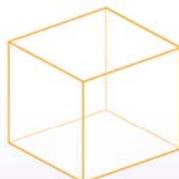
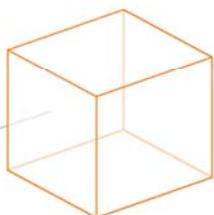
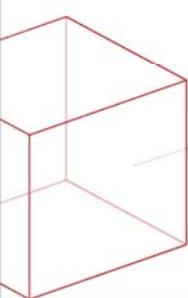
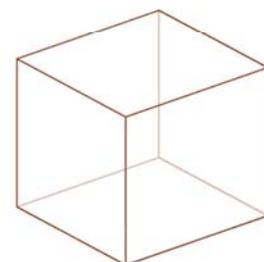
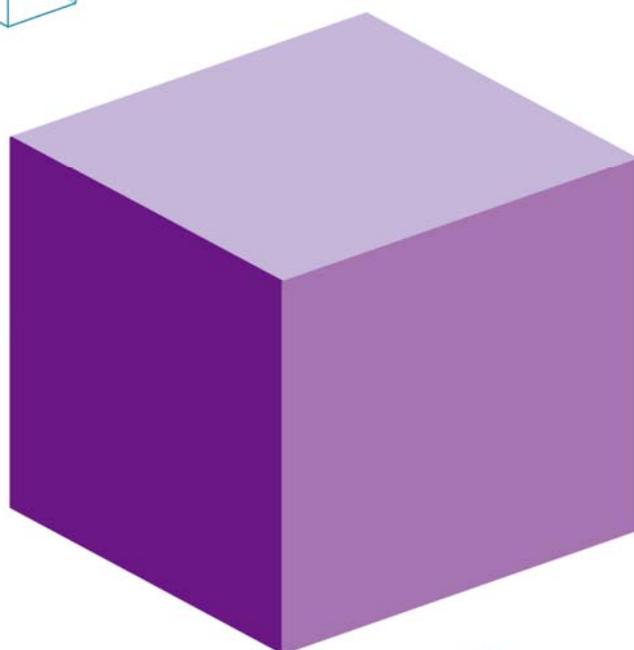
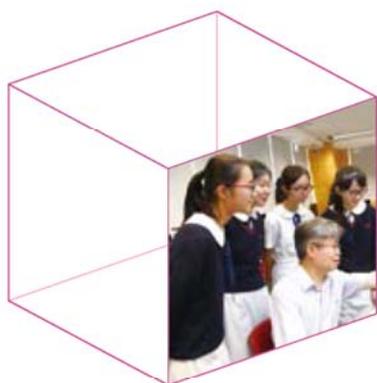


Secondary Education Curriculum Guide



Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

Contents

Purpose	2
Structure of the Secondary Education Curriculum Guide	3
List of Abbreviations	4
Glossary	6
Membership of the Curriculum Development Council	18
Membership of the Ad Hoc Committee on Secondary Education Curriculum Guide	20

Purpose

The *Secondary Education Curriculum Guide* (SECG) is prepared by the Curriculum Development Council (CDC) to advise secondary schools on how to sustain the *Learning to Learn* curriculum reform efforts which have yielded notable results in the last decade or so, and to focus on areas essential for further improving students' learning to learn capabilities for whole-person development.

The SECG supersedes the *Basic Education Curriculum Guide (Primary 1 - Secondary 3)* and the *Senior Secondary Curriculum Guide (Secondary 4 - 6)* issued in 2002 and 2009 respectively. For details of the curriculum and assessment of the senior secondary subjects, the Curriculum and Assessment (C&A) Guides which were jointly prepared by the CDC and Hong Kong Examinations and Assessment Authority (HKEAA) could be referred to.

The SECG, which serves to inform key stakeholders of the latest development of the ongoing curriculum development and updating, to provide guidelines for schools to advance their curriculum development according to the central curriculum, and to give insights into curriculum planning, is prepared especially for school leaders and teachers who are responsible for setting the directions for curriculum development and actively involved in curriculum implementation.

