

# Secondary School Profiles 2018/2019 to be released tomorrow

The following is issued on behalf of the Committee on Home-School Co-operation:

The Committee on Home-School Co-operation (CHSC) will release the e-version (in Chinese and English) of the Secondary School Profiles 2018/2019 tomorrow (December 6). The Chinese and English printed versions of the profiles will be delivered to primary schools for distribution to parents with children at the Primary Six level in the current school year.

The Secondary School Profiles 2018/2019 cover basic information on more than 400 secondary schools including teaching staff, class structure, school facilities, school characteristics, school life, extra-curricular activities, student support and the school curriculum, as well as the schools' teaching strategies, such as the whole-school language policy. To provide parents with more comprehensive information for making school choices, two columns on "Whole School Approach to Integrated Education" and "Education Support for Non-Chinese Speaking Students" are newly added. The profiles contain information provided and verified by individual schools, showing their situations as at September 2018.

The publication of the profiles aims to provide comprehensive secondary school information for parents' reference. The profiles also include the "Message from CHSC Chairman", which states key points for parents when choosing schools.

The e-version of the profiles enables schools to update their information on the web directly whenever necessary, so that parents can obtain the most up-to-date school information.

The profiles have been uploaded to the website of the CHSC at [www.chsc.hk/secondary/en](http://www.chsc.hk/secondary/en). Copies of the printed version will be available for public reference at District Offices, public libraries, Regional Education Offices and the Central Resources Centre of the Education Bureau (EDB).

For enquiries about the profiles, please call the EDB's Regional Education Offices (Hong Kong: 2863 4646; Kowloon: 3698 4108; New Territories East: 2639 4876; and New Territories West: 2437 7272), or the CHSC Secretariat at 3698 4376.

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## Forms for S1 discretionary places available for collection tomorrow

Parents of Primary Six (P6) students participating in the 2017/2019 Secondary School Places Allocation (SSPA) System will receive two application forms for Secondary One (S1) discretionary places (DPs) through their children's primary schools starting from tomorrow (December 6), a spokesman for the Education Bureau (EDB) said today (December 5).

Students not studying in primary schools participating in SSPA (including newly arrived children who are eligible for participating in DP) can obtain the application forms from the EDB's School Places Allocation Section.

"Parents wishing to apply for S1 DPs in government, aided, caput and Direct Subsidy Scheme schools participating in the SSPA System have to complete the application forms for their children and submit the forms with other necessary documents directly to the schools concerned during school office hours between January 3 and 17, 2019," the spokesman said.

"The schools to which parents apply are not restricted by districts. Parents are strongly advised to consider the schools in all respects, such as their educational philosophy, tradition, admission criteria, development and operation, as well as their children's abilities, inclinations and interests, so as to make a suitable school choice."

One of the two application forms carries Order of School Preference 1 and the other carries Order of School Preference 2. Order of School Preference 1 stands for the student's first choice and Order of School Preference 2 stands for the student's second choice.

Primary and secondary schools should not ask the students or parents to disclose their order of preference. Applicants and their parents should not indicate their order of preference to the secondary schools.

In addition, parents should not submit applications to more than two schools participating in SSPA. Otherwise, the DP applications of their children will be rendered void.

The spokesman reminded parents that the secondary schools concerned are required to make public their admission criteria and weightings, their number of S1 DPs for application as well as any documents required by them. Schools may arrange interviews, and would notify applicants of the interview arrangements.

"Students who are successful in the DP application will not be allocated a school place in central allocation (CA). Parents should, therefore, apply to the school(s) of their preference. The EDB will match students'

preferences against schools' Successful and Reserve Lists. If a student is successful in both schools to which he or she has applied, allocation will be based on the student's order of preference," he said.

Parents may refer to the Handbook for Application for Secondary 1 Discretionary Places for the list of government, aided and caput as well as Direct Subsidy Scheme schools accepting DP applications and the number of DPs for application. The Handbook will be distributed to primary schools and available through the bureau's homepage ([www.edb.gov.hk](http://www.edb.gov.hk)) and 24-hour Automatic Telephone Enquiry System on 2891 0088 tomorrow.

If parents have enquiries about the DP application, they are advised to consult their children's primary schools or approach the secondary schools direct.

