

# *Learning To Learn*

*Key Learning Area*

**PERSONAL, SOCIAL &  
HUMANITIES EDUCATION**

*Consultation Document*

*Hong Kong Special Administrative Region of  
The People's Republic of China  
Curriculum Development Council  
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## **1 INTRODUCTION**

This document on the key learning area of Personal, Social and Humanities Education (PSHE) is written in support of the consultation document ***Learning to Learn*** prepared by the Curriculum Development Council (CDC) (Nov. 2000) and should be read together with it. The ***Learning to Learn*** document is the outcome of the Holistic Review of the School Curriculum conducted by CDC beginning in 1999, which is done in parallel with the Education Commission's Review of the Education System.

## 2 BACKGROUND

### 2.1 PSHE in the Existing School Curriculum

In the existing school curriculum, the major contents of the Personal, Social and Humanities Education (PSHE) key learning area (KLA) are taught in a number of humanities and social subjects, together with related elements incorporated in cross-curricular programmes on moral and civic education, environmental education, sex education, media education etc. The subjects containing elements of PSHE and currently listed within the KLA at different key stages of learning are:

<b><u>Key Stage 1</u></b> <b>(Junior Primary)</b>	<b><u>Key Stage 2</u></b> <b>(Senior Primary)</b>	<b><u>Key Stage 3</u></b> <b>(Junior Secondary)</b>	<b><u>Key Stage 4</u></b> <b>(Senior Secondary)*</b>
<ul style="list-style-type: none"> <li>• General Studies (integrated with the KLAs of Science Education and Technology Education)</li> </ul>	<ul style="list-style-type: none"> <li>• General Studies (integrated with the KLAs of Science Education and Technology Education)</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese History</li> <li>• History</li> <li>• Economic and Public Affairs</li> <li>• Geography</li> <li>• Civic Education</li> <li>• Religious Education</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese History</li> <li>• History</li> <li>• Economic and Public Affairs</li> <li>• Geography</li> <li>• Economics</li> <li>• Liberal Studies</li> <li>• Social Studies</li> <li>• Government and Public Affairs</li> <li>• Religious Studies (Buddhist Studies/ Christianity/ Ethics &amp; Religious Studies)</li> <li>• Travel and Tourism</li> </ul>
Cross-curricular studies of moral and civic education, environmental education, sex education and media education, etc.			

\* including relevant S4-5 and Sixth Form subject curricula (AS & AL) where appropriate

### 2.2 The PSHE Curriculum in the Knowledge-based Society

A knowledge-based society requires on-going construction of knowledge and experiences based on one's values. The PSHE KLA contributes significantly to the development of moral and social

values through enquiry and decision-making processes in different relationship contexts between the individual and society. Its emphasis on enquiry learning enables students to establish meaningful relationships between learning at school and issues they encounter in daily life, whether they are concerned with the individual, the human society or the environment.

### **3 RATIONALE FOR DEVELOPMENT**

#### **3.1 The Need to Enhance Personal, Social and Civic Values**

- For students to attain an all-round development, values education should receive greater attention. The *Learning to Learn* document (Chapter 3) has made it clear that students should be entitled to five essential learning experiences, of which moral and civic education is one. While an increasing number of schools have strengthened values education through cross-curricular programmes such as “life education” or integrated studies of moral, sex and civic education, its place in the PSHE KLA needs to be enhanced in both the formal curriculum and co-curricular activities. There is also a need to establish a close connection between the knowledge acquired in individual humanities subjects and emerging life and social issues.
- Hong Kong, as a Special Administrative Region of China and an international financial centre, is in need of a new generation of residents who possess an enhanced sense of national identity and cultural understanding as well as a global perspective. Elements of learning in the contexts of Chinese history and culture need to be strengthened in the curriculum as early as possible in all types of schools.
- More diversified modes of planning in the PSHE curriculum have to be developed to resolve the problem of content overload and accommodate new knowledge, as there are more complex moral considerations resulting from the rapid scientific, technological, social and political changes in the knowledge society.

#### **3.2 Strengthening Learning to Learn**

- It is essential to develop students’ learning skills in the PSHE curriculum, which will enable them to construct knowledge to cope with the changing personal and social issues. At primary level, General Studies should move away from being a content-focused subject, with its textbook-bound teaching and learning mode, to a curriculum that is learner-

focused and promotes the development of self-learning abilities of students.

- For both primary and secondary levels, more opportunities for learning outside the classroom are required to facilitate enquiry and independent learning.
- To help students improve in skills and attitudinal development through enquiry learning, the place of formative assessment in PSHE should be allotted greater importance in the teaching-learning process.

### **3.3 Bridging the Gaps at Interfaces between Different Stages of Learning**

- While real life learning experiences are built up in pre-primary education by thematic and project approaches focusing on daily life situations, learning in primary schools becomes fragmented by the discrete subjects and content-focussed approach. There needs to be a re-organization of themes to focus on personal and social education in Primary 1-2 General Studies to help students to have a smooth interface to primary education.
- At junior secondary level, there are a great number of subjects in PSHE. Issues such as content overload and overlapping themes have been accused of impeding students' development of generic skills and their desire to learn. To help students to link PSHE subjects more effectively in a multi-perspective approach and to develop meaningful relationships between issues of human society and daily life, the introduction of more diversified modes of curriculum planning, such as an integrated or modular curriculum, would provide an alternative.

### **3.4 Broadening of the Knowledge Base at Secondary Level**

- Early specialization at junior secondary level, especially in schools with a technology education-biased curriculum, has deprived students of opportunities to have a better understanding of Chinese history and culture as well as of

the enquiry and critical thinking skills needed to tackle controversial social issues emerging in the media and information-rich society. There is a need for schools to ensure that learning experiences are provided in related essential learning contents in order to broaden students' knowledge base.

- The streaming of students at Secondary 4 into Arts, Science and Commercial classes has also deprived students in the Science or Commercial stream of a PSHE perspective on the themes or issues they encounter in daily life. In line with the Education Commission Report<sup>1</sup>, Integrated Humanities will be introduced at S4-5 and project learning will be enhanced in AS Liberal Studies. This serves the purpose of enabling students to have a broad and balanced curriculum across different learning areas.

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<sup>1</sup> Education Commission, September 2000, *Learning for Life, Learning through Life - Reform Proposal for the Education System in Hong Kong*, pp. 102-3

#### 4 PHASES OF DEVELOPMENT

As part of an incremental and evolutionary approach, schools/teachers can start right away, based on their existing strengths, to promote learning to learn and improve their school-based curriculum by:

- strengthening personal and social education elements in the PSHE curriculum, particularly at P1-2 and junior secondary levels
- adapting their subject curricula in line with the learning targets and objectives proposed in the PSHE framework to reduce overlapping contents and promote coordination and collaboration among the subjects
- infusing more critical thinking skills by creating a more open classroom atmosphere in PSHE, encouraging students to ask questions and providing more opportunities for learning outside the classroom

An exemplar of how teachers can take immediate steps to strengthen personal and social education and promote learning to learn in a classroom is provided as follows:

In a S2 Civic Education or S3 EPA/Social Studies class on “Consumer Education”, a teacher conducts the following learning activities:

- (a) students are asked to share with others their own or their friends’ experiences of being cheated by dishonest shop assistants. Students then discuss the common ways employed by these shop assistants and what they or their friends have done after being cheated. (*communication skills developed*)
- (b) students are then divided into groups to study a number of cases of consumer complaints reported in the *Choice* magazine. In these cases, students analyze whether the consumers themselves have any responsibilities and whether they have exercised their rights appropriately. The results are then presented to the class. (*critical thinking,*

*problem-solving and communication skills as well as the value concept of rights and responsibilities developed)*

- (c) as an assignment, students are asked to find more information about the functions of the Consumer Council by visiting the Council's web site and the steps to be taken if one is unfortunately cheated by dishonest shop assistants. *(study skills and IT skills developed)*
- (d) as an extended activity, students conduct a study on e-shopping and find out what possible traps consumers should look out for. Students are also encouraged to conduct a more in-depth study and join the Consumer Culture Study Award organized by the Consumer Council. *(study skills, IT skills and problem-solving skills as well as civic awareness developed)*

#### **4.1 Short-term (2001-2005)**

*CDC and government support*

- the existing subject curricula, e.g. General Studies, Chinese History (S4-5), History (S4-5), Geography (S4-5) and Economics (S4-5) will be revised in line with the new KLA aims and learning targets (Other subject curricula at junior secondary level, including Chinese History, History and Geography, have been revised and implemented since 1998, and they need adaptations mainly in teaching, learning and assessment at school level)
- more diversified modes of curriculum planning, e.g. the Integrated Humanities and New History curriculum at junior secondary level, with research findings on their piloting process and related curriculum support materials, will be ready for reference by teachers (details are provided in paragraph 5.4).
- multiple-mode teacher development programmes (in the form of web courses, workshops, short courses, teacher participation in research and development projects, etc.) to enhance teaching, learning and assessment for enquiry

learning will be developed in line with the new direction of the PSHE curriculum to fill the knowledge gaps

- a new curriculum of Integrated Humanities will be developed at S4-5 level, with a pilot study to start possibly in 2003; and the AS Liberal Studies curriculum will be revised to enhance self-learning and critical thinking skills under the existing academic structure

#### *Schools and teachers*

- teachers of pilot schools will be invited to disseminate innovative ideas, good practices or experiences concerning teaching/learning strategies, such as project learning and new curriculum modes
- teachers will further adapt the school-based curriculum by strengthening generic skills, values and attitudes and introducing new modes or combining different modes of planning. This will help to solve problems of overcrowdedness and suit the needs of students and society
- teachers will develop assessment strategies at school to keep in line with the promotion of enquiry learning

#### **4.2 Medium-term (2005-2010)**

- schools will continue to improve their school-based curriculum and strengthen the teaching-learning-assessment cycle according to the PSHE framework and new needs of society, based on the latest curriculum guides (and syllabuses jointly developed with the Hong Kong Examinations Authority at senior secondary level where appropriate).
- life-wide learning opportunities in terms of a definite number of days or hours for field camps/trips for PSHE learning, and/or a certain period/duration of career-related experience or service learning will become students' entitlement.
- according to the Education Commission, universities are

recommended to give due recognition, in their admission system, to internal assessment reports of the secondary schools (including academic and non-academic performance), portfolios prepared by students, and interviews.<sup>2</sup>

- new courses at senior secondary level will be developed to meet the different needs of students, pending the proposed changes in the senior secondary academic structure

### **4.3 Long-term (2010+)**

- Schools and teachers will establish a culture of learning communities, which value a continual renewal of the school-based curriculum for the enhancement of students' personal, social and civic values as well as lifelong learning capabilities. With a better connection developed between learning at school and students' daily life, and the focus of learning put on progressive development of concepts and generic skills, the interfaces between different stages of learning will be smoothed. All students will have a broad knowledge base encompassing the different key learning areas, with the PSHE perspective as an integral element.

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<sup>2</sup> Education Commission, September 2000, *Learning for Life, Learning through Life - Reform Proposals for the Education Systems in Hong Kong*, p. 118

## 5 THE FRAMEWORK

The PSHE KLA provides students with learning experiences to explore issues of personal and social concern in relation to the individual, human society and the environment at local, national and global levels. Students will examine values and attitudes that may affect their choices in these issues in the light of the knowledge and resources accumulated in related subject disciplines. In the process of enquiry into these issues, they will make use of and develop generic skills and values in the KLA contexts.

### 5.1 Overall Aim

The PSHE KLA aims **to enable students to understand themselves, society and the world at large, maintain a healthy personal development and contribute to the well-being of the family, the local community, the nation and the world as confident, informed and responsible persons.**

### 5.2 Learning Targets

Students will learn to

- lead a lifestyle that enables them to have a healthy physical and emotional development, and develop a positive outlook on life as well as harmonious relationships with family members and others in the community
- develop an understanding that the changing relationships of people, locations and events in the past have an impact on human society today and in the future
- appreciate the influences of culture on human life and the characteristics and values of their own culture, and respect the culture and heritage of other communities
- develop an understanding that the interaction between humans and environment is influenced by location, processes and patterns associated with natural and human features of places, and participate in sustaining, conserving

and improving the environment

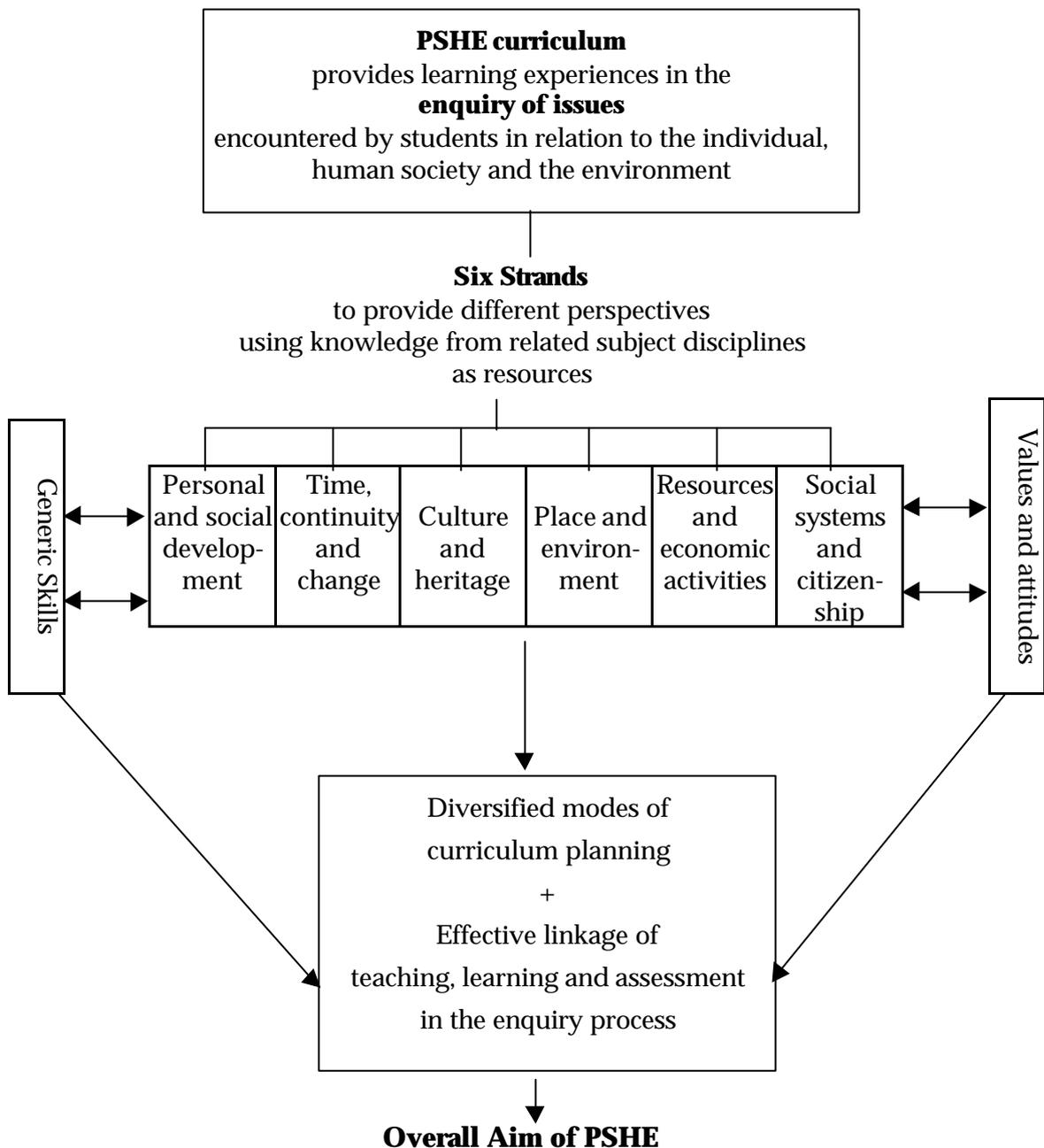
- develop an awareness that the optimal use of resources is achieved through enterprise and management, and that people's participation in and the changing nature of economic activities give rise to and affect work opportunities and conditions.
- demonstrate active and responsible citizenship that is grounded in understanding and respect for the roles, rights and responsibilities of individuals and groups, appreciation of the importance of social justice and concern for local, national and global issues

A more detailed proposed list of learning objectives to facilitate teachers in curriculum planning is in Appendix 1. Through research and development projects, it will provide sources of "quality criteria" for teachers to make judgements on student learning rather than measurement of outcomes.

### **5.3 Components of the Framework**

A diagrammatic representation of the PSHE framework is in Figure 1 on the following page.

**Figure 1 Diagrammatic Representation of the PSHE framework**



### 5.3.1 Strands

The learning targets of PSHE are proposed corresponding to the six strands of the KLA. These six strands emerge mainly from the different perspectives used in the enquiry of issues in the contexts delineated by the social sciences and the humanities, and are built upon an analysis of the existing subject curricula. The strands are used to frame the PSHE curriculum to eliminate content overlaps and

strengthen its coherence. “Strands” are considered more holistic than the traditional subject categories in the following respects:

- They organize content for the purpose of linking the development of competence and skills, values and attitudes, knowledge and understanding as a holistic learning process. For example, the strand of “culture and heritage” can link up knowledge about Chinese culture, skills of identifying the main virtues of Chinese culture, and the concern for conserving cultural heritage in the local context.
- They synthesize or integrate content across different subject areas. For example, in the enquiry of issues like “resources utilization in Hong Kong”, Strand V helps to synthesize related content in Environmental Education, and also in the subjects of Geography, Economics, Social Studies, etc.;
- They accommodate content (including new knowledge) from subject areas not normally included in the traditional curriculum. For example, content related to Psychology is accommodated in Strand I, and helps to tackle problems such as “the peer pressure of an adolescent”. New perspectives such as a futuristic outlook may be introduced in Strand II when students attempt to explore issues such as “the impact of global networking of ideas on the future development of our society”.