School heads are strongly advised to encourage their teachers to read the SECG. Under the notion of “distributed leadership”, every teacher has the right and responsibility to play a role in the ongoing curriculum development and updating.

Professional development opportunities related to the implementation of the SECG will be continuously provided to support schools and teachers, and updated information will be provided on the EDB website (www.edb.gov.hk/renewal). Feedback, suggestions and enquiries on the SECG are welcome and may be sent to:



Curriculum Development Council Secretariat
13/F, Wu Chung House
213 Queen's Road East, Wanchai
Hong Kong
E-mail address: cdchk@edb.gov.hk
Fax: (852) 2573 5299

Remarks: This Guide has been translated into Chinese. If there is any inconsistency or ambiguity between the English version and the Chinese version, the English version shall prevail.

Structure of the Secondary Education Curriculum Guide

Part I	Ongoing Curriculum Renewal – Focusing, Deepening and Sustaining
Booklet 1	Ongoing Renewal of the School Curriculum
Part II	Curriculum Planning, Pedagogy and Assessment Cycle
Booklet 2	Learning Goals, School Curriculum Framework and Planning
Booklet 3	Effective Learning and Teaching: Developing Lifelong and Self-directed Learners
Booklet 4	Assessment Literacy and School Assessment Policy
Booklet 5	Embracing Learner Diversity
Booklet 6	Four Key Tasks: Towards Major Renewed Emphases
Booklet 6A	Moral and Civic Education: Towards Values Education
Booklet 6B	Reading to Learn: Towards Reading across the Curriculum
Booklet 6C	Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines
Booklet 6D	Information Technology for Interactive Learning: Towards Self-directed Learning
Booklet 7	Life-wide Learning and Experiential Learning
Part III	Smooth Transition
Booklet 8	Interfaces between Key Stages 2 and 3 and Key Stages 3 and 4
Booklet 9	Career and Life Planning – Multiple Pathways for All Students to Excel
Part IV	Enabling Environments
Booklet 10	Quality Learning and Teaching Resources
Booklet 11	Professional Development and Schools as Learning Organisations

List of Abbreviations

AE	Arts Education
ApL	Applied Learning
C&A	Curriculum and Assessment
CDC	Curriculum Development Council
CDI	Curriculum Development Institute
CLE	Chinese Language Education
CLP	Career and Life Planning
CoP	Communities of Practice
CRE	Career-related Experiences
EC	Education Commission
EDB	Education Bureau
ELE	English Language Education
HKAGE	Hong Kong Academy for Gifted Education
HKDSE	Hong Kong Diploma of Secondary Education
HKEAA	Hong Kong Examinations and Assessment Authority
HKECL	Hong Kong Education City Limited
ICT	Information and Communication Technology
IEP	Individualised Education Programme
IES	Independent Enquiry Study
IMC	Incorporated Management Committee
IT	Information Technology
IVE	Hong Kong Institute of Vocational Education
JS	Junior Secondary
KLA	Key Learning Area
LaC	Language across the Curriculum
L&T	Learning and Teaching
LS	Liberal Studies
LWL	Life-wide Learning
MCE	Moral and Civic Education
ME	Mathematics Education
MI	Multiple Intelligences
MRE	Major Renewed Emphases
NGO	Non-government Organisation
OLE	Other Learning Experiences
PD	Physical Disability

PE	Physical Education
PSHE	Personal, Social and Humanities Education
RaC	Reading across the Curriculum
REO	Regional Education Offices
S1/2/3/4/5/6	Secondary 1/2/3/4/5/6
SBA	School-based Assessment
SBSS	School-based Support Services
SECG	Secondary Education Curriculum Guide
SEN	Special Educational Needs
SE	Science Education
SLP	Student Learning Profile
SMC	School Management Committee
SOP	Student Option Programme
SRR	Standards-referenced Reporting
SS	Senior Secondary
SSB	School Sponsoring Body
STEM	Science, Technology, Engineering and Mathematics
UGC	University Grants Committee
TE	Technology Education
VPET	Vocational and Professional Education and Training
VTC	Vocational Training Council
WebSAMS	Web School Administration & Management System

