

Personal, Social and Humanities Education Key Learning Area:
The Senior Secondary History Optimised Curriculum Framework
School Questionnaire Survey

Purpose

The purpose of this questionnaire is to collect schools' views on their preparedness to implement the optimised senior secondary History curriculum and support needs. Schools offering or planning to offer the senior secondary History curriculum are invited to complete the questionnaire.

Background

The EDB continues to review the implementation of the History curriculum (Secondary 4-6) in schools to align with the trends of educational developments, enhance learning and teaching effectiveness, and echo the key policy initiatives of the Chief Executive's Policy Addresses on strengthening history education and patriotic education in recent years.

After in-depth discussion, the Working Group on Optimising the Senior Secondary History Curriculum, the CDC-HKEAA Committee on History, the Curriculum Development Council Committee on Personal, Social & Humanities Education and the Curriculum Development Council have proposed a relevant optimised curriculum framework to promote students' learning that keeps abreast of the times. The EDB will provide support measures for the optimised curriculum. Schools offering or planning to offer the senior secondary History curriculum are cordially invited to complete this questionnaire and provide their views, so that the support measures can better address learning and teaching needs.

Questionnaire and Curriculum Document

This questionnaire and the *Senior Secondary History Optimised Curriculum Framework* can be downloaded from the following webpage of the Personal, Social and Humanities Education Section, Curriculum Development Institute, EDB:



https://www.edb.gov.hk/en/curriculum-development/kla/pshe/ssch_h_opt.html

Notes on Completing this Questionnaire

Each school offering or planning to offer the senior secondary History curriculum should return ONE completed questionnaire.

Deadline for Submission

Schools should return the completed questionnaire (please indicate the School Number) by post or email (cdopshe51@edb.gov.hk) **on or before 10 November 2025 (Monday)**.

The postal address is as follows:

Senior Curriculum Development Officer (PSHE)5 Personal, Social and Humanities Education Section, Curriculum Development Institute, Education Bureau Room 1319, 13/F, Wu Chung House, 213 Queen's Road East, Wanchai, Hong Kong (School Number: ____ ____ ____ ____ ____)

To: Senior Curriculum Development Officer (PSHE)5

Personal, Social and Humanities Education Key Learning Area
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Before completing the questionnaire, please read the *Senior Secondary History Optimised Curriculum Framework*.

School Background

Your School is

- ☐ currently offering the senior secondary History. The number of students taking the subject is:

S4: (); S5: (); S6 ()

- ☐ planning to offer the senior secondary History in the _____ school year

Curriculum Characteristics and Public Assessment

1. The curriculum structure and content organisation of the optimised senior secondary History curriculum interfaces with the junior secondary History curriculum. It updates and integrates the content of different topics based on the current senior secondary curriculum.

According to the characteristics of the optimised curriculum in EDBCM No. 170/2025 and the proposed Modules, Topics and Learning Points in the *Senior Secondary History Optimised Curriculum Framework*, do you have other suggestions on the Learning Points?

- ☐ Yes (Please indicate): _____

- ☐ No

2. The Compulsory Part of the optimised senior secondary History curriculum consists of three Modules, with an aim to develop students' foundation understanding of the major developments in modern and contemporary world history and national

history from a broad perspective.

From the perspective of learning and teaching, which Module do you think students find more interesting and easier to master? Which Module would present more difficulties for students?

If you choose to provide views, please fill in: _____

3. The Elective Part of the optimised senior secondary History curriculum extends and deepens the learning content of the Compulsory Part, and caters for learner diversity by offering two historical themes for students to select and study.

Which Module of the Elective Part is your school planning to offer? What are the reasons?

- ☐ Module 4 Cooperation and Development: The International Cooperation since the mid-19th Century

Reason: _____

- ☐ Module 5 Drifting and Self-strengthening: The Overseas Chinese since the mid-19th Century

Reason: _____

- ☐ Not decided yet

Reason: _____

4. With regard to cultivating students' affection for our country, national identity and global perspectives, and developing proper values and attitudes, in what ways is the optimised senior secondary History curriculum clearer/more explicit?

If you choose to provide views, please fill in: _____

5. To align with the optimised senior secondary History curriculum, the current public examination should also be optimised simultaneously. Based on the current assessment mode, please provide specific suggestions on the following two aspects:

- (a) Providing more diverse question types to enhance the flexibility and objectivity of the assessment

If you choose to provide views, please fill in: _____

- (b) In your opinion, how should the weighting of Paper 1 and Paper 2 of the public examination be adjusted to align with the changes of the curriculum?

If you choose to provide views, please fill in: _____

Support Measures

6. Which of the following is/are the key consideration(s) of your school for the effective implementation of the optimised senior secondary History curriculum? (Please select no more than three.)

- ☐ The school's allocation of lesson time for the optimised curriculum
 - ☐ Subject panel chairperson's professional competency in curriculum leadership and planning
 - ☐ Subject teachers' subject knowledge and competency
 - ☐ Subject teachers' mastery of the breadth and depth of the curriculum content and the pedagogical focuses of different topics
 - ☐ Enhancing students' interest in learning History
 - ☐ Support for learning and teaching resources
- (Topic(s): _____)
- ☐ Others (Please specify): _____

7. Which of the following type(s) of professional development programme(s) does your school consider most important for teachers? (You may select more than one.)

- ☐ Curriculum interpretation
- ☐ Learning and teaching strategies
(For example: _____)
- ☐ Knowledge enrichment
(Topic(s): _____)
- ☐ Curriculum leadership and planning
- ☐ Assessment and feedback
- ☐ Other views / suggestions: _____

8. How many teacher(s) from your school is/are expected to participate in professional development programmes organised by the EDB in relation to the optimised curriculum?

Number of teachers: _____

9. Other views (if any):

School name:

School number:

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Name of

Principal:

Signature of

Principal:

Date of

Completion:

