



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

本局檔號 Our Ref. :

電話 Telephone : 2892 5817

來函檔號 Your Ref: CB4/PL/ED

傳真 Fax Line : 2893 8761

12 August 2022

Ms Angel WONG  
Legislative Council Secretariat  
Legislative Council Complex  
1 Legislative Council Road  
Central, Hong Kong

Dear Ms WONG,

**Follow-up on the Meeting of the  
Subcommittee to Study the Promotion of  
National and National Security Education on 25 July 2022**

The letter of 28 July 2022 to the Secretary for Education from the Legislative Secretariat was duly noted. Following up the meeting of the Subcommittee to Study the Promotion of National and National Security Education on 25 July 2022, our reply is as follows.

(a) **Measures to Enrich Teachers' and Students' Knowledge about Chinese History and Hong Kong History**

2. Chinese History is an integral part of national education. In Chinese History, there are important and memorable dates that are covered by the curriculum and activities outside the classroom. To strengthen Chinese history education, the Education Bureau (EDB) has made Chinese History an independent compulsory subject at the junior secondary level since the 2018/19 school year, in tandem with the revision of the Junior Secondary Chinese History curriculum. The revised curriculum, which has been implemented in the

2020/21 school year starting from Secondary 1 and will be extended to Secondary 3 in the 2022/23 school year, covers important historical incidents in contemporary Chinese history, such as the September 18 Incident and the Nanjing Massacre, thereby enabling all students to study Chinese history in a holistic and systematic manner, and understand the inseparable and interactive relationship between Hong Kong and our country since the ancient times. (see Annex 1 for details of the Chinese History Curriculum Framework (Secondary 1-3) (available in Chinese only)).

3. Besides classroom learning, in connection with important memorable dates in history, the EDB encourages schools to organise activities related to historical events. Take this school year as an example, the then Secretary for Education attended a commemorative activity of the “Victory Day of Chinese People’s War of Resistance against Japanese Aggression” organised by a school on 3 September 2021, and joined the teachers and students in paying tribute to martyrs and civilians who lost their lives. He also delivered a speech to enhance students’ national identity and patriotic spirit. As 2021 marked the 90th anniversary of the September 18 Incident, the EDB organised a seminar themed “The September 18 Incident and the War of Resistance against Japanese Aggression” cum sharing session by veterans of the War of Resistance. The EDB also organised the “Remember History, Cherish Peace: the 84th Anniversary of Nanjing Massacre” school commemorative activities cum teacher seminars in a school in December the same year. The EDB issued the Circular Memorandum No.99/2022 “Teaching the History of the War of Resistance against Japanese Aggression” Teacher Seminars cum Field Visits Series, Teaching Support Programme and Learning and Teaching Resources<sup>1</sup> in early June 2022, to inform schools in advance about a series of activities and schemes to be launched by the EDB. These activities and schemes, which are related to the War of Resistance against Japanese Aggression, include seminars and field visit activities in connection with the 80th anniversary of the founding of the East River Column and the Hong Kong-Kowloon Independent Brigade, a pilot scheme on teaching the September 18 Incident through innovative drama education programme, etc. to support the teaching of the history of the War of Resistance against Japanese Aggression.

4. Moreover, the EDB issued the Circular Memorandum No.120/2022 “National Education–Event Planning Calendar”<sup>2</sup> on 2 August 2022, strongly

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<sup>1</sup> Further details could be accessed at:

<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM22099E.pdf>

<sup>2</sup> Further details could be accessed at:

<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM22120E.pdf>

recommending schools to make arrangements for school-based learning activities on the key dates listed in the 2022/23 school year, and to make good use of the web-based resource platform “National Education One-stop Portal” for the implementation of national education.

(b) **Details of Training Programmes and Activities that Facilitate Teachers’ and Students’ Understanding of Significant Historical Events**

5. The curricula of both Chinese History and History encompass significant learning content about the modern and contemporary Chinese history so as to enable students to gain a comprehensive understanding of the major events of the relevant periods as well as the important dates of significant historical events. For example, the topics of “The 1911 Revolution and the Political Situation of the Early Republican Times”, “Co-operation and Separation between Kuomintang Party (KMT) and Chinese Communist Party (CPC)”, “The Japanese Invasion on China and the Anti-Japanese War”, and the “Domestic Administration and Diplomacy from the Founding of the PRC to 1978” in Secondary 3 Chinese History enable students to learn important historical events such as the Wuchang Uprising, the Founding of CPC, the Anti-Japanese War and the Establishment of the PRC and cultivate their senses of identity, belonging and responsibility towards the Chinese race and nation. To enrich teachers’ knowledge on different topics of Chinese history (including relevant major issues and important dates of significant historical events), the EDB has continuously engaged experts and academics from tertiary institutions to organise teacher professional development programmes on various topics.

6. Soon after the commencement of this school year, the EDB has launched a series of “Teaching the History of the War of Resistance against Japanese Aggression” programmes as mentioned in question (a). A seminar themed “The September 18 Incident and the War of Resistance against Japanese Aggression” cum sharing session by veterans of the War of Resistance and the “Remember History, Cherish Peace: the 84th Anniversary of Nanjing Massacre” school commemorative activities and teacher seminars were organised with more than 1 110 participants. Besides, three teacher professional development activities of The War of Resistance against Japanese Aggression in Hong Kong were premiered by the EDB with more than 310 participants. In summary, the EDB conducted 10 teacher professional development programmes regarding the modern and contemporary Chinese history (including the important events and memorable dates related to the curriculum) in the 2020/21 school year with

1 135 participants; and 26 relevant teacher professional development activities in the 2021/22 school year with 4 861 participants. The number of events and participating teachers has increased notably.

**(c) & (e) Mechanism and Measures for Monitoring the Implementation National Education and National Security Education in Schools and Evaluation of the Effectiveness of the Implementation**

7. National education and national security education are inextricably linked, and inseparable from relevant school work. Upon the implementation of the National Security Law (NSL), the EDB issued the Circular No. 11/2020 “Implementation of The Law of the People’s Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region”<sup>3</sup>, instructing primary and secondary schools (including special schools) as well as kindergartens that they should timely enable school personnel of all levels and students to learn about, understand and abide by the NSL. The EDB also issued the Circular No. 3/2021 “National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens”<sup>4</sup> in February 2021 to provide schools (including kindergartens) with detailed administration and education guidelines related to safeguarding national security and national security education. Schools are required to review the current situation in different areas, devise work plans, and formulate and implement as soon as possible various measures related to safeguarding national security and national security education.

**Accountability Mechanism and the Roles and Responsibilities of School-sponsoring Bodies (SSBs)**

8. While schools enjoy greater flexibility and autonomy under the school-based management policy, their operation should comply with the Education Ordinance, the Education Regulations, other related ordinances, the relevant Code of Aid, instructions given by the EDB from time to time, etc. Incorporated Management Committees (IMCs)/School Management Committees (SMCs) have the responsibility to manage schools. There are both empowerment and accountability in school-based management. The school management is held accountable for understanding and monitoring school work, including the promotion of national education and national security education, the implementation of related measures, and the follow-up work for improvement. Besides, the EDB makes use of an external accountability mechanism to facilitate

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<sup>3</sup> Further details could be accessed at: <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC20011E.pdf>

<sup>4</sup> Further details could be accessed at: <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC21003E.pdf>

schools' development and self-improvement. In addition to regular school visits, the EDB also promotes school self-evaluation (SSE) through the School Development and Accountability Framework, and validates schools' performance in SSE through external school reviews and focus inspections. Yet, the school management should take full responsibility for the daily monitoring of school-based work. In case of complaints (such as those related to school-based teaching materials), schools should handle them with due regard, following the school-based complaint handling mechanism.