Glossary

Term	Definition
Applied Learning (ApL)	ApL is an integral part of the senior secondary curriculum. Students at all ability levels could take ApL courses as elective subjects. The design principles of ApL courses are the same as those of other school subjects, focusing on the development of knowledge, generic skills, values and attitudes. Through application and practice, ApL aims to provide learning experiences in professional and vocational contexts for students to understand fundamental theories and concepts, develop beginners' skill set and generic skills, and explore career aspirations and orientation for lifelong learning. A flexible combination of ApL courses with core subjects, elective subjects and Other Learning Experiences broadens students' learning experience and enhances diversification within the senior secondary curriculum for holistic learning.
Assessment	It refers to actions taken to obtain information about student learning. It is closely connected with learning and teaching. Assessment involves collecting evidence about student learning, interpreting information and making judgements about students' performance. Depending on its objectives, assessment can function as assessment of/for/as learning to achieve different educational purposes.
Assessment of Learning	It refers to the assessment designed to provide evidence for making judgements on student achievement against learning targets, objectives or standards at a certain point of time. It is often summative in nature and results in a grade or certification.
Assessment for Learning	It is a formative and diagnostic kind of assessment where teachers collect ongoing information about students' learning progress, provide timely and quality feedback and adjust their teaching strategies for improving student learning.
Assessment as Learning	It refers to students' use of learning tasks and feedback to enhance their own learning. During the process, metacognition is involved as students actively develop an

	<p>understanding of their learning, critically assess their learning effectiveness, adjust learning strategies, plan for follow-up actions, and set future learning goals. When implementing assessment as learning, feedback from teachers or self- and peer assessments helps students reflect on their own learning and identify their strengths and areas for improvement.</p>
Assessment Literacy	<p>It refers to the knowledge and skills that teachers possess for designing or selecting appropriate assessment tasks to achieve assessment purposes, and for making optimal use of assessment data and information to adjust teaching strategies for improving student learning.</p>
Biliterate and Trilingual	<p>The Government’s language policy is for our students to be biliterate (i.e. master written Chinese and English) and trilingual (i.e. speak fluent Cantonese, Putonghua and English).</p>
Career-related competencies	<p>In the context of Applied Learning (ApL), career-related competencies refer to the knowledge, skills and workplace requirements within a vocational field; and knowledge and skills specific to an ApL course.</p> <p>Career-related competencies can be developed through understanding the context of a course within the wider area of studies; understanding and interpreting workplace requirements through practising the basic skills in an authentic or near authentic environment; and developing and applying conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation.</p>
Central Curriculum	<p>The central curriculum recommended by the Curriculum Development Council for schools includes the overall aims of the school curriculum, seven learning goals, five essential learning experiences, and the curriculum frameworks comprising the eight KLAs, Liberal Studies (S4-6), Applied Learning (S4-6), etc. Other components include suggested lesson time allocated to each KLA and the specific requirements of individual KLAs.</p>
Co-construction	<p>The approach of “learning and teaching as co-construction” is different from direct instruction and enquiry learning. Co-construction emphasises the learning community formed by</p>

	both teachers and students in the learning process and the joint participation of both parties. This process contributes to the general building up of knowledge.
Coherent Curriculum	It refers to a purpose-built and well-organised school curriculum ensuring vertical continuity across levels and lateral coherence across different KLAs, subjects and/or curriculum areas in learning, teaching and assessment. A coherent curriculum helps eliminate unnecessary repetitions, identify gaps for improvement and synergise efforts in enhancing student learning.
Community of Practice	A community of practice refers to a group of practitioners who come together to share common concerns, problems, interests and knowledge with the aim of enhancing professional capacity through an ongoing collaborative learning process.
Curriculum Framework	A curriculum framework provides a structure which helps schools flexibly plan and develop their own curricula based on the central curriculum to meet the varied needs of students. The major components of a curriculum framework are knowledge and concepts, generic skills, and values and attitudes relevant to each KLA. The framework sets out what students should learn and develop at different key stages.
Deep Learning	It promotes among teachers and students an active and critical examination of new facts, and attempts to apply them in existing cognitive structures and real-life contexts, and to make relevant links between ideas. Features of deep learning include looking for meaning, focusing on the central argument or concepts needed to solve a problem, interacting actively, distinguishing between argument and evidence, making connections between different modules of learning, relating new and prior knowledge and interpreting the meaning of course content in real life.
Direct Instruction	It is a structured approach with a high degree of teacher direction and control, and the effective management of time. It allows students to learn and apply knowledge systematically in the process.
e-Learning	It refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital

	resources and communication tools to achieve the learning objectives. The essence of e-learning is to enhance learning and teaching effectiveness in schools and to develop students' necessary qualities (e.g. self-directed learning capabilities). Teachers may develop an e-learning repertoire, thereby enhancing, modifying and complementing some existing learning and teaching strategies.
Elective Subjects	They include a total of 20 senior secondary subjects, a wide range of Applied Learning courses and six Other Languages in the senior secondary curriculum from which students may choose to develop their interests and abilities. They open up a number of pathways for further study and careers.
Enquiry Learning	It refers to a learner-centred approach which enables students to acquire knowledge through active participation in the learning process. It emphasises higher-order thinking skills which include analysis, problem solving, discovery and creative activities. Students are responsible for processing the data they are working with to reach their own conclusions.
Entrepreneurial Spirit	It refers to the inquisitiveness to conceive new ideas and turn ideas into actions. It includes taking initiatives, creativity, innovation, taking calculated risks, preparing for possible failure, as well as seizing the opportunities ahead. It also involves positive values and attitudes such as perseverance and responsibility.
Feedback	Feedback is the information of result or performance given to a learner against the reference criterion or goal. There is strong evidence that the quality of feedback has a significant impact on student learning. For feedback to be effective, it has to focus on what the student needs to do to improve his/her performance. For the more advanced learners, self-evaluation and reflection are important for helping them monitor their own progress towards achieving learning goals and develop self-directed learning capabilities.
Five Essential Learning Experiences	They include Moral and Civic Education, Intellectual Development, Community Service, Physical and Aesthetic Development, and Career-related Experiences. All students are entitled to the five essential learning experiences for

	whole-person development.
Four Key Tasks	They include Moral and Civic Education: Towards Values Education, Reading to Learn: Towards Reading across the Curriculum, Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines and Information Technology for Interactive Learning: Towards Self-directed Learning. They are implemented in/across different KLAs to help students develop independent learning capabilities.
Generic Skills	Introduced in 2001, the nine generic skills are refined in 2017. The refined generic skills include Communication Skills, IT Skills, Mathematical Skills, Self-management Skills, Self-learning Skills, Collaboration Skills, Critical Thinking Skills, Creativity and Problem Solving Skills. According to their nature, the generic skills are grouped under three categories: “basic skills”, “thinking skills” and “personal and social skills”, and are refined to promote their integrative use, such as collaborative problem solving and holistic thinking.
Hong Kong Diploma of Secondary Education (HKDSE)	The HKDSE is the qualification awarded to students after completing the three-year senior secondary curriculum (implemented since 2009) and taking the public assessment.
Key Learning Area (KLA)	It is a way of organising the school curriculum around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students through engaging them in a variety of essential learning experiences. The Hong Kong school curriculum encompasses eight KLAs, i.e. Chinese Language Education (CLE), English Language Education (ELE), Mathematics Education (ME), Personal, Social and Humanities Education (PSHE), Science Education (SE), Technology Education (TE), Arts Education (AE) and Physical Education (PE).
Key Stage (KS)	There are four stages of schooling from lower primary to senior secondary levels, i.e. Key Stage 1 (P1-P3), Key Stage 2 (P4-P6), Key Stage 3 (S1-S3), and Key Stage 4 (S4-S6).
Knowledge Management	A systematic process through which the intellectual capital of an organisation is promptly captured, shared, refined and distilled to create value to achieve the organisational goals,

