

**Supplementary Notes to
the *Secondary Education Curriculum Guide* (2017)**

Prepared by
The Curriculum Development Council

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Introduction

The *Supplementary Notes to the Secondary Education Curriculum Guide (2017) (the Notes)* are prepared by the Curriculum Development Council (CDC), with an aim to inform school leaders of the major updates that should be noted when devising a holistic curriculum plan for the 2021/22 school year and beyond. *The Notes* should be read in conjunction with the *Secondary Education Curriculum Guide (2017)*. Schools are also recommended to refer to the Education Bureau (EDB) website for the latest updates (www.edb.gov.hk/renewal).

[Supplementary notes to Booklet 1 Ongoing Renewal of the School Curriculum of the Secondary Education Curriculum Guide (2017)]

Task Force on Review of School Curriculum

- Following the announcement in the 2017 Policy Address by the Chief Executive of the Hong Kong Special Administrative Region (HKSAR), the **Task Force on Review of School Curriculum** (“Task Force”) was set up in November 2017 to holistically review the primary and secondary curricula. The review report with the theme “*Optimise the curriculum for the future, Foster whole-person development and diverse talents*”, which puts forward six directional recommendations¹, was submitted to the EDB in September 2020 and accepted by the EDB in December 2020.
- The review report is available at https://www.edb.gov.hk/en/curriculum-development/renewal/taskforce_cur.html

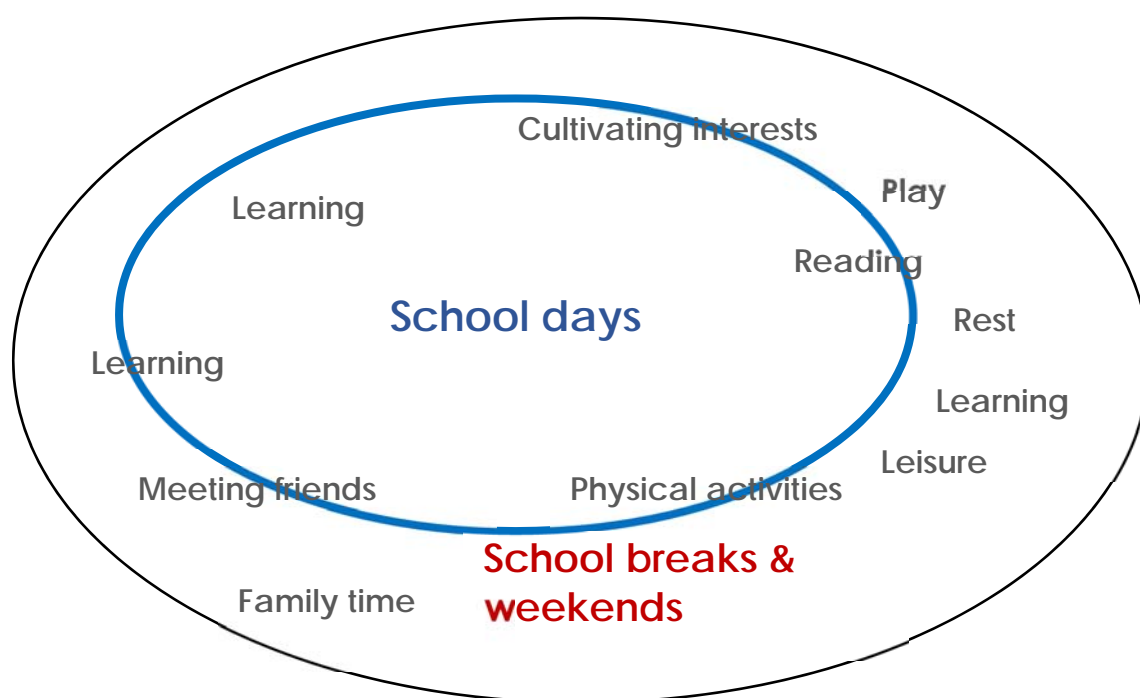
Delineating the notion of “learning time” vis-à-vis “lesson time”