The six strands and their sub-strands can also facilitate conceptual development, which is important for lifelong learning. They are:

<b>Strands</b>	<b>Sub-strands</b>	<b>Perspective</b>
I Personal and Social Development	<ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Self management</li> <li>• Healthy lifestyles</li> <li>• Human relationships</li> <li>• Sexuality issues</li> </ul>	<p>Understanding people as individuals</p> <p>(This strand integrates mainly content and learning outcomes across the areas of Personal and Social Education, Health Education, Civic Education and Religious and Ethical Education)</p>
II Time, Continuity and Change	<ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• Understanding the past</li> <li>• Change and continuity</li> <li>• Historical interpretations and perspectives</li> </ul>	<p>Understanding people in relation to time</p> <p>(This strand integrates content and learning outcomes relating mainly to History Education)</p>
III Culture and Heritage	<ul style="list-style-type: none"> <li>• Foundations of culture</li> <li>• Customs and traditions</li> <li>• Modernization and the post-modern world</li> <li>• Cultural diversities and interaction</li> </ul>	<p>Understanding people in the cultural world</p> <p>(This strand integrates content and learning outcomes mainly across the areas of History Education, Religious and Ethical Education and Cultural Understanding)</p>
IV Place and Environment	<ul style="list-style-type: none"> <li>• Natural and human features of a place</li> <li>• Spatial pattern, association and interaction</li> <li>• People-environment interrelationships</li> <li>• Conservation and sustainable development</li> </ul>	<p>Understanding people in relation to space and the environment</p> <p>(This strand integrates content and learning outcomes mainly across the areas of Geography Education and Environmental Education)</p>
V Resources and Economic Activities	<ul style="list-style-type: none"> <li>• Use of resources</li> <li>• Production and consumption</li> <li>• People and work</li> <li>• Exchange</li> </ul>	<p>Understanding people in the material world</p> <p>(This strand integrates content and learning outcomes mainly across the areas of Economics Education, Geography Education and Careers Education)</p>
VI Social Systems and Citizenship	<ul style="list-style-type: none"> <li>• Rights, responsibilities and social virtues</li> <li>• Social norms, rules and law</li> <li>• Local, national and global identities</li> <li>• Social system, political system and interaction</li> </ul>	<p>Understanding people as groups</p> <p>(This strand integrates content and learning outcomes mainly across the areas of Civic Education, Political Education and Religious and Ethical Education)</p>

### **5.3.2 Generic Skills**

The learning process pertaining to the overall aim of PSHE is characterized by students being able to ask questions, interact with others and actively search for their own answers. Such a process emphasizes **learning to learn**. The nine generic skills are developed and applied in the process of PSHE learning as well as in the contexts of the six strands. Exemplars of how the nine generic skills are developed and applied in the PSHE learning process are detailed in Appendix 2. Among the nine generic skills, self-management, critical thinking and problem solving are particularly relevant and frequently employed in the enquiry of personal and social issues across the six strands. Specific skill objectives to guide the design of learning tasks and activities are included in the contexts of individual strands in Appendix 1.

### **5.3.3 Values and Attitudes**

The strong built-in dimension of values and attitudes in PSHE KLA should enable it to contribute significantly to the development of the core and sustaining values and attitudes of our society. In the enquiry process, students clarify their values and make decisions concerning the various personal and social issues, which will direct their actions where appropriate. In parallel, teachers should employ values and attitudes such as “open-mindedness” and “respect for evidence” as pedagogical principles to guide student learning.

Values and attitudes can also be learnt as key concepts, such as “sustainability” in Strand IV and “the rule of law” in Strand VI. Related values and attitudinal objectives grounded in the core and sustaining values are included within and relevant to the contexts of the six strands in different key stages. They do not imply, however, that values and attitudinal development should progress in the same order as the key stages. Appendix 3 provides a list of the proposed core and sustaining values and attitudes for reference.

Among the six strands of PSHE, Personal and Social Development (Strand I) and Social Systems and Citizenship (Strand VI) are specifically concerned with the development of values and attitudes. Elements of personal and social education embedded in these two strands are also cross-curricular in nature. In this connection, they constitute part of the cross-KLA moral and civic education programme. Cross-references can be found in Chapter 3 of *Learning*

*to Learn*, the Consultation Document Overview.

An exemplar is provided below of how knowledge, generic skills and values and attitudes in different strands can be organized in a study tour for PSHE learning.

### **An Exemplar Study Tour to the Mainland**

#### **Aims:**

Through the study tour to the mainland, students connect knowledge learnt in different PSHE subjects and develop positive values and attitudes as well as generic skills for a better understanding of the nation and an enhancement of their sense of national identity.

#### **Procedure:**

A secondary school organized a study tour to Dongguan (東莞) during the summer holidays. With the support of the school, teachers of Chinese History, Geography, Economic and Public Affairs, and Civic Education formed a working group to plan the details of the visit.

#### Preparation before the tour

- (a) Meetings were held by subject coordinators concerned. Learning objectives of the tour were identified in the domains of knowledge in related strands, skills, values and attitudes.
- (b) The school provided training to participating teachers to familiarize them with the places to be visited and the skills involved in conducting a study tour with a view to achieving the learning objectives more effectively.
- (c) Parents of the participating students were invited to join the study tour, not only to develop close partnerships with their children in learning, but also to enhance parents' understanding of the educational effects of the study tour.
- (d) Before the tour, students were briefed about the aims, related knowledge, as well as the skills, values and attitudes to be developed.
- (e) Students were organized to form working groups to draw up rules and regulations to be complied with during the

tour and to identify their major areas of learning.

#### During the tour

- (f) Teachers provided students with immediate feedback based on observation of the group activities to facilitate them to integrate the knowledge and develop generic skills and positive values and attitudes.
- (g) Through on-site visits and discussion, students gained a better understanding of the history, geography and economy of Dongguan district under the guidance of teachers.

#### Post-tour work

- (h) A project report was compiled based on the concerted efforts of all participating students. Opportunities for experience sharing about the study tour were provided through morning assemblies, exhibitions, etc.
- (i) Questionnaires were designed to gauge the views of each participating teacher, student and parent.

#### **Evaluation**

- (a) Students developed keen interest in learning. They were able to connect the knowledge learnt in different subjects and develop their own views in response to the questions arisen during the tour.
- (b) Throughout the tour, students gradually mastered skills in knowledge construction and application, such as information analysis and processing. By means of group work, students developed communication and collaboration skills.
- (c) Students developed better understanding of the nation and their national identity.
- (d) Teachers and parents were further convinced of the positive effects on learning derived from team work and the authentic learning experiences generated by the study tour.

## **5.4 Modes of Curriculum Planning**

Different approaches may be adopted for organizing the essential knowledge in the KLA for common as well as different purposes of learning. Diversified modes of planning can emerge and each mode may have its own advantage(s) and disadvantage(s). The adoption of any one mode by a school should, however, reflect the learning needs of its students and strengths of the school, e.g. the school environment in a typical rural/urban setting, parental involvement in organization of learning activities, strong administrative support in timetable arrangements, teachers' training in certain specialist fields.

### **5.4.1 At Primary Level**

General Studies will continue to integrate the learning of the KLAs of PSHE, Science Education and Technology Education. The Primary 1 and 2 curriculum will focus on personal and social education, e.g. by adopting the life events approach in moral and civic education (refer to Appendix 7, *Learning to Learn* Document). Alternative modes of curriculum planning may be adopted in Primary 3-6 by designing and selecting themes with different emphases on the six cross-KLA strands proposed to cater for students' needs and interests. There will be a reduction in curriculum content and strengthening of the multi-perspective approach to connect students' learning with daily life. Students' ability in learning to learn and their sense of national identity will be enhanced. (Refer to **General Studies** booklet).

### **5.4.2 At Junior Secondary Level**

In recent years, some schools have already introduced alternative modes of curriculum planning in PSHE according to students' curriculum needs and school-based considerations. To be sure, schools are encouraged to adopt different modes of planning and flexibly combine them to realize the spirit and essence of the KLA framework and meet the different needs and potentials of their students. The diversified modes of planning are exemplified as follows:

- **Retaining the existing individual subjects but developing means to connect them better.** Through improved coordination and collaboration among subjects, overlapping and content overload can be reduced. A multi-perspective

study and/or cross-subject curriculum unit may be designed to connect learning elements on a common theme for different PSHE subjects. An exemplar is provided below. The curriculum space thus created can be used for the inclusion of a new module or short course for the provision of learning experiences not covered by these subjects, e.g. on media education or a life event. An alternative means is to organize an inter-disciplinary project on themes such as “enhancing our national identity” or enquiry into an issue of common interest.

In a school, teachers of S1 PSHE subjects, including Chinese History, EPA, History and Geography, work in collaboration to develop a multi-perspective study on an issue of common interest “Changes in the Rural Community of Hong Kong”. They identify two key questions to be explored by students in the project:

- What changes have happened to the rural community of Hong Kong?
- What are the impacts of such changes on the development of Hong Kong and the life of the residents?

Chinese History and History teachers help in designing activities on the understanding of the rural life, including customs and traditions, in Hong Kong villages in the past. EPA and Geography teachers contribute mainly to the changes in economic development, land use and population in Hong Kong in the later part of the 20<sup>th</sup> century.

Some adjustments are made to the sequence of learning of the related topics in the above subjects. Arrangement is also made in the school timetable to organize a field trip to Kam Tin/Yuen Long on one day and a visit to the Hong Kong Heritage Museum on another half-day (these visits take place before a long holiday). Students are asked to conduct project learning on the changes which have taken place in the rural environment as well as in the life of people in the rural community of Hong Kong.

(Where curriculum space is created, an extended module may be developed on “Protecting the Natural Environment/Cultural Heritage of Hong Kong”, and the issue of constructing the KCRC Lok Ma Chau rail spur project may be studied.)

For more details on similar programmes, please refer to Appendix 4.

- **Introducing integrated modes of different nature**, such as offering a new history curriculum with national history as a starting point and incorporating world history elements, and/or an Integrated Humanities (IH) curriculum with a China studies module and different degrees of emphasis, while integrating the six strands. The integrated modes should aim at helping students to connect learning better. However, there is not one single mode that could best serve the needs of all schools. Through research and development projects, some schools are already developing their own models based on evidence of their impact on student learning. Appendix 5 is an exemplar of outlines for Integrated Humanities in a pilot project. It serves to provide a clearer view of how an integrated curriculum can be developed at school-based level.
- **Combining different modes in the same year or in alternate years.** Both integrated and individual subject modes may be adopted in the same year, e.g. an individual subject of Chinese History in parallel with Integrated Humanities (for EMI schools in particular), a new history curriculum with Geography and EPA/Civic Education. Another alternative is to have individual PSHE subjects at S1-2 but a comprehensive Integrated Humanities curriculum at S3, or vice versa.

Whatever mode schools may adopt, they should ensure that the benefits to student learning given first priority. Learning experiences should be provided across the strands and within contexts important for Hong Kong students.

### **5.4.3 At Senior Secondary Level**

To provide equal opportunities for all students to learn a balanced curriculum, it is recommended to introduce Integrated Humanities (IH) in S4-5 and Liberal Studies as a core subject for S6-7 in the existing system. Current individual PSHE subjects such as Chinese History, Economics, Geography and History will be retained to cater for the students who prefer to be educated further in the humanities or social science disciplines. The new course of Integrated

Humanities will be developed as an alternative to other humanities subjects for students whose elective subjects are oriented towards the Science and Technology Education KLAs. IH would put its emphasis on the study of human relationships, citizenship education, the development of Chinese identity and a global perspective, through social sciences processes and strengthening of self-learning capabilities. A proposed outline of IH for S4-5 is in Appendix 6. Other new courses or modules to help students extend their interests in skills for living, social issues and other humanities areas will be developed pending the review of the Education Commission on the new senior secondary academic structure in 2002.

### **5.5 Essential Contents for Learning**

To ensure that Hong Kong students can have experiences in specific essential contents for learning (such as an understanding of Chinese history and culture, the development of Hong Kong in the past hundred years) under the diversified modes of planning, such contents are proposed for the nine-year basic education in Appendix 7. They are prepared in view of the needs to equip young people of HKSAR to become confident, informed and responsible individuals. These essential contents for learning also serve as a primary tool to facilitate schools in planning their curriculum and to ensure that related learning experiences are provided as core elements in their appropriate key stages of learning.

The proposed essential contents for learning are **initial drafts only** based on the views of a group of education workers from tertiary institutions, experienced teachers and curriculum developers. They are subject to amendment, modification, amplification, elimination, etc. after the process of consultation. Discussions and suggestions on them are welcome.

### **5.6 Teaching, Learning and Assessment**

Significant pedagogical change is expected if the PSHE curriculum is to become learner-focused. In enquiry learning, teachers should play the role of a facilitator who empowers students to ask questions, plan their process of learning and search for their own answers. An effective linkage has to be established between teaching, learning and assessment, which requires the creation of an open atmosphere that

encourages students to participate freely in discussions, present different views, and work collaboratively to solve problems.

The PSHE framework is intended to support teachers in designing related learning tasks and activities for enquiry learning. The design of such learning tasks and activities should take into consideration not just the content students are expected to engage in but the processes of engagement. The values and attitudes cherished by the enquiry classroom, such as **open-mindedness, tolerance and respect for different views, reflective and self-directed in learning**, should be characteristic of this type of learning.

Assessment has a profound influence on the motivation and self-esteem of students, which in turn influence students' learning. Effective modes of assessment should provide feedback on the learning outcomes of students and shed light on how teaching and learning can be improved. They should reflect the quality of learning as well as students' learning needs instead of the quantity of work and presentation. Formative assessment that involves students' self-assessment could provide feedback data for teachers to decide on the ways to help students extend learning and become responsible learners. It should become an **integral** part of the teaching-learning process and not an add-on or supplementary component.

Some current PSHE subject curricula have already introduced an enquiry approach and attempted to engage students in learning and assessment tasks aiming at developing their thinking and enquiry skills. Teachers have provided positive feedback on such approaches, for instance, in the revised syllabus for S1-3 Geography and the assessment tasks designed for S1-2 History. Both of the above have been in use in schools since the 1999-2000 year.

### *Project Learning*

Well-planned project learning can have crucial influences on students' development of lifelong learning capabilities. Project learning, which puts emphasis on the **process** and **not the product only**, can engage students in decision-making, design of the enquiry process, and reflection on its effectiveness. Cross-curricular projects can help to connect and apply knowledge, skills, attitudes and values acquired through various learning experiences. A great range of learning experiences relevant to PSHE learning may be included, e.g.

exploring an academic/social issue through field studies, participation in community service, related career experiences and others. Students will develop an interest in continuous self-learning and positive attitudes to improve their own learning. Project learning as a teaching, learning and assessment mode can be introduced at any level of learning, from primary to secondary. Some schools have already made project learning part of their curriculum plans and allocated class time to it. An exemplar of such a programme design is in Appendix 8.

### *Catering for Diversities in Students' Learning*

The teaching and learning of PSHE should cater for students' diversities in abilities, interests and needs. To help lower achieving students learn the essential contents for learning and achieve an acceptable standard, it is important to increase their learning motivation, to provide a caring environment, to vary teaching & learning strategies according to learning styles, and to provide quality feedback. If students possess higher abilities and learn faster, teachers can spare the additional curriculum space on more complex issues. Teachers should also choose teaching and learning materials that could further stretch these students' potentials, such as creativity, critical thinking, problem solving and leadership qualities, in suitable learning contexts.

## **5.7 School-based Curriculum Development**

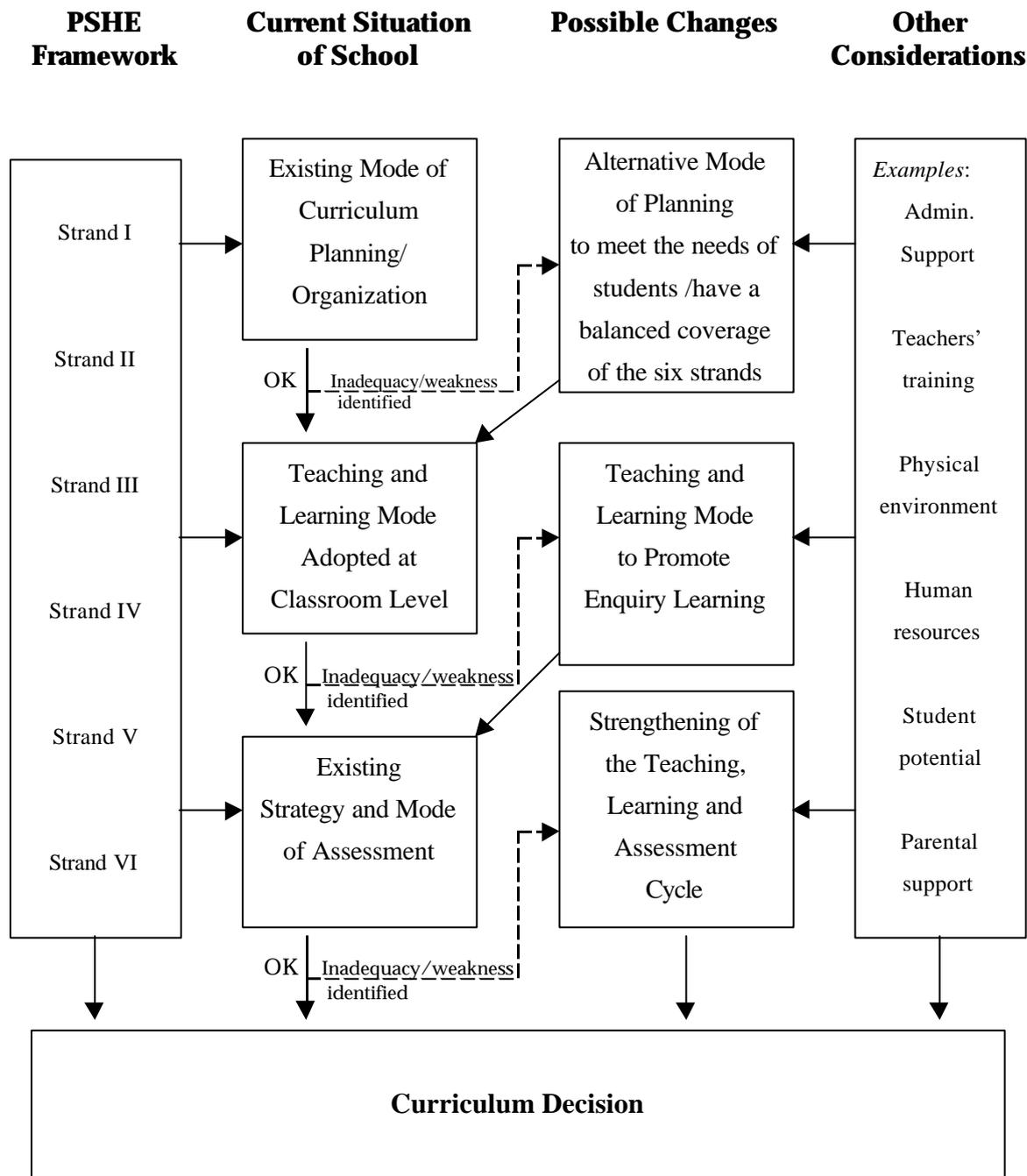
Teachers, as curriculum developers at school level, are the most suitable persons to make decisions on the direction and pace of change to be introduced in the school-based PSHE curriculum. It is advisable to conduct a situational analysis in the school context to first locate the school's position in relation to the three dimensions of curriculum development, i.e. mode of planning, mode of teaching and learning and mode of assessment, in the light of the PSHE framework. Based on the findings of the situational analysis, teachers can decide on the most appropriate point to start at and draw up plans for the development of the dimensions, making reference to school-based considerations. There can be flexible combinations of the modes, as **there is no single optimal model that suits all.**

### **5.7.1 Situational Analysis and the Curriculum Decision Process**

Figure 2 is a diagrammatic representation of the situational analysis and the curriculum decision process, which is briefly described below:

- (a) A school evaluates its existing position of curriculum development in the three dimensions: mode of planning, mode of teaching and learning and mode of assessment by checking against the overall aim, learning targets, learning objectives and essential learning contents proposed in the PSHE framework.
- (b) Any inadequacies or weaknesses identified in each of the three dimensions would form a basis for consideration of alternative modes or strategies in that particular dimension.
- (c) Alternative modes are considered in the light of different factors or strengths or weaknesses of the school as well as the possible changes that could be made in these factors.
- (d) Curriculum decisions are made by positioning the school at an appropriate point to start at and planning actions in the direction of development based on the findings in a to c above.