General enquiries may be directed to the EDB's School Places Allocation Section (Tel: 2832 7740 and 2832 7700; address: Office 2, 2/F, Manulife Financial Centre, 223 Wai Yip Street, Kwun Tong, Kowloon).

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## LCQ12: Enhancing regulation of person-to-person telemarketing calls

Following is a question by the Hon Shiu Ka-fai and a written reply by the Secretary for Commerce and Economic Development, Mr Edward Yau, in the Legislative Council today (December 5):

Question:

The Government proposes to establish a statutory Do-not-call Register to enhance the regulation of person-to-person telemarketing calls, and plans to introduce the relevant bill into this Council within the current Legislative Council term. In this connection, will the Government inform this Council:

(1) whether it has examined if the enactment of the proposed legislation can eradicate (i) telemarketing calls pretended to have come from legitimate financial institutions, and (ii) overseas telemarketing calls; if it has examined and the outcome is in the negative, whether it will review if it is still necessary to enact the legislation;

(2) whether the proposed legislation will require any person or company to obtain the prior consent of each of the persons with whom that person/company has business connections before calling such persons to carry out marketing activities; if so, whether it has assessed if this requirement is practicable;

(3) whether it will stipulate in the proposed legislation that the prior

consent of the targets of marketing activities may be obtained through instant messaging applications;

(4) regarding the practice that a person makes calls to new acquaintances, using the contact information on the business cards obtained on social occasions, to introduce products or services to them, whether the Government has plans to bring this practice within the ambit of the proposed legislation;

(5) given that some trades and industries need to contact their clients from time to time (e.g. reminding their clients to renew their service contracts which will expire soon), whether it has assessed if this kind of normal business activities will be impeded after the enactment of the proposed legislation; and

(6) whether it has assessed the changes in Hong Kong's business environment and the daily operation of small and medium enterprises upon the enactment of the proposed legislation; if so, of the outcome; if not, the reasons for that?

Reply:

President,

In recent years, person-to-person telemarketing calls (P2P calls) have caused nuisance to many members of the public. There are growing demands on strengthening the regulation of such calls. Based on the views collected in a public consultation conducted by the Government in mid-2017 and further to the discussion at the meeting of the Legislative Council (LegCo) Panel on Information Technology and Broadcasting (ITB) on April 9, 2018, we propose to set up a statutory Do-not-call Register to allow phone users who do not wish to receive P2P calls to indicate so by including their phone numbers in the Register. We are working on the content of the framework of the legislative amendments and will consult the relevant LegCo Panel on the legislative proposals.

Our reply to the various parts of the question is as follows:

(1) The aim of the proposed statutory Do-not-call Register is to allow phone users who do not wish to receive P2P calls to indicate so by including their phone numbers in the Register.

Telemarketing calls involving unfair trade practices are regulated by the Trade Descriptions Ordinance (Cap. 362) whereas those involving fraud may violate offences under the Theft Ordinance (Cap. 210). The Unsolicited Electronic Messages Ordinance (Cap. 593) also contains provisions dealing with fraud and other illicit activities related to the transmission of commercial electronic messages. We will make reference to the relevant legislation when drawing up the framework of legislative amendments to ensure that the future regulatory mechanism will be compatible with other legislation.

Regarding P2P calls from places outside Hong Kong, as we indicated at the meeting of the Panel on ITB in April this year, there may be more difficulties in investigation, evidence gathering and prosecution for cases involving places outside Hong Kong. We will further examine the enforcement details during the stage of formulating the framework of legislative amendments.

(2) to (4) We are mapping out the details of the framework of legislative amendments, including operational details of the proposed Do-not-call Register. Take the existing Unsolicited Electronic Messages Ordinance as an example, regarding the regulation of unsolicited electronic messages, "consent" can be express consent or consent that can reasonably be inferred from the conduct concerned. Reference will be made to the practice of regulating commercial electronic messages under the Unsolicited Electronic Messages Ordinance on, for instance, what constitutes consent, how to withdraw consent, etc., so as to ensure that the proposed legislative provisions can strike a balance between public expectations and the practical operational needs of the trades and industries.

