

# Survey on Senior Secondary Subject Information 2015/16 School Year

## Main Findings

### A. Background

1. The Education Bureau (EDB) conducted the “Survey on Senior Secondary Subject Information: 2015/16 School Year” from October to November 2015 on 448<sup>1</sup> secondary schools in Hong Kong offering the local senior secondary (SS) curriculum, to collect information on the SS subjects they offered at Secondary 4 (S4), Secondary 5 (S5) and Secondary 6 (S6) in the 2015/16 school year. These included all government, aided and caput secondary schools, and secondary schools under the Direct Subsidy Scheme offering the local curriculum; and did not include private, international, evening and hospital schools nor correctional institutions.
2. This Survey collected both school level (subject-offer) and student level (subject-taking) data. It should be noted that the student level data on S6 was taken from the Hong Kong Diploma of Secondary Education (HKDSE) Examination registration information on the schools participating in this Survey, provided by the Hong Kong Examinations and Assessment Authority in January 2016, as a proxy for S6 student subject enrolment. The S6 figures for all years quoted in the remainder of this document are HKDSE Examination registration figures of the respective years.
3. Information collected from this Survey has been informing the planning and implementation of the SS curriculum and assessment. Survey results over time have indicated that subject-offer and subject-taking patterns are becoming more stabilised. The EDB will continue to observe these patterns to optimise students’ learning experiences according to their abilities and interests, for example, through encouraging students to take three elective subjects (including Applied Learning) if ability permits, to participate in Other Learning Experiences to broaden their horizons, to explore and choose subjects and pathways that suit their interests and future development, so that they can build on their strengths and stretch their potential to achieve the aims of lifelong learning and whole-person development.

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<sup>1</sup> There are 447, 448 and 448 schools operating S4, S5 and S6 classes respectively. One school had stopped operating S4 classes from the 2015/16 school year.

## **B. Main Findings**

### *Schools' Subject Offer*

4. The SS curriculum under the New Academic Structure (NAS) is learner-focused and aims to provide students with a good range of subject choices to cater for their different interests and needs. Overall, schools offered a broad and balanced curriculum with a good range of subject choices for students to cater for their interests and diversified learning needs. Applied Learning, being an important component to complement the core and other elective subjects and provide further diversity to the SS curriculum, was offered by an increasing proportion of schools and student enrolment ratio had remained stable. Details are given below.

### **Schools continued to offer adequate elective subject choices for students**

5. In the 2015/16 school year, schools on average offered about 11 elective subjects at each of S4, S5 and S6, with an increase of 5% on the proportion of schools offering 11 elective subjects or more at S4 as compared with the previous year<sup>2</sup>. The more popular elective subjects (offered by over 70% of the schools) include “Biology”, “Physics”, “Chemistry”, “Economics”, “Geography”, “Business, Accounting and Financial Studies”, “Information and Communication Technology”, “Chinese History” and “Visual Arts”. Relatively fewer schools (less than 10%) offered “Integrated Science”, “Technology and Living” and “Literature in English” (Details on 2015/16, see Table 1 of the Annex). The pattern of elective subjects offered is similar to those of the last six school years.

### **More schools offered Applied Learning**

6. Over the seven years since the implementation of the NAS, an increasing proportion of schools offered Applied Learning<sup>3</sup> to S5 students<sup>4</sup> with an increase of 10% in the 2015/16 school year as compared with that of the first year, now reaching 70% of schools. Student enrolment ratio<sup>4</sup> has remained stable at 8%. In line with the promotion of Vocational and Professional Education and Training (VPET) and to encourage more schools to offer Applied Learning courses so that more students with interests in Applied Learning can benefit, the EDB has provided full subsidy for students to take Applied Learning courses starting from the 2016/17 school year.

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<sup>2</sup> Proportion of schools offered 11 elective subjects or more at S4 – 2014/15: 60.9%; 2015/16: 64.2%

<sup>3</sup> Applied Learning Chinese (for non-Chinese speaking students) is not included

<sup>4</sup> As S5 is the entry point of the majority of Applied Learning courses, the focus is on S5:

- Offer at S5 – 2010/11: 63.4%; 2011/12: 64.2%; 2012/13: 68.7%; 2013/14: 68.4%; 2014/15: 69.2%; 2015/16: 69.9%
- Enrolment ratio at S5 – 2010/11: 8.3%; 2011/12: 8.1%; 2012/13: 8.2%; 2013/14: 7.9%; 2014/15: 8.0%; 2015/16: 8.0%

7. In the 2015/16 school year, about 8% of S5 students studied in 38 Applied Learning courses from 70% of schools, and 7% of S6 students registered for 36 Applied Learning courses under the HKDSE from 67% of schools (Details on 2015/16, see Table 1 of the Annex).