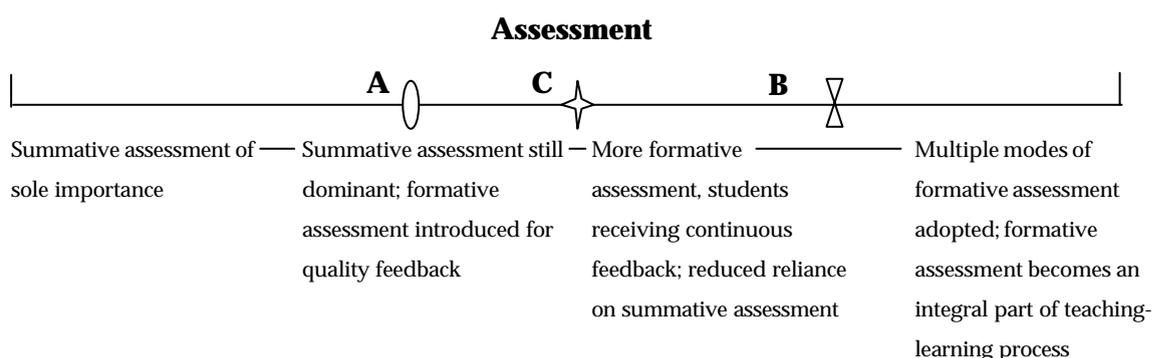
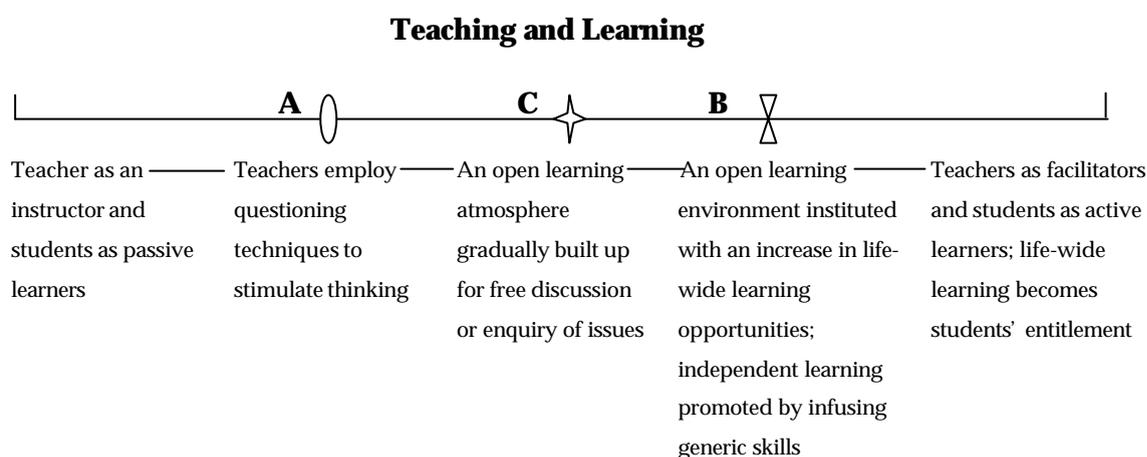
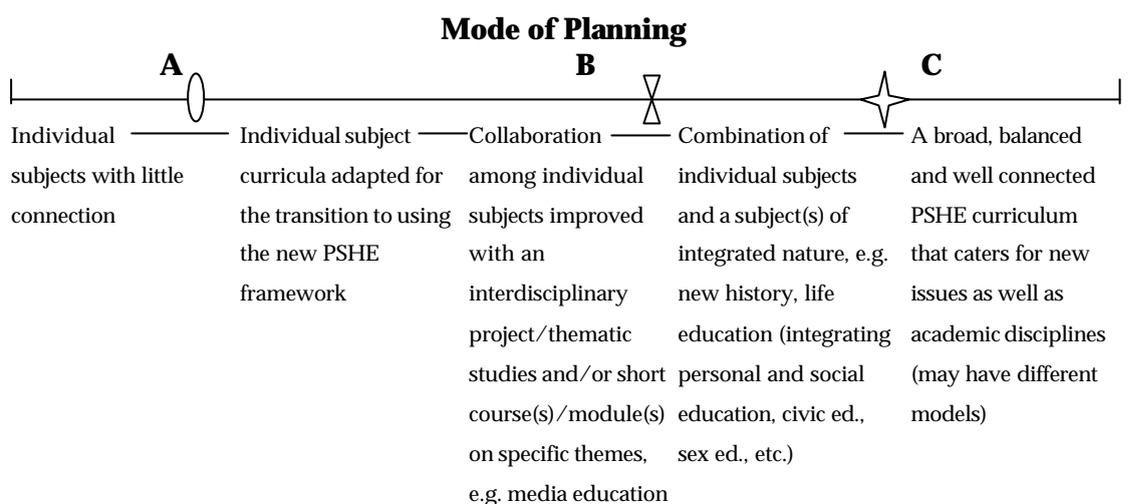
**Figure 2 Situational Analysis and the Curriculum Decision Process**



**5.7.2 Examples of School-based Curriculum Development**

Figure 3 illustrates the position of the starting points for three different schools (A, B and C) along the continuum for mode of planning, mode of teaching and learning, and mode of assessment respectively.

**Figure 3 Examples of School-based Curriculum Development**



School	Mode of Planning	Teaching and Learning	Assessment
A	<ul style="list-style-type: none"> <li>An individual subject mode is adopted.</li> <li>Little connection is built among PSHE subjects of Chinese History, EPA, Geography and History.</li> <li>Teachers begin to adapt individual subject curricula with reference to the PSHE framework.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have tried to improve teaching-learning strategies by designing open questions to stimulate student thinking in the discussion of social issues.</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment in the form of tests and end-of-term examinations still dominant, which have great impact on students' learning.</li> <li>Formative assessment for quality feedback is gradually introduced by making coursework an add-on component.</li> </ul>
B	<ul style="list-style-type: none"> <li>Individual subject mode is adopted but collaboration among subjects has improved. Overlapping content has been reduced.</li> <li>Two inter-disciplinary projects are organized in the year for enquiry into issues of common concern, e.g. "Tourists – friends of foes?", "How much do I know about my home country?"</li> <li>A module of media education is introduced in the post-exam period.</li> </ul>	<ul style="list-style-type: none"> <li>An open learning atmosphere is instituted in the learning programme. Students are allowed to design their project learning and actively participate in developing enquiry methods.</li> <li>Generic skills are infused increasingly into the programme of learning.</li> <li>Opportunities for life-wide learning increase by securing community resources such as museum learning and service learning.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment is given an increased weighting in the school assessment policy. Assessment of project learning takes into account both the process and the product.</li> <li>Criteria for assessing students' generic skills are developed.</li> <li>New modes of assessment, e.g. self-assessment, are tried out to study their impact on student learning.</li> </ul>
C	<ul style="list-style-type: none"> <li>PSHE curricula re-organized comprehensively based on the PSHE framework. Integrated Humanities is introduced as a research and development project.</li> <li>There is an independent subject of Religious Education, which covers some of the Personal and Social Education elements.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers attempt to link and apply effective teaching-learning strategies to the enquiry of social issues; discussion in classroom is lively.</li> <li>Students are involved in designing their project title but enquiry methods are still prescribed by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment is gradually given a more important place; feedback is provided to students in coursework to produce an impact on learning.</li> <li>Assessment of project learning is taken as a supplement to the conventional tests and examinations.</li> </ul>

The above schools can build on their strengths in developing a 5-year strategy of curriculum development. The overall consideration is to promote more independent learning and the development of generic skills to meet the needs of students and society. It is hoped that by 2005, all schools will have a school-based PSHE curriculum ready in line with the proposed framework.

## **5.8 Life-wide Learning**

It is essential for young people to have more life-wide learning opportunities so that they can link school learning with real life needs and situations. Learning experiences that take place outside the four walls of the school and involve community resources are more authentic in the sense that knowledge is no longer abstract. Many community organizations, including both government and non-government bodies, are ready to support life-wide learning in PSHE. Some provide services which enrich students' intellectual experiences, such as museum learning and field studies. Others provide life experiences related to moral and civic education by organizing visits to other cities or villages of China for an understanding of different facets of life there. Service learning can link with students' personal and social development as well as citizenship education. Opportunities for career-related experiences are also available for students interested in applying their knowledge in economics and travel and tourism. Information on the support services provided by different government departments and non-government organizations relevant to the learning in the eight KLAs as well as cross-KLA issues is available in a booklet published by the Education Commission in July 2000<sup>3</sup>.

Life-wide learning is particularly relevant in strengthening students' moral and civic concern and values. Examples of activities for the promotion of moral and civic education and those related to the PSHE curricula of History and Travel and Tourism are in Appendix 9.

## **5.9 Connections with Other Key Learning Areas**

The PSHE KLA is connected with other KLAs in various aspects,

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<sup>3</sup> 教育統籌委員會，《全方位學習活動簡介》，二零零零年七月。

either drawing on their understandings, processes and skills to enrich PSHE learning, or contributing to the achievement of students' learning outcomes in other KLAs. Obvious examples of links of PSHE with other KLAs include: personal and social issues related to different KLAs, the historical, social and cultural background of themes/issues in KLAs, the concern for people-environment relationships and citizenship education in different KLA contexts. They provide a basis for collaboration with other KLAs in the organization of learning activities and studies of an integrated nature.

The following table provides ideas on some of the personal and social issues for discussion and enquiry in other KLAs:

<b>Key Learning Areas</b>	<b>Suggested issues for discussions and enquiries</b>
Chinese Language	<ul style="list-style-type: none"> <li>• Cultural affiliation, national identity and Chinese language education</li> <li>• Should Putonghua replace Cantonese as the spoken language in Hong Kong?</li> </ul>
English Language	<ul style="list-style-type: none"> <li>• Intercultural and cross-cultural experiences in English language education</li> <li>• Is English language the necessary path to globalization?</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• The use and misuse of statistics</li> <li>• Is mathematics value-free?</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Scientific investigation and ethical considerations</li> <li>• How scientific is our approach to daily problems?</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Technology for people and people for technology</li> <li>• Is technology gender biased?</li> </ul>
Arts	<ul style="list-style-type: none"> <li>• Development of individuality and arts education</li> <li>• Should artistic expression observe moral boundaries?</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>• Knowing one's own biological clock</li> <li>• Can physical exercises be a therapy?</li> </ul>

## 6 CONCLUSION

The PSHE framework is proposed to facilitate schools and teachers in planning, adapting and designing their school-based curriculum for the promotion of learning to learn through diversified modes of planning and strengthening of the teaching-learning and assessment cycle. The enhancement of moral, social and civic values and the development of generic skills are intertwined in the six strands of PSHE. Pedagogical change is highly essential to make enquiry learning successful and help students link PSHE learning with their daily lives.

Teachers play a very significant role in curriculum development. The Curriculum Development Council, with its Committee on PSHE KLA, are ready to support teachers in realizing the aims of PSHE learning. Your opinions on the phases of development, the proposed framework of PSHE with its components, modes of planning and essential contents for learning are most welcome.

You are welcome to send your views to the Curriculum Development Council Secretariat by post, by fax or by e-mail on or before 15 February 2001.

Address: Curriculum Development Council Secretariat  
Room 1329, Wu Chung House  
213 Queen's Road East  
Wan Chai  
Hong Kong

Fax Number: 2573 5299 / 2575 4318  
E-mail Address: cdchk@ed.gov.hk



# **Appendix 1**

## **PSHE – Learning Objectives**

**PSHE LEARNING OBJECTIVES -- KEY STAGE ONE**

<b>Strand I</b>	<b>Strand II</b>	<b>Strand III</b>	<b>Strand IV</b>	<b>Strand V</b>	<b>Strand VI</b>
<p><b>Personal &amp; Social Development</b></p> <p>Self esteem Self management Healthy lifestyles Human relationships Sexuality issues</p>	<p><b>Time, Continuity &amp; Change</b></p> <p>Time and chronology Understanding the past Change and continuity Historical interpretations and perspectives</p>	<p><b>Culture &amp; Heritage</b></p> <p>Foundation of Culture Customs &amp; traditions Modernization and the Post-modern world Cultural diversities &amp; interaction</p>	<p><b>Place &amp; Environment</b></p> <p>Natural &amp; human features of a place Spatial association &amp; interaction People-environment interrelationships Conservation &amp; sustainable development</p>	<p><b>Resources &amp; Economic Activities</b></p> <p>Use of resources Production and consumption People and work Exchange</p>	<p><b>Social Systems &amp; Citizenship</b></p> <p>Rights, responsibilities &amp; social virtues Social norms, rules &amp; law Local, national &amp; global identities Social system, political system &amp; interaction</p>
<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to know the importance of and ways to maintain personal and environmental hygiene and safety</li> <li>to identify the different stages of human growth and development</li> <li>to understand one's own interests and that one's own emotions and behaviours may influence oneself as well as others</li> <li>to understand one's role within the family and peer groups and the importance of living in responsible ways to reflect a loving regard for all life</li> <li>to understand there are individual differences in growth and development</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to be able to manage one's personal hygiene, safety and emotions</li> <li>to maintain harmonious relationships with family members and peers</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to develop personal and social values and attitudes, such as self-esteem, self-discipline, self-reflection, respect, tolerance, independence, and to be positive, confident, caring, cooperative, responsible, open-minded, etc.</li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to identify similarities and differences in the lives of different generations and selected events</li> <li>to identify the order of events and their chronological sequence</li> <li>to identify the changes experienced by the neighbouring communities in different stages of development</li> <li>to understand that some people have made significant contributions in national and world history</li> <li>to understand that changes have taken place in the life of the local community in different periods of time</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to be able to make use of broad categories of time (e.g. past, present and future; days, weeks, months and years) and apply calendar times to describe events in the family, the school and the community</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to develop a concern for the changes and development of the local community</li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to know the existence of different groups and communities</li> <li>to understand the uniqueness of the Chinese culture</li> <li>to understand that people interact differently within their cultural groups and with other cultural groups</li> </ol> <p><i>Skills objectives:</i></p> <ol style="list-style-type: none"> <li>to identify the major features of the culture of the local community</li> <li>to be able to make association on the features of the culture of the local community to those manifested in other parts of China</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to develop an appreciation for the unique features of the Chinese culture and an interest to find out more</li> <li>to appreciate the importance of conservation of cultural heritage</li> </ol>	<p><i>Knowledge &amp; understanding</i></p> <ol style="list-style-type: none"> <li>to know characteristic features in their immediate living environment and neighbouring areas</li> <li>to understand the arrangement of natural and human features in a place and describe how such arrangement varies in different places</li> <li>to understand how local human activities may affect and are affected by the natural environment</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to identify and locate features on maps and photographs</li> <li>to observe and compare patterns shown on maps and photographs</li> </ol> <p><i>Values &amp; attitudes</i></p> <ol style="list-style-type: none"> <li>to develop an interest in and a respect for other peoples and their way of life in different places of the world</li> <li>to show concern and readiness to take action in caring for and improving the environment</li> </ol>	<p><i>Knowledge and Understanding:</i></p> <ol style="list-style-type: none"> <li>to be aware that goods and services produced for our consumption are insufficient to satisfy all our wants</li> <li>to understand that people manage the use of resources in different ways</li> <li>to understand that people work to get income and that there are different types of work</li> <li>to know that people meeting their needs by exchanging goods and services</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to practise planning one's use of time and money</li> </ol> <p><i>Values and Attitudes:</i></p> <ol style="list-style-type: none"> <li>to show concern for and to take action in using scarce resources more efficiently for the betterment of one's family</li> <li>to appreciate the efforts and contributions of people who work to satisfy our needs and maintain a harmonious community</li> </ol>	<p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> <li>to identify the roles of an individual in different social groups and to understand the respective rights and responsibilities one may have within the groups</li> <li>to understand the differences among people and the need to respect the rights of other people</li> <li>to understand the importance of social virtues, the functions of rules and regulations, and the importance of the Basic Law to the HKSAR residents</li> <li>to identify local and national symbols</li> <li>to identify some community services provided by the government</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to exercise one's own rights, accept and fulfill one's responsibilities</li> <li>to make good use of community services</li> </ol> <p><i>Values and attitudes:</i></p> <ol style="list-style-type: none"> <li>to show respect for the rights of others</li> <li>to develop virtues e.g. honesty, integrity and a sense of local and national identities</li> <li>to appreciate the need for fair rules and be willing to observe rules and regulations</li> </ol>