- As recommended by the Task Force, the adoption of the wider notion of “learning time²” in planning student learning is supported by the EDB in view of the changing modes of learning beyond the classroom and school hours (e.g. e-learning), the growing diversity in student learning needs and the variations in school contexts. The outbreak of COVID-19 and the implementation of “suspending classes without suspending learning” have further highlighted the importance of learning beyond the confines of the classroom, promoting self-directed learning and preparing teachers for making adaptation to new pedagogy. While the recommended lesson time allocation in the curriculum documents is still a useful reference, schools are encouraged to holistically plan the “learning time” of students in accordance with the curriculum and foster their whole-person development in consideration of the new modes of learning beyond the classroom.

¹ The six directional recommendations include reinforcing the importance of whole-person development, according higher priority to values education, creating space and catering for learner diversity, further promoting Applied Learning, enhancing the flexibility in university admissions, and strengthening STEM (science, technology, engineering and mathematics) education.

² Learning time refers to not only classroom periods as students can gain learning experiences anywhere and anytime. Learning time includes lesson time (teacher-student contact hours in settings not limited to the classroom), the time outside class at school (such as recess, lunch breaks, after-school time, open days, examination days) as well as the time spent outside school including holidays.

Notion of Learning Time



Optimising the Four Senior Secondary Core Subjects

- In tandem with one of the recommendations set out in the Task Force review report, which is to create space for students and cater for learner diversity, the committees on the four senior secondary (SS) core subjects under the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) put forward proposals to optimise the respective subjects. After thorough examination and deliberations, the CDC and the Public Examinations Board of the HKEAA endorsed the proposals to optimise the four SS core subjects and made suggestions to the EDB. The optimising proposals were accepted by the EDB.
- The four SS core subjects taking up over half or even more of the lesson time in schools may compromise students' diversified learning experiences. Optimising the four SS core subjects in varying degrees can generate synergy, release lesson time and enhance curriculum flexibility to create space for students. The lesson time released can facilitate schools' provision of more diversified options, for example, enabling students to take an additional elective subject (including Applied Learning), engage in more in-depth study of subjects, enabling some of the students to study the Extended Part (Module 1 (M1) / Module 2 (M2)) in parallel with the Compulsory Part of Mathematics, and/or participate more actively in Other Learning Experiences

(OLE), life-wide learning activities, and engage in other personal pursuits to cater for their different interests, abilities and aspirations. **Based on the principle of optimising the SS core subjects, which is to create space for students and cater for learner diversity, schools are advised not to allocate the lesson time released to teach core subjects.**

- For details, please refer to the following:
 - EDBCM No. 20/2021 “Optimising the Four Senior Secondary Core Subjects to Create Space for Students and Cater for Learner Diversity: School Questionnaire Survey and School Briefing Sessions”
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21020E.pdf>
 - EDBCM No. 39/2021 “Measures to Optimise the Four Senior Secondary Core Subjects”
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21039E.pdf>
 - EDB webpage on “Optimising the Four Senior Secondary Core Subjects”
https://www.edb.gov.hk/en/Optimising_ss_core