### *Students' Subject-taking*

8. Under the NAS, students have greater freedom to choose elective subjects according to their own interests and needs. As students' choices of elective subjects are affected by different factors such as students' interests and aspirations, career and life planning under the guidance of their schools, it is normal that the enrolments of subjects vary across years. Overall, students' choices of elective subjects were diversified, and some positive trends on individual subjects such as Chinese History, Science subjects, and the Extended Part of Mathematics were observed. In general, enrolment patterns have become more stabilised in recent years as schools and students have a better understanding of the scope and requirements of the SS subjects after a few cycles of implementation. Details are given below.

### **Enrolment ratio in Chinese History showed positive change**

9. Observing the trend over the seven years, student enrolment ratio in Chinese History<sup>5</sup> had been increasing for two years in the 2014/15 and 2015/16 school years with a 6% increase at S5 and 9% increase at S6. For S4, there had been an increase of 2% in the 2013/14 and 2014/15 school years and a drop of 3% in the 2015/16 school year.
10. In the 2015/16 school year, Chinese History was offered by more than 86% of the schools at all three year levels, and student enrolment ratio ranked 7th (at S5, S6) and 8th (at S4) among 20 elective subjects (Details on 2015/16, see Table 1 of the Annex).

### **About half of the students took Science subjects**

11. Observing the trend over the seven years, overall enrolment ratio in Science subjects<sup>6</sup> has been relatively stable, with more than 50% of S4 students taking one or more subject(s) from the Science Education Key Learning Area (KLA). This can help prepare students for science-related studies and promote Science, Technology, Engineering and Mathematics (STEM)

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<sup>5</sup> Enrolment ratio in Chinese History:

- S4 – 2009/10: 16.4%; 2010/11: 15.2%; 2011/12: 14.0%; 2012/13: 13.4%; 2013/14: 13.6%; 2014/15: 13.7%; 2015/16: 13.3%
- S5 – 2010/11: 13.5%; 2011/12: 12.7%; 2012/13: 11.8%; 2013/14: 11.7%; 2014/15: 12.3%; 2015/16: 12.4%
- S6 – 2011/12: 11.7%; 2012/13: 10.8%; 2013/14: 10.2%; 2014/15: 10.3%; 2015/16: 11.1%

<sup>6</sup> As S4 is the entry point of the SS subjects, the focus is on S4. Enrolment ratio in Science Education KLA subjects:

- S4 – 2009/10: 55.6%; 2010/11: 55.5%; 2011/12: 55.7%; 2012/13: 54.7%; 2013/14: 53.7%; 2014/15: 53.1%; 2015/16: 53.6%

education. In addition, close to 40% of S4 students with a science subject(s) also took elective subjects from other KLAs to broaden their horizons and knowledge base.

12. In the 2015/16 school year, around 54% of S4 students, 51% of S5 students and 49% of S6 students took one or more Science subjects (Details on 2015/16, see Table 2 of the Annex).

### **Enrolment ratio in Mathematics Extended Part (M1/M2) became more stabilised**

13. Observing the trend over the seven years, student enrolment ratio in M1/M2<sup>7</sup> has become more stabilised in recent years, and an increase of 4% was observed at S4 in the 2015/16 school year as compared with the previous year. In recent years, local universities have attached greater importance to the Extended Part of Mathematics. M1/M2 is recognised by an increasing number of universities (e.g. The Hong Kong University of Science and Technology, The Chinese University of Hong Kong, City University of Hong Kong and The Hong Kong Polytechnic University) as being equivalent to other SS elective subjects in their admissions considerations. Individual faculties of many institutions have also increased the weighting of M1/M2 in the calculation of admissions scores based on the actual situation. More students are thus expected to take M1/M2 in the coming two or three years.
14. In the 2015/16 school year, about 18% of S4 students, 17% of S5 students and 14% of S6 students took M1/M2 (Details on 2015/16, see Table 1 of the Annex).

