

Business, Accounting and Financial Studies (S4 - S6) Curriculum Framework of National Security Education**1. General teaching foci**

- 1.1 The senior secondary Business, Accounting and Financial Studies (BAFS) curriculum covers the knowledge of a range of business-related disciplines (such as accounting, business management and finance) to highlight their complex interrelationship. The curriculum helps students acquire knowledge about Hong Kong business environment, understand the close economic relationships between the Mainland and Hong Kong, and recognise the importance of safeguarding national economic security.
- 1.2 The compulsory part “Hong Kong Business Environment” of BAFS covers the content of the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA). Through thematic discussions on issues/incidents related to international trade, such as “China-US trade conflicts” and the “Belt and Road” initiative, students’ knowledge about the close economic and commercial relationships between the Mainland and Hong Kong can be enriched. This part also helps students understand that Hong Kong, as part of the nation, is a portal for foreign investors to enter the Mainland, as well as a platform for Mainland enterprises to go global, so that students are aware of the importance of safeguarding economic security of the nation to the economy and business environment of Hong Kong.
- 1.3. Students will understand the interconnectedness among different business topics and realise that enterprises need to make timely and appropriate plans and decisions in response to changes in the business environment, as well as develop their generic skills to consider, research, analyse and assess commercial topics in various dimensions, thereby developing their positive values and attitudes. By understanding the close relationships between the Mainland and Hong Kong in economic and commercial development, students’ recognition, sense of belonging and responsibility towards our country, the people and the community could be enhanced.

2. Learning foci

BAFS (S4 - S6)		Curriculum Framework of National Security Education in Hong Kong	
Chapter/Topic	Learning Elements	Strand	Learning Elements
1(a) Business Environment ● Hong Kong business environment	<ul style="list-style-type: none"> ● Analyse the recent economic development of Hong Kong and its characteristics <ul style="list-style-type: none"> ➤ When teaching the topic “Hong Kong Business Environment”, teachers should introduce the very close economic and trade relationships between Hong Kong and the Mainland through the development of the CEPA. ➤ After learning the above topic, students will be aware of the role the Hong Kong Special Administrative Region Government in safeguarding economic security, understand that the Mainland economy and the Hong Kong economy rely on each other and are inseparable, and that the failure to safeguard economic security of the nation would result in the failure to accomplish the objectives of joint development and mutual benefits. 	1	<ul style="list-style-type: none"> ● Understand our country’s opportunities and challenges in international affairs through examples (e.g. the “Belt and Road” initiative, China-US trade conflicts)

3. Suggested learning and teaching activities (examples)

✧ Project learning

- ◆ Collect information about the business and trade policies implemented by the Mainland in respect of Hong Kong in recent years (e.g. the CEPA) and discuss the effects of such policies on the development of different industries in Hong Kong.
- ◆ Design appropriate self-learning activities in line with the curriculum aims and objectives to help students understand the economic and commercial measures taken by our country in response to the changes in global business environment in order to safeguard economic security.

✧ Exchange activities with the Mainland

- ◆ Visit Hong Kong enterprises incorporated in the Mainland and conduct interviews with key management personnel to enhance students' understanding of the opportunities and challenges brought to the development of Hong Kong enterprises in the Mainland by the business and trade policies and arrangements which the Mainland implemented in respect of Hong Kong in recent years.

✧ Cross-curricular collaboration

- ◆ Collaborate with the panel of History/Economics to explore the economic and commercial development, as well as the social changes in Hong Kong and the Mainland in the past twenty years.

✧ Group discussion and presentation

- ◆ Analyse information about “China-US trade conflicts” to find out the resulting impact on the economy of the Mainland and Hong Kong, including the challenges and opportunities brought to national economic security and the challenges to the economic development of Hong Kong, thereby understanding the importance of safeguarding the economic security of the nation and Hong Kong.

✧ **Online learning activities**

- ◆ Arrange students to visit the “Belt and Road Initiative • Hong Kong” website to learn the background and details of the implementation of the initiative, thereby understanding that in the complex and changing international business environment, China drives the political, economic and cultural co-operation among a number of countries and regions across Asia, Europe and Africa through this initiative, promoting joint development of these countries. Students will also understand the role of Hong Kong in the key development strategies of China, and that Hong Kong, as an important link and preferred platform in the “Belt and Road” Initiative, will help connect the Mainland to other countries and regions along the Belt and Road. They will better understand the close relationship between the Mainland and Hong Kong, and the importance of safeguarding economic security in both the Mainland and Hong Kong. (Reference: Belt and Road Initiative • Hong Kong <https://www.beltandroad.gov.hk/work.html>)