according to the past standards had been reprovisioned through SAE over the years. When assessing applications under SAE for reprovisioning of existing schools, EDB would take into account all relevant factors including the physical conditions of the schools' existing premises, the quality of education, etc. in a fair and just manner. Some VSP were allocated for international school development in recent years to meet the shortfall of international school places as revealed by a consultancy study.

*School Improvement Programme*

39. Mr HUI Chi-fung said that he did not aware of any significant improvement in the teaching and learning environment of matchbox-style schools during the past two decades and expressed concern about the poor physical conditions at these schools which would pose serious hazards to safety and hygiene. US(Ed) assured members that the Administration would not compromise on safety and hygiene of school premises, and advised that EDB had provided schools built according to the past planning standards (including matchbox-style schools) with additional space and facilities through five phases of the School Improvement Programme between 1994 and 2006. Where technically feasible, some of these schools had been provided with annex blocks under the Programme.

*Proposed improvement works for matchbox-style schools*

40. Noting that it would take a minimum of two years to complete the proposed improvement works for the matchbox-style schools commencing this summer, Mr Dennis KWOK asked about the interim measures to be taken by the Administration to improve the teaching and learning environment of these schools. He was also concerned how the Administration had addressed the security problems of these schools arising from the using of shared facilities at public housing estates. US(Ed) explained that it would take at least two years for completion because large-scale improvement works could only be carried out during summer breaks or other long holidays so as not to affect school activities. Emergency repair works would be conducted whenever necessary having regard to the needs of individual schools under the existing mechanism. As for security arrangements for shared facilities, EDB had reflected schools' concerns to the Housing Department ("HD") and the respective estate management offices, and would continue to communicate with HD to identify practical solutions for improvement.

41. The Deputy Chairman relayed the concerns of the matchbox-style schools that EDB only addressed five of the 17 common problems of matchbox-style school premises raised by the Subsidized Primary Schools Council ("SPSC") last year. He suggested that the Panel should re-visit the matchbox-style schools to understand the progress of the improvement works, to be followed by tripartite meeting(s) with the Administration and representatives of the school sector. Ms SHIU Ka-chun supported the Deputy Chairman's suggestion of visiting matchbox-style schools and the Administration's measures to upgrade school environment. However, he hoped that the improvement works were not carried out in a piecemeal manner. Mr LEUNG Kwok-hung urged the Administration to step up its effort in implementing the proposed improvement works put forward by SPSC.

42. US(Ed) recalled that at the tripartite meetings held in May and June last year, it was agreed to first tackle the common problems resulting from the unique architectural design of the matchbox-style school premises. After that, EDB had been actively taking forward the follow-up work. Consultants had been arranged to visit each of the 26 matchbox-style school premises last summer to conduct on-site review and propose technically feasible solutions to the common problems identified. EDB had then met with the schools and SPSC last December to introduce the proposed improvement works summarized in the Administration's paper and explain the related arrangements. The consultants would have more in-depth discussions with individual schools regarding the works items and schedule of works to cater for individual needs. As the improvement works could only commence in the coming summer, members might consider visiting these schools after the summer break if they wished to understand the improved environment in

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result. Hence, there might not be an urgent need to conduct tripartite meeting(s) in the meantime. US(Ed) further advised that during discussions, individual schools had also raised their own concerns and problems due to school-based circumstances. Some of them might be dealt with through the existing measures, such as the annual major repairs exercise and the emergency repairs mechanism. Others, such as arrangements relating to the use of shared facilities at housing estates, and expansion of existing school campuses, would require inter-departmental coordination. EDB would continue to work in collaboration with relevant departments to follow up.

43. To conclude, the Chairman said that she would discuss the Panel's follow-ups with the Deputy Chairman after the meeting.

**V. Council on Professional Conduct in Education's consultation papers on "Code for the Education Profession of Hong Kong cum Practical Guidelines" and "Case Handling Procedures"**

(LC Paper No. CB(4)512/16-17(05) -- Paper provided by the Administration

LC Paper No. CB(4)455/16-17(01) -- Letter dated 17 January 2017 from Hon IP Kin-yuen)

44. Due to time constraints, members agreed and the Chairman directed that discussion on this agenda item be deferred to the next regular meeting.

**VI. Any other business**

45. There being no other business, the meeting ended at 6:46 pm.

Council Business Division 4  
Legislative Council Secretariat  
 24 July 2017

**就議程項目"新高中課程下的通識教育科"動議的議案**  
**Motion moved under the agenda item**  
**"The Liberal Studies subject under the New Senior Secondary curriculum"**

**議案措辭**

本委員會促請政府全面檢討通識教育科，取消通識考卷評分等級，改以合格/不合格作為通識科的評級，以減輕學生的應試壓力。

(田北辰議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Government to comprehensively review the Liberal Studies ("LS") subject, and replace the existing score-based grading system for LS examination papers with a "passed/failed" grading system for the LS subject, so as to reduce the examination pressure on students.

(Moved by Hon Michael TIEN Puk-sun)



**就議程項目"新高中課程下的通識教育科"動議的議案**  
**Motion moved under the agenda item**  
**"The Liberal Studies subject under the New Senior Secondary curriculum"**

**議案措辭**

本委員會認為新高中課程下的通識教育科旨在為學生提供全人教育，原意是好的。但自政府推行通識科以來備受批評，該科無論在課程設計、教學範圍、考核方式及師資培訓等方面均引起極大爭議；就此，本委員會促請政府全面檢討新高中課程下的通識教育科，包括其教學及計分方式，以及通識科不再列為香港中學文憑考試(DSE)的必考科或至少通識科考卷不設必答題，改善考核方式等，以提供學生更多選擇，減輕考試壓力，增加學習興趣，亦避免因通識科成績而影響學生日後升讀大學心儀學科的機會。

(梁美芬議員動議，馬逢國議員和議)

**Wording of the Motion**

(Translation)

This Panel appreciates the good intent of the Liberal Studies ("LS") subject under the New Senior Secondary ("NSS") curriculum, which is aimed at providing whole-person education to students. However, the Government has been under criticism since the implementation of the LS subject. The subject has aroused heated controversies in terms of its curriculum design, coverage of teaching, assessment method, teacher training, etc. In this connection, this Panel urges the Government to comprehensively review the LS subject under the NSS curriculum, including reviewing its teaching strategies and grading methods, excluding the LS subject from the list of core subjects for the Hong Kong Diploma of Secondary Education Examination or at least removing the compulsory questions from the LS examination papers, and improving the assessment methods, so as to offer more options to students, alleviate their examination pressure, increase their learning interest, and prevent students' attainments in the LS subject from affecting their chances of being admitted to their preferred disciplines in universities.

(Moved by Dr Hon Priscilla LEUNG and seconded by Hon MA Fung-kwok)

**就議程項目"新高中課程下的通識教育科"動議的議案**  
**Motion moved under the agenda item**  
**"The Liberal Studies subject under the New Senior Secondary curriculum"**

**議案措辭**

本委員會促請政府恢復高中通識科津貼，為通識科教師及學生的通識科學習提供必須的教與學的支援，令通識科的理念和教學效果得以提升，及減輕教師及學生的工作量。

(黃碧雲議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Government to reinstate the Liberal Studies ("LS") Curriculum Support Grant for senior secondary classes, so as to provide necessary support for LS teachers and students in the teaching and learning of the LS subject, thereby enhancing the concept and teaching outcomes of the LS subject as well as reducing the workload of teachers and students.

(Moved by Dr Hon Helena WONG Pik-wan)