### **Students' choices of elective subjects remained diversified**

15. Schools no longer streamed students into the conventional arts, science and commerce classes, and students' choices of elective subjects were observed to be diversified and not limited to one KLA. In the 2015/16 school year, 68% of S4 students, 65% of S5 students, and 57% of S6 students took elective subjects from two or more KLAs (Details on 2015/16, see Table 3 of the Annex).
16. In the 2015/16 school year, there were over 1 000 subject combinations each for S4 and S5; and over 900 subject combinations for S6. There were on average 36, 41 and 41 combinations in schools at S4, S5 and S6 respectively (these include Applied Learning courses for S5 and S6) (Details on 2015/16, see Table 4 of the Annex). The top 30 combinations of elective subjects

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<sup>7</sup> As S4 is the entry point of the SS subjects, the focus is on S4. Enrolment ratio in M1/M2:  
• S4 – 2009/10: 33.0%; 2010/11: 30.0%; 2011/12: 24.4%; 2012/13: 18.7%; 2013/14: 18.2%; 2014/15: 16.9%;  
2015/16: 17.6%

taken by students are tabulated for S4, S5 and S6 students (Details on 2015/16, see Table 5 of the Annex).

### **Proportion of students taking three elective subjects on downward trend**

17. Observing the trend over the seven years, the proportion of students taking three elective subjects<sup>8</sup> has been on a downward trend, reaching 17% in the 2015/16 school year at S6. Similar downward trend is experienced at S4 and S5. This trend is not conducive to broadening the knowledge base of students. In recent years, EDB has been communicating with the school sector on encouraging students to study three elective subjects where ability permits, and with the post-secondary sector on clarifying and diversifying their admissions requirements. We will continue our efforts in this regard.
18. In the 2015/16 school year, about 98% of S4 students, 96% of S5 students and 88% of S6 students took two or three elective subjects (Details on 2015/16, see Table 6 of the Annex).
19. In the 2015/16 school year, relatively more students (over 10%) took “Chemistry”, “Economics”, “Biology”, “Business, Accounting and Financial Studies”, “Physics”, “Geography”, “Information and Communication Technology”, “Chinese History” and “History”. Relatively fewer students (less than 1%) took “Integrated Science”, “Technology and Living”, “Music” and “Literature in English” (Details on 2015/16, see Table 1 of the Annex). In general, the pattern of student enrolment was similar in S4, S5 and S6.

**Curriculum Development Institute  
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<sup>8</sup> Proportion of students taking three elective subjects:

- S4 – 2009/10: 51.4%; 2010/11: 45.0%; 2011/12: 41.8%; 2012/13: 35.0%; 2013/14: 32.5%; 2014/15: 29.7%; 2015/16: 29.0%
- S5 – 2010/11: 42.6%; 2011/12: 38.9%; 2012/13: 33.0%; 2013/14: 29.1%; 2014/15: 28.0%; 2015/16: 26.4%
- S6 – 2011/12: 27.7%; 2012/13: 20.1%; 2013/14: 18.3%; 2014/15: 17.0%; 2015/16: 16.9%

