

Optimising the Curriculum and Assessment Framework of Health Management and Social Care (Secondary 4 to 6)

Purpose

This document aims to detail recommendations for Optimising the Health Management and Social Care (HMSC) Curriculum and Assessment Framework (Secondary 4 to Secondary 6) and to solicit school feedback for their opinions on these recommendations.

Background

2. The HMSC curriculum is an elective subject for the Diploma of Secondary Education (DSE) under the Technology Education Key Learning Area. The curriculum is divided into two parts: the compulsory part includes five main topics, while the elective part includes three extended modules from which students choose two, accounting for about 40% of the total curriculum time.

3. As a new senior secondary elective subject, the Education Bureau (EDB) has been reviewing the implementation of the HMSC curriculum in schools. Since its implementation in 2009, the number of schools offering the subject and students taking it has significantly increased, showing that the new curriculum is becoming widely recognized. At the same time, there is a need to Optimise the curriculum for the following reasons:

- After implementing the curriculum and accumulating learning and teaching experience, frontline teachers expect the curriculum framework to be further Optimised to display the key learning contents more clearly, helping students master the curriculum and assessment requirements.
- To align with the latest developments in health and social care issues and services, the curriculum content needs to keep pace with the times.
- Create spaces to accommodate learning interests and support students' future needs for further education or employment in medical or social welfare fields.

4. The EDB is now announcing the Optimised curriculum framework and collecting feedback from schools regarding the Optimisation and support measures. To support the implementation of the optimised curriculum, the EDB will organize professional development programs for teachers for knowledge enrichment and experience sharing in the 2026/27 and 2027/28 school years, as well as develop learning and teaching resources. The optimised curriculum will be implemented progressively starting from Secondary 4 at the earliest in the 2028/29 school year.

Feedback

5. Schools are cordially invited to provide their views on the Optimisation of the HMSC curriculum (S4-6).

Education Bureau

Innovation Technology Education Division

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Summary of Proposed Optimisation of the Health Management and Social Care (Secondary 4 to 6) Curriculum

1. Optimised Curriculum Framework

1.1. Rename the Compulsory and Elective Parts to "Core Study" (focused on knowledge and understanding) and "Extended Study" (focused on application of knowledge in field learning), streamline the wording of the topics, and reorder them according to the current practices in teaching.

Original framework	Optimised framework
<i>Compulsory Part (60% curriculum time)</i> • Personal Development, Social Care and Health Across the Lifespan • Health and Social Care in the Local and the Global Contexts • Responding to Needs in the Areas of Health (Care, Promotion and Maintenance) and Social Care • Promotion and Maintenance of Health and Social Care in the Community • Health Promotion and Maintenance and Social Care in Action <i>Elective Part (choose TWO out of three) (40% curriculum time).</i> • Extended Study on Health Promotion and Health Maintenance Services • Extended Study on Community and Social Care Services • Current Issues of Health and Social Care	<i>Core Study (80% curriculum time)</i> • Health and Wellbeing • Health Promotion and Disease Prevention • Medical Care and Healthcare System • Social Care and Social Welfare System • Current Issues of Health and Social Care <i>Extended Study (choose ONE of three) (20% curriculum time)</i> • Health Promotion and Health Services • Community Care and Social Services • Integrated Health and Social Services

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1.2. Fine-tune and revise the sub-topics of the Core Study, streamlining complicated sentences, omitting and deleting outdated and overly difficult or vague content for senior secondary students, adding important concepts and frameworks, as well as the latest developments in local health and social care issues.

(A) **Delete the following subtopics** to release the curriculum space for optimisation

Considerations	Deleted Subtopics
Too difficult for students at secondary level	1A2 Prenatal exposure delayed effects; 1D4 Socio-biological and psychobiological factors; 2A6 I Inequalities and deprivation in social, national and global context and how they associate to social class, gender, age, ethnicity, and religions; 2A8 International social justice - relationships between developed and developing nations and societies; 3B2 Comparison of policies between Hong Kong and other regions / countries (e.g., United Kingdom, United States of America); 3B3 Differences in policies in different countries; 3D1 Contrasting Chinese and Western cultural understandings of health and illness: health consciousness, different attitudes towards seeking helps for health and social needs 3D4 Tensions among different institutions
Vague, relatively difficult to teach	1A4 The inner lives of people; 4D4 Seeking to balance personal responsibility with responsibility to society
Less aligned with curriculum objectives/focus	1A6 Global warming, Genetically Modified food (GM Food) and food products; 1A7 Cultural influences on social, mental, and physical and spiritual aspects of human development; 1C6 Culturally diverse ways of dealing with life events; 2A5 Poverty culture; 2D 3 Controversies such as cloning, euthanasia; 4A6 Naturopathy
More suitable for application and reflection in field learning in Extended Study	1E2 The role of social care; 4D3 Social Responsibility; 4D5 Commitment to Families, Communities, and Groups; 4E3 Volunteers; 5A5 Roles, skills and approaches of Health and Social Service Professionals; 5D1 Team building and team work in and across professional, voluntary, and private health and social care; 5D3 Organizational Skills; 5D4 Skills in interpreting information

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(B) **Fine-tune some subtopics, list, and add important concepts and frameworks** [newly added sections are highlighted in yellow].

Original subtopics	Fine-tuned subtopics
1C7 Special needs and care throughout the life cycle, e.g. • Immunisation in infancy • Safety and nutrition in childhood • Emotional health in adolescence • Health in adulthood • Prevention of falls in the elderly • Legislation (e.g. about children and the elderly)	1B 3 Needs and care throughout the life cycle 3.2 Care and support services for different stages of life Describe some examples of care or support services for • Immunisation in infancy • Safety and nutrition in childhood • Emotional health in adolescence • Prevention of chronic diseases in adulthood • Prevention of falls in elderly • Palliative and end-of-life care
1D Factors affecting our health / illness experiences and personal and social well-being	1A2 Determinants of health - Describe the concept of determinants of health with reference to the rainbow model of health determinants 4A1 Social determinants of health problems – non-medical factors affecting health conditions
1C2 Changes of human relationships across lifespan 4D1 Healthy relationships • Types of relationships • Positive and negative effects of relationships on personal development • Barriers to healthy relationships	1C1 Impacts of social relationships on personal development – Use Bronfenbrenner's ecological systems theory to explain how different types of social relationships affect personal development 1C2.1 Understanding the dynamics of interpersonal relationships – Apply the following theories to describe the factors facilitating and hindering the interpersonal relationships: • Triangle of love • Johari window – Apply the following theories to describe the impacts arising from the barriers in interpersonal relationships: • Loneliness (social loneliness, emotional loneliness)
5C4 Some types of mental problems/disorders: depression, phobias, Post-traumatic Stress Disorder, schizophrenia etc.	1D 1.4 Ways to maintain good mental health - Explain how physical activity, sleep, positive self-image, social support, and stress management help maintain good mental health 1D3 Mental disorders