(5) Taking the regulation of commercial electronic messages under the existing Unsolicited Electronic Messages Ordinance as a reference, if the concerned person-to-person telemarketing communications do not involve "commercial" marketing purposes (i.e. carrying out matters specified in the Ordinance in the course of or in the furtherance of any business, including offer to supply, advertise or promote goods, services, facilities, land or business opportunity, etc.; and to advertise or promote a supplier of goods, services, facilities, land or a provider of a business opportunity, etc.), or when the persons or organisations making the concerned P2P calls have obtained prior consent of the clients, there should not be violation of the proposed regulatory framework of P2P calls. We therefore consider that our proposal will not affect non-marketing business activities.

Upon passage of the bill, we will formulate appropriate guidelines and conduct publicity and education activities to ensure that the trades and industries as well as the public understand the legal requirements and could avoid violating the law.

(6) We understand that setting up a Do-not-call Register may increase the operation cost of the trades and industries. However, the call from the public for early introduction of the legislation has been clear, and they consider that the self-regulatory mechanism of P2P is not effective. As such, we will be, as mentioned above, cautious in handling the various definitions and details when we draft the bill and will introduce the bill into LegCo for scrutiny and discussion. We will endeavour to ensure that a balance can be struck between satisfying public expectations and reducing the compliance cost of the trades and industries.

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## LCQ21: US export control policy for dual-use technology

Following is a question by the Hon Kenneth Leung and a written reply by the Secretary for Commerce and Economic Development, Mr Edward Yau, in the Legislative Council today (December 5):

Question:

The United States-China Economic and Security Review Commission, created by the United States (US) Congress, has alleged in a report published last month that the Central Authorities' encroachment on Hong Kong's autonomy has brought an ongoing decline of the rule of law and freedom of speech. The Commission has also recommended that the Congress direct the Department of Commerce and other relevant government agencies to prepare a report to examine and assess the adequacy of US export control policy for dual-use technology as it relates to the treatment of Hong Kong and China as two customs areas. In this connection, will the Government inform this Council:

(1) whether it will review if the Government made mistakes in its decisions and in the decision making process regarding the incidents in Hong Kong referred to in the aforesaid report, with a view to providing reference for implementing policies in future, thereby demonstrating to the international community the Government's determination to uphold the core values such as the rule of law and freedom of speech; if so, of the details; if not, the reasons for that;

(2) whether it knows the specific contents of the dual-use technology mentioned in the report and whether it can provide a relevant list; and

(3) whether it has plans to commence lobbying efforts targeting the US authorities and representatives of the various sectors to persuade the US authorities not to tighten the control policy for exporting dual-use technology to Hong Kong; if so, of the details; if not, the reasons for that?

Reply:

President,

Since the return to the Motherland, the Hong Kong Special Administrative Region (HKSAR) has been exercising "Hong Kong people administering Hong Kong" and a high degree of autonomy in strict accordance with the Basic Law. The "one country, two systems" principle has been fully and successfully implemented. Through actively making good use of the opportunities in the international arena conferred to the HKSAR by Articles 116 and 151 of the Basic Law, adherence to the relevant laws and systems and international co-operation, we consolidate our status in international trade and economic arena. Hong Kong's unique status and advantages under the Basic Law and "one country, two systems" allow Hong Kong to establish mutually beneficial

collaboration relationship with economies around the world at bilateral and multilateral international trade and economic levels, demonstrating the successful implementation of "one country, two systems".

Through officials' overseas visits and participation in international conferences, the HKSAR Government has been explaining to countries around the world the successful implementation of "one country, two systems" since our return to the Motherland, and promoting Hong Kong's unique status under the Basic Law and "one country, two systems" as well as our own various advantages, and exploring room for mutually beneficial collaboration. For example, I led a delegation to visit Washington DC, the United States (US) this September, during which I met with the US government officials, members of the Congress, think tanks as well as the business community, and explained clearly Hong Kong's unique status under the Basic Law, as well as Hong Kong's important role in helping our global trading partners in developing markets.

In addition, the three Economic and Trade Offices (ETOs) in the US, together with the other nine overseas ETOs, have been maintaining close liaison with relevant government officials, the political and business community, in order to reflect the actual situation of Hong Kong and to promote the unique status of Hong Kong under "one country, two systems" and our own various advantages.