9. In February 2021, the EDB provided detailed administration and education guidelines in the document "National Security: Specific Measures for Schools" of the Circular on national security and national security education, stating the roles and responsibilities of major school stakeholders including SSBs, IMCs/ SMCs and all levels of school personnel. The SSB should give directives to the IMC/ SMC to ensure that the school formulates measures related to safeguarding national security, national education and national security education. The IMC/ SMC of the school, which plays the role of school management, has the responsibility to ensure that the school education and operation comply with all laws applicable to Hong Kong; monitor the school to implement as soon as possible various measures related to safeguarding national security, national education and national security education; and examine and endorse the annual report and work plan of the school. National security is of great importance, and the Circular specifically reminds schools that they are required to archive school-based learning and teaching materials related to the Constitution, the Basic Law and national security education for no less than two school years, so that such resource materials can be made available to the SSBs, school management or the EDB for inspection on a need basis. In the case of a complaint regarding the school-based teaching materials, schools should handle it in accordance with their school-based complaint mechanism.

10. As the SSB of government schools, the EDB has issued to all government schools a sample operation manual on safeguarding national security and national security education, which has been provided to other SSBs for reference. The EDB has also, through a number of meetings, briefings and sharing sessions, assisted the SSBs and schools to understand the requirements of the administration and education guidelines, and their roles and responsibilities.

#### Follow-up on the Implementation and Effectiveness

11. Schools submitted the review reports of current situation and work plans

for the 2021/22 school year to the EDB in or before September 2021. The EDB has vetted the reports and work plans, conducted school visits to understand the implementation of the relevant administrative and education measures in schools, and provided support as appropriate. In general, the majority of schools are able to, in accordance with the EDB guidelines and having regard to their school contexts, formulate suitable measures in different areas to ensure all school staff understand the NSL and uphold the professional ethics; formulate school-based mechanisms to step up the prevention and suppression of any teaching and school activities that are in breach of the law, and prevent political or other illegal activities from permeating schools and handle such matters.

12. As shown from the review reports of current situation and work plans submitted by schools, most schools have established/ strengthened school-based monitoring mechanisms for regularly reviewing the learning and teaching content and quality (including classroom teaching and teaching resources) so as to ensure that the content and quality of the learning and teaching resources selected or compiled align with the curriculum aims, goals and coverage prescribed for different key learning stages by the Curriculum Development Council and suit students' abilities and learning needs. In respect of promoting national education and national security education, primary and secondary schools will generally enrich students' understanding of national security, history and development of the country as well as enhance their sense of national identity through the respective key learning areas/ subjects and diversified life-wide learning activities. As regards kindergartens, nurturing students' understanding of Chinese culture, cultivating their sense of national identity and promoting moral education has always been one of the learning objectives in the kindergarten education curriculum. In light of the developmental and learning characteristics of children, kindergartens should incorporate learning elements of national education and national security education in integrated learning activities. Kindergartens should also teach children to abide by the law, take good care of public property, respect and care for others and act as good citizens so as to prepare them for further understanding of national security and their own responsibilities to safeguard national security in subsequent learning stages.

13. Under the accountability mechanism, schools have to ensure that all school staff uphold professional ethics. If teachers are found to have used inappropriate teaching materials for teaching, the cases should be handled in a serious manner. In the past three years (from 2019 to 2021), the EDB received 502 cases related to suspected professional misconduct of teachers. Given the extensive coverage and unique nature of these cases, with quite a number of them

involving multiple allegations, we do not categorise the cases by type.

### Follow-up Work

14. The EDB will continue to maintain contact with SSBs and different stakeholders, review the reports and work plans submitted by schools, and through various channels, such as regular school visits and inspections, monitor schools' progress and effectiveness in implementing national education and national security education. The EDB will as well provide suggestions for enhancement and improvement, and collect good practices and exemplars from schools for dissemination in the education sector, with a view to facilitating schools' continuous development. Kindergartens' performance, including the implementation of learning and teaching, will be assessed in a holistic manner according to the prescribed quality assurance mechanism (including self-evaluation and quality review).

15. Active and whole-school participation is essential for the effective promotion of national education and national security education. The school management and teachers should work together, by words and deeds, to create a favourable learning atmosphere, and develop in students a sense of belonging towards the country, a sense of national identity, and a sense of responsibility for safeguarding national security. Schools have recognised the importance of strengthening the relevant work. The EDB will continue to support schools in promoting national education and guiding students to acquire an understanding of the country, enhance their national pride, safeguard national security on their own initiative and become a new generation that loves their country and home.

#### **(d) Evaluation Tools**

16. In line with the implementation of the School Development and Accountability framework, the EDB has provided different evaluation tools in support of SSE. The Assessment Program for Affective and Social Outcomes (APASO)<sup>5</sup> is a set of professional assessment tools developed by a tertiary institute commissioned by the EDB. It aims to help schools understand students' performance in the affective and social domains so as to review students' needs for their whole-person development and conduct appropriate planning and follow-up. The scales of the current version of APASO for primary schools are organised along four dimensions, namely "self", "self-others", "self-school" and

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<sup>5</sup> Further details could be accessed at: <https://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/performance-indicators/apaso2/index.html>

“self-society”. There are in total eight scales and 53 subscales applicable to Primary 3 to 6. As for the scales for secondary school, they are organised along five dimensions, namely “self”, “self-others”, “self-school”, “self-society” and “self-future”, involving a total of 12 scales and 62 subscales applicable to Secondary 1 to 6. To deepen school personnel’s understanding of SSE tools, the EDB regularly organises seminars to introduce the use of SSE tools and data interpretation, including how to use APASO.

17. APASO is an SSE tool. Schools can select suitable scales based on their needs to review students’ needs and effectiveness of the implementation of related measures. The EDB requires schools to conduct a holistic review of school performance at the end of their 3-year school development cycle. They have to use the scale “attitudes to school” of APASO to understand students’ perception of their schools and submit the relevant data collected to the EDB. Moreover, in consideration of their needs, schools can make their own decisions to collect data on particular scales of APASO for conducting their annual review, and to provide the relevant data to school reviewers for reference during school inspections.

18. APASO for both primary and secondary schools includes items related to national identity for students to express their perceptions in the domain, forming part of the self-evaluation data for schools’ integrative analysis. Since APASO is a self-administered questionnaire by students, the results have limitations and can only reflect students’ own perception in the affective domain. If a longitudinal study is conducted based on the results of APASO to examine the effectiveness of schools in implementing national education and national security education, it might be misleading. The use of APASO by schools would become high-stakes, or schools might even guide/influence students to respond to the items, leading to the distortion of evaluation results. To effectively assess students’ performance in the affective domain, including national identity, schools still need to collect other information. For example, teachers can observe students’ performance in activities relating to national education, such as talks under the national flag, the Chinese culture week, lectures about China aerospace science and technology, and Mainland exchange activities, as well as collect students’ reflection after those activities and views of other stakeholders (such as parents and school social workers). Schools are expected to make professional judgements based on data and information from multiple sources.