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5C8 Ways to maintain good mental health: positive self-image, social support, stress management etc.	3.1 Depression, mania and bipolar affective disorders 3.2 Schizophrenia 3.3 Examples of other mental disorders (phobias, post-traumatic stress disorder)
3A1 Health and Well-being Physical health indicators and their meanings, such as: growth charts, Body Mass Index (BMI). blood pressure, pulse rate	1E Physical Health - Physical health - Measuring growth and health risks: State and explain the following indicators - growth charts, Body Mass Index, body fat ratio, waist circumference, waist-hip ratio, pulse rate, blood pressure - Measuring physical fitness: State and explain the following indicators - muscular strength, muscular endurance, cardio-respiratory endurance, flexibility - Healthy body - Body Systems: Identify the major body systems including the musculoskeletal system, nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, urinary system, reproductive system and the organs of the systems / the possible injuries or diseases related to the body systems Impairments resulting from injuries or diseases: Describe impairments as the deterioration in the functioning of a body part, organ, or system that can be temporary or permanent, resulting in disability - Protection of body systems: Suggests ways to protect the body systems
2B4 Infectious diseases, e.g. flu, AIDS, tuberculosis, hepatitis B 2C1 Lifestyle changes and communicable diseases (e.g. Cold, AIDS, food poisoning)	2A Infection and transmission of diseases - Types of pathogens: State the types of pathogens: virus, bacteria, fungus, parasites - Severity of a pathogen: State and describe the pathogenicity, virulence and infectivity of pathogens - Examples of infectious diseases: Describes some examples of infectious diseases, such as influenza, tetanus, AIDS, etc - Examples of communicable diseases: Describe some examples of communicable diseases such as influenza, sexually transmitted diseases, tuberculosis and hepatitis B

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4C4 Emergency Management • School, road, and home accidents • Methods and forms of reporting to seek help when facing danger or accidents	2D3 Concepts of disaster management - Disaster management strategies • State the Disaster Management Cycle: pre-disaster - mitigation & preparedness; during disaster - response; post-disaster -recovery; and give suggestions • Personal level: awareness of the importance of “emergency survival kit” and disaster prevention, basic first aid skills
3C1 To explain the health care and welfare system of Hong Kong and comment on its role in policy implementation	3A1. Health system and healthcare system - With reference to WHO, describe the concept of health system, i.e., a system that comprises all organisations, people and actions whose primary intent is to promote, restore and maintain health - Describe the universal health coverage to be achieved by a healthcare system
4A6 Options for alternative health care practices and services, e.g. traditional Chinese medicine, acupuncture, naturopathy	3B 1.3 Chinese medicine: - Describe the basic understandings of health and illness in Chinese medicines - State the practices in Chinese medicine such as acupuncture, herbal medicines - Understand the development of integrated care
2D Developments in the health and care industries - Conflicting agendas –Allocation of resources to different parties	3C 1.4 Health Equity: Define health equity and illustrate with examples of the health policy or service provision which help achieve health equity
5A1 Health services: doctors, nurses, dentists, physiotherapists, occupational therapist, dietitians, healthcare assistants etc. 5B2 Health services: General Practices, hospital, dental services, chiropody, physiotherapy, occupational therapy, community health services, dietetic advice, etc. 5A3 Professional Intervention –Purposes of intervention e.g. protect, lessen detriment effect / Types of interventions e.g. treatment,	3D2 The professional interventions - Identify the healthcare professions and the related professional bodies as well as their major roles - Describe the purpose(s) of professional intervention - preventive (such as education, screening) and therapeutic (e.g., medical treatment) and types of services provided in the following areas: • nursing care • physiotherapy • occupational therapy • speech therapy • dietitian service • collaboration among different professions

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5A4 Professional Ethics – Code of Practice • privacy and confidentiality • equality in care practice • support and advocacy	3D3 The medical ethics - Use appropriate examples to describe the four principles of medical ethics: • autonomy • beneficence • nonmaleficence • justice 4D4 Professional ethics: informed decision and self-determination; use of information and confidentiality; cultural awareness
4E3 Community care complementing private care 4E2 How to enable the patients to stay in the community	4A6 Community Care Describe community care and residential care in terms of level of care, cost and accessibility
2D6 Changes in Hong Kong Social Security System	4B6 Give examples of contributory schemes such as Mandatory Provident Fund in Hong Kong and social insurance in Mainland China and non-contributory schemes such as universal benefits for all Hong Kong citizens (e.g., Old Age Allowance) or social assistance (e.g., Comprehensive Social Security Assistance Scheme) in Hong Kong
2B2 To explore possible means and solutions for dealing with issues of the aging population	5A4 Elderly care and services in Hong Kong - Describe the services of long-term care that include residential care services and community care services - Explain the importance of ‘ageing-in-place’, state the examples of healthcare and community support services for the older persons and give suggestions on community care and carer support 5A6 Innovations in supporting ageing populations— Give some examples of initiatives such as silver market or gerontechnology to tackle ageing population

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(C) Add the latest developments in local health and social care issues

Category	Incorporate the concept
Health issues	2A3.1 Immunity - Recognise the active and passive immunity 2A4.2 Outbreak of the disease - Identify the differences between outbreak, epidemic, pandemic and endemic of a disease 2A4.4 Government strategies in disease prevention and surveillance - Identify the different strategies in infection control: social distancing, quarantine and isolation 2A5. Infection control issues: disease elimination and eradication, herd immunity, anti-microbial resistance
Social care issues	4C1 Dealing with social needs and emerging problems - Use the examples of social enterprise to illustrate the multi-partite collaboration among the welfare sector, the business community and the government to meet specific social objective - Use the examples of social innovations to illustrate how the social needs can be tackled by innovative solutions 4C4 Innovative technology in social care - Give some examples of using innovative technology in service delivery to illustrate the impacts of technology advancement on social care

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(2): Change from "choosing TWO out of three modules in the Elective Part" to "choosing ONE out of three modules in Extended Study," reduces the curriculum time of Extended Study to 20% of the total curriculum time. Students can use the saved time to deepen their learning in Core Study, while Extended Study provides opportunities for students to apply their knowledge in field learning. "Integrated Health and Social Services" is added as the third module replacing the Current Issues of Health and Social Care, which has been reallocated to the Core Study.