The United States-China Economic and Security Review Commission (USCC) mentioned in the question is appointed by the bipartisan leaders of the US Congress and currently does not comprise members of the US Congress. The USCC report published last month is not a report by the Congress or the US Administration. Its contents do not reflect the position of the US Congress or the US Administration but the views of the USCC members who are not members of the Congress.

In addition to comments on US-China relations, the USCC report published last month also mentions the situation in Hong Kong. In respect of the paragraph on trade control, the Commission points out that Hong Kong is an important partner of the US in ensuring robust protection against unauthorised shipments of controlled US items to the Mainland. Indeed, Hong Kong has always been enforcing import and export trade controls according to the laws of Hong Kong, and such efforts have been recognised and respected by our trading partners. Hong Kong will continue to maintain our robust trade control system in accordance with the law and continue to work closely with the US and other trading partners.

Hong Kong's trade and economic relationship with the US is mutually beneficial. Since Hong Kong's return to the Motherland, the US has continued to maintain and expand economic and trade ties with Hong Kong based on our unique status. It is in the US and Hong Kong's mutual interest to maintain and promote our bilateral relations. The HKSAR Government will continue to enhance Hong Kong's economic and trade ties with the US.

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## LCQ4: The Liberal Studies subject under the senior secondary curriculum

Following is a question by the Hon Mrs Regina Ip and a reply by the Secretary for Education, Mr Kevin Yeung, in the Legislative Council today (December 5):

Question:

The Liberal Studies (LS) subject, which has been offered since 2009 under the senior secondary curriculum, is one of the four core subjects (compulsory subjects) in the Hong Kong Diploma of Secondary Education Examination (HKDSEE). There have all along been controversies on issues of the LS subject such as curriculum, mode of assessment and its retention or otherwise. Moreover, it is learnt that in the admission of students, universities do not give priority consideration or extra credits to the results of the LS subject, and that a number of universities have announced that from the next academic year onwards, they will no longer set the "3322 results" (which include attaining level 2 or above in the LS subject in HKDSEE) as the minimum entrance requirements. It has been reported that the Bachelor's degree and Diploma in Education programmes which tie in with the LS subject will cease operation in the next academic year. In this connection, will the Government inform this Council:

(1) whether it will consider changing the LS subject from a compulsory subject to an elective one, so that students may freely choose whether or not to take the subject; if so, of the details; if not, the reasons for that, and whether it will change the grading of this subject from the current seven-level scale to a two-level scale of "pass" and "fail" so as to reduce students' pressure in preparing for the examination; if so, of the details; if not, the reasons for that;

(2) whether it will reform the curriculum of the LS subject, including the incorporation of more modules on classic literature and theories of natural sciences, so as to nurture students' critical thinking skills; and

(3) whether it will reform the mode of assessment for the LS subject so as to avoid unduly focusing on assessing students' language proficiency; if so, of the details; if not, the reasons for that?

Reply:

President,

Liberal Studies, which is designed as a cross-curricular subject, aims to broaden students' knowledge base and horizons through the study of a wide range of issues, so as to enable them to make connections with and integrate the knowledge across different disciplines. Liberal Studies also helps students develop positive values and attitudes towards life, so that students can become informed and responsible citizens of society, our country and the



world. Since 2009, Liberal Studies has become one of the four core subjects of the Senior Secondary Curriculum.

The general entrance requirements of bachelor degree programmes of tertiary institutions are set at the level of 3322 in the four core subjects, including Level 3 in Chinese Language and English Language and Level 2 in Mathematics and Liberal Studies, plus Level 2 or 3 in one or two specified/unspecified elective subject(s) (depending on the requirements of individual academic departments or programmes). The general entrance requirements have been endorsed by the sector before adoption. The relevant requirements have not been changed up till now. The special admission arrangements mentioned by various universities recently are in line with the flexibilities provided under the merit-based admission principle to cater for individual exceptional cases, and should not be seen as an alteration of the general entrance requirements. Besides, some programmes offered by local universities, such as those related to social sciences, do give extra weighting to Liberal Studies.

