

Elements of Chinese history, culture and national conditions in the current curriculum
(Not including sections which are mainly about Hong Kong)

(I) Primary curriculum:

Key Stage / Level	Key Learning Area / Subject	Related Element / Theme / Major Points / Key Information
KS1 (P1-P3)	Chinese Language Education/ Putonghua	<ul style="list-style-type: none"> Reading strand: to enrich knowledge of Chinese culture and to know about: <ul style="list-style-type: none"> traditional festivals' customs folklore, fairy tales, idioms, fables, riddles traditional culture and arts sceneries and famous sites
	Cross KLAS Studies/ General Studies	<p><u>Strand : People and Environment</u></p> <ul style="list-style-type: none"> How natural and human environment in the neighbouring areas affect people's life. <p><u>Strand: Science and Technology in Everyday Life</u></p> <ul style="list-style-type: none"> Famous scientists and inventors and their contributions <p><u>Strand: National Identity and Chinese Culture</u></p> <ul style="list-style-type: none"> My home country—national flag and emblem, national capital, important cities and some important dates The Chinese Nation—the characteristics of Chinese people and how they are similar to or different from people of other nations (e.g. in colour of skin, facial features, language, costume and daily life practices) Characteristics of Chinese culture (e.g. concept of 'family', Chinese characters, customs, festivals) Historical figures who have had an important impact on Chinese history (e.g. Confucius, Yue Fei and Sun Yat-sen) Historical events which have had an important impact on Chinese history (e.g. construction of the Great Wall) Some significant and interest current affairs/incidents in the Mainland of China <p><u>Strand : Global Understanding and the Information Era</u></p> <ul style="list-style-type: none"> Characteristics of people of different cultures Cultural differences which affect the lives of different peoples The ways we perceive other cultural grouping Respecting cultural differences Ways people interact with other cultural groups
	Moral and Civic Education	<ul style="list-style-type: none"> Respect the emblems of Hong Kong and our motherland (such as the national flag, national emblem, national anthem, regional flag and regional emblem, etc.)

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		<ul style="list-style-type: none"> Learn to appreciate the Chinese traditions and customs, Chinese history and culture, creative arts (in respect of celebrations and festivals, historical figures, Chinese music and paintings, etc.)
KS1-2 (P1-P6)	Chinese Language Education/ Chinese Language	<ul style="list-style-type: none"> <u>Chinese Culture strand</u>: to understand the following three aspects of cultural contents through learning materials: <ul style="list-style-type: none"> Material: Civilisations created by human, such as dining, implements, costume, architecture, science and technology, historic spots and monuments, etc. System: Systems and standard adopted in society, such as custom, etiquette, patriarchal system, surname and alias, transport, economy, politics and military, etc. Spirit: Mental activities and results produced in the formation of substance, system and culture, such as philosophy, religion, morality, education, literature and art, etc. <u>Virtues and affection strand</u>: categorized into the following three aspects to embody the traditional concept of human relationship (from intimate to remote) and the considerate attitude <ul style="list-style-type: none"> Individual: Self-Control, Realistic and Practical, Determined and Diligent, Beautifying One's Soul, etc. Relatives / Teachers & Friends: Grateful to Other's Help, Caring for Others Group / Country / World: Patriotic, Kind-hearted, etc. <u>Literature strand</u>: <ul style="list-style-type: none"> To feel and appreciate the Chinese masterpieces at all times by great writers
	Arts Education/ Music	The Music curriculum is not a content-based curriculum, and develops students' knowledge and skills in music through music of different cultural contexts such as Chinese music, Cantonese opera and Cantonese operatic music, as well as local popular music.
	Arts Education/ Visual Arts	The Visual Arts curriculum is not a content-based curriculum, and develops students' knowledge and skills in visual arts through art of different cultural contexts such as Chinese and local art.
KS2 (P4-P6)	Cross KLAS Studies/ General Studies	<u>Strand : People and Environment</u> <ul style="list-style-type: none"> Some local and national environment issues <u>Strand : Science and Technology in Everyday Life</u> <ul style="list-style-type: none"> The trends in scientific and technological advances Awareness that the usage of technology might be different in other cultures <u>Strand : National Identity and Chinese Culture</u> <ul style="list-style-type: none"> Geographical position, physical characteristics and territory of China The important historical periods and their sequence in Chinese

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		<p>history</p> <ul style="list-style-type: none"> • Characteristics of ancient Chinese civilisation as demonstrated by cultural heritage, such as the Great Wall and archaeological finds of daily life utensils excavated in different parts of China • The relationship between the Central Government and the HKSAR • Prominent historical figures and stories that have had an impact on Chinese history (e.g. people with contributions in cultural exchange and foreign trade; or famous scholars, national heroes, writers, poets and scientists) • Differences between the daily life of today and that of the past in a selected period of Chinese history (e.g. Han, Tang, Qing) in areas such as food, clothing, accommodation, schooling, games) • Some natural landscapes in China (e.g. Guilin, Hainan) and Characteristics of people's life (e.g. customs, music, art forms, food) • Some major historical events that have had an impact on today (e.g. the Opium War, the 1911 Revolution, establishment of the People's Republic of China, Signing of the Sino-British Joint Declaration, establishment of HKSAR) • Recent Development of China (e.g. economic and technological aspects) • The relationship between China and other parts of the world <p><u>Strand : Global Understanding and the Information Era</u></p> <ul style="list-style-type: none"> • How Hong Kong and the mainland of China are connected to the regions around them • Common elements found in different cultures • Influences of the physical environment and social conditions on cultural development in different parts of the world • Effects of cultural interaction on cultures and societies • The effects of major historical events that have an influence on the culture profile of the world • Major current international events and their meanings to us • The interdependence of different parts of the world (e.g. trading, utilisation of resources)
	Chinese Language Education/ Putonghua	<ul style="list-style-type: none"> • <u>Listening strand:</u> to understand stories (idiom stories, historical stories, folklore) and grasp the main idea • <u>Speaking strand:</u> story telling (idiom stories, historical stories, folklore) • <u>Reading strand:</u> to enhance the knowledge of Chinese culture <ul style="list-style-type: none"> ▪ to grasp the expressions for addressing persons (relatives, society) ▪ to grasp the use of honorifics, euphemisms and taboo words ▪ to know about traditional festivals' customs ▪ to understand the allusions, common sayings, maxims,

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		<p>enigmatic folk similes</p> <ul style="list-style-type: none"> ▪ to know about the traditional culture and arts ▪ to recognise sceneries and famous sites
	Physical Education	Schools can develop their school-based PE curriculum according to school's tradition, environment, facilities and teacher experience, e.g. Chinese Martial Arts and Chinese Dance can be included to the curriculum.
	Moral and Civic Education	Get to know the Basic Law and understand the crucial role it plays in the relationship between Hong Kong and our motherland

(II) Secondary Curriculum:

Key Stage / Level	Key Learning Area / Subject	Related Element / Theme / Major Points / Key Information
KS3 (S1-S3)	Personal, Social and Humanities Education/ Chinese History	<u>Part A: Political History of China</u> <ul style="list-style-type: none"> Stability, unrest, rise and fall of the imperial dynasties The founding and political development of the Republic in the 20th century <u>Part B: History of Chinese Civilisations</u> <ul style="list-style-type: none"> Civilisations in ancient times The origins and development of “Han” characters Science & technological inventions and important construction works The development of communications between China and other countries The development of Chinese thought and scholarship Introduction to Chinese religions
	Personal, Social and Humanities Education/ History	<ul style="list-style-type: none"> Life in the main centres of early civilisation: the Huanghe Valley East-West encounters The growth and development of Hong Kong in the twentieth century: Relations with the mainland of China
	Personal, Social and Humanities Education/ Geography	<ul style="list-style-type: none"> The physical environment of China: climate, topography, geomorphology, hydrology The human environment of China: city, agriculture, industry, population The natural hazards faced by China: desertification, sandstorm, drought, flooding The issues and challenges faced by China: city problem, climate change, pollution, population problem, energy problem, food problem, water problem, industrial shift, struggle for ocean resources
	Personal, Social and Humanities Education/ Life and Society	<ul style="list-style-type: none"> An overview of the Chinese economy Role of Chinese government in the economy Regional economic development of China Sustainable development of the Chinese economy The agricultural and rural development of China Life of Chinese nationals Chinese political system China’s step forward to the world
	Personal, Social and Humanities Education/ Integrated Curriculum Mode	<ul style="list-style-type: none"> Significant historical periods in national history The causes, consequences, and sequences of the major events and developments in national history Characteristic features of the national community and how their developments are linked with that of the wider world Places/events in which Chinese culture is reflected Similarities and differences of customs and practices of people from different geographic, cultural, religious and ethnic

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		<p>backgrounds in China</p> <ul style="list-style-type: none"> • Forms of new technology that affect the preservation and conservation of culture and heritage in China • The natural and human processes leading to the formation of the characteristics of places and regions in China • The reasons for the specific distribution patterns of major natural and human features in China • The impact of the interaction between natural and human systems on human activities in China • Types of resources available in China • A future perspective on trade development in Hong Kong and the mainland • Importance of the National Constitution and the Basic Law to Hong Kong residents • Causes and effects of social and political issues at national level
	Chinese Language Education/ Chinese Language	<ul style="list-style-type: none"> • <u>Chinese Culture strand:</u> to understand the following three aspects of cultural contents through learning materials <ul style="list-style-type: none"> ▪ Material: Civilisations created by human, such as dining, implements, costume, architecture, science and technology, historic spots and monuments, etc. ▪ System: Systems and standard adopted in society, such as custom, etiquette, patriarchal system, surname and alias, transport, economy, politics and military, etc. ▪ Spirit: Mental activities and results produced in the formation of substance, system and culture, such as philosophy, religion, morality, education, literature and art, etc. • <u>Virtues and affection strand:</u> categorized into the following three aspects to embody the traditional concept of human relationship (from intimate to remote) and the considerate attitude <ul style="list-style-type: none"> ▪ Individual: Self-Control, Realistic and Practical, Determined and Diligent, Beautifying One's Soul ▪ Relatives / Teachers & Friends: Grateful to Other's Help, Caring for Others ▪ Group / Country / World: Patriotic, Kind-hearted • <u>Literature strand:</u> <ul style="list-style-type: none"> ▪ To appreciate and comment the Chinese masterpieces at all times by great writers
	Chinese Language Education/ Putonghua	<ul style="list-style-type: none"> • <u>Listening strand:</u> <ul style="list-style-type: none"> ▪ to understand the content of drama when listening or watching ▪ enjoying and appreciating Putonghua programmes

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		<ul style="list-style-type: none"> <u>Speaking strand</u>: to cultivate the interest in using Putonghua for communication <u>Reading strand</u>: to increase the basic knowledge of language to enhance the knowledge of Chinese culture <ul style="list-style-type: none"> to grasp the use of honorifics, euphemisms and taboo words to know about traditional festivals' customs to understand the allusions, proverbs, maxims, enigmatic folk similes to know about the traditional culture and arts to recognise sceneries and famous sites
	Technology Education/ Knowledge Context - Information and Communication Technology	<ul style="list-style-type: none"> Computer Systems <ul style="list-style-type: none"> Basic ideas on Chinese character processing, such as characteristics of Chinese input methods, internal codes for Chinese characters, need for customized Chinese characters. The use of Chinese input methods to input Chinese characters.
	Technology Education/ Knowledge Context - Technology & Living	<ul style="list-style-type: none"> Food and Nutrition <ul style="list-style-type: none"> Chinese meal planning Types and specific features of Chinese festive foods Fashion and Dress Sense <ul style="list-style-type: none"> Specific features of Chinese costumes Family Living <ul style="list-style-type: none"> Family relationship, culture and values
	Arts Education/ Music	The Music curriculum is not a content-based curriculum, and develops students' knowledge and skills in music through music of different cultural contexts such as Chinese music, Cantonese opera and Cantonese operatic music, as well as local popular music.
	Arts Education/ Visual Arts	The Visual Arts curriculum is not a content-based curriculum, and develops students' knowledge and skills in visual arts through art of different cultural contexts such as Chinese and local art.
	Moral and Civic Education	Gain an understanding of the opportunities and challenges that may arise during the course of state development and think of the future role one may play in this regard
	Physical Education/ General Physical Education	Schools can develop their school-based PE curriculum according to school's tradition, environment, facilities and teacher experience, e.g. Chinese Martial Arts and Chinese Dance can be included to the curriculum.
KS3-4 (S1-S6)	Physical Education/ General Physical Education	Schools can develop their school-based PE curriculum according to school's tradition, environment, facilities and teacher experience, e.g. Chinese Martial Arts and Chinese Dance can be included to the curriculum.
KS4 (S4-S6)	Personal, Social and Humanities Education/ Chinese	<u>Compulsory Part: Historical Development of China</u> <ul style="list-style-type: none"> Part A: Ancient times to Mid-19th century Part B: Mid-19th century to the late 20th century

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	History	<u>Elective Part: Topical studies of Chinese history</u> <ul style="list-style-type: none"> The development of traditional Chinese culture in the 20th century: Continuity and change Regions and resources Times and intellectuals Institutions and political development The propagation of religions & cultural interflow Social status of women: Tradition and change
	Personal, Social and Humanities Education/ History	<u>Theme A: Modernisation and Transformation in Twentieth-Century Asia</u> <ul style="list-style-type: none"> Modernisation and transformation of China
	Personal, Social and Humanities Education/ Geography	Adopting issue-enquiry approach to study the following geographical themes of China: <u>Compulsory Part</u> <ul style="list-style-type: none"> The geology, geomorphology, topography and geological hazards of China: earthquake The hydrology, fluvial environment and water problem of China The industrial development of China, focusing on iron and steel industry <u>Elective Part</u> <ul style="list-style-type: none"> The climate and climatic hazards of China Zhujiang Delta regional study: agriculture, industry, environment, transport and logistics
	Personal, Social and Humanities Education/ Ethics and Religious Studies	<u>Module One, Elective Part One: Religious Traditions</u> <ul style="list-style-type: none"> Development of Buddhism in other regions (China) Contemporary Buddhism (Chinese Buddhism)
	Cross KLAS Studies/ Liberal Studies	<u>Module 3: Modern China</u> <ul style="list-style-type: none"> Theme 1: China's reform and opening-up <ul style="list-style-type: none"> What impact has reform and opening-up had on the overall development of the country and on people's life? <ul style="list-style-type: none"> How have the changes in living standards and the way of life been viewed across the whole country? To what extent are sustainable development and cultural conservation feasible in such a rapidly developing country? What are the challenges and opportunities? In what ways has China's participation in international affairs affected the overall development of the country?

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		<ul style="list-style-type: none"> - How has the Central People's Government dealt with the effects of reform and opening-up? - To what extent have the reform and opening-up affected the overall national strength of the country? • Theme 2: Chinese culture and modern life <ul style="list-style-type: none"> ▪ With respect to the evolution of the concepts of the family, what kind of relationship between traditional culture and modern life has been manifested? - How have the traditional concepts of the family been challenged in modern life? - To what extent have the traditional concepts of the family been maintained in modern Chinese life? Why? ▪ To what extent are traditional customs compatible with modern Chinese society? <ul style="list-style-type: none"> - Why do some traditional customs sustain and flourish in modern Chinese society while others do not? - To what extent are these traditional customs of significance to modern Chinese society? <p><u>Module 4: Globalisation</u></p> <ul style="list-style-type: none"> • Theme: Impact of globalisation and related responses <ul style="list-style-type: none"> ▪ Why do people from different parts of the world react differently to the opportunities and challenges brought by globalisation? ▪ How should the mainland and Hong Kong meet the opportunities and challenges of globalisation? Why?
	Chinese Language Education/ Chinese Language	<p><i>Compulsory Part</i></p> <ul style="list-style-type: none"> • <u>Chinese Culture strand</u>: to understand the following three aspects of cultural contents through learning materials: <ul style="list-style-type: none"> ▪ Material: Civilisations created by human, such as dining, implements, costume, architecture, science and technology, historic spots and monuments, etc. ▪ System: Systems and standard adopted in society, such as custom, etiquette, patriarchal system, surname and alias, transport, economy, politics and military, etc. ▪ Spirit: Mental activities and results produced in the formation of substance, system and culture, such as philosophy, religion, morality, education, literature and art, etc. • <u>Virtues and affection strand</u>: categorized into the following three aspects to embody the traditional concept of human relationship (from intimate to remote) and the considerate attitude <ul style="list-style-type: none"> ▪ Individual: Self-Control, Realistic and Practical,

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		<p>Determined and Diligent, Beautifying One's Soul</p> <ul style="list-style-type: none"> Relatives / Teachers & Friends: Grateful to Other's Help, Caring for Others Group / Country / World: Patriotic, Kind-hearted <ul style="list-style-type: none"> <u>Literature strand:</u> <ul style="list-style-type: none"> To appreciate and comment the Chinese masterpieces at all times by great writers <p><i>Elective Part</i></p> <ul style="list-style-type: none"> Master Works and Audio-visual Adaptation Fiction and Culture Cultural Issues Putonghua and Performing Arts
	Chinese Language Education/ Chinese Literature	<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> To increase the interest of reading literature and the exposure to a wide spectrum of literary works To enhance the capacity of feeling, reflecting, understanding and appreciating literature texts To promote the interest and the ability of creation through writing various forms of literary works To provide a more systematic way to grasp the knowledge of Chinese literature To cultivate the thinking, affections, and the dispositions for enlightenment; to enrich life and experiences; to heighten the sense of responsibility for family, country and the world, and to improve empathy for others
	Technology Education/ Business, Accounting and Financial Studies	<p><u>Compulsory Part:</u></p> <p>1(a) Business Environment</p> <ul style="list-style-type: none"> Topic: Hong Kong Business Environment <ul style="list-style-type: none"> Analyse the recent development and characteristics of the Hong Kong Economy (closer economic and business relationships with the Mainland)
	Technology Education/ Design and Applied Technology	<p><u>Compulsory Part:</u></p> <p>Strand 1 Design and Innovation</p> <ul style="list-style-type: none"> Topic: Design in practice <ul style="list-style-type: none"> Explain design practices relating to management, production teams, marketing and business, etc. in the Hong Kong and Pearl River Delta industries (e.g. case studies and on-site visits) <p>Strand 3 Value and Impact</p> <ul style="list-style-type: none"> Topic: Historical and cultural influences <ul style="list-style-type: none"> Explain the relevance and influence of design in different cultures and societies (e.g. local, Chinese, and Eastern and Western)

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	Technology Education/ Information and Communication Technology	Compulsory part A. Information Processing <ul style="list-style-type: none"> Topic c. Data Representation <ul style="list-style-type: none"> Know how characters are represented by using common international standards such as American Standard Code for Information Interchange (ASCII), the Big-5 code, the Guobiao (GB) code and the Unicode
	Technology Education/ Health Management and Social Care	<u>Compulsory Part</u> Topic 1 : Personal Development, Social Care and Health Across the Lifespan <ul style="list-style-type: none"> Cultural influences on social, mental and physical and spiritual aspects of human development <ul style="list-style-type: none"> Different attitudes on health and care e.g. Health-seeking behaviour among Chinese <p>Topic 3 : Responding to the Needs in the Areas of Health (care, promotion and maintenance) and Social Care</p> <ul style="list-style-type: none"> Contrasting Chinese and Western cultural understandings of health and illness: health consciousness, different attitudes towards seeking helps for health and social needs <p>Topic 4 : Promotion and Maintenance of Health and Social Care in the Community</p> <ul style="list-style-type: none"> Options for alternative health care practices and services, e.g. traditional Chinese medicine
	Technology Education/ Technology and Living	“Food Science and Technology Strand” <u>Compulsory Part : Consumer Behaviour in Food Choices and Implications</u> <ul style="list-style-type: none"> Factors affecting consumer choices of food (e.g. environment, nationality, ethnicity, identity, customs, religion) <p><u>Elective Part : Food Culture</u></p> <ul style="list-style-type: none"> Food Culture and Food Heritage <ul style="list-style-type: none"> Specific features and factors contributing to the development of food culture in different places in China (e.g. health and eating habits) Chinese festive food (symbolic meaning, specific features and specialties) Religious foods (eating habits) Chinese nutraceuticals <p>“Fashion, Clothing and Textiles Strand” <u>Compulsory Part : Consumer Behaviour in Clothing Choices and Implications</u> <ul style="list-style-type: none"> Factors affecting consumer choices of clothing and textile products (e.g. environment, nationality, ethnicity, identity, </p>

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		<p>customs, religion)</p> <p><u>Elective Part : Culture and Fashion Design</u></p> <ul style="list-style-type: none"> • Cultural Value and Fashion <ul style="list-style-type: none"> ▪ Design concepts of Chinese culture, lifestyles and relation to fashion trends and styles ▪ Fashion styles in different eras and places around the world ▪ National costumes of different countries • Factors contributing to fashion trends in local and global contexts <ul style="list-style-type: none"> ▪ Geographical and environmental factors ▪ Historic and cultural developments ▪ Social influences ▪ Economic and political influences ▪ Scientific and technological development
	Physical Education/ Physical Education Elective	<p><u>Part VIII Social Aspects of PE, Sport and Recreation</u></p> <ul style="list-style-type: none"> • China's sporting culture
	Arts Education/ Music	<p><u>Study Guidelines:</u></p> <ul style="list-style-type: none"> • Listening to Chinese instrumental music, Cantonese operatic music and local popular music • Playing or singing music of different styles, e.g. Chinese instrumental music, Cantonese operatic music and local popular music • Creating music of different styles, e.g. solo piece for Chinese instrument, Cantonese operatic music and local popular music; and writing reflective report
	Arts Education/ Visual Arts	The Visual Arts curriculum is not a content-based curriculum, and develops students' knowledge and skills in visual arts through art of different cultural contexts such as Chinese and local art.
	Moral and Civic Education	Applying rational, multi-perspective and critical thinking skills, one is able to understand the current challenges and opportunities faced by our motherland

(III) Senior Secondary Applied Learning

Year	Course Title	Related Module / Theme / Major Points
2004-2006	Fundamental Hotel Chinese Catering Operation	<ul style="list-style-type: none">• Exploration of Chinese Cuisine and Culture• Basic Chinese Food Production• Basic Chinese Food and Beverage Service Operations
2005-2007	Fundamental Chinese Food Preparation	<ul style="list-style-type: none">• Exploration of Chinese Cuisine and Culture• Basic Chinese Food Production• Basic Chinese Food and Beverage Service Operations
2006-2010, 2013-Present	Foundation in Chinese Medicine	<ul style="list-style-type: none">• Chinese Medicine Fundamentals• Basic Diagnostics of Chinese Medicine• Chinese Materia Medica• Chinese Medicinal Formulae• Integrated Application of Chinese Medicine
2007-2010, 2010-2014	Health and Beauty Keeping in Traditional Chinese Medicine	<ul style="list-style-type: none">• Basic Theory of Health and Beauty in Traditional Chinese Medicine (TCM)• Diagnostics of Chinese Medicine• Chinese Materia Medica• Technique of Chinese Medicine• Practical Application of Chinese Medicine
2014-Present	Introduction to Cantonese Opera	<ul style="list-style-type: none">• Foundation Technique of Cantonese Opera• Introduction to Cantonese Opera Repertoire• Foundation Knowledge of Cantonese Opera• Cantonese Opera Appreciation• Classic Repertoire of Cantonese Opera

Numbers of learning and teaching resources related to elements of Chinese history, culture and national conditions
(Since 2009)

- 1) Produced by Curriculum Development Institute
 - 406 items (related to aspects of Chinese language, literature, culture, arts, sports, history, economy, political system, social life, technology, physical environment and human environment, etc.)
- 2) Quality Education Fund Projects
 - 21 projects

Number and contact hours of teacher professional development programmes related to elements of Chinese history, culture and national conditions
(Since 2009)

- 1) Organised by Curriculum Development Institute

<i>Total programme number</i>	<i>Total contact hours</i>
375	2,349.5