

**For discussion
on 9 January 2017**

Legislative Council Panel on Education

**Revision and Consultation for the Junior Secondary
Chinese History Subject and
the Different Modes of Implementing the Chinese History Curriculum**

Purpose

This paper reports on the progress of the revision and consultation for the Junior Secondary Chinese History subject, and explains the different modes of implementation of the Chinese History curriculum in schools.

Background

2. The existing curricula of the Chinese History subject and the History subject at junior secondary level have been implemented for nearly 20 years and are in need of a review. Recognising such a need, the Curriculum Development Council approved to set up an Ad Hoc Committee on Revision of the Curricula of Chinese History and History at Junior Secondary Level (Ad Hoc Committee) in December 2013 for conducting a comprehensive review of the existing Chinese History subject curriculum (S1-S3).

3. Since its launch, the consultation on the revision of the junior secondary Chinese History subject curriculum has been a subject of public concern. Although the Hong Kong Special Administrative Region Government has clarified on numerous occasions that the study of Chinese history has been made compulsory in the curriculum of junior secondary level since 2001 (it has never been so until then), there are still views in the community about requiring schools to adopt Chinese History at junior secondary level (i.e. independent-subject mode) as the only means to reinforce Chinese history education. Moreover, members of the Legislative Council (LegCo) moved for debate a motion on “Requiring the Teaching of Chinese History as an Independent Subject at Junior Secondary Level”, which was passed on 16 November 2016. The Education Bureau (EDB) attaches great importance to the views of the public and LegCo members and will seriously consider suggestions of the LegCo for enhancing the implementation of Chinese history education.

Latest Development on the Revision of Chinese History Subject Curriculum

Findings of a Questionnaire Survey in the First Stage of Consultation

4. The first stage of consultation for the revision of junior secondary Chinese History subject curriculum, launched on 29 September 2016 and lasting for a month, focused on the general directions of the curriculum revision, including the reasons and rationale for the revised curriculum, curriculum aims and objectives, curriculum structure, time allocation, supporting measures and its implementation. Upon its conclusion on 31 October 2016, we received a total of 293 completed questionnaires and 23 written submissions from various parties. Besides, we met with subject-related organisations and student group(s) during the consultation period. Their views are summarised as follows:

- **Directions and Aims of Revision Agreed:** Teachers surveyed generally agreed to the principles and directions of revision of the junior secondary Chinese History subject curriculum. Over 90% of them agreed that there was a need to review the current curriculum with the prime objective of enhancing students' interest in studying Chinese history and equipping students with an understanding of the development of Chinese history by "putting equal emphasis on ancient and modern times". Over 80% of the teachers surveyed agreed with the revised curriculum aims while over 70% agreed with the revised curriculum objectives and the arrangement of having ancient history, early modern history, modern history and contemporary history as the backbone for the three-year curriculum.
- **Division of Historical Periods and Key Learning Points Agreed:** About 70% of the teacher respondents agreed with the division of Chinese history into nine historical periods. Over 70% of them agreed on the key learning points for most of the historical periods (with the exception of the Song and Yuan periods). Moreover, over 90% of them agreed that expected learning contents should be provided for each topic of the nine historical periods.
- **Divergent Views on Topic Contents:** Teachers surveyed held divergent views on the specific topic contents to be covered by

each historical period. Relatively more teachers were concerned about the limited coverage on the decline of dynasties and over concentration of cultural history topics in certain historical periods. There were also views that learning contents of pre-historic to Xia, Shang and Zhou periods and early Hong Kong development could be further streamlined or deleted. Some teacher respondents were also of the view that the concepts of some topics were too difficult, and some other teachers proposed the addition or deletion of different topics.

- **Concerns about Over-packing of Contents and Insufficient Lesson Time:** About 70% of the teachers surveyed considered the annual lesson time of 33 hours proposed under the revised curriculum insufficient to cover the proposed curriculum contents. As regards the two topic exemplars on Qin and Han periods as well as Sui and Tang periods set out in the consultation document, about 80% of the teacher respondents concurred that the exemplars were in line with the expected learning contents and over 70% agreed that the exemplars could illustrate the depth of topics and help them grasp the depth and focuses of topics. Yet, about 40% of them disagreed that the proposed learning contents could be covered within the proposed lesson periods.