As for teacher education, there is sufficient provision of Liberal Studies teachers in the school sector at present and this will continue be the case in the foreseeable future. The Education Bureau (EDB) has been keeping in view the changes in the number of training places of relevant teacher education programmes. After taking into account various factors such as the school-aged population trend as well as the supply and demand of teachers, the EDB will propose, to the Universities Grants Committee, different programmes to universities offering teacher education to ensure that the manpower training for various subjects (including Liberal Studies) will closely align with the learning needs of students and the development needs of schools.

Regarding the question of the Hon Mrs Regina Ip, our consolidated reply is as follows:

At the time of planning the senior secondary curriculum under the New Academic Structure, Liberal Studies had been adopted as a core subject, as it can play a unique role in the new senior secondary curriculum. Liberal Studies enables students to make connections with and integrate the concepts and knowledge across different disciplines; and see things in multiple perspectives. It also enables students to investigate issues that cannot be covered by single discipline subjects, such as personal development and Chinese culture, so as to address the bias towards discipline subjects in the previous senior secondary curriculum, and to provide students with cross-curricular learning opportunities. Liberal Studies becoming a core subject under the Senior Secondary Academic Structure was the result of extensive discussion, and gained the public support before its implementation.

To enhance students' understanding of themselves, their society, their nation, the natural and human world from multiple perspectives, the Liberal Studies curriculum comprises three Areas of Study, namely "Self and Personal Development", "Society and Culture" and "Science, Technology and the Environment". The topics selected for each module under these three Areas of Study are important issues to the students and society and suitable for

students at senior secondary level to study. For instance, the topic on the "impact of globalisation" has great significance for students to understand themselves, their society and the world as well as make connections across different fields of knowledge and broaden their horizons.

Regarding public assessment, the public examination for Liberal Studies was designed in accordance with the Curriculum and Assessment Guide. The whole examination consists of two papers: the data-response questions in Paper 1 mainly assess candidates' abilities such as identification, application and analysis of given data; the extended-response questions in Paper 2 assess various higher-order thinking skills through source materials which may arouse discussion. Candidates are required to substantiate arguments from multiple perspectives and draw logical inferences when exploring the questions raised, in order to demonstrate various higher-order thinking skills such as critical thinking, creativity, comparison, synthesis, evaluation, problem solving and communicating in a systematic manner. Same as the assessment requirements of the public examinations for other non-language subjects, those for Liberal Studies mainly concern application of the relevant knowledge, concepts and thinking skills acquired from the subject, instead of language and writing skills. From the perspective of assessment, Liberal Studies is not different from other core subjects, therefore the 5-level reporting of results has been adopted.

Implemented in 2009, the Senior Secondary Academic Structure has been in operation for nearly ten years. To keep pace with rapid social and global changes, the whole school curriculum, including but not limited to Liberal Studies, has to be renewed timely in order to equip our students with the knowledge, skills, values and attitudes necessary for them to take on future opportunities and challenges, and achieve the goal of promoting whole-person development and life-long learning.

In this connection, the EDB set up the Task Force on Review of School Curriculum (Task Force), which comprises experienced educators, academics, professionals and representatives of the business sector. Under the principle of "Led by Professionals", the Task Force is responsible for holistically reviewing the primary and secondary curricula, so that the school curricula at the primary and secondary levels can be rigorous and forward-looking in enhancing students' capacity to learn and fostering the values and qualities desired for students of the 21st century to meet future challenges as well as the needs of society. The Task Force hopes to, through refining the curriculum design, create space and opportunities for students' whole-person development, so as to better cater for students' diverse abilities, interests, needs and aspirations.

The Task Force is conducting a review on the school curriculum framework and assessment as a whole, without any pre-determined position on individual or overall curriculum arrangements. In the course of the review, it will approach different stakeholders where necessary and collect views extensively in an open-minded manner. The Task Force is expected to make directional recommendations to the Government by end-2019.

Upon receiving the report of the Task Force, the EDB will study the

recommendations in detail. By then, if there are any recommendations from the Task Force on the curricula or assessment of individual subjects, the EDB will conduct detailed discussions and take follow-up actions with the sector in accordance with the established mechanism through the existing advisory structure/bodies such as the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority.

Thank you, President.