**PSHE LEARNING OBJECTIVES – KEY STAGE TWO**

<b>Strand I</b>	<b>Strand II</b>	<b>Strand III</b>	<b>Strand IV</b>	<b>Strand V</b>	<b>Strand VI</b>
<p><b>Personal &amp; Social Development</b></p> <p>Self esteem Self management Healthy lifestyles Human relationships Sexuality issues</p>	<p><b>Time, Continuity &amp; Change</b></p> <p>Time and chronology Understanding the past Change and continuity Historical interpretations and perspectives</p>	<p><b>Culture &amp; Heritage</b></p> <p>Foundation of Culture Customs &amp; traditions Modernization and the Post-modern world Cultural diversities &amp; interaction</p>	<p><b>Place &amp; Environment</b></p> <p>Natural &amp; human features of a place Spatial association &amp; interaction People-environment interrelationships Conservation &amp; sustainable development</p>	<p><b>Resources &amp; Economic Activities</b></p> <p>Use of resources Production and consumption People and work Exchange</p>	<p><b>Social Systems &amp; Citizenship</b></p> <p>Rights, responsibilities &amp; social virtues Social norms, rules &amp; law Local, national &amp; global identities Social system, political system &amp; interaction</p>
<p><i>Knowledge and Understanding:</i></p> <ol style="list-style-type: none"> <li>to know the factors affecting one's health and safety and ways to maintain health and manage risks</li> <li>to know the physical, emotional and social changes which occur at puberty and the ways to cope with these changes</li> <li>to understand one's own needs, aspirations and strengths and the ways to address one's weaknesses</li> <li>to understand different types of relationships in the family and other social groups</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to be able to manage one's health, risks and changes in puberty</li> <li>to enhance relationships with family members and peers</li> </ol> <p><i>Values and Attitudes:</i></p> <ol style="list-style-type: none"> <li>to develop personal and social values and attitudes, such as self-esteem, self-discipline, self-reflection, respect, tolerance, independence, and to be positive, confident, caring, cooperative, responsible, open-minded, etc.</li> </ol>	<p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> <li>to identify aspects of the local community and ways of life in the family that have endured or changed and give reasons for their change or non-change</li> <li>to know the ways to construct a sequence of major historical period of events and the relationships of events and people</li> <li>to understand that human experiences have changed in the local community through time</li> <li>to understand the significant ideas, people or events that have influenced the identity of the home country through time</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to apply chronological terms (including years, decades, centuries, generations and millennia) correctly</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to have an awareness that current developments may have an impact on the future human society</li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to know the important features of the Chinese culture</li> <li>to understand the influences of different cultures on the life of the local community</li> <li>to understand the importance of and ways individuals and groups to pass on and sustain their culture and heritage</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to identify the elements in everyday life which are shaped by traditional culture as well as other cultures</li> <li>to compare the major features of our culture with those of other major cultures of the world</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to develop a concern for conserving cultural heritage in the local community</li> </ol>	<p><i>Knowledge &amp; understanding</i></p> <ol style="list-style-type: none"> <li>to understand how different natural and human processes shape the characteristics of a place</li> <li>to understand the patterns and networks found in the major regions of the world</li> <li>to understand how human beings are affected by the natural environment and how they react to the limitation imposed by the natural environment</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to construct maps and other geographic representations to display information about places</li> </ol> <p><i>Values &amp; attitudes</i></p> <ol style="list-style-type: none"> <li>to develop a concern for major local, national and global issues</li> <li>to participate actively in protecting and improving the environment</li> </ol>	<p><i>Knowledge and Understanding:</i></p> <ol style="list-style-type: none"> <li>to understand the values and beliefs underlying family/ community choices in their efficient use of limited resources</li> <li>to be aware that innovation and enterprise affect production, consumption and the environment</li> <li>to understand that people in different occupations act in various ways to make production more effective</li> <li>to know the benefits of voluntary exchanges among people/countries</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to make rational consumer decisions and saving plans</li> </ol> <p><i>Values and Attitudes:</i></p> <ol style="list-style-type: none"> <li>to have an awareness that economic decisions of individual/ family/ community affect our life as well as the environment</li> <li>to develop a willingness to contribute to the collective interests of the local community</li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to identify the norms within the groups that an individual is engaged with, and to understand the important effects these norms exert in our daily life</li> <li>to understand the rights and responsibilities of an individual and how they are protected by the Basic Law and the local legal system</li> <li>to understand the functions of and services provided by the government and local social institutions in response to the needs and interests of HK residents</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to reflect on the balance between conformity to social norms and personal identity</li> <li>to reflect on the balance between rights and responsibilities, and to exercise one's rights and responsibilities in various settings through different channels</li> </ol> <p><i>Values and attitudes:</i></p> <ol style="list-style-type: none"> <li>to be willing to contribute to the collective interests of the community</li> </ol>

**PSHE LEARNING OBJECTIVES -- KEY STAGE THREE**

<b>Strand I</b>	<b>Strand II</b>	<b>Strand III</b>	<b>Strand IV</b>	<b>Strand V</b>	<b>Strand VI</b>
<b>Personal &amp; Social Development</b> Self esteem Self management Healthy lifestyles Human relationships Sexuality issues	<b>Time, Continuity &amp; Change</b> Time and chronology Understanding the past Change and continuity Historical interpretations and perspectives	<b>Culture &amp; Heritage</b> Foundation of Culture Customs & traditions Modernization and the Post-modern world Cultural diversities & interaction	<b>Place &amp; Environment</b> Natural & human features of a place Spatial association & interaction People-environment interrelationships Conservation & sustainable development	<b>Resources &amp; Economic Activities</b> Use of resources Production and consumption People and work Exchange	<b>Social Systems &amp; Citizenship</b> Rights, responsibilities & social virtues Social norms, rules & law Local, national & global identities Social system, political system & interaction
<i>Knowledge and Understanding:</i> 1. to understand the importance of maintaining a healthy lifestyle and be informed about matters related to health 2. to understand the importance of valuing oneself and others 3. to understand the factors influencing one's development, attitudes of sexuality, interpersonal relationships, values and beliefs 4. to understand the ways to cope with emotional experiences that accompany sexual maturation <i>Skills:</i> 1. to make informed and responsible decisions on matters concerning one's health 2. to clarify the values and beliefs underlying one's own decisions <i>Values and Attitudes:</i> 1. to develop personal and social values and attitudes, such as self-esteem, self-discipline, self-reflection, respect, tolerance, independence, and to be positive, confident, caring, cooperative, responsible, open-minded, etc	<i>Knowledge and understanding:</i> 1. to identify and describe significant historical periods and patterns of change 2. to distinguish between primary and secondary sources of information as well as fact and opinion in order to construct an understanding of the past 3. to understand that the same phenomenon or event may be presented from a variety of perspectives and is subjected to interpretation 4. to examine the positive and negative impacts of change brought about by historical events <i>Skills:</i> 1. to create a chronology and make logical inferences concerning cause and effect through the study of historical events and figures within a given time-frame <i>Values and attitudes</i> 1. To cultivate a sense of balanced judgement in modern life based on the understanding of the past human experiences	<i>Knowledge and Understanding</i> 1. to understand the uniqueness of the Chinese culture in the light of other major cultures of the world within a broad chronological structure 2. to understand the ways in which communities reflect the cultures and heritages of their people 3. to be aware of the emergence of the 'global culture' <i>Skill objectives</i> 1. to identify main virtues of the Chinese culture 2. to analyze the impact of the spread of new technology and ideas on culture and heritage <i>Attitudinal objectives</i> 1. to show concern for the conservation of cultural heritage in the local community	<i>Knowledge &amp; understanding</i> 1. to know the similarities and differences of the major characteristics of different places 2. to understand the major global patterns and networks in relation to the interaction and interconnection of the natural and human systems of different regions 3. to understand how the interaction of natural and man-made environments affects human activities and explain why people living in different places respond differently <i>Skills</i> 1. to use maps and other geographic representations to explain patterns and processes taking places in different places and environments <i>Values &amp; attitudes</i> 1. to appreciate the importance of global interdependence 2. to participate actively in promoting environmental awareness and protection to others	<i>Knowledge and Understanding:</i> 1. to understand how access to and ownership of resources affect individual s/ society's choice to solve the three basic economic problems 2. to recognize the contributions of primary, secondary and tertiary sectors to the economic development of Hong Kong and the mainland 3. to know the rights and responsibilities of consumers 4. to identify job qualifications, personal qualities and educational training associated with various careers 5. to understand how different arrangement could facilitate exchange among individuals/places <i>Skills:</i> 1. to make career planning based on relevant factors, such as job qualification, personal qualities and educational training <i>Values and Attitudes:</i> 1. to show concern for and be willing to participate in protecting and improving the environment 2. to have an awareness that current changes and developments may have an impact on future society	<i>Knowledge and understanding:</i> 1. to understand the importance of the Basic Law and the basic principles and meanings of "One Country, Two Systems", "Hong Kong People Ruling Hong Kong", and "A High Degree of Autonomy" 2. to understand the relationship of the National Constitution with the HKSAR residents 3. to understand the key features of local social groups and political bodies 4. to analyse the causes and effects of social and political issues at local, national and global levels <i>Skills:</i> 1. to research public issues/ civic affairs 2. to exercise skills of monitoring to exert influence in local affairs <i>Values and attitudes:</i> 1. to show respect for and uphold the rule of law 2. to keep informed about current affairs, and be willing to contribute to resolving problems/issues at local, national and global levels

**PSHE LEARNING OBJECTIVES -- KEY STAGE FOUR**

<b>Strand I</b>	<b>Strand II</b>	<b>Strand III</b>	<b>Strand IV</b>	<b>Strand V</b>	<b>Strand VI</b>
<p><b>Personal &amp; Social Development</b></p> <p>Self esteem Self management Healthy lifestyles Human relationships Sexuality issues</p>	<p><b>Time, Continuity &amp; Change</b></p> <p>Time and chronology Understanding the past Change and continuity Historical interpretations and perspectives</p>	<p><b>Culture &amp; Heritage</b></p> <p>Foundation of Culture Customs &amp; traditions Modernization and the Post-modern world Cultural diversities &amp; interaction</p>	<p><b>Place &amp; Environment</b></p> <p>Natural &amp; human features of a place Spatial association &amp; interaction People-environment interrelationships Conservation &amp; sustainable development</p>	<p><b>Resources &amp; Economic Activities</b></p> <p>Use of resources Production and consumption People and work Exchange</p>	<p><b>Social Systems &amp; Citizenship</b></p> <p>Rights, responsibilities &amp; social virtues Social norms, rules &amp; law Local, national &amp; global identities Social system, political system &amp; interaction</p>
<p><i>Knowledge and Understanding:</i></p> <ol style="list-style-type: none"> <li>to understand the factors influencing one's self-esteem and know how to enhance one's own self-esteem and support the development of the self-esteem of others</li> <li>to understand one's personality, abilities, potential, aspirations, personal identity, values, and purpose in life</li> <li>to understand choices, consequences and responsibilities arising from health issues and sexual behaviours</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to be able to manage praise and criticism, success and failure and cope with changes of relationships in positive ways</li> <li>to set realistic goals and make choices for future careers</li> <li>to reflect and evaluate on one's own values and those of others in appraising social and moral issues</li> <li>to participate fully and effectively as member in the family and in the community</li> </ol> <p><i>Values and Attitudes:</i></p> <ol style="list-style-type: none"> <li>to develop personal and social values and attitudes, such as self-esteem, self-discipline, self-reflection, respect, tolerance, independence, and to be positive, confident, caring, co-operative, responsible, open-minded, etc.</li> </ol>	<p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> <li>to understand significant historical events, themes, trends, developments and their relations</li> <li>to comprehend the forces of change and continuity in historical phenomena</li> <li>to analyze changes in the application of ideologies and effects of major values and beliefs on the development of human experience</li> <li>to apply historical information to support arguments and judgements</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to be able to research issues from a variety of materials and present information in a logical, analytical and coherent structure</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to critically evaluate on the core value of the society which have endured over time</li> </ol>	<p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> <li>to examine one's position within the local and global culture</li> <li>to provide interpretations and explanations for the change and development of their own culture as well as other major cultures</li> </ol> <p><i>Skills objectives</i></p> <ol style="list-style-type: none"> <li>to analyze the impact of culture upon human life</li> <li>to evaluate the efforts made on conservation of cultural heritage in the local area and the world</li> </ol> <p><i>Values and attitudes:</i></p> <ol style="list-style-type: none"> <li>to be ready to share virtues and aspirations with peoples of divergent experiences, beliefs and behaviours</li> </ol>	<p><i>Knowledge &amp; understanding</i></p> <ol style="list-style-type: none"> <li>to understand how spatial concepts can be applied to interpret the complexity of a place</li> <li>to know how to analyze the complex spatial organization of natural and man-made features and phenomena by a generalized framework</li> <li>to understand how a variety of contemporary issues can be analyzed in terms of the changing interdependence of people, places and environments</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to produce and interpret maps and other geographic representations to analyze and solve problems</li> </ol> <p><i>Values &amp; attitudes</i></p> <ol style="list-style-type: none"> <li>to develop a readiness to work for the betterment of the world</li> <li>to be committed to develop an environmental-friendly lifestyle and to promote it to others</li> </ol>	<p><i>Knowledge and Understanding:</i></p> <ol style="list-style-type: none"> <li>to understand the implications of different resources uses for individuals, society and the environment</li> <li>to understand how firms and industries are organized and managed to achieve productive efficiency</li> <li>to understand employment situations in Hong Kong and the impact of government policies on the level of income and employment</li> <li>to understand the work of the market mechanism and how maximization is achieved in the process of specialization and exchange</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to use graphical and mathematical approaches to present information related to current economic issues</li> </ol> <p><i>Values and Attitudes:</i></p> <ol style="list-style-type: none"> <li>to show concern for and be willing to promote social justice in economic issues</li> <li>to develop an awareness of the role of individuals and groups in influencing the decision-making on the sustainable use of the local, national and global environments</li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to examine the interaction between local social and political systems</li> <li>to identify the key features of social and political systems in the national and global contexts</li> <li>to analyze diversified views on rights and responsibilities in different cultural contexts</li> <li>to evaluate different views on social virtues</li> <li>to analyze and evaluate relationships among local, national and global identities</li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li>to distinguish between facts and opinions, between means and ends, with a view to promoting a consensual view amongst diversified views, or arriving at a wise choice of alternative views based on rational judgment and sound arguments supported by ample evidence</li> </ol> <p><i>Values and attitudes:</i></p> <ol style="list-style-type: none"> <li>to cultivate an open mind to accept and respect different views of others and be willing to resolve disagreements</li> <li>to develop a global perspective and be willing to contribute to improving the quality of life in the local, national and international communities through active involvement in civic affairs</li> </ol>



# **Appendix 2**

## **Developing Generic Skills in PSHE**

## Developing Generic Skills in Personal, Social and Humanities Education

### Collaboration Skills

Problem solving, planning and making decisions in a small group require the necessary collaboration skills, namely the skills of listening, appreciation, communication, negotiation, making compromises, asserting leadership, making judgement, as well as influencing and motivating others. Learners with these skills will be able to effectively engage in tasks and teamwork as well as working with others. Ultimately, learners will be able to form relationships that are mutually beneficial.

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages)

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p><b>Understanding working relationships</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>♦ clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules</li> <li>♦ recognize that individuals as well as the team have to take the consequences for their own actions</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. analyze and evaluate the consequences of their behaviours on themselves and others within social groups and recognize the beneficial effects of living in responsible ways that reflect a loving regard for all life</li> <li>2. analyze and evaluate the norms within the social groups that students are engaged with</li> <li>3. analyze and evaluate the importance of rights and responsibilities of individuals within social groups and to appraise alternative views on respective rights and responsibilities</li> </ol>
<p><b>Developing attitudes which contribute to good working relationships</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>♦ be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others</li> <li>♦ be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas</li> <li>♦ recognize and avoid stereotyping; withhold premature judgement until the facts are known</li> <li>♦ be willing to adjust their own behaviour to fit the dynamics of various groups and situations</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. understand the role of the individual within the family and peer groups and take an active part in maintaining harmonious relationships with family members and peers</li> <li>2. empathize with an "insider's point of view" of people with different cultural backgrounds in groupings under different exchange programmes or field trips</li> <li>3. respect minority viewpoints within social groups in evaluating the efficiency and effectiveness of the groups / reorganizing the structure of the groups</li> </ol>

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Achieving effective working relationships</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>♦ select a strategy and plan cooperatively to complete a task in a team</li> <li>♦ understand the strengths and weaknesses of members and build on the strengths to maximize the potential of the team</li> <li>♦ liaise, negotiate and compromise with others</li> <li>♦ reflect on and evaluate the group work strategy and make necessary adjustments</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. work and negotiate with others in social groups that students are engaged with, bearing in mind both collective and individual interests, to accomplish common aspirations of the groups</li> </ol> <p>By adopting a multi-pronged strategy to improve the internal group relationship, learners</p> <ol style="list-style-type: none"> <li>1. conduct a fund-raising scheme for the student association / class association to help the needy of the local/national society and/or other parts of the world</li> <li>2. organize an environmental improvement scheme for the student association / a community organization in the school / the neighbourhood</li> <li>3. arrange and participate in voluntary work through a social service group</li> <li>4. set up a stall with classmates at a Lunar New Year Fair to participate in and observe economic activities during Lunar New Year</li> <li>5. organize a field visit/an interflow camp for the student association to the mainland / other parts of the world to understand features of different cultures</li> </ol>

**Communication Skills**

Communication is a dynamic and ongoing process in which two or more people interact in order to achieve a desired outcome or goal. In learning to communicate effectively, learners should learn to speak, listen, read and write effectively. They should learn to select the most appropriate means to convey a message in accordance with the purpose and context of the communication. They should use accurate and relevant information and organize it systematically and coherently for their audience. They should also evaluate the effectiveness of their communication and identify areas of improvement for action.