## 2015/16 School Year Survey Results

**Table 1: Number and proportion of (a) schools' offering; and (b) students' taking of SS subjects in 2015/16**

| SS subject  | S4              |       |                   |       | S5              |       |                   |       | S6              |       |                           |      |
|---|-----------------|-------|-------------------|-------|-----------------|-------|-------------------|-------|-----------------|-------|---------------------------|------|
|   | Schools offered |       | Students enrolled |       | Schools offered |       | Students enrolled |       | Schools offered |       | Students registered HKDSE |      |
|   | No.             | %     | No.               | %     | No.             | %     | No.               | %     | No.             | %     | No.                       | %    |
| Chinese Language <sup>1</sup>                     | 446             | 99.8  | 57,042            | 97.8  | 448             | 100.0 | 53,570            | 98.1  | 447             | 99.8  | 54,940                    | 98.0 |
| English Language                                  | 447             | 100.0 | 58,320            | 100.0 | 448             | 100.0 | 54,602            | 100.0 | 448             | 100.0 | 55,902                    | 99.8 |
| Liberal Studies                                   | 447             | 100.0 | 58,320            | 100.0 | 448             | 100.0 | 54,602            | 100.0 | 448             | 100.0 | 55,907                    | 99.8 |
| Mathematics                                       | 447             | 100.0 | 58,320            | 100.0 | 448             | 100.0 | 54,602            | 100.0 | 448             | 100.0 | 55,908                    | 99.8 |
| Compulsory Part only                              | 134             | 30.0  | 48,078            | 82.4  | 43              | 9.6   | 45,107            | 82.6  | 41              | 9.2   | 48,143                    | 85.9 |
| Compulsory Part + Module 1                        | 171             | 38.3  | 3,652             | 6.3   | 247             | 55.1  | 3,825             | 7.0   | 265             | 59.2  | 3,177                     | 5.7  |
| Compulsory Part + Module 2                        | 231             | 51.7  | 5,608             | 9.6   | 314             | 70.1  | 5,670             | 10.4  | 313             | 69.9  | 4,588                     | 8.2  |
| Compulsory Part + not-yet-specified Extended Part | 16              | 3.6   | 982               | 1.7   | 0               | 0.0   | 0                 | 0.0   | --              | --    | --                        | --   |
| Chinese Literature                                | 149             | 33.3  | 2,241             | 3.8   | 148             | 33.0  | 1,911             | 3.5   | 159             | 35.5  | 2,047                     | 3.7  |
| Literature in English                             | 33              | 7.4   | 580               | 1.0   | 29              | 6.5   | 367               | 0.7   | 28              | 6.3   | 380                       | 0.7  |
| Chinese History                                   | 385             | 86.1  | 7,779             | 13.3  | 388             | 86.6  | 6,761             | 12.4  | 392             | 87.5  | 6,219                     | 11.1 |
| Economics   | 421             | 94.2  | 17,093            | 29.3  | 423             | 94.4  | 15,291            | 28.0  | 426             | 95.1  | 15,237                    | 27.2 |
| Ethics and Religious Studies                      | 81              | 18.1  | 1,248             | 2.1   | 79              | 17.6  | 856               | 1.6   | 79              | 17.6  | 668                       | 1.2  |
| Geography   | 408             | 91.3  | 12,149            | 20.8  | 414             | 92.4  | 10,807            | 19.8  | 411             | 91.7  | 10,256                    | 18.3 |
| History   | 311             | 69.6  | 7,268             | 12.5  | 299             | 66.7  | 6,122             | 11.2  | 305             | 68.1  | 5,813                     | 10.4 |
| Tourism and Hospitality Studies                   | 189             | 42.3  | 4,550             | 7.8   | 190             | 42.4  | 4,265             | 7.8   | 186             | 41.5  | 3,907                     | 7.0  |
| Biology   | 432             | 96.6  | 16,904            | 29.0  | 427             | 95.3  | 15,268            | 28.0  | 425             | 94.9  | 14,548                    | 26.0 |
| Chemistry   | 422             | 94.4  | 17,194            | 29.5  | 418             | 93.3  | 15,007            | 27.5  | 410             | 91.5  | 14,067                    | 25.1 |
| Physics   | 427             | 95.5  | 14,042            | 24.1  | 424             | 94.6  | 12,140            | 22.2  | 419             | 93.5  | 11,510                    | 20.5 |
| Science: Combined Science                         | 53              | 11.9  | 1,062             | 1.8   | 64              | 14.3  | 1,113             | 2.0   | 86              | 19.2  | 1,412                     | 2.5  |
| Biology + Chemistry                               | 35              | 7.8   | 566               | 1.0   | 43              | 9.6   | 605               | 1.1   | 60              | 13.4  | 817                       | 1.5  |
| Chemistry + Physics                               | 26              | 5.8   | 441               | 0.8   | 31              | 6.9   | 430               | 0.8   | 43              | 9.6   | 506                       | 0.9  |
| Physics + Biology                                 | 3               | 0.7   | 55                | 0.1   | 6               | 1.3   | 78                | 0.1   | 11              | 2.5   | 89                        | 0.2  |
| Science: Integrated Science                       | 10              | 2.2   | 150               | 0.3   | 12              | 2.7   | 161               | 0.3   | 12              | 2.7   | 164                       | 0.3  |
| Business, Accounting and Financial Studies        | 408             | 91.3  | 14,222            | 24.4  | 408             | 91.1  | 12,468            | 22.8  | 408             | 91.1  | 11,593                    | 20.7 |
| Design and Applied Technology                     | 59              | 13.2  | 1,068             | 1.8   | 62              | 13.8  | 928               | 1.7   | 58              | 12.9  | 698                       | 1.2  |
| Health Management and Social Care                 | 48              | 10.7  | 1,083             | 1.9   | 51              | 11.4  | 973               | 1.8   | 46              | 10.3  | 865                       | 1.5  |
| Information and Communication Technology          | 405             | 90.6  | 7,920             | 13.6  | 402             | 89.7  | 6,682             | 12.2  | 410             | 91.5  | 6,019                     | 10.7 |
| Technology and Living                             | 22              | 4.9   | 290               | 0.5   | 28              | 6.3   | 313               | 0.6   | 26              | 5.8   | 277                       | 0.5  |
| Food Science & Technology                         | 16              | 3.6   | 233               | 0.4   | 21              | 4.7   | 242               | 0.4   | 20              | 4.5   | 213                       | 0.4  |
| Fashion, Clothing & Textiles                      | 6               | 1.3   | 57                | 0.1   | 7               | 1.6   | 71                | 0.1   | 6               | 1.3   | 64                        | 0.1  |
| Music   | 88              | 19.7  | 306               | 0.5   | 72              | 16.1  | 210               | 0.4   | 71              | 15.8  | 191                       | 0.3  |
| Visual Arts                                       | 353             | 79.0  | 5,339             | 9.2   | 358             | 79.9  | 4,413             | 8.1   | 359             | 80.1  | 3,750                     | 6.7  |
| Physical Education                                | 99              | 22.1  | 1,299             | 2.2   | 91              | 20.3  | 1,059             | 1.9   | 82              | 18.3  | 811                       | 1.4  |
| Applied Learning (no. of students) <sup>3</sup>   | --              | --    | --                | --    | 313             | 69.9  | 4,349             | 8.0   | 302             | 67.4  | 3,879                     | 6.9  |
| Applied Learning (no. of enrolments) <sup>2</sup> | --              | --    | --                | --    | 313             | 69.9  | 4,422             | --    | 302             | 67.4  | 3,945                     | --   |