Original	Optimised
<i>Elective Part (Choose 2 out of 3 modules) (40% curriculum time)</i> This part provides students with opportunities for experiential learning in agencies or through projects in school or in the community. Students are required to select any two out of the three modules suggested. • Extended Study on Health Promotion and Health Maintenance Services • Extended Study on Community and Social Care Services • Current Issues of Health and Social Care	<i>Extended Study (Choose 1 out of 3 modules) (20% curriculum time)</i> The Extended Study aims to enable students to apply the knowledge learnt in the Core Study to real-life contexts through conducting one field learning task, thereby deepening their understanding of health management and social care in practice. Students are required to select only one module in Extended Study, focusing on a specific social / health issue or service area for inquiry and action. • Health Promotion and Health Services • Community Care and Social Services • Integrated Health and Social Services

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3. Proposed Optimisation of the HMSC DSE Examination
[Changes are highlighted in yellow].

Part	Content	Weighting	Exam time
Public examination	Paper 1 Compulsory Part: Core Study: Short questions, Data Response Questions	46%	2 hours
	Paper 2 Compulsory and Elective Parts-Core Study: Scenario-based questions, Issue-based questions	34%	1 3/4 hours
	Total	80%	
School-based assessment	Extended Study: ONE Field Learning Task	20%	

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Health Management and Social Care (S 4-S 6) Curriculum and Assessment Guide Chapter 2 in Optimisation

2.1 Curriculum Structure

The HMSC curriculum includes five main topics in the Core Study and three modules in the Extended Study. The topics are as follows:

Core Study

- Health and Wellbeing
- Health Promotion and Disease Prevention
- Medical Care and Healthcare System
- Social Care and Social Welfare System
- Current Issues of Health and Social Care

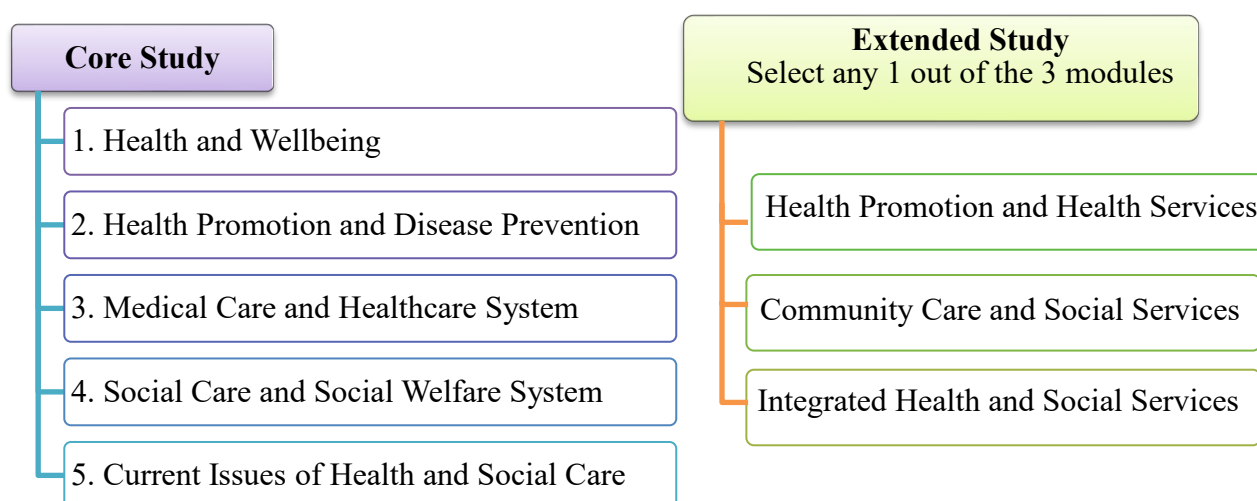
Extended Study

- Health Promotion and Health Services
- Community Care and Social Services
- Integrated Health and Social Services

In the learning process, students should be able to develop a holistic view of concepts related to health management and social care through different types of individuals, group, and community learning activities. In this way, students should be able to acquire the foundation knowledge stipulated in the Core Study and apply them in the Extended Study.

An overview of the suggested topics in the Core Study and the modules in the Extended Study is given in the following diagram:

Figure 2.2 Curriculum structure and organisation



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2.2 Organisation of the Core Study and Extended Study

The curriculum is organised into Core Study and Extended Study to cater for the different learning needs and interests of students. Those who take this subject are expected to study the Core Study and select ONE module out of the three provided in the Extended Study. This combination of Core Study and Extended Study is designed to offer a balanced approach to the study of this subject for students, which helps them achieve the intended learning targets.

Core Study

The Core Study forms the foundation of the HMSC curriculum, aiming to equip students with comprehensive knowledge of health and well-being, disease prevention, healthcare systems, social care, and contemporary social issues. Through theoretical learning and conceptual understanding, students will explore the multi-faceted factors affecting individual and community health, and develop the ability to analyse, evaluate, and respond to health and social needs.

The suggested topics in the Core Study are as follows:

Core Study	
1. Health and Wellbeing A. What is health B. Personal development C. Social wellbeing D. Mental wellbeing E. Physical wellbeing	4. Social Care and Social Welfare System A. Social care for promoting health and wellbeing B. Social welfare C. Development of social welfare in Hong Kong D. Professional intervention in social services
2. Health Promotion and Disease Prevention A. Infectious diseases B. Prevention of disease and illness C. Health promotion D. Healthy and safe environment	5. Current Issues of Health and Social Care A. Ageing B. Discrimination C. Domestic violence D. Addiction E. Poverty
3. Medical Care and Healthcare System A. Healthcare system B. Health care in Hong Kong C. Healthcare reforms D. Healthcare professionals	

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Extended Study

The Extended Study aims to enable students to apply the knowledge learnt in the Core Study to real-life contexts through conducting one field learning task, thereby deepening their understanding of health management and social care in practice. Students are required to select only one module in Extended Study, focusing on a specific social / health issue or service area for inquiry and action.

Students select any 1 out of the following 3 modules for field learning:

- **Health Promotion and Health Services**
- **Community Care and Social Services**
- **Integrated Health and Social Services**

Field learning is the learning activity conducted either within or outside school in a health or social care organisation / provided by the related professionals, encouraging students to observe, participate in, and reflect on the provision of health and social care services so as to enhance their practical skills, social awareness, and understanding of professional ethics.