**(f) Selection and Use of Teaching Resources**

19. To tie in with “The National Memorial Day for Nanjing Massacre Victims”



on the 13 December, the EDB provided a school commemorative activity plan and a presentation resource kit on “Remember History, Cherish Peace: 84th anniversary of Nanjing Massacre” for schools. The presentation resource kit provides a list of different types of reference materials (such as video clips, information of museums, multimedia resources, extended readings)<sup>6</sup>. The EDB has provided teachers with appropriate guidance in the Circular Memorandum No.168/2021 on the way to use the reference materials. Based on their own school context, schools can use the information with discretion. The suggested video clip, which was produced by Radio Television Hong Kong (RTHK), carries a clear warning notice at the beginning. Therefore, teachers should prepare the lessons in a professional, serious and responsible manner and select appropriate materials or choose to broadcast part of the video clip which is appropriate taking into consideration students’ age, mental and intellectual development, and the school context, while catering for students’ diversified needs to ensure teaching effectiveness. This is where professionalism in education comes into play.

20. All along, schools have been flexibly adopting the teaching materials provided by the EDB according to the school context and professionalism to conduct different education activities in class. The school management has the responsibility to ensure that teachers use appropriate teaching materials in line with the rationale and aims of the curriculum and remind teachers to adopt appropriate learning and teaching strategies to guide students, and take an objective, rational and impartial stance to present an unbiased and complete account of the topic. The EDB staff will continuously monitor the situation and quality of learning and teaching through various channels such as external school reviews and focus inspections.

**(g) & (h) Home-school Co-operation and Parent Education**

21. The EDB issued a Circular in February 2021 to provide schools (including kindergartens) with guidelines on safeguarding national security and national security education, including home-school co-operation, of which schools should maintain close contact with parents, organise more home-school co-operation and parent education activities, encourage parents to learn about the NSL, and proactively cooperate with schools and teachers to help their children understand national security and related laws in a rational and positive manner, with a view to enhancing their children’s awareness of national security and abiding by the law. The EDB has all along been actively promoting home-school co-operation

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<sup>6</sup> Further details could be accessed at:  
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21168E.pdf>

and parent education, and encourages Parent-Teacher Associations (PTAs) and the Committee on Home-School Co-operation (CHSC) to organise various types of activities to enhance parents' understanding of national education, national security education and values education.

22. In the 2020/21 and 2021/22 school years, the CHSC organised seminars for parents, sharing sessions for the Federations of Parent-Teacher Associations (FPTAs) and PTA Executive Committee Member Training Programme, etc. to introduce to parents the content of the NSL and its relationship with our daily lives. In addition, the EDB encourages schools/ PTAs to apply for the Subsidy for Home-School Co-operation Activities (the Subsidy) to organise school-based home-school co-operation and parent education programmes or activities to promote students' effective learning and healthy development together with parents. The Subsidy can be used for promoting the establishment and development of PTAs, promoting the co-operation and communication between parents and schools, enhancing parenting skills and training parents to support the learning activities in schools (including the promotion of national education, national security education and values education), etc. In the 2021/22 school year, the EDB approved around 1 800 applications for the Subsidy from schools/ PTAs to organise programmes or activities related to national education, national security education and values education, accounting for about 60% of the total approved applications for the Subsidy. Besides, there were around 260 applications from schools/ PTAs to organise joint home-school co-operation projects with schools/ PTAs under the same SSB or with schools/ PTAs in the same district. These applications accounted for about 70% of the total approved applications for the Subsidy. The activities organised by schools/ PTAs mainly included seminars for parents, parent education activities/ parent-child activities and parent workshops. The themes of the parent seminars revolved around how parents can help their children understand the spirit of the enactment of the NSL in a rational and positive manner, enhance their children's awareness of national security and law-abidingness, etc. Parent education activities/ parent-child activities also incorporated elements of Chinese culture, Chinese history and development, with an aim to strengthen the cultivation of positive values and healthy lifestyles among students. Parent workshops were organised in the form of small groups to allow parents to practise how to help their children analyse and understand issues around them from multiple perspectives and discern right from wrong.

23. The EDB will continue allocating resources and provide support to help schools and the CHSC promote national education, national security education

and values education to parents. These include organising a series of seminars on cultivation of positive values for parents of children at kindergarten and primary levels, sharing sessions organised by the CHSC for parents of the 18 FPTAs, and the PTA Executive Committee Member Training Programme, with an aim to assist parents to understand the national education and national security education being implemented by the EDB.

24. Apart from the above support measures to parents, the EDB produced a leaflet related to national security education to help parents understand their roles in supporting schools' work on national security education, and encouraged schools (including kindergartens) to distribute the leaflet to PTA and parents through various channels. With the support of parents in national security education, schools will be able to provide appropriate learning opportunities as well as a safe and orderly learning environment to nurture children to become good citizens who love their homes and abide by laws and regulations.

#### **(i) & (j) Citizenship and Social Development (CS)**

##### Presentation Slides for Teaching

25. To support CS teachers, the EDB has uploaded presentation slides for Theme 1 (Hong Kong under “One Country, Two Systems”) and Theme 2 (Our Country since Reform and Opening-up) of the CS curriculum (please see Annex 2 for details) to the CS Web-based Resource Platform<sup>7</sup>. These presentation slides progressively cover all the learning focuses of the CS curriculum at S4 and S5, and facilitate teachers' accurate acquisition of the curriculum requirements and interpretation of the learning focuses. The Bureau is now developing presentation slides for Theme 3 (Interconnectedness and Interdependence of the Contemporary World), which will be provided to CS teachers in a timely manner.

##### Mainland Study Tour of CS

26. The Mainland study tour of CS aims to enable all senior secondary students to gain first-hand experience of the Chinese culture developed through the long history of our country, and at the same time deepen their understanding of its development and vision for development. Students are required to conduct project learning to demonstrate their learning outcomes and self-reflection after participating in the study tours. The Mainland study tours can help broaden

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<sup>7</sup> Further details could be accessed at: <https://cs.edb.edcity.hk/en/index.php>

students' horizons and develop their abilities to observe and think from multiple perspectives, hence serving as an important learning experience.

27. The EDB issued the Circular Memorandum No.91/2022 to schools regarding planning and arrangements for Mainland study tours of the subject of CS<sup>8</sup> on 7 July 2022, aiming to collect in advance schools' overall planning for CS Mainland study tours so as to gauge schools' preferences for the routes, visiting months and number of students to facilitate the preparation of related routes. The EDB will fully subsidise senior secondary students to participate in one CS Mainland study tour. Upon easing of the epidemic situation and resumption of quarantine-free travel, Mainland study tours will be kick-started promptly. In the pilot phase, the EDB will provide 21 routes, ranging from two to five days (18 routes within Guangdong Province and three routes outside Guangdong Province) for schools' choice.