### Notes

1: Information on other Chinese language curricula (e.g. adapted Chinese Language curriculum for Non-Chinese Speaking students) is not included. Note that two participating schools did not offer the local Chinese Language curriculum (leading to the HKDSE Examination) for S4 and S6 students respectively.

2: Information as at 27 October 2015. Applied Learning Chinese (for non-Chinese speaking students) is not included.

**Table 2: Proportion of SS students taking Science subjects in 2015/16**

| No. of Science Education KLA subjects taken | S4            | S5            | S6 (HKDSE registration data) |
|---|---------------|---------------|------------------------------|
|   | % of students | % of students | % of students                |
| 1   | 27.15%        | 25.71%        | 25.72%                       |
| 2   | 21.96%        | 21.41%        | 19.68%                       |
| 3   | 4.52%         | 3.83%         | 3.11%                        |
| <b>Total</b>                                | <b>53.63%</b> | <b>50.95%</b> | <b>48.51%</b>                |

**Table 3: Cross-KLA subject-taking by SS students in 2015/16**

| No. of KLA(s) | S4            | S5            | S6 (HKDSE registration data) |
|---------------|---------------|---------------|------------------------------|
|               | % of students | % of students | % of students                |
| ≤ 1           | 32.48%        | 34.79%        | 43.19%                       |
| 2             | 60.81%        | 58.28%        | 52.81%                       |
| 3             | 6.44%         | 6.88%         | 3.97%                        |
| > 3           | 0.27%         | 0.05%         | 0.03%                        |
| <b>Total</b>  | <b>100%</b>   | <b>100%</b>   | <b>100%</b>                  |