	<p>inform future practices and sustain growth and renewal. Intellectual capital includes explicit and tacit knowledge, with the former more easily shared in writing.</p>
Information Literacy (IL)	<p>It is an ability or attitude that guides an effective and ethical use of information. It aims to help students i) identify the need for information; ii) locate, evaluate, extract, organise and present information; iii) create new ideas; iv) cope with the dynamics in the information world; and v) use information ethically (e.g. upholding intellectual property rights and understanding online respect and responsibility) and refrain from immoral practices (e.g. cyber bullying and infringement of intellectual property rights). The Four Key Tasks will provide opportunities for students to develop and apply IL.</p>
Language across the Curriculum (LaC)	<p>LaC premises on the notion that language learning can also take place in non-language KLAs, which provide authentic contexts for learners to apply their literacy skills to construct knowledge and to facilitate their development into lifelong learners. While English/Chinese language teachers focus on helping learners master the accurate use of the language (e.g. vocabulary and grammar) as well as to recognise the importance of coherence, cohesion and appropriateness in texts, teachers of non-language KLAs can facilitate the transfer of such language knowledge and skills by emphasising the use of relevant language features for presenting the subject content and providing opportunities for application of relevant knowledge and skills.</p>
Learner Diversity (LD)	<p>It refers to the variations in learning ability and outcomes among students receiving the same instruction. Their differences may be due to divergence in abilities, motivation, interests, socio-economic backgrounds, etc. Teachers may differentiate their instruction and flexibly group the students to turn LD into new learning opportunities in the classroom.</p>
Learning Community	<p>It refers to a group of people who have shared values and goals, and work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. In the school context, a learning community may involve not only students and teachers, but</p>

	also parents and other parties.
Learning Outcomes	Learning outcomes refer to what students are expected to master by the end of a particular stage of learning. They are developed based on the learning targets and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that students should attain after completing a particular key stage of learning.
Learning Targets and Learning Objectives	Learning targets set out broadly the knowledge/concepts, skills, values and attitudes that students need to learn and develop. Learning objectives define specifically what students should know, value and be able to do in each strand of the KLA/subject in accordance with the broad targets at each key stage. They are to be used by teachers as a checklist for curriculum, lesson and activity planning.
Ongoing renewal of the school curriculum	It builds on the Learning to Learn curriculum reform implemented since 2001 in response to the local, regional and global contextual changes in economic, scientific, technological, social and political aspects. With a view to keeping our school education abreast of the times and maintaining our competitiveness, the Hong Kong school curriculum embarks on a new stage of ongoing renewal, which aims to deepen and sustain the accomplishments and to focus on the new directions for curriculum development.
Lifelong Learning	It refers to the continued pursuit of knowledge and skill development throughout life so as to live and work effectively, and to participate in society actively.
Life Planning	Life planning is an ongoing and lifelong process for personal fulfillment, with different foci at different stages of the lifetime. At the schooling stage, life planning education plays a significant role in fostering students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways. It connects with the school's curriculum components, and through it students are equipped with the knowledge, skills, and values and attitudes to make wise choices in accordance with their interests, abilities and orientations. They are also guided to integrate their career/academic aspirations with

	lifelong learning and whole-person development.
Life-wide Learning (LWL)	It refers to student learning in real contexts and authentic settings. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone. For instance, the development of problem solving skills in daily life, and certain positive attitudes towards the improvement of society and mankind in general requires contact with a lot of different people and a variety of environments and situations. The experiential learning acquired through life-wide learning helps students achieve the aims of whole-person development and enables them to develop the lifelong learning capabilities that are needed in our ever-changing society.
Metacognition	It is a process of thinking about one's own thinking. Metacognitive skills include the ability to monitor one's own learning and an awareness of one's own knowledge.
Major Renewed Emphases (MRE)	Under the ongoing renewal of the school curriculum at the secondary level, MRE are brought on board to better respond to the changing needs of society as reflected in the updated seven learning goals. With reference to their own contexts and stages of development on various curriculum areas, schools can adjust and/or integrate the MRE for coherent and systematic implementation in their school development plans by observing the guiding principles for the Learning to Learn curriculum alongside the school priorities for the next three to six years. The MRE are: <ul style="list-style-type: none"> ● strengthening values education (including moral and civic education and Basic Law education) ● reinforcing the learning of Chinese history and Chinese culture ● extending “Reading to Learn” to “Language across the Curriculum” ● promoting STEM education and ITE ● fostering an entrepreneurial spirit ● diversifying life-wide learning experiences (including those for VPET) ● stepping up gifted education