To conduct the Extended Study, students should first propose a **field learning plan** which includes: topic of the study, relevant concepts / theories learnt in the Core Study, the arrangement of the activity (type of service, organisation, service recipient / target group, activities to be conducted) and the plan to collect primary and secondary data.

Students should make good use of the **field notes** to record the primary data during the field learning. The primary data can be collected through interviews, observations, and questionnaires, etc. The data gathered should be relevant to the selected topic and used, alongside secondary data, as evidence to support the reflection in the reflective journal.

Students should write the **reflective journal** after the field learning. It should focus on addressing the selected topic in the field learning plan. The reflective journal should highly relate to the field learning experience of students and reflect their ability to apply theories learnt in HMSC to their field learning experience as well as to reason and present conclusions on what they have learnt from their experience.

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2.3 Learning Elements of Core Study

This section provides more details about the learning elements of the topics in the Core Study, with some explanatory notes. The sequence of the topics is meant for teachers' reference; the learning elements can be rearranged and combined as needed to deepen students' understanding.

Topic 1 - Health and Wellbeing

	Topics	Explanatory Notes
1A	What is health	
	1. The concept of health	
	1.1 Definitions of health	– State the definitions proposed by the World Health Organization (WHO) (1948 and 1986)
	1.2 Holistic concept of health	– Describe physical, social, mental, emotional, and spiritual dimensions of health and their inter-relationships – Indicators for measuring different aspects of health
	2. Determinants of health	– Describe the concept of determinants of health with reference to the rainbow model of health determinants
	2.1 Age, sex and constitutional factors	– Use examples to illustrate how age, sex and genes affect health – State some genetically inherited diseases (e.g. Down syndrome) – Identify the inherited and acquired factors
	2.2 Individual lifestyle factors	– Use examples to illustrate how diet, physical exercise, sleep, smoking, and alcohol affect health
	2.3 Social and community networks	– Use examples to illustrate how the supports from families, friends, schools, and communities affect health
	2.4 Living and working conditions	– Use examples to illustrate how education, agriculture/food production, work environment, unemployment, water and sanitation, healthcare services, housing affect health
	2.5 General socio-economic, cultural and environmental conditions and global environment including globalisation and technology advancement	– Use examples to illustrate how the macro-level influences such as government policies, economic environment, cultural norms, physical environment, globalisation, and technology advancement affect health

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	Topics	Explanatory Notes
1B	<i>Personal development</i>	
1	Understanding personal development	
	1.1 Growth and development	– Recognise the lifespan perspective on human development and describe the concept of growth and development – Describe the dimensions of self-concept – self-esteem, self-image and ideal self
	1.2 Stages of development	– Based on the eight stages in Erikson's psychosocial theory to describe the key features of physical, intellectual, emotional and social developments at different stages – Using the following theories to briefly describe the psychosexual, cognitive and moral developments: • Freud's psychosexual development • Piaget's cognitive development • Kohlberg's moral development
2	Life events	
	2.1 Anticipated and unanticipated life events	– Recognise that life events are part of life experiences which include the events and situations that shape our individual journeys and contribute to personal growth and development and give examples of life experiences in the areas of personal relationships, education and career, travel and adventure as well as health and wellness – State the examples of anticipated and unanticipated life events that affect personal development and health – Describe the impacts on the physical, social, and emotional development of a person
	2.2 Responding to life events	– State and describe the stages of grief: denial, anger, bargaining, depression, and acceptance – Using rational and irrational beliefs in A-B-C Model of Ellis to describe the responses
3	Needs and care throughout the life cycle	
	3.1 Needs in different stages of life	– State the Maslow's Hierarchy of Needs and explain the needs in different stages
	3.2 Care and support services for different stages of life	– Describe some examples of care or support services for

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	Topics	Explanatory Notes
		• Immunisation in infancy • Safety and nutrition in childhood • Emotional health in adolescence • Prevention of chronic diseases in adulthood • Prevention of falls in elderly • Palliative and end-of-life care
1C Social wellbeing		
	1. Impacts of social relationships on personal development 1.1 Family 1.2 Peer groups 1.3 Education and schooling 1.4 Community	– Use Bronfenbrenner’s ecological systems theory to explain how different types of social relationships affect personal development – Explain the roles of family as a primary socializing agent with examples – Identify four types of parenting styles: authoritarian, authoritative, permissive and neglecting in different scenarios and describe their impacts on personal development – State and describe three types of attachment: secure, ambivalent and avoidant and explain how they affect personal development – Explain the roles of peer groups as a secondary socializing agent with examples – Describe the positive and negative influences of peer groups on health and personal development, e.g. applying the concept of group conformity – Describe how education and schooling impact on health and personal development – Describe how living environment, media, social relationships and the availability of health and social services impact on health and personal development
	2. Relationship building 2.1 Understanding the dynamics of interpersonal relationships	– Apply the following theories to describe the factors facilitating and hindering the interpersonal relationships: • Triangle of love • Johari window – Apply the following theories to describe the impacts arising from the barriers in interpersonal relationships: • Loneliness (social loneliness, emotional loneliness)

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	Topics	Explanatory Notes
	2.2 Understanding conflict resolution strategies 2.3 Communication skills - Factors enhancing or hindering the effectiveness of communication - Strategies to overcome the barriers and enhance the effectiveness of communication	- Identify the competing, avoiding, accommodating, collaborating and compromising strategies in conflict management - Use linear, circular and helical models of communication to explain the factors and suggest strategies
1D Mental wellbeing		
	1. Mental health 1.1 Definition of mental health 1.2 The importance of mental health 1.3 Factors that influence the mental health of individuals 1.4 Ways to maintain good mental health 2. Stress 2.1 Understanding stress: types and elements 2.2 Stress management 3. Mental disorders 3.1 Depression, mania and bipolar affective disorders 3.2 Schizophrenia 3.3 Examples of other mental disorders 3.4 Impacts of mental disorders	- State the definition of mental health proposed by WHO - State the indicators for measuring mental wellbeing e.g., stress indicators - Recognise the importance of mental health to individual, family, community and society - Describe the factors at the levels of individual, family, community and society - Explain how physical activity, sleep, positive self-image, social support, and stress management help maintain good mental health - Distinguish the types of stress: eustress and distress - Identify the elements of stress: stressors, stress reactions and adaptation - Describe the impacts of stress on health - Suggest strategies for stress management, e.g., coping with problems and coping with emotion - Identify depression, mania and bipolar affective disorders and describe their major symptoms - Identify schizophrenia and describe the major symptoms - State and describe the major symptoms of anxiety and other mental disorders such as phobias, post-traumatic stress disorder - Describe the physical, emotional, cognitive, social and behavioral impacts of mental disorders – such as self-harm (suicidal behavior); violent acts; productivity / efficiency loss / burden on family members / social isolation and exclusion