5. As concluded from the above points, teachers surveyed generally agreed on the need to revise the junior secondary Chinese History subject curriculum and agreed to the proposed curriculum framework. On the basis of the document for the first stage of consultation, the EDB will continue to revise the curriculum contents and address stakeholders' concerns about the curriculum contents.

Concerns about Different Modes of Implementing the Curriculum and EDB's Proposals

Chinese History as an Independent Subject

6. There are views that the recent emergence of increasingly radical political behaviour and incomprehension of the "one country, two systems" concept among the young people of Hong Kong stem from their unfamiliarity with Chinese history. Therefore, compulsory Chinese history education must be implemented in the form of an independent subject in secondary schools in

Hong Kong. The EDB is aware of the strong public aspiration to make Chinese History an independent subject at junior secondary level and recognises the need to provide students with a holistic and systematic Chinese history education. In this connection, the Secondary Education Curriculum Guide, which was completed in late 2016, reaffirms Chinese history and Chinese culture as the **essential** learning contents of basic education in primary and secondary schools. The status of Chinese History as an independent subject will remain unchanged. Schools which have been adopting the independent-subject mode to promote Chinese history education may continue to do so. For schools which promote Chinese history education in a mode linking the two histories or an integrated curriculum mode, they are required to make Chinese history the backbone of the curriculum and offer an independent and systematic Chinese history module to provide students with a holistic and systematic Chinese history education. Such an arrangement is similar to the teaching of an independent Chinese History subject.

7. Currently, nearly 90% of the secondary schools offer Chinese History as an independent subject at junior secondary level. Naturally, there will be no problem for these schools to continue doing so for the promotion of Chinese history education. Regarding schools which adopt a mode of linking the two histories (4.1%) or an integrated curriculum mode (6.5%) in teaching Chinese history, they have to make further revision to map out a curriculum with Chinese history as the backbone in the light of their whole-school curriculum planning, their students' varying learning needs and teachers' expertise.

8. These secondary schools have accumulated much valuable experience in their attempts to teach Chinese history at junior secondary level in different curriculum modes and succeeded in enhancing students' interest and motivation to learn. Hence, we propose that these secondary schools should devise progressively a Chinese history curriculum with Chinese history as the backbone in accordance with the Secondary Education Curriculum Guide. The teaching of the curriculum so devised should be similar to that of an independent Chinese History subject. The Ad Hoc Committee will make recommendations upon further exploration along this direction.

Insufficient Lesson Time

9. The Secondary Education Curriculum Guide stipulates that the minimum lesson hours of Chinese history should not be less than one quarter of the total curriculum time spent on the Personal, Social and Humanities

Education Key Learning Area, i.e. about 5% of the total curriculum time, or about an average of two periods per week for each form level. Regardless of their curriculum modes, schools are required to spend about two periods per week on average on teaching Chinese history related contents.

10. The EDB is aware of the concerns of teachers about having insufficient lesson time for teaching the Chinese History subject. Hence, the revised Chinese History subject curriculum for junior secondary level is designed to have 50 teaching periods for each school year and a total of 150 teaching periods in the course of a three-year curriculum, which is in line with the EDB's lesson time requirements. To enable teachers to grasp the breadth and depth of the proposed curriculum, teaching exemplars illustrating the expected learning contents have been distributed to teachers in the course of consultation. The proposed curriculum has also been field-tested in tryouts to demonstrate to teachers that it is possible to complete the teaching of the entire curriculum within the proposed lesson timeframe. To address teachers' concerns, the Ad Hoc Committee will continue to review and revise the coverage of the proposed curriculum in the light of the views collected through the questionnaire survey.

Specialised Teaching

11. There have been appeals for specialised teaching for Chinese History in the education sector. As a matter of fact, non-specialised teaching is common in secondary schools, and this is not unique to the Chinese History subject. In recruiting teachers, schools may determine the qualifications required in full consideration of their specific needs and conditions. Upon appointment, subject-trained and non-subject-trained teachers are assigned to teach Chinese History according to their professional training and experience. According to the figures of Chinese history teachers retrieved from EDB's WebTIMS system for the 2016/17 school year, about 40% of teachers have a major in History. About half (49%) of the Chinese History lessons at junior secondary level and 85% of the Chinese History lessons at senior secondary level are taught by subject-trained teachers. When those with a minor in History are also taken into account, nearly 60% (58%) of the teachers are subject-trained. About 65% of the Chinese History lessons at junior secondary level and over 90% (93.5%) of the Chinese History lessons at senior secondary level are taught by subject-trained teachers. This shows that schools have arranged teachers with relevant training to teach Chinese History as far as possible. In fact, quite a number of non-History-major teachers have prepared their lessons in a professional manner, gaining the recognition and acclaim of their students.

12. The EDB will continue to strengthen the professional training of teachers, especially those who are not subject-trained. Training programmes such as understanding and interpreting the curriculum, learning and teaching strategies (e.g. e-learning and self-directed learning strategies), knowledge enrichment and assessment (e.g. study of historical materials) and field visits are organised for teachers to enrich their professional knowledge of the subject, know more about effective teaching strategies (a list of professional training activities held for Chinese History teachers in the past two years is at Annex 1, Chinese version only) and develop school networks to promote professional exchanges among teachers with a view to enhancing the quality of teaching in the short, medium and long run. The EDB is exploring with local teacher training institutions the possibility of providing more training programmes for Chinese History teachers.

Curriculum Revision – Weighting of Political History, Cultural History and Hong Kong History

13. It is proposed in the revised curriculum that political evolution, complemented by cultural characteristics and development history of Hong Kong, should be the backbone of the curriculum for providing students with a holistic Chinese history education and enhancing their interests in the subject. This has paid heed to the views of teachers expressed during the consultation on the revised curriculum in 2015. Quite a number of teachers surveyed reflected in the questionnaires that the proportion of lesson time and teaching periods allocated for political evolution, cultural characteristics and development history of Hong Kong was inappropriate and called for revision.

14. The Ad Hoc Committee will review the contents and coverage of the relevant topics. If the lesson time is found to be insufficient, such views will be accepted and the contents of cultural characteristics and development history of Hong Kong be streamlined accordingly. The Ad Hoc Committee and its working group will thoroughly discuss the suggestions made by some teachers regarding the specific topics of Hong Kong history and present the details in the consultation document during the second stage of consultation in May 2017.

Way Forward

15. The EDB attaches great importance to Chinese history education. The Secondary Education Curriculum Guide clearly affirms the **importance of studying Chinese history**. It also stresses that **all students, regardless of the**

types of schools they attend, must be given the opportunity to receive a systematic Chinese history education.

16. Different sectors have initially reaffirmed the general directions of the proposed revision and put forward valuable views concerning the curriculum revision. The EDB will continue to gauge the views of different stakeholders through channels such as focus group meetings with history scholars, school heads, frontline teachers and teachers' professional associations and through school visits. The Ad Hoc Committee is having a fresh round of discussions to further fine-tune the curriculum revision, which is underpinned mainly by the professional principles of integrity and operability of the curriculum. The second stage of consultation, expected to be conducted from April to May 2017, will focus on details and implementation of the curriculum.

17. Apart from organising professional training programmes for teachers, the EDB will continue to develop relevant learning and teaching resources to support the work of teachers. (Details of the learning and teaching resources are at **Annex 2, Chinese version only**).

18. Through channels such as curriculum visits, focused inspection, school-based support services and quality assurance inspection, the EDB regularly reviews and advises on the allocation of lesson time and implementation arrangements, and ascertains the needs of frontline teachers for further enhancement of learning and teaching of the subject.

Advice Sought

19. Members are invited to note the findings of the consultation and comment on the suggestions and concerns about various modes of implementing the curriculum as well as its future development directions.