28. The Mainland study tour is an integral part of the CS curriculum and is not an optional arrangement. Schools and parents should strongly encourage students to participate in it, so that students are able to gain first-hand understanding of our country and its latest development. Students are required to participate in the Mainland study tour and conduct project learning. The EDB proposes that about 10 hours of learning time should be allocated for students to make preparations before and after the tour, including collecting and studying information before the tour, and consolidating learning points and reflecting on the experience after the tour, in order to complete the project learning. Students would lose the precious experience of learning with their classmates if they do not participate in the Mainland study tour. In the case that students cannot go to the Mainland due to practical difficulties, they should apply to their schools and obtain prior permission. Schools should handle these matters prudently on a case-by-case basis taking into account the situation and justifications as provided by individual students. At the same time, schools must offer a meaningful alternative, which is in line with the CS curriculum, to provide learning experiences for those students to understand the development of our country. Those students are also required to participate in the learning activities arranged by schools and submit their project reports to schools for assessment.

(k) **Mainland Exchange Programmes for Primary and Secondary Schools**

29. Mainland exchange activities organised by secondary and primary schools

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<sup>8</sup> Further details could be accessed at:  
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM22091E.pdf>

are one kind of study tours outside Hong Kong. The Guidelines on Study Tours Outside Hong Kong, included in the Guidelines on Outdoor Activities, issued by the EDB has reminded schools to ensure the safety of participants in study tours and stipulated the points to note of proper manpower arrangement, choice of school-appointed escort, activity arrangement, safety consideration, etc. The Guidelines on Outdoor Activities also spell out clearly that if schools commission agents to organise study tours outside Hong Kong, they must follow the tendering and procurement procedures as well as observe the relevant requirements of administrative and financial arrangements. For instance, schools with an IMC established must obtain the approval from IMC and comply with the relevant procurement procedures when conducting trading operation. The contractors commissioned by schools to organise Mainland exchange activities for students must be licensed travel agents and the accompanying staff must be holders of a valid Tour Escort Pass issued by the Travel Industry Council of Hong Kong.

30. The EDB attaches great importance to the quality of Mainland exchange activities for students. When planning and organising Mainland exchange activities, schools should make reference to the “Points to Note for Schools in Planning Mainland Activities for Their Students” to set clear learning objectives and focuses of the exchange activities. Schools should arrange accompanying teachers (including the principals) in a ratio of 1 teacher to 10 students to serve as learning facilitators to help students construct knowledge and enhance learning effectiveness. Special schools should make reference to Appendix X “Manning Ratio for Outdoor Activities Involving Students with Special Educational Needs” of the “Guidelines on Outdoor Activities” in making appropriate manpower arrangements.

31. To evaluate Mainland exchange activities, schools would usually collect the opinions of the participating students and/ or parents. For Mainland exchange programmes for students organised by the EDB, there is a regular mechanism of evaluation. The EDB also conducts briefings cum experience sharing seminars on Mainland exchange programmes for students and invites teachers to share experience of organising Mainland exchange activities for students. Schools, parents and students in general welcome Mainland exchange programmes for students and positive feedback has been received.

**(1) Mainland Exchange Programmes for Teachers**

32. Starting from the 2020/21 school year, the EDB has included a three to four-day Mainland study tour in the core training for newly-joined teachers and

teachers aspiring for promotion. It was our plan to conduct four study tours to Beijing and the Greater Bay Area for the 2020/21 school year. Professional training activities such as school visits, thematic seminars, as well as visits to enterprises and cultural sites were included for teachers to understand the latest development of our country, widen their horizons, and reflect on the opportunities brought to Hong Kong by the development of our country and how Hong Kong could contribute to our country's development through first-hand observation and experience. Regarding the training for principals, the EDB has commissioned the Chinese Academy of Governance to organise the Leadership Enhancement Programme for Primary and Secondary School Principals (LEP) since the 2017/18 school year to enrich principals' understanding of our country's development from a macro perspective. Both the Mainland study tours and LEP are organised and guided by EDB officers of professional grades, and their effectiveness is evaluated through questionnaires, sharing of participants and on-site observation. Overall speaking, the principals commented that LEP was rich in content, and highly appreciated the thematic seminars, visits to enterprises and shadowing at school visits which were very effective in enhancing their understanding of the development of the Mainland. The above-mentioned Mainland study tours and LEP have to be postponed due to the pandemic. We have been liaising with the contractors in the Mainland. The exact dates of the tours and LEP is subject to the pandemic situation, the border control measures, as well as the compulsory quarantine arrangements between the Mainland and Hong Kong.

33. The EDB has previously organised subject-based Mainland study tours for in-service teachers of different subjects with the aim of enriching teachers' understanding of national conditions and encouraging teachers to organise Mainland study tours for students to promote learning. Prior to the epidemic, the EDB has organised various subject-based study tours to different Mainland cities for teachers. Teacher participants gave very good ratings to the study tours, and have made use of the information gathered from the study tours to develop learning materials to enhance teaching. Taking into account the epidemic situation, the EDB will explore the arrangements for the resumption of Mainland exchange programmes.

(m) **Learning and Teaching Resources on National Education and National Security Education**

34. The EDB develops quality learning and teaching resources on national education and national security education for schools. Teachers can select and

make use of the resources for classroom teaching and other occasions in a professional and flexible manner, according to the curriculum aims and objectives as well as students' abilities and learning needs. For instance, the national security picture books and short videos on flag raising ceremonies produced by the EDB have been broadcast in schools for parents' and visitors' viewing. Owing to a wide range of uses of the learning and teaching resources of the EDB and the diversified utilisation of the resources by schools, there is no unified, quantitative and objective standards for measuring the popularity of various learning and teaching resources on national education and national security education. We are thus unable to rank the 52 examples of learning and teaching resources listed in the annex of the discussion document for the committee meeting. Attached please find the annex (See Annex 3 for details) again with QR codes for easy reference for the committee.

(n) **Use of the National Flag and National Emblem and the Regional Flag and Regional Emblem**

35. The Chief Executive has made the “Stipulations for the display and use of the national flag and national emblem and the regional flag and regional emblem” (the Stipulations) under sections 3(2), 3(2A) and 3(3A) of the National Flag and National Emblem Ordinance and section 3(1) of the Regional Flag and Regional Emblem Ordinance. According to paragraph 7 of the Stipulations, a person shall not use the national flag, national emblem, regional flag or regional emblem or their designs in connection with any trade, calling or profession, or the logo, seal or badge of any non-governmental organisation, except with the prior approval of the Deputy Director of Administration or where the proposed use relates to the business of the Government Secretariat and conforms to the guidelines issued by the Director of Administration, and prior approval from a directorate officer of D2 level or above in the Office/Bureau involved is obtained.

36. Applications for the use of the national flag, national emblem, regional flag or regional emblem or their designs could be made in writing and submitted to the Administration Wing by post, fax or email<sup>9</sup>. For teachers' ease of reference, the relevant webpage has also been linked to the “National Education One-stop Portal”, which is an online resource platform newly established by the EDB.