National Security Education

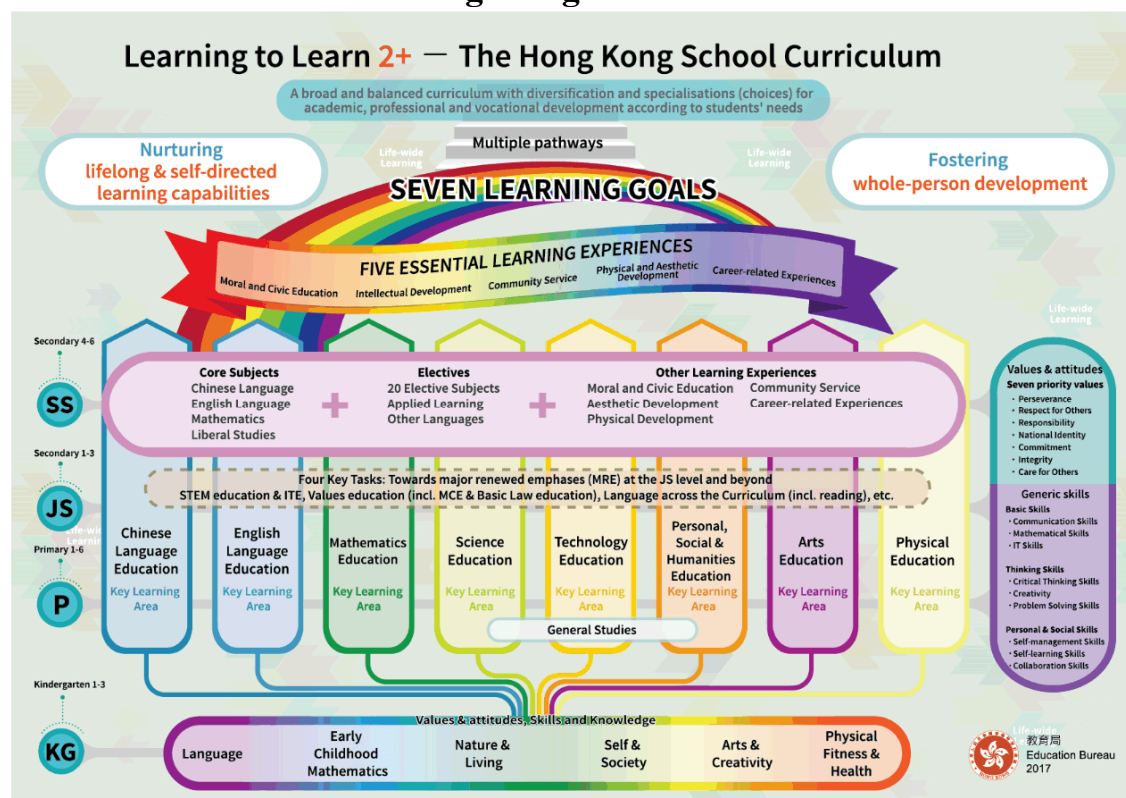
- Safeguarding national security is the constitutional responsibility of the HKSAR and also the common obligation of all Hong Kong residents. The Law of the People’s Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (the National Security Law (NSL)) has been implemented. As stipulated in Article 10 of the NSL, “The Hong Kong Special Administrative Region shall promote national security education in schools and universities and through social organisations, the media, the internet and other means to raise the awareness of Hong Kong residents of national security and of the obligation to abide by the law”. It is the responsibility of schools to implement national security education through the school curriculum. National security education is a part of, and inseparable from, national education.
- The EDB has launched the Curriculum Framework of National Security Education in Hong Kong and the NSE curriculum frameworks of 15 subjects via EDB Circulars No.2/2021, No.4/2021 and No.6/2021 to illustrate related topics, teaching foci and learning elements on national security in the existing primary and secondary school curricula, as well as to elucidate to schools how the elements of national security education can be integrated organically in and connected naturally with the curriculum contents of various subjects.

Building on their implementation of Constitution and Basic Law education, schools can adopt a “multi-pronged and co-ordinated” approach to promoting national security education holistically through related Key Learning Areas (KLAs)/subjects, values education (including moral, civic and national education), as well as learning activities within and beyond the classroom at different key stages of the primary and secondary levels (lower primary, upper primary, junior secondary and senior secondary) according to students’ cognitive abilities.