	<ul style="list-style-type: none"> ● enhancing the learning and teaching of Chinese as a second language
Other Experiences and Achievements (OEA)	OEA is one of the factors in addition to achievements at the HKDSE Examination results which the Joint University Programmes Admissions System (JUPAS) participating institutions and the Study Subsidy Scheme For Designated Professions (SSSDP) institutions will consider. Such information will serve as important additional reference for admission selection and can also be used as a framework for discussions during selection interviews.
Other Languages	Other Languages are Category C subjects of the HKDSE Examination. They include French, German, Japanese, Spanish, Hindi and Urdu. Students can take these languages as electives and sit for the Cambridge International Examinations arranged by the HKEAA.
Other Learning Experiences (OLE)	OLE is one of the three major components of the senior secondary curriculum. It complements the other two components, namely the core and elective subjects (including Applied Learning courses and Other Languages) for the whole-person development of students. These experiences include Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development, and Physical Development.
Reading across the Curriculum (RaC)	RaC aims to provide opportunities for students to broaden their knowledge base, and apply and consolidate reading skills and strategies developed in language lessons. Non-language KLAs provide authentic contexts for the promotion of RaC. Teachers of non-language KLAs can select appropriate English/Chinese reading materials with related themes/topics to help students connect their learning experiences and raise their awareness of the language features typical in these texts.
Seven Learning Goals	<p>The updated seven learning goals of secondary education are to enable students to:</p> <ul style="list-style-type: none"> ● become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society

	<ul style="list-style-type: none"> ● acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels ● become proficient in biliterate and trilingual communication for better study and life ● develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work ● use information and information technology ethically, flexibly and effectively ● understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career ● lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts
School-based Assessment (SBA)	SBA is administered in schools as part of the learning and teaching process, with students being assessed by their subject teachers. Marks awarded will be counted towards students' results in the local public examinations conducted by the HKEAA.
Self-directed Learning (SDL)	It refers to a learner who takes initiative and responsibility for learning with or without the assistance of others. A self-directed learner may identify his/her learning needs, formulate goals, and choose resources and strategies for learning. SDL enhances students' sense of agency or control and metacognitive skills. SDL may be interpreted as self-regulated learning, self-learning or independent learning in other contexts.
Standards-referenced Reporting (SRR)	SRR is a reporting system adopted in the HKDSE Examination. Candidates' performance is reported in terms of levels of performance matched against a set of standards.
STEM Education	STEM is an acronym that refers collectively to the academic disciplines of Science, Technology, Engineering and Mathematics. In the local curriculum context, STEM education is promoted in the Science, Technology and Mathematics Education KLAs. It aims at developing among

	<p>students a strong knowledge base in step with the latest changes in these disciplines, and strengthening their ability to integrate and apply knowledge and skills, so as to nurture their creativity and innovation, collaboration and problem solving skills.</p>
<p>Student Learning Profile (SLP)</p>	<p>SLP is the supplementary information built up by senior secondary students to reflect their learning experiences in life-wide learning and achievements, in addition to their academic performance in the HKDSE Examination. SLP includes the following:</p> <ul style="list-style-type: none"> ● Academic performance in school ● Other Learning Experiences ● Awards/achievements gained outside school ● Student's self-account (e.g. learning experiences, career goal setting) <p>Information in SLP could be considered in students' application for further study and recruitment.</p>
<p>Students with Special Education Needs (SEN)</p>	<p>Students with SEN have different talents and potentials in academic abilities. They include students with Specific Learning Difficulties, Intellectual Disability, Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, Physical Disability, Visual Impairment, Hearing Impairment and Speech and Language Impairment. Schools can make use of the opportunities to instil in all students the values of equal opportunities and social inclusion and to adopt " Whole School Approach" to catering for students with SEN.</p>
<p>Values and Attitudes</p>	<p>Values and attitudes are generally referred to as one but carry different meanings.</p> <p>Values indicate how one assigns different values to and affect his/her understanding and judgment of thing.</p> <p>Nurturing positive values in students enables them to understand and judge right from wrong, analyse and evaluate an event or an issue with positive values as the foundation, and have the courage to act according to the values for the well-being of the community, the nation and the world.</p> <p>Attitudes are one's perception and position on things, which have a critical influence on his/her behaviour. Developing</p>