37. Each application will be considered on its individual merits. In general,

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<sup>9</sup> For details, please refer to the webpage of the Protocol Division of the Government Secretariat: <https://www.protocol.gov.hk/en/flags.html>

other relevant factors will also be taken into consideration apart from the compliance with the statutory requirements of the regulations. Examples include the purpose and nature of the application, and the events/ occasions where the national flag, national emblem, regional flag, regional emblem or their designs are intended to be used. Applications for educational purposes, such as textbooks, teaching materials, multimedia resources and online teaching materials (e.g. the use of photos or videos of the flag raising ceremony, a bauhinia to illustrate the concept of rotational symmetry in Mathematics) will be favourably considered.

Yours sincerely,

Grace LAW  
for Secretary for Education



[課程大綱節錄自《中國歷史科課程指引（中一至中三）》(2019) (available in Chinese only)]

## 中一級

歷史時期：史前至夏商周

學習重點：中華民族的起源與早期國家的形成 建議課節：10 節

課題	預期學習內容**
1. 中華民族與早期國家的起源（最多 3 節）	<ul style="list-style-type: none"> <li>◆ 中國多元一體文化的起源（如仰韶、良渚文化）及中華民族的演進歷程。</li> <li>◆ 夏、商、周三代的興替概況。</li> </ul>
2. 西周的封建（最多 3 節）	<ul style="list-style-type: none"> <li>◆ 封建制度的內容、作用（如鞏固統治）及其與春秋戰國局面形成的關係。</li> </ul>
3. 春秋戰國時期的變局（最多 4 節）	<ul style="list-style-type: none"> <li>◆ 春秋戰國時期的兼併戰爭、厲行變法（如商鞅變法）與百家爭鳴。</li> </ul> <p style="margin-top: 10px;"><i>延伸部分*</i></p> <p style="margin-top: 5px;"><i>人物個案研習：了解該人物的重要事蹟及與其時代的關係。</i></p> <p style="margin-top: 5px;"><i>建議人物：孔子、勾踐、蘇秦、荊軻</i></p>

\*延伸部分：教師可按教學進度、學生能力和興趣選擇是否教授，又或協助學生自學。

\*\*預期學習內容展示課題基本和必須學習的內容。

## 中一級

歷史時期：秦漢

學習重點：統一國家的形成與中外文化交流

建議課節：14 節

課題	預期學習內容
1. 秦朝的統一、統治措施及衰亡(最多 5 節)	<ul style="list-style-type: none"><li>◆ 秦朝的統一及其統治措施（中央集權、統一文字、焚書坑儒、厲行法治、統一貨幣及度量衡、修建長城、開發嶺南）與影響（政治、經濟、文化、版圖－香港正式成為中國版圖的一部分）。</li><li>◆ 秦朝滅亡的原因與其後的楚漢相爭。</li></ul>
2. 兩漢的政治發展與中外文化交流（最多 9 節）	<ul style="list-style-type: none"><li>◆ 西漢的建立與漢武帝的文治（獨尊儒術、士人政府）武功對西漢國力發展的影響。</li><li>◆ 昭宣以後戚宦政治的出現與漢朝的衰亡。</li><li>◆ 兩漢通西域與中外文化交流。</li></ul> <p><u>延伸部分*</u>： 道教的形成、科技發明（造紙術與天文儀器的發明）。</p>

\*延伸部分：教師可按教學進度、學生能力和興趣選擇是否教授，又或協助學生自學。

## 中一級

歷史時期：三國兩晉南北朝

學習重點：長期的分裂與南北方的發展

建議課節：10節

課題	預期學習內容
1. 魏晉南北朝的分裂與政權的更替（最多4節）	<ul style="list-style-type: none"><li>◆ 三國鼎立局面的形成、兩晉南北朝政權的更替概況。 <i>延伸部分*</i>： 武備的演進（南方水軍與北方騎兵）。</li></ul>
2. 北方政局與江南地區的開發（最多4節）	<ul style="list-style-type: none"><li>◆ 北方的政局（胡人內徙）、孝文帝遷都及其推行的漢化措施（文化及風俗）與影響（如民族融和）。</li><li>◆ 人口南遷對江南地區經濟發展的貢獻。</li></ul>
3. 魏晉南北朝的社會文化發展（最多2節）	<ul style="list-style-type: none"><li>◆ 以下主題，二選一：<ul style="list-style-type: none"><li>i 士族的生活面貌</li><li>ii 石窟藝術（如壁畫、雕塑）與中外文化交流</li></ul></li></ul>

\*延伸部分：教師可按教學進度、學生能力和興趣選擇是否教授，又或協助學生自學。

## 中一級

歷史時期：隋唐

學習重點：隋唐的統一、發展與開放的社會

建議課節：16 節

課題	預期學習內容
1. 隋朝的統一與開皇之治（最多3節）	◆ 隋朝的統一、開皇之治的措施（整理戶籍及授田、置倉窖）對國家發展的作用與影響。
2. 隋代大運河的開通與作用（最多2節）	◆ 隋代大運河的開通及對促進南北交流與統一的作用。
3. 唐的建國與盛世（最多3節）	◆ 唐的建國、貞觀之治的治績（確立三省制與科舉制、用人唯才和擴展版圖）與影響。  <i>延伸部分*：</i> 武后施政的特色、開元之治的治績與影響。
4. 安史之亂與唐的衰亡（最多5節）	◆ 安史之亂的始末、唐中葉後的政局（如藩鎮、宦禍、黨爭、民變）與唐的衰亡。
5. 開放的唐朝社會（最多3節）	◆ 以下主題，三選一： i. 婦女的生活面貌（如服飾打扮、社交娛樂、婚姻）與地位； ii. 玄奘西行與中印文化交流； iii. 唐代海上貿易與交通的發展，及與周邊國家/地區（如日本、朝鮮、阿拉伯等）的關係；屯門鎮的設置及其在海路交通上的地位。

\*延伸部分：教師可按教學進度、學生能力和興趣選擇是否教授，又或協助學生自學。

## 中二級

歷史時期：宋元

學習重點：經濟蓬勃與民族關係發展的時代

建議課節：15節

課題	預期學習內容
1. 五代的興替與宋的統一（最多3節）	<ul style="list-style-type: none"><li>◆ 五代十國政權的特色與宋初國策（強幹弱枝、重文輕武）的制定。</li></ul>
2. 兩宋政治及經濟的發展（最多8節）	<ul style="list-style-type: none"><li>◆ 宋代的文人政治、改革（如王安石變法）與黨爭（如新舊黨爭）。</li><li>◆ 北宋的商業（貨幣經濟）與城市（汴京）發展；宋室南遷後南方經濟<sup>1</sup>與海外貿易（如茶葉、絲綢、陶瓷）。</li></ul> <p><u>延伸部分*</u>： 邊疆民族政權（如遼、夏、金、蒙古）與宋室和戰的概況。</p>
3. 元朝的統治（最多4節）	<ul style="list-style-type: none"><li>◆ 蒙古的崛起、拓展及元朝的建立。</li></ul> <p><u>延伸部分*</u>： 重要發明西傳及其對世界文明發展的貢獻。</p> <ul style="list-style-type: none"><li>◆ 元朝的統治政策與民族關係。</li></ul>