Education Bureau
January 2017

Annex 1: List of professional training activities held for Chinese History teachers of the school years 2015-2017 (Chinese version only)

2015/16

知識增益系列	
主題	舉行日期
1. 「歷史與教學：從馬場先難友紀念碑與東華東院看文物保育與文化承傳」工作坊	22/1/2016
中國歷史被忽略的課題：	
2. 第一講：「三國兩晉南北朝在中國歷史上的重要性與意義」講座	25/2/2016
3. 第二講：「五代十國在中國歷史上的重要性與意義」講座	7/3/2016
4. 第三講：「蒙古帝國與元朝在中國歷史上的重要性與意義」講座	18/3/2016
5. 第四講：「清中葉後的內憂與動亂」講座	15/4/2016
中華民國史專題：	
6. 第一講：「多角度看軍閥政治」講座	23/2/2016
7. 第二講：「五四運動」講座	15/3/2016
8. 第三講：「第一及第二次國共合作」講座	11/4/2016
中華人民共和國史上的人物：	
9. 林彪	7/6/2016
10. 四人幫	17/6/2016
11. 鄧小平	23/6/2016
學習評估系列	
12. 2015 香港中學文憑考試中國歷史科校本評核教師研討會	7/11/2015
13. 2015 香港中學文憑考試中國歷史科教師研討會（共兩場）	14/11/2015, 21/11/2015
學與教策略系列	
14. 讓學生動起來：口述歷史—老戰士訪問與中史學習	9/10/2015

15. 「一課兩構」：清列強入侵教學設計分享	2/11/2015
16. 讓學生動起來：口述歷史—香港漁民生活與中史學習	16/12/2015
17. 「一課兩構」：八年抗戰—讓學生主動建構知識的策略	23/5/2016
博物館學習系列	
18. 利用博物館藝術品展覽（日昇月騰 — 從敏求精舍藏品看明代）學習中國歷史（新辦）	5/1/2016
辛亥革命 105 周年系列	
19. 革命元老後人與老師對談會暨「實地考察資源套—從廣州古蹟出發」簡介會	6/5/2016
20. 香港特別行政區政府教育局、香港浸會大學當代中國研究所合辦：辛亥革命 105 周年紀念活動之「孫中山與黃興—香港、湖南專家學術交流會」（新辦）	9/5/2016
其他	
21. 個人、社會及人文教育學習領域：中國歷史科課程修訂〔中一至中三〕意見徵集會	21/11/2015

2016/17

（藍字部分為即將舉行的教師培訓）

知識增益系列	
主題	舉行日期
知識增益系列：中國現代史五講——崢嶸歲月：當代中國社會主義建設的探索與實踐（1949-2000年）（更新）	
1. 第一講：「寧『左』勿右」：從新民主主義到社會主義建設的開展（1949-1957年）（兼論 1：前蘇聯秘密檔案有關中共崛起的啟示；2：如何掌握當代中國史的發展脈絡）	4/11/2016
2. 第二講：「多、快、好、省」：「大躍進」與黨內矛盾的激化（1958-1965年）	7/11/2016

3. 第三講：「造反有理」：「文化大革命」與魅力領袖時代的終結（1966-1976年）	10/11/2016
4. 第四講：「一個中心、兩個基本點」：從「以計劃經濟為主，以市場調節為輔」到「社會主義市場經濟」的確立（1977-2000年）	15/11/2016
5. 第五講：斷裂與延續：用歷史的角度看鄧小平時代的改革開放	23/11/2016
學習評估系列	
6. 學習評估系列(1)：2016 香港中學文憑考試中國歷史科校本評核教師研討會（新辦）	5/11/2016
7. 學習評估系列(2)：2016 香港中學文憑考試中國歷史科教師研討會（新辦）（共兩場）	11/11/2016 19/11/2016
學與教策略系列	
8. 學與教策略系列(1)：利用博物館展覽（天子・公民 — 末代皇帝溥儀）促進中國近代史的學習（新辦）	6/10/2016
9. 「提升學生史料研習能力」教師分享會暨《按圖索證：從圖像考證近現代中國的歷史發展》簡介會	27/10/2016
10. 廣州考察研討會：介紹實地學習廣州史蹟及嶺南傳統文化（新辦）	20/2/2017
運用資訊科技促進有效的中史學習與評估系列	
11. （一）專題講座：中史教育：如何有效運用資訊科技以提升學與教效能	17/10/2016
12. （二）工作坊：利用電子教學工具以促進中國歷史科的學與教（共兩場）	17/10/2016 3/11/2016
13. 工作坊：利用電子教學工具以促進中國歷史科的學與教——教材的設計與製作（新辦）（共兩場）	17/1/2017 6/2/2017
中國科學史講座系列	
14. 東亞科學歷史基金會－教育局公開中國科學史講座 - 第一講：中醫藥典故：古法今析	25/10/2016
15. 東亞科學歷史基金會－教育局公開中國科學史講座 - 第二講：從永樂十年紫檀木舵杆說起：東亞海上世界與航海造船技術	30/11/2016

