

# Education reform in hong kong: 334 system



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Education Reform in Hong Kong: 334 System There are a number of controversies and debates on recent education reforms in Hong Kong. The most recent and debatable one is 334 Education System in 2012. In the following, it will first briefly look into the old and new education system. Also, it will explore the implications of the new education system to see the causes and consequences. By 2012, the 334 Education System replaced the 3223 Education System. The two systems are structurally different from each other.

For the 3223 Education System (old system), there are three years for middle school (form one to form three), two years for high school (from four to form five), two years for preparatory school (form six to form seven) and three years for university. Also, in the 3223 Education System, there are two external examinations, namely HKCEE and HKALE. For the 334 Education System (new system), it is structurally different. There are three years for secondary school, three years for senior secondary school and four years for university.

Compared to the 3223 Education System, there is only one external examination, namely HKDSE. As a result, the 334 Education System replaced the 3223 Education System are structurally different. First, starting with the context of the 334 Education System, it is useful to explore the implications. In terms of the old education system, it was established during colonial rule, and mirrors that of the United Kingdom. In the past, most secondary schools have followed the British seven-year secondary school curriculum (junior school for three years, high school for two years and pre-university for two years).

Following the transfer sovereignty over Hong Kong from the United Kingdom to China in 1997, Hong Kong was preparing to change its education system according to Chinese education system. Although the handover of Hong Kong was in 1997, social change takes a long period to develop, especially non-material culture such as systems of social organization and institution. As a result, it can be elaborated that the change of new education system appeared in 2012. The structure of the new system aligns with China which includes three years for secondary school, three years for senior secondary school and four years for university. The change can be regarded as an act of reestablishing Chinese identity and national sense for Hong Kong people. Also, when looking into the curriculum of the new education system, it can be seen as an attempt of reestablishing Chinese identity for Hong Kong people. In terms of the old education system, there is only Chinese history that is related to China. However, the course of Chinese history only included historical fact but not aimed at covering any values or the national sense.

For the new education system, it changed its curriculum in order to reestablishing Chinese identity and national sense for Hong Kong people. In the new education system, there is the incorporation of a new subject, Liberal Studies, into the core subjects. In the subject Liberal Studies, there is the Moral and Civic education which bring about a huge controversy among the society recently. For example, the teaching materials of the Moral and Civic education mentioned the Communist Party as an "advanced, selfless and united ruling group"; while, Democratic and Republican Parties of the United States was being accused.

As a result, the establishment of the Moral and Civic education can be regarded as instillation of subjective values in order to enhance Chinese identity and national sense. Therefore, in terms of the context and curriculum of the new education system, they can be seen as an act of reestablishing Chinese identity and national sense for Hong Kong people. In addition, when looking into the structure of the old and new education system, it is easy to see some implications. First, when comparing the characteristic of the examination of the old and new education system, it can show some implications.

During the rule of Britain, it tried to pursue the elite education. In the old education system, it included two examinations. The first examination acted as a filter for eliminating those who were unqualified for higher level education from examination. Since there was already one examination, the people left could be seen as students with higher academic quality. After two examinations, only a few students left can be regarded as elites in the society. With fewer elites in the society and more people with lower education level, the possible rebellion against the rule of Britain would not be so serious.

In other words, Britain could have a smoother rule over Hong Kong. For the new education system with only one examination, it allows mass education in order to have more chances for people from the bottle. Therefore, when comparing the characteristic of the examination of the old and new education system, it can show some implications. Furthermore, the new education system can be seen as coordination of economic transition in

Hong Kong. Education can be seen as the role of the satisfaction of an important social need or function.

In the old education system, there were two examinations and only nine-year free education. The fewer graduates can be totally satisfied the need of economic structure which was factory-orientated. Following the economic transition in Hong Kong, the education system is needed to change. Hong Kong transferred from factory-orientated economy to service and finance-oriented society. In this new kind of society, it needs more elites and educated people to meet the need of the economic change. Therefore, it needs a new education system which can provide more educated people in order to satisfy the need in the society.

In the new education system, there are only one examination and twelve-year free education. Therefore, more educated people can be produced from this education system in order to cooperate to the economic transition in Hong Kong. To sum up, the education reforms, in this case 334 System, can be seen as a role to meet and satisfy different social needs when looking into the context and structure of the 334 System. -----

[ 1 ]. [http://en.wikipedia.org/wiki/Moral\\_and\\_National\\_Education](http://en.wikipedia.org/wiki/Moral_and_National_Education)