\*延伸部分：教師可按教學進度、學生能力和興趣選擇是否教授，又或協助學生自學。

<sup>1</sup> 此部分亦會提及宋末皇室與中原人士的南來、香港經濟發展的概況（如製鹽業、採珠業）。

## 中二級

歷史時期：明

學習重點：君主集權國家的建立與國勢的張弛 建議課節：10 節

課題	預期學習內容
1. 明代的君主集權政治 (最多4節)	<ul style="list-style-type: none"><li>◆ 元末動亂與明太祖建國。</li><li>◆ 明初君主集權措施與影響。</li></ul>
2. 明代國勢的張弛 (最多6節)	<ul style="list-style-type: none"><li>◆ 鄭和下西洋的概況與影響(如貿易發展)。</li><li>◆ 明代的國防建設與都城建築：(以下主題，二選一)<ul style="list-style-type: none"><li>i 國防建設：明長城</li><li>ii 都城建築：北京城</li></ul></li></ul> <p><u>延伸部分*</u>： 基督宗教再度來華及影響。</p> <ul style="list-style-type: none"><li>◆ 晚明政局與明朝滅亡。</li></ul>

\*延伸部分：教師可按教學進度、學生能力和興趣選擇是否教授，又或協助學生自學。

## 中二級

歷史時期：清

學習重點：統一多民族國家的發展與外力的衝擊 建議課節：25 節

課題	預期學習內容
1. 清朝與統一多民族國家的鞏固與發展（最多7節）	<ul style="list-style-type: none"><li>◆ 清朝的統一<sup>1</sup>與清初盛世。</li><li>◆ 對漢、蒙、藏、回、西南等民族及地區所實施的統治政策及成效。</li><li>◆ 清代的中衰（如吏治敗壞、社會不穩）。</li></ul>
2. 外力衝擊與內憂（最多13節）	<ul style="list-style-type: none"><li>◆ 西力東漸、兩次鴉片戰爭及其影響（包括英國佔領香港島及九龍半島）。</li><li>◆ 太平天國運動對清廷統治的影響。</li><li>◆ 甲午戰爭的背景、《馬關條約》對中國政治、外交及經濟的影響（包括列強在華劃分勢力範圍及英國租借新界）。</li><li>◆ 八國聯軍侵華的背景、《辛丑條約》對中國政局的影響。</li></ul>
3. 清廷的圖強（最多5節）	<ul style="list-style-type: none"><li>◆ 洋務運動、戊戌維新及清末新政推行的目標、重要措施與影響。</li></ul>

<sup>1</sup> 此部分亦會提及清初遷界對香港地區發展的影響。

## 中三級

歷史時期：中華民國

學習重點：中華民國的建立及面對的困難

建議課節：27節

課題	預期學習內容
1. 辛亥革命與民初政局 (最多13節)	<ul style="list-style-type: none"><li>◆ 晚清革命運動的發展、辛亥革命的歷史意義及香港在革命運動中的角色。</li><li>◆ 軍閥政治的概況及其特點。</li><li>◆ 北洋政府的外交挫折與五四運動。</li><li>◆ 民國時期的社會文化發展(白話文的應用／女權興起／消閒娛樂)。</li></ul>
2. 國共合作與分裂(最多5節)	<ul style="list-style-type: none"><li>◆ 國共於1924至1937年由合作到分裂(聯俄容共、清黨、圍剿與長征)到再合作(西安事變)的歷程,兩黨關係轉變的原因及對當時政局發展的影響。</li><li>◆ 1920年代內地與香港的關係。</li></ul>
3. 日本侵華與抗日戰爭 (最多7節)	<ul style="list-style-type: none"><li>◆ 日本侵略中國的背景、抗日戰爭的經過與結果。</li><li>◆ 香港的淪陷及抗日活動。</li></ul>
4. 國共內戰(最多2節)	<ul style="list-style-type: none"><li>◆ 國共再次分裂、內戰的概況及結果。</li></ul>



## 中三級

歷史時期：中華人民共和國

學習重點：共和國的成立、發展及改革開放

建議課節：23節

課題	預期學習內容
1. 建國至1978年間的內政與外交(最多13節)	<ul style="list-style-type: none"><li>◆ 中華人民共和國的成立；1950至1953年間的政治運動；第一個五年計劃的實施；社會主義建設的背景、推行及影響。</li><li>◆ 「文化大革命」的成因、經過及影響。</li><li>◆ 1950至70年代中國外交政策的演變。</li><li>◆ 建國以來內地與香港的關係。</li></ul>
2. 改革開放政策(最多10節)	<ul style="list-style-type: none"><li>◆ 改革開放政策的目標、重要措施(農工商業改革、成立經濟特區)、成效及其面對的困難。</li><li>◆ 改革開放以來中國在國際上的角色及地位。</li><li>◆ 改革開放中香港發揮的作用。</li></ul> <p><i>延伸部分*：</i> <i>比較改革開放前後人民生活的轉變(衣、食、住、行)。</i></p> <ul style="list-style-type: none"><li>◆ 中國與英國就香港前途問題談判的歷程；《基本法》的制定；香港回歸及香港特別行政區的成立和發展概況。</li></ul>

\*延伸部分：教師可按教學進度、學生能力和興趣選擇是否教授，又或協助學生自學。

**Presentation Slides for Citizenship and Social Development**  
**developed by the Curriculum Development Institute, Education Bureau**

Uploaded to the Citizenship and Social Development Web-based Resource Platform (<https://cs.edb.edcity.hk/en/index.php>)

<b>Presentation Slides for Secondary 4</b>
<p><b>Theme 1 “Hong Kong under ‘One Country, Two Systems’” (12 sets in total)</b></p> <ul style="list-style-type: none"> <li>➤ Brief introduction to the origin of the question of Hong Kong (the three unequal treaties and the background) and the process of Hong Kong’s return to China</li> <li>➤ Constitutional relationship between the country and the Hong Kong Special Administrative Region (HKSAR) (China has indisputable sovereignty and jurisdiction over Hong Kong), legal basis of “one country, two systems” and the Basic Law</li> <li>➤ Significance of safeguarding national security (i.e. a holistic approach to national security); the National Security Law and promoting long-term development of Hong Kong; and striking the balance between the rule of law and human rights</li> <li>➤ Political structure of the Hong Kong Special Administrative Region (HKSAR)</li> <li>➤ Significance of rule of law</li> <li>➤ Fundamental rights and duties of Hong Kong residents as stipulated in the Basic Law</li> <li>➤ Brief introduction to the contemporary situation of the country</li> <li>➤ The national symbols (national flag, national emblem, national anthem) and stipulations as stated in Annex III to the Basic Law</li> <li>➤ Benefits and contributions of the HKSAR’s participation in national affairs</li> <li>➤ Achievements of the country in different areas in recent years (new high-end technologies, medical care and public health, culture and education, infrastructures, poverty eradication)</li> <li>➤ Factors shaping the characteristics of cultural diversity with Chinese culture as the mainstay in Hong Kong society: brief introduction to the development of Hong Kong, and the impact of Chinese traditional culture integrating with different cultures on Hong Kong society</li> <li>➤ Positive significance of the characteristics of cultural diversity to Hong Kong society: promoting inclusion of cultures; facilitating cultural innovations and reflections; promoting harmony among different ethnic groups; nurturing citizenship rooted in Chinese culture with a global perspective</li> </ul>