- The fundamentals of national security education are to develop in students a sense of belonging to the country, an affection for the Chinese people, a sense of national identity, as well as an awareness of and a sense of responsibility for safeguarding national security. It should enable students to become good citizens who have a sense of national identity, show respect for the rule of law and abide by the law. National security education is not confined to learning the provisions of the NSL. It should cover its legislative background and rationale, and enable students to understand different aspects of national security, such as ecological security, economic security, cultural security and cyber security, all of which are integral to the national security framework.
- For details, please refer to the following:
 - EDB Circular No. 2/2021 “National Security Education in School Curriculum – Implementation Mode and Learning and Teaching Resources”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC21002E.pdf>
 - EDB Circular No. 4/2021 “National Security Education in School Curriculum – Curriculum Documents”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC21004E.pdf>
 - EDB Circular No. 6/2021 “National Security Education in School Curriculum – Additional Curriculum Documents and Learning and Teaching Resources”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC21006E.pdf>

[Supplementary notes to 2.3 The School Curriculum Framework – What is Worth Learning? in Booklet 2 Learning Goals, School Curriculum Framework and Planning of the Secondary Education Curriculum Guide (2017), p 4]

The Hong Kong School Curriculum



Remarks:

- (1) Liberal Studies
Implementing Citizenship and Social Development in lieu of Liberal Studies starting from Secondary 4 in the 2021/22 school year.
- (2) Elective Subjects
Phasing out Combined Science and Integrated Science starting from Secondary 4 in the 2021/22 school year.
- (3) Priority Values and Attitudes
Since 2020, there have been nine priority values and attitudes with the addition of **law-abidingness** and **empathy**.
- (4) Generic Skills
“Critical Thinking Skills” in Chinese is updated as 「慎思明辨能力」.

[Supplementary notes to 2.3.4 The Senior Secondary Curriculum and Suggested Time Allocation and Appendix 7 in Booklet 2 Learning Goals, School Curriculum Framework and Planning of the Secondary Education Curriculum Guide (2017), pp 28-33, 84-85]

The Senior Secondary Curriculum and Suggested Time Allocation

- All students studying the local SS curriculum should study the four core subjects, and two or three elective subjects (up to a maximum of four). (Remarks: The choice of elective subjects can be made among **all elective subjects from KLAs**, Applied Learning and Other Languages starting from the S4 cohort of students in the 2021/22 school year.)

Components of the SS Student Programme and Suggested Time Allocation
(Effective from S4 in the 2021/22 school year)

| Component of the SS Student Programme | | % of Time Allocation |
|---------------------------------------|---|----------------------|
| Core Subjects | <ul style="list-style-type: none"> • Chinese Language • English Language • Mathematics • Citizenship and Social Development (in lieu of Liberal Studies) | ≤50% |
| Elective Subjects | <ul style="list-style-type: none"> • Subjects from KLAs • Applied Learning • Other Languages | ≥20% |
| Other Learning Experiences | <ul style="list-style-type: none"> • Moral and Civic Education • Community Service • Career-related Experiences • Aesthetic Development • Physical Development | ≥10% |

- The optimisation of the four SS core subjects has created space and provided flexibility for schools to utilise the three-year lesson time and adapt the school-based curriculum to cater for the diverse learning needs of their students. With reference to the curriculum documents of the relevant subjects and the suggested time allocation for each component of the SS Student Programme, there is flexibility for schools to vary the percentage of time allocated. A maximum or minimum percentage is adopted in place of a rigid number to highlight this flexibility.
- Schools could allocate different proportions of lesson time to the different components of the SS Student Programme to suit the differentiated needs of

students within their own school context. As such, the time allocation is not an across-the-board prescription for all schools or students. Schools are encouraged to offer more elective subjects and learning experiences (e.g. cross-curricular activities) and allow students greater choice over subject selection by adopting flexible timetabling arrangement. Schools are also encouraged to make use of the flexibility for school-based differentiation arrangements (e.g. remedial and enrichment programmes) to better support students with different learning needs.

- For details, please refer to the following:
 - EDBCM No. 39/2021 “Measures to Optimise the Four Senior Secondary Core Subjects”
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21039E.pdf>
 - EDB webpage on “Optimising the Four Senior Secondary Core Subjects”
https://www.edb.gov.hk/en/Optimising_ss_core

Core Subjects (Category A subjects in HKDSE)

Chinese Language

- The optimisation of Chinese Language focuses on enhancing reading in both the primary and secondary curricula, restructuring and combining public assessment papers and optimising their design, and providing schools with greater flexibility and space to develop in students the necessary language skills and an appreciation for the Chinese culture.
- The SS Chinese Language curriculum covers nine learning strands, including reading, writing, listening, speaking, literature, Chinese culture, moral and affection, independent language learning and thinking. It provides students with a solid foundation for their lifelong learning, daily life and future career.
- With the optimisation of SS Chinese Language, space will be created via integrating the Compulsory and Elective Parts of the curriculum and reducing the number of papers in the public assessment.