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage One (Junior Primary)</b> Learners will learn to</p> <ul style="list-style-type: none"> <li>• comprehend and act appropriately on spoken instructions</li> <li>• use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings</li> <li>• read and write simple texts</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. comprehend instructions on personal safety, e.g. practise simple ways of keeping safe and seeking help in different situations</li> <li>2. comprehend instructions to perform different types of work, e.g. clean the classroom and promote environmental conservation in schools</li> <li>3. use clear and appropriate means of communication to express their feelings, e.g. express their feelings towards significant people in national history</li> <li>4. use clear and appropriate means of communication to express meanings and their feelings, e.g. describe characteristic features in their immediate living environment and neighbouring areas and express their feelings towards them</li> <li>5. write simple texts, e.g. write simple texts to illustrate the major features of their own culture; construct a timeline on the history of one's own family or school</li> </ol>

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• comprehend and respond to different types of texts</li> <li>• use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas</li> <li>• work and negotiate with others to develop ideas and achieve goals</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. distinguish fact from opinion in different types of texts, e.g. read an article from a local newspaper and distinguish fact from opinion</li> <li>2. use clear and appropriate language to explain relationships, e.g. convey their opinions on the relationships in their families and other social groups that they belong to</li> <li>3. convey information and opinions, and explain ideas, e.g. use drama to show some of the similarities and differences between their own culture and other major cultures of the world; explain in simple language how human beings are affected by the natural environment and what they have done in response to natural hazards</li> <li>4. work and negotiate with fellow students, e.g. protect and improve the environment of the classroom for the class association</li> <li>5. work and negotiate with others in social groups, bearing in mind both collective and individual interests, to accomplish common aspirations, e.g. football team, school band</li> </ol>
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• understand, analyze, evaluate and respond to a range of different types of texts</li> <li>• use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings</li> <li>• reflect and improve on the effectiveness of their own communication</li> <li>• work and negotiate with others to solve problems and accomplish tasks</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. understand, analyze, evaluate and respond to a range of different types of texts, e.g. use artifacts and documents as sources of information to construct an understanding of the past; analyze and evaluate different types of advertisement and make wise consumer decisions</li> <li>2. use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings, e.g. comment on the impact of the spread of new technology and ideas on culture and heritage; present different perspectives on the causes and effects of social and political issues both locally and nationally; accept and evaluate comments on a project concerning cultural heritage conservation</li> <li>3. reflect and improve on the effectiveness of their own communication as exhibited in 2</li> <li>4. are able to work and negotiate with colleagues in the student association, e.g. conduct an environmental improvement scheme in the school or raise funds for the needy</li> </ol>

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• listen and read critically, and speak and write fluently for a range of purposes and audiences</li> <li>• use appropriate means of communication to inform, persuade, argue and entertain and achieve expected outcomes</li> <li>• critically evaluate the effectiveness of their communication</li> <li>• resolve conflicts and solve problems with others to accomplish tasks</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. listen and read critically, and speak and write fluently for a range of purposes and audiences, e.g. debate on the factors contributing to a successful enterprise</li> <li>2. use appropriate means of communication to inform, persuade, argue, entertain and achieve expected outcomes, e.g. provide interpretations and explanations for the change and development of their own culture as well as other major cultures; write from an “insider’s point of view” to explain to “outsiders” the meaning of one’s own culture; write a letter to a newspaper and/or the government to address a socio-economic issue; draft a new or revise the constitution for the student association</li> <li>3. are able to critically evaluate the effectiveness of their own communication as exhibited in 2 and develop alternative strategies to promote their messages</li> <li>4. resolve conflicts and solve problems with others to accomplish tasks, e.g. resolve conflicts arising from different levels of willingness to promote sustainable use of the local environment among family members and fellow schoolmates; analyze and evaluate different views on social virtues in class and try to promote a consensual view on them among fellow classmates</li> </ol>

## Creativity

**A brief description:** Creativity is an important but elusive concept. It has been defined in a variety of ways. Some people define it as an ability to produce original ideas and solve problems, others see it as a process, and yet others take it as certain personal qualities. In fact, creativity is a complex and multifaceted construct. Within the individual, creative behaviour is the result of a complex of cognitive skills/abilities, personality factors, motivation, strategies, and metacognitive skills. A person's creative performance may not correspond to his/her developmental stages.

**General Principles:** Although the demanding process of teaching for creativity is hard to make routine, some principles apply in general. To develop students' creativity, we ask them to go beyond the given information, allow them time to think, strengthen their creative abilities, reward their creative efforts, value their creative attributes, teach them creative thinking techniques and the Creative Problem Solving model, and create a climate conducive to creativity<sup>1</sup>. These principles can be employed in all key learning areas (KLAs).

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages)

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• <b>strengthen creative abilities:</b> fluency<sup>2</sup>, flexibility<sup>3</sup>, originality<sup>4</sup>, elaboration<sup>5</sup>, sensitivity to problems<sup>6</sup>, problem defining<sup>7</sup>, visualization<sup>8</sup>, imagination, analogical thinking<sup>9</sup>, analysis, synthesis, evaluation, transformation<sup>10</sup>, intuition, logical thinking, etc.</li> <li>• <b>develop creative attitudes and attributes:</b> imagination, curiosity, self-confidence, independent judgement, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/methods/approaches, deferment of judgement, adaptability, willingness to take sensible risks, etc.</li> <li>• <b>use and apply the Creative Problem Solving (CPS) Model and creative thinking techniques:</b> brainstorming, 6W thinking technique, 6 hats method, attribute listing<sup>11</sup>, idea checklists, synectics<sup>12</sup>, mind mapping, etc.</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. use creative writing to describe and express their own feelings on a particular event, issue, phenomenon, person, etc</li> <li>2. formulate hypotheses that are to be tested in the field (e.g. using questionnaires to test the civic consciousness of Hong Kong citizens; using surveys to analyze the relations between people's perceptions and environmental pollution)</li> <li>3. design and prepare a case study report on a specific personal, social or humanities issue</li> <li>4. propose and develop alternative solutions to personal, economic, environmental, political and social problems</li> <li>5. apply creative thinking techniques and the Creative Problem Solving Model in examining and tackling personal, social and humanities issues</li> <li>6. demonstrate tolerance towards and respect for different ideas, viewpoints, values and attitudes</li> <li>7. predict and evaluate the consequences of introducing changes in and applying intervention to personal, social and humanities issues</li> </ol>

Notes:

1. Climate conducive to creativity: Respecting the novel and unusual, providing challenges, appreciating individuality and openness, encouraging open discussion, absence of conflicts,

## Appendix 2

- allowing time for thinking, encouraging confidence and a willingness to take risks, appreciating and supporting new ideas, etc.
2. Fluency: The ability to produce many ideas in response to an open-ended problem, question or task.
  3. Flexibility: The ability to take different approaches to a task or problem, to think of ideas in different categories, or to view a situation from several perspectives.
  4. Originality: Uniqueness, nonconformity in thought and action.
  5. Elaboration: The ability to add details to a given idea, such as to develop, embellish, and implement the idea.
  6. Sensitivity to problems: The ability to identify problems, list out difficulties, detect missing information, and ask good questions.
  7. Problem defining: The capability to 1) identify the “real” problem, 2) isolate the important aspects of a problem, 3) clarify and simplify a problem, 4) identify subproblems, 5) propose alternative problem definitions, and 6) define a problem broadly.
  8. Visualization: The ability to fantasize and imagine, “see” things in the “mind’s eye” and mentally manipulate images and ideas.
  9. Analogical thinking: The ability to borrow ideas from one context and use them in another; or the ability to borrow the solution to a problem and transfer it to another.
  10. Transformation: The ability to adapt something to a new use, to “see” new meanings, implications, and applications, or to change an object or idea into another creatively.
  11. Attribute listing: A creative thinking technique that involves listing out all the important characteristics of an item and suggesting possible changes or improvements in the various attributes.
  12. Synectics: The joining together of apparently unrelated elements. This technique utilizes analogies and metaphors to help the thinker analyze problems and form different viewpoints.

**Critical Thinking Skills**

Critical Thinking is drawing out meaning from given data or statements. It is concerned with the accuracy of given statements. It aims at generating and evaluating arguments. Critical thinking is the questioning and inquiry we engage in to judge what to and what not to believe.

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage One (Junior Primary)</b> Learners will learn to</p> <ul style="list-style-type: none"> <li>• extract, classify and organize information from a source</li> <li>• identify and express main ideas, problems or central issues</li> <li>• understand straightforward cause-and-effect relationships</li> <li>• distinguish between obvious fact and opinion</li> <li>• recognize obvious stereotypes, assumptions, inconsistencies and contradictions</li> <li>• formulate questions, make predictions / estimations and hypotheses</li> <li>• draw simple but logical conclusions not contradictory to given evidence and data</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. examine a time line and identify straightforward cause-and-effect relationships</li> <li>2. select a case in their everyday life and tell how their behaviours may have consequences for themselves and others</li> <li>3. study simplified text versions, stories and comics about the Basic Law and report some main ideas or principles of the document in their own words</li> <li>4. collect information on a local current issue, raise questions and make predictions on its development</li> <li>5. discuss local news and distinguish obvious fact from opinion</li> <li>6. conduct interviews to find out the attitude of their classmates towards a certain cultural group and try to identify obvious assumptions and stereotypes</li> <li>7. visit local sites to identify the cause-and-effect relationship between local human activities and the natural environment</li> <li>8. conduct interviews to find out how their classmates manage their money and try to draw simple conclusions on the patterns identified</li> </ol>

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• understand and make deductions/ inferences from sources</li> <li>• cross reference other sources to determine the reliability of a source</li> <li>• understand the concepts of relevance and irrelevance</li> <li>• distinguish fact and opinion as well as source and evidence</li> <li>• question obvious bias, propaganda, omissions, and the obvious fallacies</li> <li>• formulate appropriate questions, make reasonable predictions and hypotheses</li> <li>• draw logical conclusions based on adequate data and evidence, and make predictions about consequences</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. examine books and magazines on health issues and identify factors affecting people' s health</li> <li>2. extract information on a past local event from given sources, and cross reference other sources to determine its reliability</li> <li>3. pick up a topic for conducting research and differentiate relevant from irrelevant information among the sources available</li> <li>4. study the data and evidence of a given natural environment and draw logical conclusions on its conditions and make predictions on its future development</li> <li>5. examine pamphlets on the promotion of a tourist site and distinguish fact and opinion</li> <li>6. study simplified text versions, stories and comics about the Basic Law and ask questions on how their rights are protected by the Basic Law, and make reasonable predictions on the effects of the absence of these protections</li> </ol>
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• compare different sources, note contrasts and similarities, and determine their reliability</li> <li>• distinguish fact, opinion and reasoned judgment</li> <li>• be aware that value orientations and ideologies would affect the perspective of a source</li> <li>• recognize and challenge stereotypes, inconsistencies, emotional factors, and propaganda</li> <li>• draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable consequences</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. compare different sources on health issues and make informed and responsible decisions on matters related to their health</li> <li>2. study different interpretations of a historical event and explain the reasons for these differences</li> <li>3. examine different sources to identify the impact of the spread of new technology on their daily life and the environment, and predict probable consequences of using and not using such technology</li> <li>4. analyze advertisements on a specific product with special attention to challenging stereotypes, inconsistencies, emotional factors, and propaganda, and subsequently recognize the various factors to consider when making wise consumer decisions,</li> <li>5. analyze the importance of rights, responsibilities and social virtues from specified sources, identifying the different value orientations and ideologies behind each source</li> <li>6. select a site and investigate the conflicting use of places and environment. Identify reasonable alternatives and predict probable consequences</li> </ol>

<p><b>Descriptors of Expected Achievements across the School Curriculum</b></p>	<p><b>Exemplars of Implementation in Personal, Social and Humanities Education</b></p>
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• distinguish real and stated issues, false and accurate images, and relevant and irrelevant evidence</li> <li>• recognize and challenge subtle consistencies and inconsistencies, unstated fundamental assumptions, permeating value orientations and ideologies</li> <li>• distinguish among sophisticated fact, opinion and reasoned judgment</li> <li>• be aware that the selection and deployment of information/ facts is affected by personal perspective</li> <li>• draw warranted conclusions, predict and assess probable consequences and make reasoned judgment in reading, writing, and speech</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. identify the personal view or stand of a historian by analyzing the ways historical facts are selected and arranged in his/her writing</li> <li>2. evaluate arguments in support of cultural or social bias and challenge the false images portrayed and inconsistencies hidden</li> <li>3. challenge the justification for a certain economic policy by exposing its underlying assumptions and value orientations</li> <li>4. analyse the different views of individuals and groups on the sustainable use of the local environment and identify personal and group interests, reasoned and objective judgments as well as different value orientations behind the issue</li> <li>5. analyse carefully the arguments for or against a social issue and discern the issue at stake</li> </ol>

**Information Technology Skills**

IT skills are the ability to use IT to seek, absorb, analyze, manage and present information critically and intelligently. In addition, IT will motivate and empower our learners to learn at their own pace and help them develop habits of self-learning, which will benefit them for life.

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• operate computers in schools</li> <li>• input Chinese characters with a handwriting recognition device</li> <li>• use multimedia resources to support learning with the help of teachers</li> <li>• communicate and handle information with IT tools in learning activities</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. locate and collect information from a given variety of electronic sources (e.g. the Internet, CD-ROMs) on local social issues</li> <li>2. enter a short description of a significant person in national history into electronic text format by using a handwriting recognition device</li> <li>3. retrieve and use information on different types of work in the community, with the help of teachers and/or parents, stored in electronic format (e.g. CD-ROMs, electronic newspaper) using IT tools in learning activities</li> <li>4. display as well as store information on environmental hygiene in electronic formats</li> <li>5. identify different types of IT tools (e.g. microcomputer, printer, scanner, digital camera) and software (e.g. word processing, spreadsheet, presentation, image editing) which are useful in the study of personal, social or humanities issues and operate these devices and software programs under guidance</li> </ol>
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• use a number of software packages for different purposes</li> <li>• input Chinese characters with devices and the aid of an input method</li> <li>• access information via computer networks and other media</li> <li>• process information using IT tools</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. identify and extract information concerning the local political system on their own from a variety of electronic sources using different IT tools/devices</li> <li>2. enter a description of the different aspects of their community in electronic text format</li> <li>3. process information and data on major cultures of the world using suitable IT tools and/or software and display them in different forms, including text, graphs, pictures, diagrams and sound, as appropriate</li> <li>4. generate and communicate ideas and information on the use of limited resources using appropriate IT tools and/or software via computer network and other media</li> <li>5. select appropriate IT devices and application software (e.g. GIS, spreadsheet) to organize, reorganize and interpret information and data (e.g. demographic, spatial, climatic) on personal, social or humanities issues</li> </ol>

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• use appropriate IT tools to facilitate learning</li> <li>• use IT tools and strategies for processing and presenting information</li> <li>• communicate with others via e-mails</li> <li>• verify and evaluate the accuracy and reliability of information</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. develop an effective and efficient searching strategy to acquire accurate and relevant information on national social and political issues from a variety of electronic sources</li> <li>2. analyze and evaluate the accuracy, reliability and plausibility of information collected through electronic means on historical events</li> <li>3. use a variety of IT devices and/or software to handle and organize different viewpoints on the conservation of cultural heritage and prepare a computer presentation to illustrate the advantages and costs of conserving the cultural heritage in their local community</li> <li>4. communicate, exchange and discuss ideas and information on environmental conservation via a variety of electronic means (e.g. e-mail, ICQ, bulletin board, newsgroup, chatroom)</li> <li>5. recognize the limitations of specific types of IT tools and/or software in collecting, processing and analyzing socioeconomic data and information and suggest a feasible alternative</li> </ol>
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• improve self productivity</li> <li>• use and analyze information</li> <li>• produce multimedia presentations</li> <li>• integrate the uses of a wide range of IT tools to fulfill specific purposes</li> <li>• select and apply appropriate IT tools in different aspects of study, like research, etc</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. develop as autonomous users of IT and apply their IT skills to enhance their own learning and the quality of their work in examining key features of social and political systems in the national and global contexts</li> <li>2. produce multimedia presentation to explain people-place-environment interdependence by using appropriate IT tools and software to generate and integrate different forms of information and data (e.g. animation, background music, sound effect, video clips and real-time images)</li> <li>3. select, from a range of IT tools and information sources, those which are appropriate for analyzing and evaluating the implications of different resource uses for individuals, society and the environment</li> <li>4. develop different strategies for integrating the use of different IT tools and software in information collection, processing and analysis to meet the different requirements of specific tasks in personal, social and humanities education</li> <li>5. consider the social, economic and ethical implications of using a particular IT tool</li> </ol>

**Numeracy Skills**

Numeracy skills include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in languages, to manage data, to handle money and do stock inventories.

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• perform basic computations</li> <li>• recognize and describe shape, position and direction</li> <li>• develop an intuitive knowledge of measurement and measuring units, and use appropriate tools for measurements e.g. ruler, thermometer</li> <li>• formulate and solve simple problems arising from collected data and constructed graphs</li> <li>• read and use simple quantitative information</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. identify trends and patterns in graphs, tables, charts, percentages, diagrams, and timelines in the population change of the new towns in Hong Kong in the past 20 years</li> <li>2. learn to be a wise consumer by doing simple calculations to find out the total price of the shopping items</li> <li>3. calculate the ages of historical buildings, organizations or archaeological findings and establish some time sense</li> <li>4. use appropriate weather instruments for recording weather conditions and choose appropriate measurement units</li> <li>5. draw a simple bar graph to show the demographic structure of family members in their class</li> <li>6. learn to handle their own money and manage personal time in a group project</li> </ol>
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• perform numerical computations, calculate mentally and provide quick estimates of the accuracy of a calculation</li> <li>• understand intuitively the properties of shape, position and direction</li> <li>• extend measurement skills to concept areas such as volume</li> <li>• collect, process, present and evaluate quantitative information</li> <li>• use mathematical concepts to solve simple real-life problems</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. describe and explain patterns and trends in graphs, tables, charts, percentages, diagrams, and timelines in aspects of human society and evaluate possible social action</li> <li>2. calculate mentally and estimate reasonably in daily-life transactions, and recognize the reasonableness of some presented data</li> <li>3. read and use simple 2-D and 3-D diagrams showing features of a place (e.g. the relief of Hong Kong)</li> <li>4. calculate population density and identify the densely and sparsely populated regions in China</li> <li>5. handle their own pocket money and manage personal time in daily-life experiences</li> <li>6. use suitable graphical techniques to represent the flow of materials, capital, people and information between /among countries</li> <li>7. conduct a class interview to identify patterns and trends in statistical data about opinions, attitudes and values</li> </ol>

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• perform numerical manipulations and quick estimates of the accuracy of a calculation</li> <li>• understand properties of shape, position, direction and movement</li> <li>• apply formulae or choose the appropriate tools and strategies to find measures and note the approximate nature of measurement</li> <li>• use appropriate tools and strategies for collecting, processing and presenting quantitative information</li> <li>• estimate risks and chances through the use of elementary probability</li> <li>• solve real-life problems utilizing quantitative information</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. use and analyze statistical data relating to the development of the local community</li> <li>2. conduct a study of their immediate environment by using appropriate survey and measurement methodologies competently</li> <li>3. measure and apply formulae to investigate attributes of the physical features (e.g. slope, channel characteristics, natural vegetation and micro-climate) of a particular site</li> <li>4. make use of probability in real-life situations (e.g. estimate risks involved in an investment item) and develop willingness to play a fair game</li> <li>5. formulate clear concepts of the price level of a commodity so as to be a rational consumer</li> <li>6. use numerical information to manage their own time and money</li> <li>7. obtain indices of development of a place from computer-based sources and summarize the data in tabular form</li> <li>8. organize and analyze numerical information on the wealth disparity between more developed countries and less developed countries to support logic and reasoning about values positions</li> </ol>
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• solve problems involving numbers and symbols by using quantitative evidence and appropriate devices</li> <li>• evaluate the appropriateness of tools and strategies for collecting, processing and presenting quantitative information</li> <li>• adapt to new mathematical demands in various circumstances as needed</li> <li>• use quantitative information for personal organization and planning, and for understanding social problems</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. organize numerical information in flow charts, comparison charts, timelines, etc. to support logic and reasoning in inquiry for generalization on a particular social issue</li> <li>2. analyze the problems associated with power production and power consumption using a region in China as a case study and discuss the difficulties in collecting data for such analysis and share ways of tackling the difficulties</li> <li>3. gather relevant data for analysis and follow-on actions in activities such as conducting an environment assessment study by using an appropriate environmental testing kit / equipment</li> <li>4. apply spatial concepts in town planning</li> <li>5. show the effect of a sales tax on a certain commodity with a demand-and-supply diagram</li> <li>6. use quantitative information for personal organization and career planning</li> <li>7. evaluate public issues such as national income and the taxation system by using quantitative information</li> <li>8. select appropriate numerical information and survey methodologies to inquire controversial social issues such as the social cost of pollution</li> </ol>

**Problem Solving Skills**

Problem solving involves using thinking skills to resolve a difficulty. It assembles facts about the problem and determines the best course of action.