	students' positive attitudes towards life helps them face the challenges and adversities of life with an optimistic and positive attitude, and treat people and things around with an appreciative and receptive mind.
Values Education	Schools are recommended to promote positive values and attitudes among students through values education. By incorporating elements of values education into KLAs/subjects, as well as providing diversified learning experiences within and beyond the classroom, values education not only enables students to deepen their understanding of positive values from multiple perspectives, but also guides them to learn how to uphold positive values in different situations and put them into action.
Whole-person Development	It refers to enabling students to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics according to individual potential. It is realised through the five essential learning experiences of school education.
Whole-school Curriculum Planning	It enables schools to provide students with essential learning experiences through the holistic planning of a broad and balanced curriculum. The planning of the whole-school curriculum involves four interrelated levels of curriculum planning, namely the <i>whole-school level</i> , <i>KLA level</i> , <i>year level by subject</i> and <i>class level by lesson blocks</i> . Coherence among these four levels helps ensure schools set priorities in terms of vision, curriculum goals, major concerns and MRE to enhance student learning.

Remarks: In alphabetical order

**Membership of the Curriculum Development Council
(from 1.9.2015 to 31.8.2017)**

Chairperson:	Prof Kenneth YOUNG	
Vice-chairperson:	Dr YIP Yam-wing, Stephen	(till 31.7.2016)
	Ms CHING Suk-yee, Philly	(from 1.8.2016 to 7.9.2016)
	Mr LEE Sha-lun, Sheridan	(from 8.9.2016)
Members:	Ir CHAN Sze-yuen, Eric	
	Mr LEUNG Yiu-fai, David	
	Ms WONG Oi-sze, Ayse	
	Prof LEE Chi-kin, John, JP	(till 31.8.2016)
	Prof CHENG May-hung, May	(from 1.9.2016)
	Dr PANG Ming-fai	
	Prof TAM Kar-yan, MH	
	Mr LEUNG Yam-shing	
	Prof MOK Ka-ho, Joshua	
	Ms WONG Yuk-lan, Phyonne	
	Ms HO Lan-sang, Nancy	
	Ms KWOK Kam-lin	
	Mr LAU Kwok-leung, Gyver	
	Dr POON Po-chiu	
	Mr TANG Chun-keung, Teddy, MH, JP	
	Dr TSUI Chun-cheung	
	Ms CHAN Kar-mun	

Ms CHUNG Po-loi (till 20.10.2016)

Ms POW Grace

Mr SHUM Kin-ming

Mrs TAM LEUNG Yen-ying, Anne (till 31.8.2016)

Mr TSANG Chi-to, Joseph (from 1.9.2016)

Ms WAT Ka-man

Ex-officio Members: Dr TONG Chong-sze

Mr NG Ka-sing, Joe (till 8.12.2015)

Mr LO Chi-lap (from 9.12.2015)

Secretary: Mr LEUNG Pak-wai, Ashley

**Membership of the Ad Hoc Committee on
Secondary Education Curriculum Guide
(from 20.5.2016)**

Chairperson: Prof MOK Ka-ho, Joshua

Members: Dr FOK Ping-kwan

Mr LAM Yat-fung, James, MH

Mr TANG Chun-keung, Teddy, MH, JP

Mr TSANG Chi-to, Joseph

Mr TSE Chun-hung

Co-opted Members: Ms LAM Wing-yee, Sierra

Ms MA Suet-yee, Lopaka

Secretary: Mr LEUNG Pak-wai, Ashley