**Table 4: Number of subject combinations in 2015/16**

| No. of elective subjects taken <sup>3</sup>   | S4                  |             | S5                  |             | S6 (HKDSE registration data) |             |
|---|---------------------|-------------|---------------------|-------------|------------------------------|-------------|
|   | Subject combination |             | Subject combination |             | Subject combination          |             |
|   | No.                 | %           | No.                 | %           | No.                          | %           |
| 1   | 19                  | 1.61%       | 22                  | 2.06%       | 24                           | 2.64%       |
| 2   | 217                 | 18.44%      | 230                 | 21.58%      | 231                          | 25.44%      |
| 3   | 663                 | 56.33%      | 694                 | 65.10%      | 592                          | 65.20%      |
| > 3   | 278                 | 23.62%      | 120                 | 11.26%      | 61                           | 6.72%       |
| <b>Total</b>                                  | <b>1,177</b>        | <b>100%</b> | <b>1,066</b>        | <b>100%</b> | <b>908</b>                   | <b>100%</b> |
| <b>Average no. of combinations per school</b> | 36                  |             | 41                  |             | 41                           |             |

*Note 3: All Applied Learning courses are grouped as a single subject in calculating the subject combination. Applied Learning Chinese (for non-Chinese speaking students) is not included.*

**Table 5: Top 30 subject combinations taken by SS students in 2015/16**

| Order | S4                               |                   |               | S5                               |                   |               | S6 (HKDSE registration data)     |                   |               |
|-------|----------------------------------|-------------------|---------------|----------------------------------|-------------------|---------------|----------------------------------|-------------------|---------------|
|       | Subject combination <sup>4</sup> | Students enrolled |               | Subject combination <sup>4</sup> | Students enrolled |               | Subject combination <sup>4</sup> | Students enrolled |               |
|       |                                  | No.               | %             |                                  | No.               | %             |                                  | No.               | %             |
| 1     | BAFS ECON                        | 3,180             | 5.45%         | BAFS ECON                        | 3,117             | 5.71%         | BIO CHEM                         | 3,538             | 6.31%         |
| 2     | BIO CHEM                         | 3,159             | 5.42%         | BIO CHEM                         | 3,108             | 5.69%         | BAFS ECON                        | 3,484             | 6.22%         |
| 3     | CHEM PHY                         | 2,654             | 4.55%         | CHEM PHY                         | 2,656             | 4.86%         | CHEM PHY                         | 2,852             | 5.09%         |
| 4     | BIO CHEM PHY                     | 2,469             | 4.23%         | BIO CHEM PHY                     | 2,066             | 3.78%         | BIO CHEM PHY                     | 1,719             | 3.07%         |
| 5     | ECON GEOG                        | 1,243             | 2.13%         | ECON GEOG                        | 1,224             | 2.24%         | ECON GEOG                        | 1,471             | 2.63%         |
| 6     | CHI_HIST HIST                    | 1,199             | 2.06%         | BIO GEOG                         | 1,031             | 1.89%         | BIO GEOG                         | 1,126             | 2.01%         |
| 7     | BIO CHEM ECON                    | 1,143             | 1.96%         | BIO CHEM ECON                    | 1,004             | 1.84%         | BIO ECON                         | 979               | 1.75%         |
| 8     | ICT PHY                          | 1,097             | 1.88%         | CHI_HIST HIST                    | 954               | 1.75%         | GEOG HIST                        | 895               | 1.60%         |
| 9     | BIO GEOG                         | 1,071             | 1.84%         | ICT PHY                          | 884               | 1.62%         | ECON PHY                         | 892               | 1.59%         |
| 10    | CHEM ECON PHY                    | 992               | 1.70%         | GEOG HIST                        | 870               | 1.59%         | CHI_HIST HIST                    | 875               | 1.56%         |
| 11    | GEOG HIST                        | 924               | 1.58%         | BIO ECON                         | 804               | 1.47%         | ICT PHY                          | 829               | 1.48%         |
| 12    | CHI_HIST GEOG                    | 792               | 1.36%         | CHI_HIST GEOG                    | 728               | 1.33%         | GEOG                             | 771               | 1.38%         |
| 13    | BIO ECON                         | 729               | 1.25%         | CHEM ECON PHY                    | 724               | 1.33%         | BIO CHEM ECON                    | 758               | 1.35%         |
| 14    | BAFS ICT                         | 719               | 1.23%         | GEOG THS                         | 711               | 1.30%         | CHI_HIST GEOG                    | 756               | 1.35%         |
| 15    | BAFS THS                         | 718               | 1.23%         | BAFS GEOG                        | 707               | 1.29%         | BIO PHY                          | 726               | 1.30%         |
| 16    | GEOG THS                         | 703               | 1.21%         | BAFS BIO                         | 681               | 1.25%         | BAFS GEOG                        | 699               | 1.25%         |
| 17    | BAFS BIO                         | 690               | 1.18%         | ECON PHY                         | 661               | 1.21%         | ECON HIST                        | 695               | 1.24%         |
| 18    | BAFS PHY                         | 667               | 1.14%         | BAFS ICT                         | 625               | 1.14%         | CHEM ECON                        | 690               | 1.23%         |
| 19    | ECON PHY                         | 658               | 1.13%         | CHI_HIST ECON                    | 621               | 1.14%         | CHI_HIST ECON                    | 679               | 1.21%         |
| 20    | BAFS GEOG                        | 648               | 1.11%         | BAFS PHY                         | 619               | 1.13%         | BIO                              | 664               | 1.18%         |
| 21    | BAFS ECON GEOG                   | 618               | 1.06%         | ECON HIST                        | 579               | 1.06%         | ECON                             | 662               | 1.18%         |
| 22    | CHI_HIST ECON                    | 573               | 0.98%         | BAFS THS                         | 577               | 1.06%         | CHEM ECON PHY                    | 662               | 1.18%         |
| 23    | GEOG PHY                         | 563               | 0.97%         | ECON ICT                         | 519               | 0.95%         | ICT                              | 654               | 1.17%         |
| 24    | GEOG ICT                         | 551               | 0.94%         | BIO PHY                          | 505               | 0.92%         | BAFS PHY                         | 646               | 1.15%         |
| 25    | BIO CHEM GEOG                    | 549               | 0.94%         | CHI_HIST CHI_LIT                 | 474               | 0.87%         | BAFS ICT                         | 644               | 1.15%         |
| 26    | ECON ICT                         | 543               | 0.93%         | BIO CHEM GEOG                    | 455               | 0.83%         | BAFS BIO                         | 635               | 1.13%         |
| 27    | BAFS BIO CHEM                    | 526               | 0.90%         | CHEM ECON                        | 443               | 0.81%         | CHI_HIST CHI_LIT                 | 594               | 1.06%         |
| 28    | ECON HIST                        | 501               | 0.86%         | GEOG PHY                         | 423               | 0.77%         | BAFS                             | 553               | 0.99%         |
| 29    | BAFS CHI_HIST                    | 491               | 0.84%         | BAFS CHI_HIST                    | 416               | 0.76%         | THS                              | 553               | 0.99%         |
| 30    | BIO PHY                          | 491               | 0.84%         | BAFS BIO CHEM                    | 413               | 0.76%         | ECON ICT                         | 544               | 0.97%         |
|       | <b>TOTAL:</b>                    | <b>30,861</b>     | <b>52.92%</b> | <b>TOTAL:</b>                    | <b>28,599</b>     | <b>52.38%</b> | <b>TOTAL:</b>                    | <b>31,245</b>     | <b>55.76%</b> |