## Presentation Slides for Secondary 5

### **Theme 2 “Our Country since Reform and Opening up” (8 sets in total)**





- Brief introduction to the development of China’s reform and opening up (key stages) and related strategies
- Changes and enhancement of people’s quality of life (income, mode of consumption, educational level, standard of medical care, life expectancy, poverty eradication, etc.)
- Enhancement of overall national strength (economy, culture, natural resources, education, technology, national defence, etc.)
- The focuses and policies of the recent Five Year Plans of our country, and the connection of these focuses and policies with the promotion of the development of 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 the relationship with the promotion of the development of Hong Kong
- The notion of multifaceted diplomacy since the 21st century
- Actions and initiatives: 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 country’s overall development, and the active role played by Hong Kong







## Annex


### Examples of Learning and Teaching Resources on National Education and National Security Education

	Name of Resources	Website	QR Code
1.	Audio Picture Book “Our National Flag, National Anthem and Regional Flag”	<a href="https://emm.edcity.hk/media/1_mh1zs4tu/">https://emm.edcity.hk/media/1_mh1zs4tu/</a>	
2.	Short Educational Video “The Symbols of our Nation and Hong Kong SAR: the National Flag, the National Anthem and the Regional Flag”	<a href="https://emm.edcity.hk/media/1_xeue6mgg">https://emm.edcity.hk/media/1_xeue6mgg</a>	
3.	Examples of Learning and Teaching Strategies / Learning Activities on the National Anthem (Music)	<a href="https://edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/resources/mus-curri/NA-music-sample-en.pdf">https://edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/resources/mus-curri/NA-music-sample-en.pdf</a>	
4.	Learning and Teaching Material on “Knowing our National Anthem: March of the Volunteers” (Comprehensive version)	<a href="https://edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/resources/mus-curri/NA-PPT-comprehensive-e.pdf">https://edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/resources/mus-curri/NA-PPT-comprehensive-e.pdf</a>	
5.	Learning and Teaching Material on “Knowing our National Anthem: March of the Volunteers” (Simplified version)	<a href="https://edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/resources/mus-curri/NA-PPT-simplified-e.pdf">https://edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/resources/mus-curri/NA-PPT-simplified-e.pdf</a>	
6.	Audio Picture Book “National Security Begins at Home”	<a href="https://www.edb.gov.hk/edcity/1_d3rvnt0t">https://www.edb.gov.hk/edcity/1_d3rvnt0t</a>	







	Name of Resources	Website	QR Code
7.	中國語文課程 — — 「建議篇章」專頁  (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/recommended-passages.html">https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/recommended-passages.html</a>	
8.	「中華經典名句」專頁  (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/chinese-culture/chi-culture-main.html">https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/chinese-culture/chi-culture-main.html</a>	
9.	Chinese Fable and Tale Series	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Lit_Classics_Pri_CFT_r.html">https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Lit_Classics_Pri_CFT_r.html</a>	
10.	Examples on Implementing National Security Education in the English Language Curriculum	<a href="https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/NE/PPT_NSE_WS_ELE_20220718.pdf">https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/NE/PPT_NSE_WS_ELE_20220718.pdf</a>	
11.	Audio Picture Book “Let’s Learn about National Security”	<a href="https://emm.edcity.hk/media/t/1_vbukjhmX">https://emm.edcity.hk/media/t/1_vbukjhmX</a>	
12.	General Studies for Primary Schools: Learning and Teaching Resources on Constitution, Basic Law and National Security Education (Chinese version only)	<a href="https://www.edb.gov.hk/en/curriculum-development/cross-kla-studies/gS-primary/references-resources/constitution_basic_law_and_national_security_education.html">https://www.edb.gov.hk/en/curriculum-development/cross-kla-studies/gS-primary/references-resources/constitution_basic_law_and_national_security_education.html</a>	
13.	Kindergarten: Information Sheet: Promoting National Security Education, Understanding our	<a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/preprimary/curriculum-resources/TC_InfoSheet_2021.pdf">https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/preprimary/curriculum-resources/TC_InfoSheet_2021.pdf</a>	

	<b>Name of Resources</b>	<b>Website</b>	<b>QR Code</b>
	Country, National Flag and National Emblem as well as the Chinese Culture (Chinese version only)		
14.	Kindergarten Values Education Learning & Teaching Resources Series: “Respect for Others”, “Complying with Rules” and “Understanding Chinese Culture” (Chinese version only)	<a href="https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/resources/moral-and-values-education.html">https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/resources/moral-and-values-education.html</a>	
15.	Short Video on “National Flag Raising Ceremony and National Education in Kindergartens” (Chinese version only)	<a href="https://www.edb.gov.hk/kgnf">https://www.edb.gov.hk/kgnf</a>	
16.	Citizenship and Social Development / Liberal Studies Web-based Resource Platform	<a href="https://cs.edb.edcity.hk/en/index.php">https://cs.edb.edcity.hk/en/index.php</a>	
17.	National Education One-stop Portal	<a href="https://www.edb.gov.hk/en/neosp">https://www.edb.gov.hk/en/neosp</a>	
18.	Getting to Know the National Flag, the National Emblem, the National Anthem and	<a href="https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/newwebsite/flagraising.html">https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/newwebsite/flagraising.html</a>	






	Name of Resources	Website	QR Code
	the Regional Flag		
19.	The Display of the National Flag and the Regional Flag (Animation) (with English subtitles)	<a href="https://emm.edcity.hk/media/1_yyqhr3da">https://emm.edcity.hk/media/1_yyqhr3da</a>	
20.	Infographics Series: National Flag, National Emblem, National Anthem (Chinese version only)	<a href="https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/newwebsite/flagraising.html#6">https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/newwebsite/flagraising.html#6</a>	
21.	Demonstration of flag-raising ceremony in schools: 1. Preparation of the flag	<a href="https://apps.hkedcity.net/media/play/playVideo_responsive.php?vFileID=78121&amp;vAutoStart=false&amp;vStartTime=0&amp;map=">https://apps.hkedcity.net/media/play/playVideo_responsive.php?vFileID=78121&amp;vAutoStart=false&amp;vStartTime=0&amp;map=</a>	
22.	Demonstration of flag-raising ceremony in schools: 2. Flag-raising ceremony (Chinese version only)	<a href="https://apps.hkedcity.net/media/play/playVideo_responsive.php?vFileID=78105&amp;vAutoStart=false&amp;vStartTime=0&amp;map=">https://apps.hkedcity.net/media/play/playVideo_responsive.php?vFileID=78105&amp;vAutoStart=false&amp;vStartTime=0&amp;map=</a>	
23.	Demonstration of flag-raising ceremony in schools: 3. Lowering of the flag (Chinese version only)	<a href="https://apps.hkedcity.net/media/play/playVideo_responsive.php?vFileID=78107&amp;vAutoStart=false&amp;vStartTime=0&amp;map=">https://apps.hkedcity.net/media/play/playVideo_responsive.php?vFileID=78107&amp;vAutoStart=false&amp;vStartTime=0&amp;map=</a>	
24.	National Security Education Day (Primary) (Chinese version only)	<a href="https://emm.edcity.hk/media/1_8z3a7ikw">https://emm.edcity.hk/media/1_8z3a7ikw</a>	