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• develop ideas about the problem and identify sources of information and help</li> <li>• identify, under guidance, different ways of tackling the problem</li> <li>• choose and implement a solution plan, using support and advice given</li> <li>• follow the given step-by-step methods to check and describe the outcomes</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. understand an environmental problem in their neighbouring areas from various sources of information (e.g. photos, newspaper, parent’s comments) and suggest methods to improve the situation</li> <li>2. understand a personal problem (e.g. emotional, physical or homework) and identify sources of help (e.g. class teacher, parent, brother or sister)</li> <li>3. identify, under guidance, different ways of maintaining harmonious relationships with family members or peers</li> <li>4. identify personal safety problems through peer sharing and understand different simple ways of keeping safe and tackling the problem</li> <li>5. use support and advice given to make personal decisions (e.g. decide on the most suitable way of managing money)</li> <li>6. follow given step-by-step methods to describe how the changes and development of the local community have contributed to our modern life</li> <li>7. follow given step-by-step methods to describe how people of their own culture are different from those of other cultures</li> </ol>
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify the problem and describe its main features</li> <li>• propose alternative courses of action for solving it</li> <li>• plan and try out the selected option, obtain support and make changes when needed</li> <li>• develop an appropriate method to measure the outcomes and examine the approach chosen</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. identify the problems generated by free enterprise in Hong Kong and describe their main features</li> <li>2. identify some common social norms and describe their main features</li> <li>3. explain the cause-and-effect relationship of a health problem (e.g. collect information on how a person puts on weight, the relationship between weight and health, and how to tackle the overweight problem)</li> <li>4. propose alternative courses of action to create a safer workplace</li> <li>5. plan and try out a selected option on how to protect and improve the environment. Evaluate the task and make changes when needed.</li> <li>6. develop a simple research method and apply it in the class (e.g. measure the level of awareness of citizen rights and responsibilities provided by the local legal system)</li> </ol>

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• explore the problem and identify the issue(s) at stake</li> <li>• suggest and compare the possible outcomes of each alternative course of action and justify the option selected</li> <li>• execute the planned strategy, monitor progress and revise the approach when necessary</li> <li>• evaluate against established criteria the quality of outcomes, and review the effectiveness of the solution process</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. explore problems of cultural conservation and identify the stake holders</li> <li>2. compare the possible outcomes of each alternative course of action on making wise consumer decisions and justify the option selected</li> <li>3. prepare a plan for the conservation of cultural heritage in the local community</li> <li>4. execute a planned strategy for organizing a programme to protect the local environment, monitor the progress and revise the approach when necessary</li> <li>5. evaluate against established criteria the quality of outcomes of the strategy of an individual school on sex education, and review its effectiveness</li> </ol>
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• recognize the complexity of the problem and search for appropriate information required to solve it</li> <li>• formulate feasible strategies to achieve optimal results, considering both long term as well as short term objectives</li> <li>• monitor and critically reflect on the progress in solving the problem</li> <li>• evaluate the overall strategy and anticipate possible future problems related to the solution</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. recognize the complexity of conflict among classmates, and examine sources of information required to solve it</li> <li>2. recognize the complexity and importance of making choices for future careers of an adolescent and conduct appropriate research for information required in the decision making process</li> <li>3. formulate feasible strategies to achieve optimal results in promoting environmental awareness and protection including the fulfillment of long term as well as short term objectives on the issue</li> <li>4. monitor and critically reflect on progress in solving problems related to conflict between citizen rights and responsibilities</li> <li>5. evaluate a personal crisis management strategy for coping with changes (e.g. failing in the public examination, death of close relatives) and anticipate possible problems</li> </ol>

**Self Management Skills**

Self-management skills are essential for the building up of self-esteem and the accomplishment of goals. Learners who have mastered self-management skills understand their own feelings and preserve emotional stability. They are positive and proactive towards work. They set appropriate goals, make plans and initiate actions to achieve them. They manage time, money and other resources well. They are able to handle stress and tolerate ambiguities.

**Learners will learn to**

1. evaluate their own feelings, strengths, weaknesses, progress and objectives (self-assessment)
2. consider aspects of their performance, attitudes and behaviour in order to change or enhance future outcomes (self-reflection)
3. be confident in their own judgements, performance and capabilities (self-confidence)
4. make informed decisions and safe choices in reaching goals and carrying tasks, develop good habits and maintain a healthy life style (self-discipline)
5. work under unfamiliar, stressful or adverse conditions, accept changes and new ideas and be able to handle diversity and tolerate ambiguity (adaptability)
6. make decisions and initiate actions on their own and draw satisfaction from their own effort (self-motivation)
7. keep promises and fulfill obligations (sense of responsibility)
8. control their own emotions and impulses and maintain emotional balance (emotional stability)

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages)

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Self reflection</li> <li>• Self confidence</li> <li>• Self discipline</li> <li>• Adaptability / Ability to Work with Diversity</li> <li>• Self motivation</li> <li>• Sense of Responsibility</li> <li>• Emotional Stability</li> </ul>	<p>Learners:</p> <ol style="list-style-type: none"> <li>1. learn to set achievable goals, and achieve them by motivating and disciplining themselves (e.g. list 3 things one would like to change in one's personality and make plans to achieve them)</li> <li>2. develop self-understanding and self-acceptance through an objective assessment of one's physical, emotional and social development (e.g. reflect on the specific areas of one's good qualities and those that cause worries)</li> <li>3. develop strategies for exercising self-discipline in the use of one's time, money and other resources (e.g. make a plan for how to spend one's leisure meaningfully; or visit a correctional centre in Hong Kong and write an article on the adverse effects of the lack of self-discipline)</li> <li>4. develop strategies to cope with the major changes that occur in their lives and learn from these experiences (e.g. case studies of classmates' experience in facing changes and the ways they manage them)</li> <li>5. establish good relationships with people who speak different languages and/or come from different cultures (e.g. project work on "a comparison of the customs, social norms and values between Hong Kong and a designated place")</li> <li>6. recognize the responsibilities of different members of the family, in particular the roles of parents, children and siblings (e.g. group discussion on the roles and responsibilities of different family members from the point of view of the parents and the children)</li> <li>7. learn to cope with stress and failure, and to achieve and maintain emotional and physical well-being (e.g. present one's greatest success and/or failure in drawing and share it with others in the group)</li> <li>8. be aware of the nature of different emotions and the effects of emotional instability (e.g. keep a diary for seven days and identify the incidents that have affected one's emotions and the subsequent behavior and their effects)</li> </ol>

Study Skills

Study skills are the basic techniques that help to improve the effectiveness and efficiency of learning. They are crucial to the development of the basic learning habits, abilities and attitudes of the learners that form the essential foundation for lifelong learning.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify the main points and ideas in different types of straightforward reading materials</li> <li>• use different forms of writing to present main ideas clearly</li> <li>• collect information from given sources, organize them into predetermined categories and analyze them according to preset guidelines</li> <li>• understand the need to set up a study plan and follow a given plan to meet short-term targets</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. read the story of a historical figure and identify some significant events</li> <li>2. construct a timeline to show the order of events in chronological sequence</li> <li>3. collect pictures of different stamps from magazines and categorize them according to the countries they belong to and tell their similarities and differences</li> <li>4. discuss with the teacher to set up a plan to investigate the temperature variations within a week</li> </ol>
<p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify main lines of reasoning, skim materials to gain general ideas of content and scan text to obtain main points</li> <li>• use different forms and styles of writing for different purposes and present main ideas coherently in a given form and style of writing</li> <li>• locate required information from a variety of sources, organize them into self-defined categories and assess them for completeness, accuracy and relevance</li> <li>• develop short-term and intermediate study plans to meet targets and purposes of study identified by oneself</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. scan a text of a newspaper cutting to obtain main points of an issue arising from the conflicting use of places and environment</li> <li>2. write an imaginative dialogue between a local student and a tourist from Beijing discussing life in Hong Kong</li> <li>3. conduct interviews and observations to identify aspects of the local community which have endured or changed over the past decade and categorize these aspects according to self-defined criteria</li> <li>4. assess the accuracy and relevance of the search results of a particular internet search engine on the subject of ' healthy diet'</li> <li>5. develop a short-term study plan to study an issue related to population</li> </ol>

<b>Descriptors of Expected Achievements across the School Curriculum</b>	<b>Exemplars of Implementation in Personal, Social and Humanities Education</b>
<p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify accurately complex lines of reasoning and hidden ideas and distinguish facts from opinions</li> <li>• select an appropriate form and style of writing for a specific purpose and develop a writing strategy for organizing ideas and information clearly and coherently</li> <li>• define purposes of collecting information, critically investigate sources to distil relevant information and evaluate the quality and validity of information</li> <li>• review and revise study plans developed for short-term, intermediate and long-term targets to meet new demands and to improve study performance</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. analyze a member’s speech in a meeting of the Legislative Council and look for the complex lines of reasoning and hidden ideas</li> <li>2. do research on the school history and write an article for the school magazine, making use of various presentation formats (e.g. a timeline, interview dialogues, tables)</li> <li>3. use a simple graphic organizer to present the advantages and costs of the conservation of cultural heritage in their local community</li> <li>4. conduct interviews to collect information on factors to consider when making wise consumer decisions and evaluate the quality and validity of the information collected</li> <li>5. adjust their own study plan by spending more time reading newspapers, library references and using the Internet, after the identification of their own weakness in a particular area of learning (e.g. locating relevant materials in preparing a project on the Basic Law)</li> </ol>
<p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• evaluate key ideas, opinions and arguments identified from reading materials and synthesize them to construct and develop their own interpretation and reflections</li> <li>• assess their own writing strategies to ensure relevant information, ideas and arguments are structured and presented in a logical sequence and the writing is in an appropriate form and style</li> <li>• explore alternative lines of inquiry, refine and integrate information into specific formats and evaluate an overall strategy for refinement and new requirements</li> <li>• evaluate an overall strategy for effectiveness and quality and adapt the strategy and seek alternatives as necessary, based on reflections and feedback</li> </ul>	<p>Learners</p> <ol style="list-style-type: none"> <li>1. conduct a project on a social issue, evaluate key ideas, opinions and arguments identified from reading materials in newspapers, magazines, reports, journals and the Internet, and write a preliminary report after synthesizing the information collected</li> <li>2. form a group and invite fellow students to comment on each other’s work, and based on feedback received, assess their own writing strategies and style of presentation</li> <li>3. reflect on their work and explore alternative lines of inquiry to look for further information required or ways to integrate information for refinement and improvement as appropriate</li> <li>4. evaluate, through means such as oral presentation or writing brief notes on the issue in the school’s newsletter, the overall strategy for effectiveness in conducting the project, adopt an alternative strategy to finalize the report as necessary, based on reflections and feedback</li> </ol>



# **Appendix 3**

## **Values and Attitudes in the School Curriculum**

## Values and Attitudes in the School Curriculum

The Education Commission's Reform Proposals Consultative Document of May 2000 stipulates that the aims of school education are 'to motivate students to construct basic knowledge and develop their basic abilities and attitudes to prepare them for the building of a learning and civilized society'. To this end, the development of values and attitudes should unquestionably be an essential element in the school curriculum. These values and their associated attitudes permeate the curricula of the eight Key Learning Areas (KLA) and are reflected in the learning targets as well as curriculum objectives at different educational levels.

### Core Values, Sustaining Values and Attitudes

**Values** may be defined as those qualities that an individual or society considers important as principles for conduct and that are intrinsically worthwhile. Values are fundamental to the formation of **attitudes**, which in turn affect the acquisition and application of the values. They may be broadly categorized as **core** and **sustaining values**. An elaboration of these terms is provided below:

“Values constitute the foundation of one's attitudes and beliefs, which subsequently influence one's behaviour and way of life .... Values can vary across societies, as different social and economic conditions in different geographical locations may lead to different value emphases. However, across societies, we can also identify certain values that are commonly or universally emphasized. The emergence of these universal values illustrates the common concerns of human societies, the basic qualities for human existence, the common elements in human civilization, and also the common characteristics of human nature ... ..we call these universal values **core values**.” And **sustaining values** are “other values that are also important at an instrumental level, being regarded as important or helpful for **sustaining the core values**.” (extracted from the *Guidelines on Civic Education in Schools* (1996), pp. 13-14)

The following set of core and sustaining values and attitudes are proposed for incorporation into the school curriculum:

**A Proposed Set of Values and Attitudes for Incorporation in the School Curriculum**

<u><b>Core Values:</b></u> <u><b>Personal</b></u>	<u><b>Sustaining Values:</b></u> <u><b>Personal</b></u>	<u><b>Core Values: Social</b></u>	<u><b>Sustaining Values:</b></u> <u><b>Social</b></u>	<u><b>Attitudes</b></u>
- sanctity of life	- self-esteem	- equality	- plurality	- optimistic
- truth	- self-reflection	- kindness	- due process of law	- participatory
- aesthetics	- self-discipline	- benevolence	- democracy	- critical
- honesty	- self-cultivation	- love	- freedom and	- creative
- human dignity	- principled	- freedom	liberty	- appreciative
- rationality	- morality	- common good	- common will	- empathetic
- creativity	- self-determination	- mutuality	- patriotism	- caring
- courage	- openness	- justice	- tolerance	- positive
- liberty	- independence	- trust	- equal	- confident
- affectivity	- enterprise	- interdependence	opportunities	- cooperative
- individuality	- integrity	- sustainability	- culture and	- responsible
	- simplicity	- betterment of	civilization	- adaptable to
	- sensitivity	human kind	heritage	changes
	- modesty		- human rights and	- open-minded
	- perseverance		responsibilities	- with a respect for
			- rationality	self
			- sense of belonging	others
			- solidarity	life
				quality and
				excellence
				evidence
				fair play
				rule of law
				different ways of
				life, beliefs and
				opinions
				the environment
				- with a desire to
				learn
				- diligent
				- committed to core
				and sustaining
				values

It is believed that the development of the above values and attitudes, together with the strengthening of students' self-management and interpersonal skills, should enable them to make wise decisions on emerging issues in society and cope with stress and negative influences from various sources. The PSHE KLA has, in its contexts, included a range of learning objectives contributing to the development of these values and attitudes at different key stages of learning. These learning objectives, however, are by no means implying that values and attitudinal development should progress in the order of key stages. Reference can be made to the values and attitudinal objectives proposed in Appendix 1.



# **Appendix 4**

## **Adapting Existing Subject Curricula – A Secondary 1 Exemplar**

**Adapting Existing Subject Curricula  
- A Secondary 1 Exemplar -**

This exemplar illustrates how a school could adapt existing subject curricula to

1. provide opportunities for multi-perspective investigations through project learning and thematic studies, which encourage students to construct knowledge on their own;
2. reduce overlapping contents among different subjects and give rise to enlarged curriculum space, which could be used to enrich the PSHE curriculum; and
3. encourage collaboration among teachers of different subjects.

In this exemplar, teachers work together to identify a common project area and a theme for multi-perspective study. Teachers also collaborate in deciding on the contribution of each subject to the learning tasks. To facilitate the change, the order of topics originally scheduled in each subject curriculum has to be altered; and the school management has to provide support in making special arrangements regarding the school timetable, venues and manpower.

Use is made of the enlarged curriculum space to include short modules to take care of areas which may not have a place in the existing subject curricula but are relevant to student's needs. These may include some current social issues or important life events.

**Topics in existing S1 subject curricula -  
with examples of thematic studies and modules**

<u>Chinese History</u>	<u>History</u>	<u>EPA</u>	<u>Geography</u>	<u>New Modules</u> (optional)
<ul style="list-style-type: none"> <li>• 華夏政治的肇始</li> <li>• 周代封建與列國相爭</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to history study</li> <li>• Life in the main centres of early civilization: the Huanghe Valley (one of the options)</li> </ul>	<ul style="list-style-type: none"> <li>• The political development of Hong Kong:</li> <li>• The rights and duties of the residents of HKSAR</li> </ul>	<ul style="list-style-type: none"> <li>• How do we know where we are? (map skills)</li> <li>• Scramble for land! (urban land use)</li> </ul>	

Multi-perspective study on

- What changes have happened to the rural community of Hong Kong?
- What are the impacts of such changes on the development of Hong Kong and the life of residents?

Project learning can be conducted on issues related to different aspects of the development of Hong Kong.

<ul style="list-style-type: none"> <li>➤ 遠古時代的文化 (provides background information on the rural life of Hong Kong in ancient times)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Traditional rural life of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>➤ The economic development of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>➤ Moving out of or into cities? (urbanization and suburbanization)</li> </ul>
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*Living a green life: protecting our natural environment in Hong Kong*

<ul style="list-style-type: none"> <li>• 秦代大一統帝國的建立與驟亡</li> <li>• 西漢國力的統整張弛</li> <li>• 東漢的戚宦政治</li> <li>• 魏晉南北朝的分裂</li> </ul>	<ul style="list-style-type: none"> <li>• Life in ancient Greco-Roman civilization <b>(a)</b></li> <li>• Life in medieval times <b>(b)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Transportation (an optional topic selected)</li> </ul>	<ul style="list-style-type: none"> <li>• Where are our factories moving to? (industrial location)</li> <li>• Fixing our cities' problems (urban problems)</li> </ul>
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Project learning on 'The Impact of Tourism – Tourists: friends or foes?'  
The related issue in Geography may be used as a starting point to enquire into the selected theme  
(Design of a curriculum unit making use of the six strands in the PSHE framework is exemplified in the following pages)

<ul style="list-style-type: none"> <li>➤ Provides background information on historical sites in China which have become tourist attractions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Some sub-topics of <b>(a)</b> and <b>(b)</b> can be learnt through the thematic study as they provide background information on historical sites which are tourist attractions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides reference and information on tourism industry in Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>➤ Where to spend our holidays? (recreation and travel)</li> </ul>
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*Living with the media: a study of tourism advertisements in the mass media*

- 文字的起源與發展

**A Curriculum Unit organized round the Six Strands of PSHE  
“Tourists – friends or foes?”**

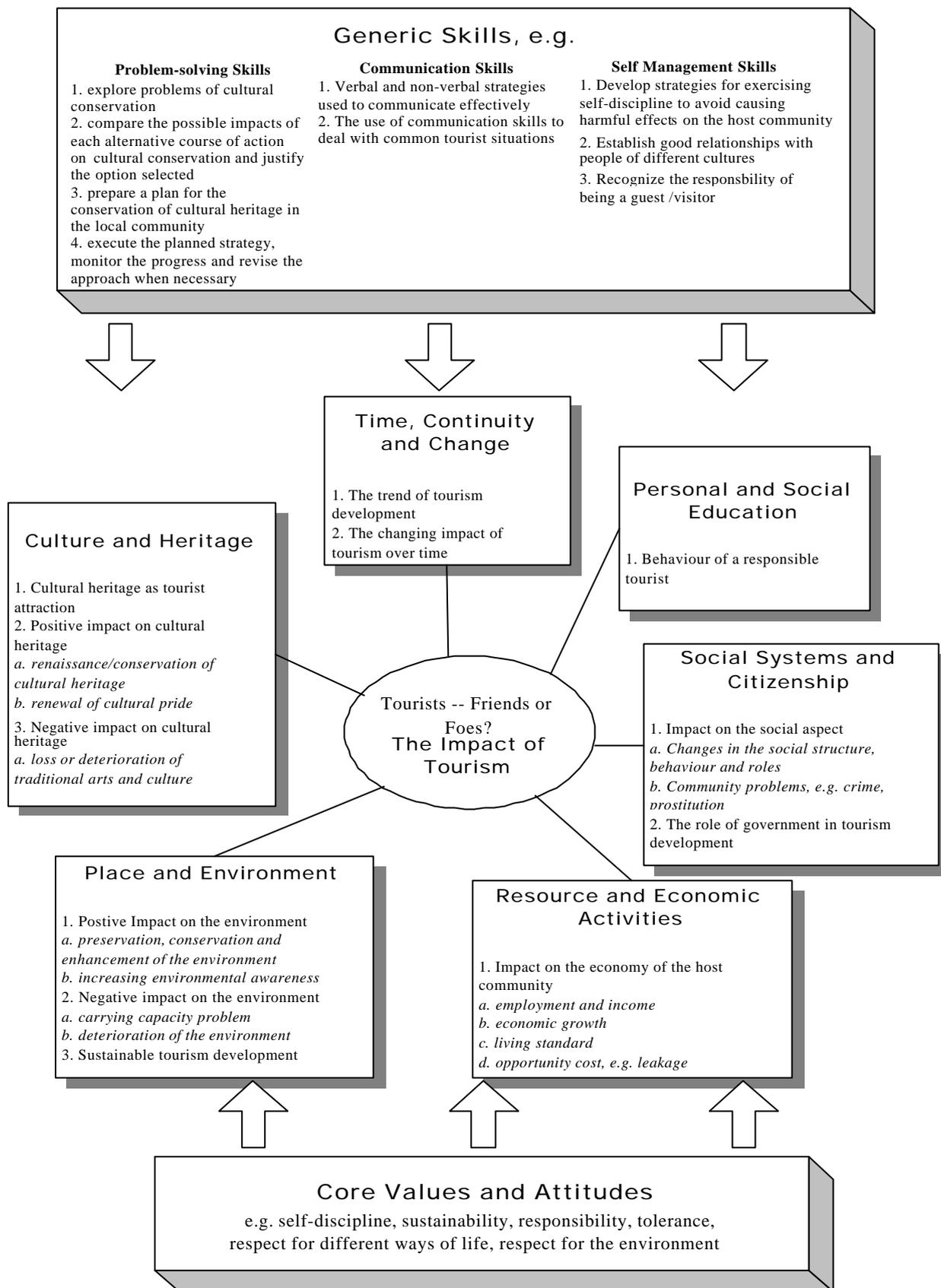
One possible way of using the PSHE framework is to develop curriculum units across the strands of PSHE and design learning tasks and activities for the development of generic skills and core values/attitudes. As the majority of schools are still adopting a subject-based curriculum structure, themes of curriculum units may be first identified within each strand and then related ideas can be drawn from the other strands. The purpose of developing such curriculum units is to facilitate students in connecting knowledge, skills and values/attitudes acquired in different PSHE subjects and conducting enquiry into issues of common concern. The cross-strand or cross-subject themes may be selected based on a set of criteria agreed by teachers. Some of the criteria for consideration are proposed below:

1. Relevance: whether it is related to the real life experience or future adult life of students
2. Interest: whether it has intrinsic interest to the students
3. Significance: whether the concepts, skills and values included in the theme are of importance to the subject(s) represented by the strands
4. Level of difficulty: whether the concepts are of suitable level of difficulty to students
5. Sustainability: whether the learning context will remain important to both society and the students for a reasonable period of time  
(adapted, Print 1993, p. 163)<sup>1</sup>

The diagram on the next page serves as an example to illustrate how a cross-strand/subject theme may be developed related to ‘tourism’ for the integration of the knowledge and major concepts included in different strands, with the incorporation of generic skills and core values and attitudes where appropriate. However, there is no implication that any themes selected should cut across all the six strands.

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<sup>1</sup> Print, Murphy (1993) *Curriculum Development and Design*. Allen & Unwin.





# **Appendix 5**

## **An Exemplar of School-based Curriculum Framework for Integrated Humanities**

## **An Exemplar of a School-based Curriculum Framework for Integrated Humanities**

### **The S1 - S3 Integrated Humanities Pilot Scheme**

Integrated Humanities is introduced as a curriculum initiative to implement the PSHE framework in junior secondary schools. Partnership has been formed between ED and three secondary schools in piloting the subject in a school-based manner. The curriculum framework for each school is designed in a way that would, on the one hand, cater for the special needs and characteristics of each school and, on the other, represent a roughly balanced coverage of the six strands of the PSHE framework. Emphasis will also be put on the development of generic skills as well as core values and attitudes in students.

Besides providing consultative services to these piloting schools, ED also undertakes the development and production of all teaching resources. **These resources, together with the research findings on the piloting process, will be open for public access and for the reference of schools opting to have their own school-based Integrated Humanities in future.**

### **An exemplar of a school-based framework - background**

One of the school-based frameworks is shown here as an exemplar. The pilot school for this framework is located in an old urban district in Kowloon. The student intake, according to the principal, is of the middle ability range. The school in general is quite receptive to innovative ideas. The teachers show interest in the idea of curriculum integration and claim that they are ready to leave the traditional subject contents behind and take up cross-curricular teaching.

The school adopts a six-day teaching cycle. Six periods for each cycle are allotted to Integrated Humanities. There will be five classes for secondary one, each with a different IH teacher. These five teachers have different subject backgrounds, namely History, Languages, Geography and EPA. Some special timetable arrangements have been made to facilitate the piloting of the curriculum. The teachers have a common spare period every cycle, which they could use for meetings; and the five classes have a common double-lesson in an afternoon of each cycle, so that joint activities can be organized.

The IH replaces History, Chinese History, Economic and Public Affairs and Geography for junior secondary classes. The framework, however, cannot be regarded as a balanced integration of the six strands. **As the school still has two periods for Religious Education, one form**

**period, one Assembly period per cycle and a Civic Education programme for all levels of the school, this IH framework does not put much emphasis on the Personal and Social Development strand.**

At the early stage of discussion, the teachers suggested a list of cross-subjects topics as their blueprint for the Integrated Humanities. After a series of discussions and revisions, the present framework has been worked out.

The curriculum is planned around a concentric framework which starts from the 'Self' and the 'The Community' (S1), progresses to 'The Country' (S2) and concludes at 'The World' (S3).

Project learning is an important component of the curriculum. Class time has been set aside for planning, working out and presenting on the project under teachers' guidance.

The outline of the IH curriculum of the school is included in the next few pages.

## **The Curriculum Outline**

### ***Secondary One***

#### **I Election**

1. Growing up and the accompanying duties, powers and freedoms
2. Different methods of selecting the persons for public offices
3. Benefits and limitations of a popular election
4. Qualifications and restrictions
5. Rights and duties before and after the election
6. Fairness and openness of an election and a just society

#### **II My school**

1. School history
2. Site, location and environment

#### **III Hong Kong**

1. Background information
  - Location and natural environment
  - History of development
2. Traditional rural life
  - How people lived and worked 600 years ago
3. The birth of a trading port and its early development
  - The British rule and the life of Chinese 160 years ago
4. Metropolitan in the 21<sup>st</sup> Century
  - Scramble for land and related problems
  - Urban planning

#### **IV Study of a local district – the district of the school**

1. Land use and environmental evaluation

- (including issues related to housing and pollution)
- 2. An ideal local district  
(including knowing the District Council members, social organizations and conservation of heritage in the district)
- V Hong Kong society in perspectives
  - 1. The issue of poverty
  - 2. Popular culture and consumer behaviour
  - 3. How Hong Kong faces competition and challenges
- VI Personal reflections: developing potentials and nurturing citizenship to face the future

**Project studies:**

- First term - Significant events in Hong Kong history
- Second term - Study of the local district

**Weekly current affairs session:**

A lesson will be devoted to discuss current affairs and important local, national and international news in each cycle. Important concepts concerning understanding of the mass media (newspaper) will also be introduced.

***Secondary Two***

- I. Report and presentation of Summer Project: Traditional occupations in Hong Kong
- II. Relationship between the birth of ancient Chinese civilization and the geographical environment (Yellow River valley)  
Extended topic: Egypt and the Nile River valley (optional)
- III. Chinese culture: diversities in unity --- culture at centre and regional differences: rituals, festivals, clothing, food, housing, leisure activities, arts and etc.
- IV. Relief, natural environment and resources of China
- V. Dynastic development of China
  - 1. Factors affecting the rise and fall of dynasties
  - 2. Political changes in the mainland of China and their impacts on Hong Kong
  - 3. Extended topic: dynastic development in the Roman empire and / or the British empire
- VI. People's livelihood in Chinese history
  - 1. Economic and technological development and changes in people's livelihood
  - 2. Traditional rural life in Hong Kong (development, changes and

- decline of traditional agriculture, industries and trades)
- 3. Extended topic: Industrial Revolution and Scientific Revolution in the West
- VII. Western encroachment and China
  - 1. Reasons for China getting weak
  - 2. The pursuit of national prosperity and people's happiness in China: reforms, revolutions and modernization
  - 3. Mutual influences between the mainland and Hong Kong
  - 4. Extended topic: Meiji Modernization in Japan and the October Revolution in Russia
- VIII. China today
  - 1. Political and economic reforms
  - 2. Political, legal and economic systems
  - 3. Cities and rural villages under *gaige kaifang* (the Open Door and Reform Policy)
  - 4. HKSAR under the principle of 'One Country, Two Systems': the Basic Law and the political and social settings
  - 5. A tale of two cities: Hong Kong and Shanghai
- IX. Problems facing China today
  - 1. Contemporary China in the international arena and the hidden troubles
  - 2. Population and natural hazards
  - 3. The road to sustainable development in China
  - 4. The future development of Chinese culture

Project study: Outstanding Chinese / My home province

### ***Secondary Three***

- I. McDonald's and the global village
  - 1. History of development
  - 2. Division of labour, standardization and quality assurance
  - 3. Pricing and marketing strategies
  - 4. Customization
  - 5. Role in the global village
- II Globalization and interdependence
  - 1. Relationship of the global village to advancements in transportation and technology --- mobile phones, mass media, Internet etc.
  - 2. Is everyone in the world on the same 'road-of-no-return' globalization?
  - 3. Interdependence and mutual influences in economic and environmental aspects

III. Cultural exchange

1. The impact of tourism
2. Major cultural heritages in the world
3. A world of diversity
4. Stereotypes and prejudices
5. Mutual understanding and influences
6. Local culture and cultural imperialism – the example of Japan

IV. Poor and rich

1. Unequal distribution of natural resources
2. The impact of industrialization / imperialism / colonialism
3. Outside the global village --- African experiences
4. Appropriate help --- dependence vs independence

V. War and peace

1. War of nationalism
2. First World War
3. Second World War
4. Cold War
5. Peace-making efforts --- treaties, international organisations, balance of power
6. Post-Cold War instabilities --- ethnic cleansing, religious wars, imbalance of power, terrorism

VI. Technology and human society: economic and ethical considerations

1. Biotechnology
2. Information technology
3. Aerospace technology

VII. Life in a world of interdependence

1. The reflection on cultural identity
2. The reflection on citizenship: how can an individual face the issues of poverty, pollution, narcotics, corruption, and the infringement of intellectual property in the world
3. The prospect of future society

Project study: The global village and Coca Cola / Jeans / The Internet / Hollywood movies / MTVs / Satellite TV / Comics

# **Appendix 6**

## **Course Description for S4-5 Integrated Humanities – a Proposal**

## **Course Description for S4 - 5 Integrated Humanities - a Proposal -**

### **Background**

- In the “*Learning for life, learning through life – Reform proposals for the education system in Hong Kong*” (Education Commission, September 2000), there is a suggestion to introduce a new S4-5 HKCEE subject entitled Integrated Humanities (IH) as a curriculum within the existing senior secondary structure.
- The introduction of this subject would enable the non-humanities students to have a broad and balanced curriculum at senior secondary level. It would also provide them with an opportunity to be educated in the PSHE area and have more exposure to Chinese culture as well as social inquiry skills. The learning in PSHE KLA is also essential to one’s personal and social development, which should be a life-long learning process.

### **Rationale**

- IH supports the learning of science, technology and commercial subjects as it enables students to evaluate the implications of scientific discoveries and technological developments from socioeconomic, cultural, ethical and political perspectives.
- The informed understanding of human needs developed through IH is very important to product design as well as business administration. It also addresses the ethical and moral aspects of the decision making process, including those involving technological as well as commercial issues.

### **Curriculum Outline**

- The curriculum will be designed based on 120 hours of learning time. Students will be required to study topics selected from each of the four themes listed below:

Themes	Optional topics
Human Relationships	<ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Interpersonal relationships (parents-children, opposite sexes, marriage)</li> <li>• Local social issues</li> </ul>
Participative Citizenship	<ul style="list-style-type: none"> <li>• Roots, legacies, and historical antecedents</li> <li>• One Country Two Systems</li> <li>• Social and political participation of Hong Kong residents</li> </ul>

	<ul style="list-style-type: none"> <li>• Related current issues</li> </ul>
Contemporary China	<ul style="list-style-type: none"> <li>• Modernisation – process and problems</li> <li>• Differences in livelihood across the nation</li> <li>• Current social issues</li> </ul>
The Global Village	<ul style="list-style-type: none"> <li>• Multi-cultural awareness</li> <li>• Competition and conflict resolution</li> <li>• Global citizenship issues</li> </ul>

- The learning of these themes will be supported by community-based experiences and the process of social inquiry and participation, through which necessary skills such as information processing and problem solving will be developed. Students will also be encouraged to adopt considered attitudes and positive personal values towards social problems and making decisions.
- Students will be required to conduct a project of independent inquiry into an issue related to one of the four themes.

**Further Development**

- A wider choice of optional topics for each theme will be proposed after the first round of development work.
- The subject may be developed into a 3-year course for all students in the new senior secondary curriculum. In this case, the contents of the subject will be enriched with a wider scope of optional topics as well as greater depth of investigation into each topic.