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	Topics	Explanatory Notes
	3.5 Professional helps for early detection	- List some examples of professional helps (screening, referral and assessment) for early detection of mental disorders
	4. Re-integration into the community	- Discuss the pros and cons of hospitalization and describe the shift from institutionalised services to community-based services
	4.1 Shift from institutionalised services to community-based services	- Explain how the rehabilitation services and family care and support help the persons re-integrate into the community
	4.2 Rehabilitation services	
	4.3 Family care and support	
1E Physical wellbeing		
	1 Physical health	- State and explain the following indicators - growth charts, Body Mass Index, body fat ratio, waist circumference, waist-hip ratio, pulse rate, blood pressure
	1.1 Measuring growth and health risks	
	1.2 Measuring physical fitness	- State and explain the following indicators - muscular strength, muscular endurance, cardio-respiratory endurance, flexibility
	2 Healthy body	
	2.1 Body systems	- Identify the major body systems including the musculoskeletal system, nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, urinary system, reproductive system and the organs of the systems.
		- Identify the possible injuries or diseases related to the body systems
	2.2 Impairments resulting from injuries or diseases	- Describe impairments as the deterioration in the functioning of a body part, organ, or system that can be temporary or permanent, resulting in disability
	2.3 Protection of body systems	- Suggests ways to protect the body systems
	3 Factors affecting physical wellbeing	
	3.1 Diet and nutrition	- Nutrition concepts: describe how the nutrients including micro-nutrients and macro-nutrients in diets affect health
		- Describe balanced diet and healthy diet
	3.2 Physical activities and energy balance	- Describe how physical activities contribute to the health and wellbeing of an individual
		- Suggest ways to appropriate weight management through applying the concept of energy balance
	3.3 Examples of chronic diseases	- Describe some examples of chronic diseases such as cancers, cardiovascular diseases, diabetes and obesity
	3.4 Risk factors	- Identify the lifestyle factors leading to chronic diseases including unhealthy diet, lack of physical activity, smoking and alcohol

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Topic 2 - Health Promotion and Disease Prevention

	Topics	Explanatory Notes
2A	<i>Infection and transmission of diseases</i>	
1	Pathogens	- State the types of pathogens: virus, bacteria, fungus, parasites
	1.1 Types of pathogens	
	1.2 Severity of a pathogen	- State and describe the pathogenicity, virulence and infectivity of pathogens
	1.3 Examples of infectious diseases	- Describe some examples of infectious diseases such as influenza, tetanus, AIDS
2	Communicable diseases	
	2.1 Examples of communicable diseases	- Describe some examples of communicable diseases such as influenza, sexually transmitted diseases, tuberculosis and hepatitis B
	2.2 Lifestyles and communicable diseases	- Analyse the relationship between lifestyles and communicable diseases
3	Immunisation	
	3.1 Immunity	- Identify the specific and non-specific defence mechanisms (physical and chemical barriers as well as inflammation) in the immune system
		- Recognise the active and passive immunity
	3.2 Vaccination	- Describe the concept of vaccination: how vaccination can help body to build immunity through primary and secondary immune responses
4	Disease control	
	4.1 Modes of transmission and chain of infection	- Identify and explain the chain of infection and the modes of transmission, including: contact transmission, droplet transmission, air-borne transmission, food-borne / water-borne transmission, vector-borne transmission, blood / body fluid transmission, congenital infection
	4.2 Outbreak of the disease	- Identify the differences between outbreak, epidemic, pandemic and endemic of a disease
	4.3 Triangle of communicable diseases	- Identify the host, agent, environment of communicable diseases and explain their inter-relationships
	4.4 Government strategies in disease prevention and surveillance	- Explain the 3R strategies – real time surveillance, rapid intervention, responsive risk communication with government measures
		- Identify the different strategies in infection control: social distancing, quarantine and isolation
	4.5 Impacts of globalisation on the outbreak of diseases and the roles of the WHO	- Explain the impacts of globalisation on communicable diseases, e.g., human mobility and spreading of diseases
		- Describe the roles and strategies of WHO in infection control

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	Topics	Explanatory Notes
5	Issues in infection control 5.1 Disease elimination and eradication 5.2 Herd immunity 5.3 Anti-microbial resistance	- State some examples of eradication: e.g. smallpox and elimination of diseases: e.g. measles - Explain the concept of herd immunity in infection control - Recognise the emergence of anti-microbial resistance and be aware of relevant measures for tackling this issue
2B Prevention of disease and illness		
1	Primary prevention 1.1 Individual actions 1.2 Government and community actions	- Differentiate among primary, secondary and tertiary disease prevention in communicable and non-communicable diseases, including mental illnesses - Realise the linkages between personal health practices and public health - Explain how personal practices and attitudes of healthy individuals can prevent diseases and illnesses, such as through: • Healthy lifestyles • Personal hygiene practices and vaccination - Explain how the government and community can help healthy individuals to prevent the diseases and illnesses, such as through: • health education and promotion • building healthy policy • vaccination programmes
2	Secondary prevention 2.1 Individual actions 2.2 Government and community actions	- State and describe the groups with higher risk of diseases - Explain how individuals can detect diseases and illnesses at early stage (e.g. through regular health check) - Explain how the government can identify the high-risk groups (e.g. through screening programmes) and provide early intervention to the community
3	Tertiary prevention 3.1 Individual actions 3.2 Government and community actions	- Explain how individuals can prevent complications and disabilities from further deterioration (e.g., through proper health management and rehabilitation) - Explain how the government and community can help individuals prevent complications and disabilities from further deterioration (e.g., through providing rehabilitation programmes and support services to patients)