(Effective from S4 in the 2021/22 school year)

| Subject | Suggested Time Allocation (%) | Curriculum Content |
|------------------|--------------------------------------|---|
| Chinese Language | 10.5-13% | <ul style="list-style-type: none">● Nine strands:<ul style="list-style-type: none">➤ Reading➤ Writing➤ Listening➤ Speaking➤ Literature➤ Chinese Culture➤ Moral & Affection➤ Independent Language Learning➤ Thinking |

English Language

- The SS English Language is optimised through integrating the Compulsory and Elective Parts of the curriculum and streamlining the public assessment design to create space and flexibility for offering a wider choice of English-related elective subjects (including Applied Learning) and putting in place differentiation arrangements and diversified school-based programmes/ activities to address learner diversity.
- The SS English Language curriculum covers the learning and teaching of the four language skills, language forms and their communicative functions, vocabulary and text types, which are organised around three interrelated strands.
- With the optimisation of SS English Language, the Compulsory and Elective Parts of the SS curriculum are to be integrated. In planning for the school-based SS English Language curriculum, schools may select suitable learning elements from the elective modules of the preceding curriculum as the focus for extension/enrichment components, school-based programmes and/ or co-curricular activities.

(Effective from S4 in the 2021/22 school year)

| Subject | Suggested Time Allocation (%) | Curriculum Content and Organisation |
|------------------|-------------------------------|--|
| English Language | 10.5-13% | <p><u>Curriculum Content</u></p> <ul style="list-style-type: none"> • The four language skills <ul style="list-style-type: none"> ➤ Listening ➤ Speaking ➤ Reading ➤ Writing • Grammar (language forms and communicative functions) • Vocabulary • Text types <p><u>Curriculum Organisation</u></p> <ul style="list-style-type: none"> • The curriculum content and learning targets are organised around the following three interrelated strands: <ul style="list-style-type: none"> ➤ Interpersonal Strand ➤ Knowledge Strand ➤ Experience Strand |

Mathematics

- The SS Mathematics curriculum comprises a Compulsory Part and an Extended Part. The following table shows the components of the SS Mathematics curriculum and the suggested time allocation to the respective components.

| Subject | Suggested Time Allocation (%) | Compulsory Part | Extended Part |
|-------------|---|--|--|
| Mathematics | <ul style="list-style-type: none"> • Compulsory Part: 10%-12.5% • Compulsory Part plus a Module of the Extended Part: 15% | <ul style="list-style-type: none"> • Three strands: <ul style="list-style-type: none"> - Number and Algebra - Measures, Shape and Space - Data Handling • Categorised into Foundation Topics and Non-foundation Topics | <ul style="list-style-type: none"> • One of the two modules, namely Module 1 (Calculus & Statistics) or Module 2 (Algebra & Calculus) |

- While keeping the current SS Mathematics curriculum and the design of the public assessment unchanged, schools are advised to make better use of the existing demarcation between Foundation Topics and Non-foundation Topics of the Compulsory Part to optimise the curriculum so as to cater for learner diversity. Schools are also strongly advised to incorporate lessons of the Extended Part into the regular school timetable.
- Schools may arrange students who have the inclination to pursue further studies on subjects not related to Mathematics to study only part of the Non-foundation Topics of the Compulsory Part, and allocate the lesson time thus released (up to 50 hours over three years) for these students' study of interested subjects or participation in Other Learning Experiences, etc.

Citizenship & Social Development

- The Citizenship and Social Development (in lieu of Liberal Studies) curriculum comprises three Themes and the Mainland Study Tour. The following table shows the components of the Citizenship and Social Development curriculum and the suggested time allocation to the respective components.

(Effective from S4 in the 2021/22 school year)

| Subject | Suggested Time Allocation (%) | Themes | Mainland Study Tour |
|------------------------------------|-------------------------------|---|---|
| Citizenship and Social Development | 5.4%-6% | <ul style="list-style-type: none"> • Hong Kong under “One Country, Two Systems” • Our Country since Reform and Opening-up • Interconnectedness and Interdependence of the Contemporary World | <ul style="list-style-type: none"> • Chinese Culture and Modern Life (10-hour learning time) |

Elective Subjects by Key Learning Area (Category A subjects in HKDSE)

| Key Learning Area | Elective Subject |
|---|---|
| Chinese Language Education | <ul style="list-style-type: none"> • Chinese Literature |
| English Language Education | <ul style="list-style-type: none"> • Literature in English |
| Personal, Social and Humanities Education | <ul style="list-style-type: none"> • Chinese History • Economics • Ethics and Religious Studies • Geography • History • Tourism and Hospitality Studies |
| Science Education | <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Science (Integrated Science; Combined Science)* |
| Technology Education | <ul style="list-style-type: none"> • Business, Accounting and Financial Studies • Design and Applied Technology • Health Management and Social Care • Information and Communication Technology • Technology and Living |
| Arts Education | <ul style="list-style-type: none"> • Music • Visual Arts |
| Physical Education | <ul style="list-style-type: none"> • Physical Education |

*** Phasing out Combined Science and Integrated Science starting from Secondary 4 in the 2021/22 school year.**

Applied Learning as Elective Subject(s) (Category B subjects in HKDSE)

- Applied Learning (ApL) is a valued SS elective subject with dual emphasis placed on theory and practice linked to broad vocational and professional fields. There are six areas of studies under ApL, namely: (i) Creative Studies; (ii) Media and Communication; (iii) Business, Management and Law; (iv) Services; (v) Applied Science; and (vi) Engineering and Production; as well as ApL (Vocational English) and ApL Chinese (for non-Chinese speaking students).
- ApL will be further promoted as a valued SS elective subject through the provision of a wider range of ApL courses to cater for the needs of students, offering ApL as early as at S4, relaxing funding for taking ApL as the 4th elective subject and offering ApL taster programmes at the junior secondary (JS) level.
- For details, please refer to the following:
 - Letter to schools on “Applied Learning Courses (2022-24 Cohort; 2024 Hong Kong Diploma of Secondary Education Examination) Arrangement Details for Early Course Commencement at Secondary 4 in the 2021/22 School Year”
www.edb.gov.hk/apl/en/circular_letter_2022_24
 - EDB ApL webpage
www.edb.gov.hk/apl/en

[Supplementary notes to Appendix 2 Values and Attitudes for Incorporation into the School Curriculum in Booklet 2 Learning Goals, School Curriculum Framework and Planning of the Secondary Education Curriculum Guide (2017), p.70]

- Since 2020, there have been nine priority values and attitudes with the addition of **law-abidingness** and **empathy**.
- For details, please refer to the EDBCM No. 180/2020 “Latest development in values education”.
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20180E.pdf>

A Proposed Set of Values and Attitudes for Incorporation into the School Curriculum –

Nine Priority Values and Attitudes:

- ✧ Perseverance
 - ✧ Respect for Others
 - ✧ Responsibility
 - ✧ National Identity
 - ✧ Commitment
 - ✧ Integrity
 - ✧ Care for Others
 - ✧ Law-abidingness
 - ✧ Empathy
- Apart from these nine priority values and attitudes, there are also important values and attitudes for promotion at subject levels. For details, please refer to the curriculum guides of different KLAs/subjects.