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25.	National Security Education Day (Secondary) (Chinese version only)	<a href="https://emm.edcity.hk/media/1_6t7xjzif">https://emm.edcity.hk/media/1_6t7xjzif</a>	
26.	“Little National Affairs Experts” Interactive Quiz Game Resource Pack	<a href="http://www.edb.gov.hk/ne">www.edb.gov.hk/ne</a>	
27.	Instant Messaging Stickers: National Education	<a href="https://emm.edcity.hk/sticker10">https://emm.edcity.hk/sticker10</a>	
28.	Mathematics Cabinet Series (25) Area and Volume (Chinese version only)  (1. Recognising the contribution of ancient Chinese and Western mathematicians)  (2. Understanding Mathematics from the cultural perspective)	<a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/ma/res/Cabinet%2025.pdf">https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/ma/res/Cabinet%2025.pdf</a>	
29.	The Ancient Chinese Proofs on Pythagoras’ Theorem  (1. Recognising the contribution of ancient Chinese mathematicians)  (2. Understanding Mathematics from the cultural perspective)	<a href="https://www.edb.gov.hk/attachment/en/curriculum-development/kla/ma/res/js/Pyth%20Proofs.docx">https://www.edb.gov.hk/attachment/en/curriculum-development/kla/ma/res/js/Pyth%20Proofs.docx</a>	



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30.	Liu Hui and the Circle Dissection Algorithm (1. Recognising the contribution of ancient Chinese mathematicians)  (2. Understanding Mathematics from the cultural perspective)	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/ma/res/js/Huilu.html">https://www.edb.gov.hk/en/curriculum-development/kla/ma/res/js/Huilu.html</a>	
31.	Presentation Slides “Wushu and Chinese Culture” (Secondary) (Chinese version only)	<a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/wushu_L1_ss.pptx">https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/wushu_L1_ss.pptx</a>	
32.	Presentation Slides “Wushu and Chinese Culture” (Primary) (Chinese version only)	<a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/wushu_L1_ps.pptx">https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/wushu_L1_ps.pptx</a>	
33.	Presentation Slides “Diving and Chinese Diving Team” (Chinese version only)	<a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/Values_Ed_perseverance_diving.pptx">https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/Values_Ed_perseverance_diving.pptx</a>	
34.	Presentation Slides with Videos “Dance and Chinese Culture - North and North-east Chinese Nations” (Chinese version only)	<a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/Dance%20and%20Chinese%20Culture_North%20and%20North-east%20Chinese%20Nations.pptx">https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/Dance%20and%20Chinese%20Culture_North%20and%20North-east%20Chinese%20Nations.pptx</a>	
35.	Presentation Slides with Videos “Dance and Chinese Culture – Hanzu” (Chinese version only)	<a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/Dance%20and%20Chinese%20Culture_Ha">https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/web_based_teaching/Dance%20and%20Chinese%20Culture_Ha</a>	

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		nzu.pptx	
36.	Learning and Teaching Package on Various Types of Dances – Chinese Dance	<a href="https://resources.hkedcity.net/resource_detail.php?rid=432305488">https://resources.hkedcity.net/resource_detail.php?rid=432305488</a>	
37.	Learning and Teaching Resources “Constitution and the Basic Law” (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/basic-law-education/constitution-basiclaw/index.html">https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/basic-law-education/constitution-basiclaw/index.html</a>	
38.	Learning and Teaching Resources “Constitution and the Basic Law” – 2. Relationship between the Central Authorities and the HKSAR – “Supplement: National Security” (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/national-security-education/index.html">https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/national-security-education/index.html</a>	
39.	Basic Law Online Course for Secondary School Students’ Self-directed Learning	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/pshe/basic-law-education/student-onlinecourse/index.html">https://www.edb.gov.hk/en/curriculum-development/kla/pshe/basic-law-education/student-onlinecourse/index.html</a>	
40.	The Constitution and the Basic Law Education Wall-chart Resources (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/basic-law-education/cble_wallcharts/index.html">https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/basic-law-education/cble_wallcharts/index.html</a>	
41.	Teaching Resources on the Constitution of the People’ s Republic of China (Junior Secondary Curriculum of the PSHE KLA) (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/basic-law-education/constitution_chi/index.html">https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/basic-law-education/constitution_chi/index.html</a>	

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42.	Life and Society: China's Step Forward to the World (Chinese version only)	<a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/references-and-resources/life-and-society/combined-modules/China_s_step_forward_to_the_world_graphics_20200519.pdf">https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/references-and-resources/life-and-society/combined-modules/China_s_step_forward_to_the_world_graphics_20200519.pdf</a>	
43.	Geography: Learning and Teaching Resources on Guangdong-Hong Kong-Macao Greater Bay Area (Greater Bay Area)	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/geography/index.html">https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/geography/index.html</a>	
44.	National Security Education Exhibition Boards	<a href="https://cbleportal.edb.edcity.hk/index.php?class=index&amp;func=arts&amp;artid=523&amp;selectlangtype=3">https://cbleportal.edb.edcity.hk/index.php?class=index&amp;func=arts&amp;artid=523&amp;selectlangtype=3</a>	
45.	'The Stories Within: Teaching Chinese History Through Objects' Learning & Teaching Resource Package (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/chinese-history/stories_within.html">https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/chinese-history/stories_within.html</a>	
46.	History of War in China	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/chinese-history/war-history.html">https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/chinese-history/war-history.html</a>	
47.	"General History of China" Multimedia Resource Kits (Chinese version only)	<a href="https://emm.edcity.hk/channel/%E3%80%8A%E4%B8%AD%E5%9C%8B%E9%80%9A%E5%8F%B2%E3%80%8B%E5%A4%9A%E5%AA%92%E9%AB%94%E6%95%99%E6%9D%90%E5%A5%97/253680773">https://emm.edcity.hk/channel/%E3%80%8A%E4%B8%AD%E5%9C%8B%E9%80%9A%E5%8F%B2%E3%80%8B%E5%A4%9A%E5%AA%92%E9%AB%94%E6%95%99%E6%9D%90%E5%A5%97/253680773</a>	

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48.	“Think and Innovate” Chinese History Learning and Teaching Resource Pack (Volume 1) (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/chinese-history/think_create_learning_and_teachingresources1.html">https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/chinese-history/think_create_learning_and_teachingresources1.html</a>	
49.	“Think and Innovate” Chinese History Learning and Teaching Resource Pack (Volume 2) (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/chinese-history/think_create_learning_and_teachingresources2.html">https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/chinese-history/think_create_learning_and_teachingresources2.html</a>	
50.	Maritime Silk Road – A Collection of Learning and Teaching Resources on History and Culture Tours of Quanzhou, Suzhou and Yangzhou (Chinese version only)	<a href="https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/chinese-history/maritimesilkroadchistresourcepack/index.html">https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/chinese-history/maritimesilkroadchistresourcepack/index.html</a>	
51.	S.1 Chinese History Bilingual Learning and Teaching Package (For Non-Chinese Speaking Students)	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/chinese-history_ncs/ncs_s1_resources.html">https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/chinese-history_ncs/ncs_s1_resources.html</a>	
52.	History Trip Go Easy: Cheung Chau Jiao Festival (Mobile App)	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/cheung_chau_dajiao_festival_apps.html">https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/cheung_chau_dajiao_festival_apps.html</a>	