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	Topics	Explanatory Notes
2C Health promotion		
	1 Understanding health promotion	
	1.1 The WHO approach to health promotion	- State the five action means in the Ottawa Charter for Health Promotion of WHO (1986) and explain each of the Means with appropriate examples - Apply the five actions means in local context
	1.2 Different models of health promotion	- State the major components and describe the relevant features of the following health promotion models: • Health belief model • Stages of change model - Apply the theories in different examples of disease prevention and developing healthy lifestyles
	2 Health Promotion in Hong Kong	- Identify the roles of government in health promotion, such as provision of services (education, medical care, social services, etc.) and policy making - Recognise the importance of data collection and application in health protection of the citizens
	2.1 Policies	- State the major government policies related to health promotion
	2.2 Health services	- List and describe the health promotion programmes in Hong Kong
	2.3 Social services	- List some examples of community services for mutual help and support for healthy practices and lifestyle
2D Healthy and safe environment		
	1 Health and safety in different settings	
	1.1 Healthy city and settings	- Describe the features of healthy city and settings proposed by WHO - Illustrate the six areas of the health promoting school framework proposed by WHO with examples
	1.2 Health and safety at different settings	- Give examples of risks of health and safety at home, in schools or in the cyberspace, such as: • physical aspect - injuries/ infection / poisoning • mental aspect - stress • social aspect - sexual harassment / bullying

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	Topics	Explanatory Notes
2	Environmental health 2.1 Environmental determinants of health 2.2 Environmental hazards and the impacts on health 2.3 Environmental Protection and Control	- Apply the concept of risk assessment by identifying the types of hazards: biological, chemical, physical, ergonomic, and psychosocial at different settings, and describe their impacts on health - Suggest ways to minimise the risk(s) and ensure safety in different settings, e.g. • home safety programmes • occupational health programmes • Healthy School Programme or prevention of bullying at schools • safety practices in sports or travelling • elderly-friendly or inclusive community • statutory requirements or legislation for health and safety - Identify the environmental factors that affect health, such as • Physical & natural environment: air quality (indoor and outdoor), climate, water quality and supply, radiation exposure • Living and working environment: housing conditions, sanitation and hygiene facilities, workplace safety & occupational health, building healthy city and environment, chemical safety, and exposure - Pollution • Identify sources of major pollutants: air, water, noise, radiation, and waste • Describe the impacts of radiation, water, noise, air, and waste pollutions on physical health - Climate Change • Describe how extreme weather and changing climate affect health - Government Roles • Describe government roles in protecting the environment (e.g., legislation, promotion campaigns related to cleanliness and hygiene)

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	Topics	Explanatory Notes
3	Concepts of disaster management	- Personal Roles • Describe individual responsibilities in environmental protection (e.g., waste reduction, carbon footprint reduction). - State some examples of global common disasters (earthquakes, tsunamis) and disasters in Hong Kong (typhoons, rainstorm, fire and landslides) and describe how these disasters affect the holistic health and wellbeing - Disaster management strategies • Briefly describe the Disaster Management Cycle: pre-disaster - mitigation & preparedness; during disaster - response; post-disaster -recovery; and give suggestions • Personal level: awareness of the importance of “emergency survival kit” and disaster prevention, basic first aid skills • Community level: recognise the importance of mutual help in neighborhood during disasters

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Topic 3 – Medical Care and Healthcare System

	Topics	Explanatory Notes
3A	<i>Healthcare system</i>	
	1 Health system and healthcare system	- With reference to WHO, describe the concept of health system, i.e., a system that comprises all organisations, people, and actions whose primary intent is to promote, restore and maintain health - Describe the universal health coverage to be achieved by a healthcare system
	2 Healthcare system in Hong Kong	- Describe the health policy in Hong Kong - State the structure of healthcare system and give examples of health services in Hong Kong - Describe the responsibilities, financing, and structure of public agencies - Describe the roles of government in health maintenance, such as health promotion, provision of services (education, medical care, social services, etc.), policy making, data collection and application for disease prevention and control of outbreak of diseases - Give examples of policy instruments in the implementation of health policy such as taxation, legislation, and education
3B	<i>Health care in Hong Kong</i>	
	1 Health care	
	1.1 Three levels of care	- Illustrate the three levels of care – primary, secondary, and tertiary care with relevant examples of services
	1.2 Primary healthcare	- Describe primary healthcare, i.e. the first point of contact for individuals and families in a continuous healthcare process in the living and working community, which entails the provision of accessible, comprehensive, continuing, coordinated and person-centred care - Identify the key initiatives in primary healthcare and describe the community-based health services provided by healthcare professionals - Describe the roles of different professions in enhancing primary healthcare
	1.3 Chinese medicine	- Describe the basic understandings of health and illness in Chinese medicines - State the practices in Chinese medicine such as acupuncture, herbal medicines - Understand the development of integrated care
	1.4 Community care	- Identify the need(s) of the care for the patients who remains in community - State and describe the community-based health services
	2 Dual-track healthcare system	- Elaborate on the dual-track healthcare system with the roles of private and public sectors in the delivery of health care and the implications

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	Topics	Explanatory Notes
	3 Financing the health care	- Describe different examples of financing the health care in Hong Kong
3C Healthcare reforms		
	1 Different considerations in formulating health policies 1.1 Demographic changes 1.2 Emerging problems 1.3 Effectiveness and efficiency of service delivery 1.4 Health equity 2 Changes of healthcare system 2.1 Public-private partnership 2.2 Introduction of health financing options 2.3 New developments in health and care industries	- Describe the demographic changes (e.g. birth and death rate, life expectancy, ageing population) and the implications for the needs of care services (e.g. care sector expansion, increasing health and care expenditure) - Explain the reason(s) why a new policy is needed for the emerging problems, e.g. outbreak of a disease - Discuss the effectiveness and efficiency in views of the following: • personal role on health care • financing principles – percentage to be paid by users and tax payers • cost-effectiveness vs. users' satisfaction • priorities of resource allocation to related parties and organisations - Define health equity and illustrate with examples of the health policy or service provision which help achieve health equity - List and describe some examples of local public-private partnership programmes in healthcare services in Hong Kong - List and describe the options that have been proposed by the government - List the healthcare industries in public and private sectors and explain how the development of healthcare industries are affected by the social factors, issues, and concerns - Identify the technological advancement and its impacts on health and health care, e.g., using technology in healthcare services
3D Healthcare professionals		
	1 Types of healthcare professions 2 The professional interventions	- Identify the healthcare professions and the related professional bodies as well as their major roles - Describe the purpose(s) of professional intervention - preventive (such as education, screening) and therapeutic (e.g., medical treatment) and types of services provided in the following areas: • nursing care • physiotherapy • occupational therapy • speech therapy • dietitian service • collaboration among different professions

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	Topics	Explanatory Notes
	3 The medical ethics	- Understand the importance of patients' right and engagement - Use appropriate examples to describe the four principles of medical ethics: • autonomy • beneficence • nonmaleficence • justice
	4 Skills in interpreting health information	- Analyse, interpret and verify information about health and social care services

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Topic 4 - Social Care and Social Welfare System