16. 東亞科學歷史基金會－教育局公開中國科學史講座 - 第三講：趕鬼驅魔：古代中國的神醫與「科學」	2/12/2016
本地考察系列	
17. 香港史系列第一次考察：中上環文化考察之旅－清末民國時期的香港（新辦）	19/1/2017
廣州考察系列	
18. 廣州考察系列：主題（一）－列強的入侵與孫中山的革命事業（新辦）（兩天考察團）	11/3/2017- 12/3/2017
19. 廣州考察系列：主題（二）－廣州作為海外貿易樞紐（新辦）（兩天考察團）	1/4/2017- 2/4/2017
20. 廣州考察系列：主題（三）－嶺南傳統文化探研（新辦）（兩天考察團）	8/4/2017- 9/4/2017
課程管理、領導及規劃系列	
21. 中國歷史科：新任科主任－課程領導、規劃與管理工作坊（新辦）	28/2/2017
課程詮釋與學習評估系列	
22. 高中中國歷史課程詮釋及學習評估（新辦）	29/3/2017
其他	
23. 個人、社會及人文教育學習領域：修訂中國歷史科課程〔中一至中三〕諮詢會（新辦）	29/9/2016

Annex 2: List of Chinese history learning and teaching resources developed by Curriculum Development Institute, 2000-2016 (Chinese version only)

年份	名稱	適用年級
2016	按圖索證——從圖象考證近現代中國的歷史發展	初中及高中
2016	抗戰勝利七十周年圖片集：徐宗懋藏品選	初中及高中
2015	中國歷史科：實地考察資源套——從廣州古蹟出發	初中及高中
2014	透過虛擬展覽學習中國歷史：【一統天下：秦始皇帝的永恆國度】互動學習教材套	初中及高中
2013	歷史影像中的近代中國——徐宗懋藏品選	初中及高中
2012	初中中國歷史：課程設計和專題教學示例（綜合課程模式）	初中
2012	初中中國歷史：課程設計和專題教學示例（歷史與文化課程模式）	初中
2012	女性社會地位：傳統與變遷（選修單元六講座記錄）	高中
2011	「歷史劇：風雨橫斜」學與教資源套	初中及高中
2011	高中中國歷史（中四至中六）課程支援教材：探究式學習與歷史材料的運用	高中
2010	高中中國歷史（中四至中六）課程支援教材：必修部分（甲部及乙部）	高中
2010	高中中國歷史（中四至中六）課程支援教材：選修部分（單元一至六）	高中
2010	高中中國歷史（中四至中六）課程支援教材光碟（包括所有高中中國歷史的必修及選修單元）	高中
2009	從閱讀中學習——《亞洲週刊》中國歷史文章選輯	初中及高中

2009	改革－革命－再革命－繼續革命－告別革命（改革開放）的歷程 1900-2000 年	高中
2006	「世界貿易組織 - 香港部長級會議」學與教資源： 「『中國入世』怎樣體現了『絲路精神』？」－初中中國歷史	初中
2006	「世界貿易組織 - 香港部長級會議」學與教資源： 「『最惠國待遇』與『門戶開放』－何以不同年代會有不同詮釋？」－高中中國歷史	高中
2004	2004 中國歷史 (中四至中五)修訂課程支援教材	高中
2002	初中中國歷史科教學專輯 (第 6 輯)	初中
2000	中國文化古代篇	初中
2000	天工開物——中國古代科技文物	初中