[Supplementary notes to Booklet 6A Moral and Civic Education: Towards Values Education of the Secondary Education Curriculum Guide (2017)]

- The Curriculum Development Council (CDC) recommended setting ***perseverance, respect for others, responsibility, national identity and commitment*** as priority values and attitudes in 2002, to foster students' whole-person development and lifelong learning. In response to social development and student needs, ***integrity and care for others*** were added as priority values and attitudes to further promote values education in 2008. In view of students' learning and development needs, the CDC added ***law-abidingness and empathy*** as priority values and attitudes in 2020 to enable students to understand that law-abidingness is the primary responsibility of citizens for the benefits of the community. Students should also learn to empathise by putting themselves in others' shoes and respect different opinions, which in turn helps create a harmonious and caring society. Please refer to the EDBCM No. 180/2020 "Latest development in values education". <https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20180E.pdf>
- The Constitution and the Basic Law form the constitutional basis of the HKSAR and provide the strongest safeguard for the long-term prosperity and stability of Hong Kong. The EDB designates "National Identity" as one of the education goals, and priority values and attitudes. It is the responsibility of schools to help students cultivate positive values and acquire knowledge, and foster a sense of belonging to the country and national identity. Through promoting Constitution, Basic Law and national security education within and beyond the classroom, students acquire an understanding of our country, a sense of national identity and a sense of belonging towards the country so that they are concerned about society, the nation and the world, and become citizens who are responsible, appreciative of Chinese culture and committed to society and our country.
- The EDB has been encouraging schools to adopt a "multi-pronged and co-ordinated" approach in promoting values education (including moral, civic and national education) such as conducting inter-class or inter-form activities related to values education, quiz competitions related to the Constitution, the Basic Law, and national education, design competitions for bulletin board, poster and slogan design competitions, as well as organising Mainland exchange activities. Through these activities, students can gain a better understanding of our country, and develop a sense of national identity, an awareness of national security, and a sense of law-abidingness and responsibility. With regard to their contexts including the school mission and students' needs, schools can make flexible arrangements for learning time so

that learning activities within and beyond the classroom can tie in with each other for the holistic planning and implementation of values education, including Constitution, Basic Law and national security education, in order to strengthen the cultivation of positive values and attitudes in students.

- For details, please refer to the following:
 - Values Education (Moral, Civic and National Education)
<https://www.edb.gov.hk/en/ve>
 - EDB Circular No. 9/2020 “Display of the National Flag and the Regional Flag and Playing and Singing of the National Anthem”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC20009E.pdf>
 - EDBCM No. 144/2020 “Commemoration of the 30th Anniversary of the Promulgation of the Basic Law: Learning and Teaching Resources and Programme Highlights”
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20144E.pdf>
 - EDBCM No. 166/2020 ‘2020 National Constitution Day’”
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20166E.pdf>
 - EDBCM No. 26/2021 ‘2021 “National Security Education Day”’
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21026E.pdf>

[Supplementary notes to Booklet 7 Life-wide Learning and Experiential Learning of the Secondary Education Curriculum Guide (2017)]

Life-wide Learning Grant

- Starting from the 2019/20 school year, the EDB has provided public sector schools and Direct Subsidy Scheme (DSS) schools with a recurrent Life-wide Learning Grant (the Grant) to support schools to take forward, on the present foundation, life-wide learning with enhanced efforts. As for schools under the DSS, the provision of the Grant is subsumed in the DSS unit subsidy rates. Schools may, in light of their school contexts, flexibly deploy the Grant to organise more out-of-classroom experiential learning activities in different KLAs and curriculum areas, so as to enliven and enrich the learning experiences of students to broaden their horizons, enhance their learning motivation and interest, and foster their whole-person development.
- For details, please refer to the EDB Circular No. 16/2019 and the latest Guidelines on the Use of Life-wide Learning Grant.
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19016E.pdf>

Student Activities Support Grant

- The EDB set up the Student Activities Support Fund in early 2019 to support students with financial needs to participate in life-wide learning activities organised or recognised by schools. Starting from the 2019/20 school year, the investment return of the Student Activities Support Fund has been used to provide the Student Activities Support Grant for application from public sector schools (including special schools) and DSS schools.
- For details, please refer to the EDB Circular No. 17/2019 and the latest Guidelines on the Use of Student Activities Support Grant.
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19017E.pdf>