	Topics	Explanatory Notes
4A	<i>Social care for promoting health and wellbeing</i>	
1	Social determinants of health	- Use examples to illustrate the social determinants of health which are the non-medical factors that influence health outcomes - Identify the vulnerable groups (e.g., children, disabled, aged, minority groups, poor families) and describe the features of a vulnerable group (e.g., difficult to mobilize individual resources including personal ability, financial asset and social network to deal with crisis; more prone to having crisis comparing with the general public; need timely and additional assistance)
2	Changes in economic situation	- Describe the impacts of economic growth and downturn on health and wellbeing of individuals, families, communities and vulnerable groups, e.g., economic conditions affect the resources to be allocated
3	Family changes	- Identify the major family structures (e.g. nuclear family, stem family, reconstituted family, single-parent family) and the problems / impacts on the health and wellbeing of family members associated with the changes in family structures
4	Immigration	- Explain the factors leading to migration such as natural disaster, war, job, education, family reunion and describe its impacts on the health and wellbeing of migrants - Describe the possible risks of new immigrants, e.g., care deprivation and their needs to readjust to the new environment
5	Social support networks	- Describe the types of social support network (tight and loose), the factors leading to the break-down of the community bonds and its impacts on health and wellbeing
6	Community care and social support	- Identify the types of services and community resources to provide social support, i.e., the resources and encouragement received from social network, government, and non-government organisations (NGOs) - Describe community care and residential care in terms of • level of care • cost • accessibility
7	Formal care and informal care in the community	- Identify and describe the roles of informal care provided by the private sphere and community and formal care provided by the government and NGOs

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	Topics	Explanatory Notes
4B	<i>Social welfare</i>	
1	Concept of social welfare	- Describe the concept of social welfare, i.e., the system of programmes, benefits, and services provided to help people meet their social, economic, educational, and health needs, contributing to the collective wellbeing of a community or society which covers education, health, housing, social security and social services
2	Social welfare in Hong Kong	- Explain the social welfare system in Hong Kong in terms of the responsibilities and structure of government departments and the roles of non-governmental organisations (NGOs) in the policy making and implementation of the welfare policy
3	Financing social services	- Identify the major practice(s) in financing social services, i.e. through taxation, Lotteries Fund and Lump Sum Grant Subvention System
4	Provision of social services	- Categorise different types of social services based on the following: • for different groups at different life stages • purposes of services: prevention, intervention, rehabilitation • modes of service delivery: - integrated vs. specialised services - centre-based vs. outreaching services; - community vs. residential care services
5	Community development and support services	- Illustrate the concept of community development that targets at promoting individuals' wellbeing, social relationship and cohesion within the community, and encouraging the participation of individuals in solving community problems and improving the quality of community life - Give examples of community development and support services such as community centres operated by NGOs under the subvention of Social Welfare Department, District Services & Community Care Teams and Community Living Room
6	Social security as a safety net	- With reference to the International Labour Organization, describe the concept of social security as the set of policies and programmes designed to reduce and prevent poverty and vulnerability across the life cycle, including a mix of contributory schemes (social insurance) and non-contributory tax-financed social assistance - Give examples of contributory schemes such as Mandatory Provident Fund in Hong Kong and social insurance in

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	Topics	Explanatory Notes
		Mainland China and non-contributory schemes such as universal benefits for all Hong Kong citizens (e.g., Old Age Allowance) or social assistance (e.g., Comprehensive Social Security Assistance Scheme) in Hong Kong
4C Development of social welfare in Hong Kong		
	1 Dealing with social needs and emerging problems	- Give examples of policy or government measures that deal with the emerging problems such as Working Family Allowance Scheme for poverty alleviation, Health Care Voucher for the increasing demand of the health care in ageing population - Use the examples of social enterprise to illustrate the multi-partite collaboration among the welfare sector, the business community and the government to meet specific social objective - Use the examples of social innovations to illustrate how the social needs can be tackled by innovative solutions
	2 The private vs. public responsibility	- Discuss the personal and government roles in coping with the needs and problems as well as the issues related to financing principles, i.e. proportions to be paid by users and government
	3 The changing roles of public and private sectors	- Use examples to illustrate their changing roles in social services • Privatization - to reduce government intervention and strengthen market mechanisms, e.g. the major facilities of the public housing owned and operated by the private sector • Contracting out – to contract out the residential care services for elders based on a competitive bidding mechanism for selecting operators • Co-supply - to purchase vacant nursing home places from self-financing nursing homes operated by the non-governmental and non-profit-making organisations • Voucher scheme - under “money-following-the-user”, it provides more choices for service users to choose services provided by private sector that suit individual needs such as Residential / Community Care Service Voucher for the Elderly
	4 Innovative technology in social care	- Give some examples of using innovative technology in service delivery to illustrate the impacts of technology advancement on social care

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	Topics	Explanatory Notes
4D Professional intervention in social services		
	1 Professionals	- Identify the major work settings and areas of work in the social work profession as well as the team work with other professionals such as clinical psychologists, speech therapists and allied health professionals - Identify and describe the work of other workers in social service agencies such as Social Security Officer and Social Security Assistant, Welfare Worker, Programme Worker - State the professional body of social workers and its major roles
	2 Professional interventions	- Describe the purposes and types of professional intervention in social services, such as: • counselling • psychotherapy
	3 Relationship building with service users	- Describe the skills in relationship building with service users, such as: • Empathy: recognise the physical, emotional and social needs of the service users • Person /client – centered to adopt positive attitudes towards service users and their family members • Respect of the right of service users and their involvement in the decision making
	4 Professional ethics	- Use appropriate examples to describe the following professional ethics: • informed decision and self-determination • use of information and confidentiality • cultural awareness

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Topic 5 - Current Issues of Health and Social Care

	Topics	Explanatory Notes
5A Ageing		
1	Ageing and health	– Explain the concept of ageing and the common health conditions associated with ageing such as dementia – Describe various factors influencing healthy ageing such as personal and social factors
2	Ageing population and the related challenges	– Describe what ageing population is and explain the factors leading to the trend(s) – Describe the associated challenges, such as an increase in elderly dependency ratio, impacts on the healthcare and social welfare systems, discrimination against older persons
3	Dealing with ageing population in Hong Kong	– Describe the WHO roles and actions in promoting healthy ageing through global collaboration and active ageing through suggesting health, participation, and security as the basic pillars – State and describe government strategies in coping with ageing population, such as the implementation of population policy, programmes for promotion of healthy and active ageing – State and describe “sense of belonging, sense of security and sense of worthiness” and provide relevant examples of government measures in Hong Kong
4	Elderly care and services in Hong Kong	– Describe the services of long-term care that include residential care services and community care services – Explain the importance of ‘ageing-in-place’, state the examples of healthcare and community support services for the older persons and give suggestions on community care and carer support
5	Old age financial protection	– State the five pillars for old age financial protection proposed by the World Bank and give examples of the provision in Hong Kong
6	Innovations in supporting ageing populations	– Give some examples of initiatives such as silver market or gerontechnology to tackle ageing population
5B Discrimination		
1	Discrimination, equality, and equal opportunity	– Differentiate prejudice and discrimination – Illustrate concepts related to discrimination such as positive discrimination, equal opportunity, and equality with appropriate examples – Describe the impacts of inequalities and resources deprivation in social context, e.g. seriously lack of resources that excludes an individual from normal social activities

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	Topics	Explanatory Notes
	2 Ethnicity	– Illustrate the concept of ethnicity with the examples of ethnic groups in Hong Kong – Use examples in different areas: employment, education, provision of goods and services to illustrate direct and indirect discriminations towards ethnic minorities – State and describe the four acculturation strategies of ethnic minorities and mainstream society
	3 Gender / Sex role	– Describe gender role and sex role stereotyping with appropriate examples – Use examples in different settings: residential, workplace, education, provision of goods and services to illustrate direct and indirect discriminations towards gender – Discuss different ways to handle sexual harassment at individual, community, and society levels
	4 Disability	– Describe the concept of disability and give examples of different types of disabilities – Use examples in different settings: residential, workplace, education, provision of goods and services to illustrate direct and indirect discriminations towards persons with disabilities, AIDS, infectious diseases, mental illness – Suggest ways to create a supportive and accessible environment such as adopting universal design to provide convenient environment for all users
	5 Actions to combat discrimination – policies and services	– Identify the existing anti-discrimination ordinances and related unlawful acts in Hong Kong – Give examples of the work of the Equal Opportunities Commission (EOC) – Suggest the types of services and community resources in preventing and dealing with discrimination
5C Domestic violence		
	1 Understanding domestic violence	– Describe the concepts of violence and domestic violence – Use the socio-ecological model to explain the following factors leading to domestic violence from : • individual • interpersonal relationship • community • society – Apply the cycle of violence that includes the tension building phase, acute battering phase and honeymoon phase to explain domestic violence

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	Topics	Explanatory Notes
	2 Child abuse	– Identify the forms of child abuses – Explain the factors leading to child abuse at individual, family, community, and society levels – Describe impacts of abuse on the holistic health and the personal development of the child
	3 Elder abuse	– Identify the forms of elder abuses – Explain the factors leading to elder abuse at individual, family, community, and society levels – Describe the impacts of elder abuse on the holistic health and the vulnerability of the older person
	4 Intimate partner violence	– Identify the forms of intimate partner violence – Explain the personal, marital relationship, community, and social factors leading to intimate partner violence – Describe the impacts of abuse on the holistic health of the victim and the family members
	5 Prevention and intervention	– State the three levels of prevention and illustrate the goals with examples of strategies – Suggest the types of intervention at individual, interpersonal, community and society levels – State and describe the related services provided to all families and the families in crisis – Illustrate the collaborations of different government departments in tackling domestic violence with examples
5D Addiction		
	1 Elements	– State and describe the elements of addiction, such craving, tolerance and withdrawal symptoms
	2 Types	– List and illustrate different types of substance abuse (such as drugs, alcohol, nicotine) and addictive behaviours (such as video gaming and gambling behaviours) with the application of elements of addiction
	3 Impacts on personal and social wellbeing	– Describe the impacts of addiction on the physical, mental and social aspects of health – Describe the social problems related to addiction
	4 Factors leading to addiction	– Analyse the factors leading to addiction at the individual, family and peer, community and society levels
	5 Treatments and services	– Illustrate the relevant treatments such as medication and psychotherapy with examples of substance abuse and addictive behaviours – Identify and describe the types of services and community resources in preventing and dealing with different types of addictions

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	Topics	Explanatory Notes
5E Poverty		
1	Concepts of poverty and income distribution	– Describe the concepts of absolute poverty and relative poverty – State and describe an example of poverty line with illustration on the measurement, uses and limitations. – State and describe the measurements of poverty, such as the international extreme poverty line (by World Bank), budget standards method, income proxy method and proportion (e.g. 50%) of median income – State and describe the use of Gini index to measure the extent to which the distribution of income among individuals or households deviates from a perfectly equal distribution, and its limitations
2	Reasons for poverty	– Analyse the reasons for poverty at the individual, community, society, national, and global levels
3	Approaches in alleviating poverty	– Illustrate need-based approach in poverty alleviation with appropriate examples in Hong Kong – Illustrate asset-based approach in poverty alleviation to illustrate the initiatives which help build capital and social assets of the target groups with appropriate examples in Hong Kong such as Child Development Fund – Describe examples of social innovation for tackling poverty in Hong Kong – State and describe the international organisations which help tackle the global poverty

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2.4 Time allocation

The total curriculum time for the three-year curriculum is around 250 hours. The estimated time allocation for the Core Study and the Extended Study is shown below:

Core Study	Proposed Percentage of Time Allocated Sub-total: 80%
1. Health and Wellbeing	16%
2. Health Promotion and Disease Prevention	16%
3. Medical Care and Healthcare System	16%
4. Social Care and Social Welfare System	16%
5. Current Issues of Health and Social Care	16%

Extended Study (Select any ONE module)	Proposed Percentage of Time Allocated Sub-total: 20%
1. Health Promotion and Health Services	20%
2. Community Care and Social Services	20%
3. Integrated Health and Social Services	20%

The curriculum time for HMSC is 250 hours (or 10% of the total allocation time) for planning purpose, and schools have the flexibility to allocate curriculum time at their discretion in order to enhance learning and teaching effectiveness and cater for students' needs.

The above proposed percentages of time are to be seen as rough estimates for teachers' general reference. Adjustments can be made flexibly based on the background, knowledge base and abilities of students in individual schools. The topics listed are not meant to be taught in isolation within the specified percentage of the time. Related topics in Core Study may also be integrated with Extended Study and taught together whenever appropriate.

The amount of time spent in learning and teaching is governed by a variety of factors, including whole-school curriculum planning, learners' abilities and needs, students' prior knowledge, teaching and assessment strategies, teaching styles and the number of subjects offered. Schools should exercise professional judgement and flexibility over time allocation to achieve specific curriculum aims and objectives as well as to suit students' specific needs and the school context.