Note 4: All Applied Learning courses are grouped as a single subject in calculating the subject combination. Applied Learning Chinese (for non-Chinese speaking students) is not included.

**Remarks:**

- BAFS - Business, Accounting and Financial Studies
- BIO - Biology
- CHEM - Chemistry
- CHI\_HIST - Chinese History
- CHI\_LIT - Chinese Literature
- ECON - Economics
- GEOG - Geography
- HIST - History
- ICT - Information and Communication Technology
- PHY - Physics
- THS - Tourism and Hospitality Studies



**Table 6: Number of elective subjects taken by SS students in 2015/16**

| No. of elective subjects taken | S4 <sup>5</sup> | S5            | S6 (HKDSE registration data) |
|--------------------------------|-----------------|---------------|------------------------------|
|                                | % of students   | % of students | % of students                |
| < 2                            | 1.00%           | 3.74%         | 12.31%                       |
| 2                              | 68.92%          | 69.52%        | 70.66%                       |
| 3                              | 29.01%          | 26.41%        | 16.86%                       |
| > 3                            | 1.06%           | 0.33%         | 0.16%                        |
| <b>Total</b>                   | <b>100%</b>     | <b>100%</b>   | <b>100%</b>                  |

*Note 5: The EDB encourages schools to offer more SS elective subjects to S4 students to explore their interest, so as to decide on the subjects to be taken in S5 or S6.*