[Supplementary notes to Booklet 9 Career and Life Planning – Multiple Pathways for All Students to Excel of the Secondary Education Curriculum Guide (2017)]

- The Task Force on Review of School Curriculum recommends that Life Planning Education (LPE) should commence early at the upper primary and JS levels. LPE for younger students is meant to help them better understand their own aspirations, needs, interests and abilities, acquire some basic knowledge of work ethics and the dynamics of the work scene, and develop good attitudes such as punctuality, responsibility, honesty and work ethics through role-play and thematic days. Early exposure to LPE could also help students develop a broader view of future pathways and occupations, and refrain from holding gender or social status stereotypes in relation to certain jobs. Through LPE, students would have more exposures to the workplace and its rapidly-evolving nature, including new jobs in the technology-driven economy and new demands arising from novel situations. Given the incessant changes in the nature and demands of jobs, it becomes important to nurture students' soft skills, morals and ethics, and positive attitudes, as well as adaptability and an open attitude towards life planning earlier at the upper primary and JS levels.
- The review report is available at https://www.edb.gov.hk/en/curriculum-development/renewal/taskforce_cur.html

Life Planning Information Website

- The EDB has launched the brand-new Life Planning Information Website (the Website). The Website is a one-stop platform to provide students, teachers and parents with more comprehensive information on life planning education and career guidance so that schools can better support students in life planning. There are seven thematic corners on the Website, namely Careers Information, Studies, Students, School Administration, Teachers, Parents and Business-School Partnership Programme. Stakeholders can access up-to-date information on study and employment through the Website. Moreover, to enable schools to have a better grasp of the *Guide on Life Planning Education and Career Guidance for Secondary Schools*, the EDB has prepared an information note on the *Framework of Implementation Strategies for Life Planning Education* (the Framework) as a supporting tool. The information note outlines the objectives, core elements and major expected learning outcomes of life planning education at schools, together with exemplars and a checklist for the implementation strategies so as to serve as a handy reference for schools in reviewing and introducing school-based




life planning measures/arrangements.

- The Guide and Framework are available at <https://lifepanning.edb.gov.hk/en/school-administration/guide.html>
- For details, please refer to the EDBCM No. 191/2019 “Life Planning Information Website”.
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM19191E.pdf>

[Supplementary notes to Booklet 10 Quality Learning and Teaching Resources of the Secondary Education Curriculum Guide (2017)]

Educational Multimedia (EMM)

- To meet the changing needs of students and teachers in this new era of e-learning, the Educational Television (ETV) service has been expanded and rebranded as Educational Multimedia (EMM). A variety of EMM resources including short videos, animations, virtual exhibition, interactive games, etc. are developed and accessible via the EDB EMM website (<https://emm.edcity.hk>) and the EDB EMM mobile application.

| | | |
|---|---|---|
| EDB EMM website:  | EDB EMM mobile application download | |
| | iOS:  | Android:  |

- For details, please refer to the EDBCM No. 137/2020 “Learning and Teaching Resources in Support of Students’ Home Learning”.
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20137E.pdf>

Developing, Selecting and Sharing School-based Learning and Teaching Resources

- When selecting and developing learning and teaching resources (including textbooks, school-based learning and teaching materials, library books as well as other reading materials), the school management has the responsibility to ensure that the school-based materials are in line with the aims and objectives of the CDC central curriculum. The contents and information of the materials should be correct, complete, and objective. Through effective teaching strategies, teachers enable students to acquire relevant knowledge and skills, and nurture students’ positive values and attitudes.
- Schools should duly define the school-based criteria for the selection of learning and teaching materials and devise a review mechanism for evaluating and updating schools’ learning and teaching resources, including the school-based learning and teaching materials.
- For details, please refer to EDBCM No. 42/2021 “Selection of Quality Textbooks and Learning and Teaching Resources for Use in Schools”.
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21042E.pdf>