# **Appendix 7**

## **Proposed Essential Contents for Learning**

## Proposed Essential Contents for Learning

### Strand I : Personal and Social Development

Sub- strands	KS 1	KS 2	KS 3
<i>Self esteem</i>	<ul style="list-style-type: none"> <li>students' uniqueness (likes and dislikes, aptitudes and abilities, thought and feeling)</li> </ul>	<ul style="list-style-type: none"> <li>students' developmental needs, personal strengths and weaknesses</li> <li>students' emotions and ways to cope and express them</li> </ul>	<ul style="list-style-type: none"> <li>factors influencing personal identity and sense of self-worth</li> <li>students' values and beliefs and the influences on them</li> <li>the importance of valuing oneself and others and enhancing one's own self-esteem and support the development of the self-esteem of others</li> </ul>
<i>Self management</i>	<ul style="list-style-type: none"> <li>managing oneself in daily life situations (in relation to time, money, emotion and abuse)</li> <li>decision making in simple dilemma situations (selecting from limited choices)</li> </ul>	<ul style="list-style-type: none"> <li>strategies to face unfamiliar situations and new challenges</li> <li>strategies to minimize and manage risks in daily life situations (in relation to safety, health, relationships and abuse)</li> </ul>	<ul style="list-style-type: none"> <li>causes of stress, coping and managing stress</li> <li>decision making in challenging situations (under undesirable peer pressure)</li> </ul>
<i>Healthy lifestyles</i>	<ul style="list-style-type: none"> <li>factors affecting personal health</li> <li>simple hygiene practices and safety procedures as applied in daily life situations</li> </ul>	<ul style="list-style-type: none"> <li>the characteristics of a healthy person</li> <li>maintaining personal and community health</li> </ul>	<ul style="list-style-type: none"> <li>problems currently affecting students' health or the health of their peers/local teenagers (smoking, substance abuse, alcoholism, obesity)</li> <li>maintaining a healthy lifestyle</li> </ul>
<i>Human relationships</i>	<ul style="list-style-type: none"> <li>different types of relationships in students' experience and the behaviours appropriate for these relationships</li> <li>maintaining harmonious relationships in the family and peer groups, including simple conflict-resolution skills as applied in daily life situations</li> </ul>	<ul style="list-style-type: none"> <li>students' roles, rights and responsibilities in families and other social groups</li> <li>maintaining and enhancing relationships while demonstrating assertiveness in expressing feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>factors affecting interpersonal relationships (gender, culture, values, lifestyles, stereotyping and bias/prejudice)</li> <li>collaborating with people of different values and lifestyles while recognizing the rights and responsibilities of each person</li> </ul>

## Appendix 7

Sub- strands	KS 1	KS 2	KS 3
<i>Sexuality issues</i>	<ul style="list-style-type: none"> <li>• similarities and differences between boys and girls, grown men and women</li> <li>• individual differences in growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• changes during puberty</li> <li>• ways to handle sexual feelings and responses (wet dreams, pre- and post-menstrual syndrome)</li> </ul>	<ul style="list-style-type: none"> <li>• coping with the emotional experiences accompanying sexual maturation (masturbation, interest in the other sex, curiosity in pornography, sexual fantasies)</li> <li>• influences on students' development and attitudes of sexuality (pop culture, peer pressure, the mass media)</li> </ul>

**Strand II : Time, Continuity and Change**

	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
<i>Time and Chronology</i>	<ul style="list-style-type: none"> <li>the sequence of events and objects selected from familiar settings (e.g. age of family members, toys or games in the past 20 years)</li> <li>terms relating to the passing of time (e.g. days, weeks, months, years, before, after, long ago)</li> </ul>	<ul style="list-style-type: none"> <li>the sequence of major changes in the development of local and Chinese history during the last two centuries</li> <li>terms that describe historical periods and the passing of time (e.g. ancient, modern, Qing)</li> </ul>	<ul style="list-style-type: none"> <li>chronological framework of local, national and world history from ancient to modern times</li> <li>terms that describe historical periods and the passing of time (e.g. AD, BC, era, early and late dynastic period)</li> </ul>
<i>Understanding the Past</i>	<ul style="list-style-type: none"> <li>the causes and results of important events selected from familiar settings (e.g. moving to a new home, having a new teacher)</li> </ul>	<ul style="list-style-type: none"> <li>the reasons for and results of significant events that took place in Hong Kong and the mainland of China during the last two centuries (e.g. the Opium War, 1911 Revolution, the Japanese invasion, the establishment of the PRC, 1 July 1997)</li> <li>the characteristic features of the particular societies studied</li> </ul>	<ul style="list-style-type: none"> <li>the causes, consequences, and general sequences of the major events and development in local, Chinese and world history and the part individuals and groups played in them</li> <li>the characteristic features of the particular societies studied and the links between them</li> </ul>
<i>Change and continuity</i>	<ul style="list-style-type: none"> <li>different aspects of daily life that have changed a lot and others that have remained more or less the same</li> </ul>	<ul style="list-style-type: none"> <li>factors accounting for the changes and / or continual development of the characteristic features of the particular societies studied</li> </ul>	<ul style="list-style-type: none"> <li>the nature of changes brought by significant events to the particular societies studied (e.g. rapid progress, gradual deterioration)</li> </ul>
<i>Historical interpretations and Perspectives</i>	<ul style="list-style-type: none"> <li>different points of view on the same event / story / person</li> </ul>	<ul style="list-style-type: none"> <li>the different ways some (particular) historical events studied are represented and interpreted</li> </ul>	<ul style="list-style-type: none"> <li>the different interpretations of some (particular) historical events studied and their backgrounds</li> </ul>

**Strand III : Culture and Heritage**

<b>Sub-strands</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
<i>Foundation of Culture</i>	<ul style="list-style-type: none"> <li>• “Family” as one form of a social unit in any culture</li> <li>• the uniqueness of one’s own culture</li> </ul>	<ul style="list-style-type: none"> <li>• common elements found in the Chinese and other major cultures</li> <li>• activities that support the conservation of culture and heritage (heritage trails)</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences among cultures</li> <li>• ways in which communities reflect the cultures and heritages of their people (e.g. festive celebrations, folklore museum)</li> </ul>
<i>Customs and traditions</i>	<ul style="list-style-type: none"> <li>• origin and migration of one’s own family (family names and family history)</li> <li>• traditional practices in one’s own family (e.g. ancestral worship; worship of various gods)</li> </ul>	<ul style="list-style-type: none"> <li>• local customs and traditions (celebrations of traditional festivals; Buddhists and Taoist practices) and those introduced from other parts of the world</li> <li>• reasons for individuals and groups to pass on and sustain their customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences of customs and practices of local Chinese community and those from different geographic, cultural, racial, religious and ethnic backgrounds</li> </ul>
<i>Modernization and the Post-modern world</i>	<ul style="list-style-type: none"> <li>• different types of cultural activities engaged by different generations within the family or the local community</li> <li>• how old and new cultures co-exist within the local community</li> </ul>	<ul style="list-style-type: none"> <li>• factors affecting cultural change in society</li> <li>• influence of technology in daily life</li> </ul>	<ul style="list-style-type: none"> <li>• forms of new technology that affect the ideas on the preservation and conservation of culture and heritage</li> <li>• how various cultures have adapted to their environments in the post-modern world</li> </ul>
<i>Cultural Diversities and Interaction</i>	<ul style="list-style-type: none"> <li>• how information and experiences are interpreted by people from diverse cultural perspectives</li> <li>• ways in which people interact within their cultural groups and with other cultural groups</li> </ul>	<ul style="list-style-type: none"> <li>• how people from different cultures think about and interact with their physical environment and social conditions (e.g. religion, art form)</li> <li>• effect of cultural interaction on cultures and societies</li> </ul>	<ul style="list-style-type: none"> <li>• emergence of “global culture” and its impact on local community</li> <li>• factors contributing or posing obstacles to cross-cultural understanding</li> </ul>

**Strand IV : Place and Environment**

<b>Sub-strand</b>	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<i>Natural and human features of a place</i>	<ul style="list-style-type: none"> <li>the characteristics of students' immediate living environment</li> </ul>	<ul style="list-style-type: none"> <li>the physical and human characteristics (relief, climate, agriculture, population and settlement) of Hong Kong and China.</li> </ul>	<ul style="list-style-type: none"> <li>the natural and human processes leading to the formation of the characteristics of places and regions (examples in particular from HK, China and the Asia-Pacific)</li> </ul>
<i>Spatial association and interaction</i>	<ul style="list-style-type: none"> <li>the location of the main features in their surroundings (e.g. relief features, buildings and forms of land use, leisure and amenities facilities).</li> </ul>	<ul style="list-style-type: none"> <li>the distribution pattern of the major physical and human features (e.g. relief, climate, cities, farming, manufacturing industry) in Hong Kong and/or China and how it is related to the region around</li> </ul>	<ul style="list-style-type: none"> <li>the meaning of the spatial arrangement of the major natural and human phenomena (relief, climate, population, farming) at local and national scales.</li> </ul>
<i>People-environment inter-relationship</i>	<ul style="list-style-type: none"> <li>how natural and human features in the neighbouring areas affect people's life (e.g. housing, transport, work, leisure).</li> </ul>	<ul style="list-style-type: none"> <li>how the human activities (dwelling, farming, manufacturing) are affected by the natural environment (relief, climate)</li> <li>the individual's role in protecting the environment</li> </ul>	<ul style="list-style-type: none"> <li>how the interaction of physical (climatic, topographic) and human systems (demographic, economic, political) affects human activities (dwelling, farming, manufacturing) in China and Asia</li> </ul>
<i>Conservation and sustainable development</i>	<ul style="list-style-type: none"> <li>the importance of and ways to conserve resources and protect the environment</li> </ul>	<ul style="list-style-type: none"> <li>the contemporary local environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>the consequences of human modification of the national and global environment</li> <li>the importance of promoting environmental awareness and protection</li> </ul>

**Strand V : Resources and Economic Activities**

<b>Sub- strands</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
<i>Use of resources</i>	<ul style="list-style-type: none"> <li>• scarcity of personal/family resources to satisfy our wants</li> <li>• choice and cost involved in making use of the scarce resources</li> </ul>	<ul style="list-style-type: none"> <li>• types of resources available in Hong Kong</li> <li>• problem of scarcity experienced in the local community</li> </ul>	<ul style="list-style-type: none"> <li>• characteristics of different types of resources available in Hong Kong</li> <li>• choices made by the government in making use of the scarce resources to satisfy our wants, and the cost involved</li> </ul>
<i>Production and Consumption</i>	<ul style="list-style-type: none"> <li>• types of goods and services produced to meet our needs</li> <li>• consumption and saving</li> </ul>	<ul style="list-style-type: none"> <li>• major features of the Hong Kong economy</li> <li>• major factors affecting productivity of firms in Hong Kong</li> <li>• factors to consider when making consumer decisions</li> </ul>	<ul style="list-style-type: none"> <li>• the three basic economic questions faced by Hong Kong</li> <li>• different stages of production in Hong Kong</li> <li>• rights and responsibilities of consumers</li> </ul>
<i>People and Work</i>	<ul style="list-style-type: none"> <li>• simple division of labour</li> <li>• different kinds of work in the local community</li> <li>• income and work</li> </ul>	<ul style="list-style-type: none"> <li>• major sources of income in Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• basic steps in career planning</li> <li>• major government measures to solve the problems of inflation and unemployment in Hong Kong</li> </ul>
<i>Exchange</i>	<ul style="list-style-type: none"> <li>• reasons for people to exchange goods and services</li> <li>• money is a generally accepted medium of exchange</li> </ul>	<ul style="list-style-type: none"> <li>• ways people exchange goods and services to meet their needs</li> <li>• benefits for Hong Kong and the mainland for trading with each other and with other parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>• determination of market price</li> <li>• major types of goods and services traded between Hong Kong and the mainland and with other parts of the world</li> <li>• major government measures to facilitate trade between Hong Kong and other parts of the world</li> </ul>

**Strand VI: Social Systems and Citizenship**

<b>Sub-strands</b>	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<i>Rights, Responsibilities and social virtues</i>	<ul style="list-style-type: none"> <li>roles of individual in different social contexts (family, classroom and school)</li> <li>importance of respect for the rights of others in the light of the differences among individuals</li> <li>Concept of social virtues and its importance</li> </ul>	<ul style="list-style-type: none"> <li>Rights and responsibilities of the individual arising from his/her different roles, and channels for exercising these rights and responsibilities in various settings (home, school, community)</li> <li>Rights and responsibilities of the HKSAR residents as stipulated and protected by the Basic Law and the local legal systems</li> </ul>	<ul style="list-style-type: none"> <li>Individual interests and collective interests within social groups</li> </ul>
<i>Social norms, rules and law</i>	<ul style="list-style-type: none"> <li>Functions of rules and regulations in daily life contexts (family, classroom and school)</li> <li>The Basic Law and its importance to HK</li> </ul>	<ul style="list-style-type: none"> <li>Social norms within particular social groups and the influence/ effects of social norms upon daily life</li> <li>The importance of observing rules and laws</li> </ul>	<ul style="list-style-type: none"> <li>Basic principles and the importance of the Basic Law, as well as its implementation in Hong Kong</li> <li>Importance of justice in society</li> </ul>
<i>Local, national and global identities</i>	<ul style="list-style-type: none"> <li>Identities of an individual as a member of a group (family, school, society and nation)</li> <li>Local and national symbols (flag, emblem and anthem) and their meanings</li> <li>Brief introduction to current affairs at local and national levels</li> </ul>	<ul style="list-style-type: none"> <li>Identities of an individual as HKSAR resident and as Chinese citizen</li> <li>Responsible participation as a citizen in the community, society, nation, and the world</li> </ul>	<ul style="list-style-type: none"> <li>Responsible participation of a citizen to the community, society, nation, and the world</li> <li>Relationship between the HKSAR Government and the HKSAR residents</li> <li>The National Constitution and its relation to HKSAR residents</li> </ul>
<i>Social system, political system and interaction</i>	<ul style="list-style-type: none"> <li>Services provided by the government in relation to students' daily life</li> </ul>	<ul style="list-style-type: none"> <li>Social groups and their functions and services in neighbourhoods and communities</li> <li>Functions of government</li> </ul>	<ul style="list-style-type: none"> <li>Functions and services of social groups and political bodies in neighbourhoods and communities</li> <li>Causes and effects of social and political issues at local, national and global levels</li> </ul>

# **Appendix 8**

## **An Exemplar of Project Learning Programme**

## **An Exemplar of Project Learning Programme**

The following is an exemplar of project learning programme adopted by a secondary school. The programme has been piloted for one year and has been found to have an impact on student learning.

### **Major characteristic of the programme**

Project learning is supported by the school's intranet.

### **Relation of the innovation to the present curriculum reform**

The project learning programme is introduced as a learning strategy to develop students' generic skills such as critical thinking skills, problem solving skills, communication skills, collaboration skills, study skills, IT skills and creativity, which are indispensable for life-long learning. It integrates very well with the use of information technology in the learning process.

### **Changes made after a year of tryout**

After a year of tryout, it is found that students have made progress in the following:

1. they can learn more independently
2. they can apply IT in learning
3. they are better equipped with the generic skills of communication and creativity
4. they are more motivated and interested in learning
5. they can master basic concepts better in different key learning areas because the learning process helps to link different KLAs, and it is integrative in terms of the acquisition of subject matters
6. they have developed a strong knowledge base as more up-dated and rich information is available from the intranet

### **The change process introduced**

Two lessons per six-day cycle are allocated to all classes in Secondary One to Three for project learning. Teachers act as facilitators with little interference in the students' learning process. Students have to conduct most work intensively during the two lessons individually and in groups.

### **Procedures**

1. The teacher provides a project title with clear learning targets.
2. Students collect information via the school intranet.
3. After receiving the teacher's comments on the collected information, students process the information further, discuss and organize the findings and present to the class.

4. All students' work is displayed on notice-boards for comments from school principal, teachers and classmates
5. Marking: 20% from the class teacher, 50% from students themselves and 30% from the principal and other teachers.
6. After further improvements, the work is then posted on the web. Parents can also look at the work of their children.

### **Impacts on student learning**

Project learning helps to foster a positive learning attitude and strengthen students' learning abilities. There is a paradigm shift in the learning culture of the school. It shifts from compartmentalized subjects to integrated learning. It also shifts the focus from textbooks to more updated learning materials from the web. Learning takes place beyond the classroom. Students can learn by using IT at home, and parental involvement in their learning becomes more feasible. More relevant and useful topics can be chosen either by teachers or by students themselves for project work. In this way, learning becomes more meaningful and interesting. Assessment for learning is made possible as teachers' and students' immediate feedback and reflection are made in the course of learning.



# **Appendix 9**

## **Examples of Life-wide Learning Opportunities in PSHE**

## **Examples of Life-wide Learning Opportunities in PSHE**

### ***Civic and Moral Education***

Life experiences are essential to students' learning in moral and civic education in school. The following are some examples of life-wide learning opportunities supported by various government departments and/or non-government organizations:

- visits and interviews with candidates for Legislative Council elections during election periods;
- visits or field trips to various local museums or sites of historical value;
- visits and services or performance in places such as home-for-the-aged and special schools;
- visits to various government departments which are related to students' daily life;
- visits to the mainland of China to explore the different facets of life in different provinces, cities and villages; and
- service in groups such as Community Youth Club, the Junior Police Call, the Road Safety Patrol, the Red Cross, Boys Scouts and the Girl Guide etc.

### ***History and Chinese History***

The Education Department works closely with the Antiquities and Monuments Office, and the Hong Kong Museum of History and other non-government organizations to promote students' awareness of our local heritage and to arrange learning activities to supplement classroom learning. Concepts of history, such as chronology, culture and traditions are better illustrated through learning experiences in authentic environments. Examples of these activities are:

1. *Those provided by government departments:-*
  - Heritage tours introducing historic buildings e.g. Central and Western Heritage trails, Ping Shan Heritage Trail and Leung Yeuk Tau Heritage Trail;
  - Visits to ancestral halls e.g. Liu Man Shek Tong Ancestral Hall and Hau Kui Shek Ancestral Hall in Sheung Shui; Tai Fu Tai Mansion and Man Lun Fung Ancestral Hall in San Tin and Lung Yeuk Tau in Fanling.

- Seminars and talks on the history of the Five Great Clans of the New Territories
- Exhibition on relics of human activities ranging from archaeological sites of the prehistoric era to the splendid, traditional buildings of both Chinese and Western styles of more recent times e.g. “The Heritage of Hong Kong and South China – A Cultural Link”
- Inter-school Competition of Study Projects on Local History organized by the Hong Kong Museum of History aiming to encourage students to investigate an aspect of local history through interviews, setting of questionnaires and project work.

### *II Those provided by other organizations:*

- The Hong Kong Institute for Promotion of Chinese Culture is a cultural organization aiming at introducing, promoting as well as advancing Chinese culture. They also organize competitions on study projects for secondary schools students.

Heritage tours and visits are very much welcomed by primary and junior secondary students as they could observe historic buildings in real life and from there develop their sense of belonging and cultivate an appreciation of their cultural identity. Seminars and exhibitions better serve the purpose on information collecting whereby students could use data collected to compile their projects or to verify information learnt from textbooks and other sources. Project competition would help to develop in senior-level students various essential life skills such as research, interview and problem-solving, which could further develop in them independence in handling life situations, positive values and attitudes as well as responsible citizenship.

### ***Travel and Tourism***

Travel and Tourism provides a typical example of how the related industry can provide valuable support and resources for schools to offer diversified and interesting learning experiences that go beyond the confines of the classroom. Quasi-public tourism association and tourism-related companies have been organizing a variety of educational outings and training programmes for school teachers and students with the major ones listed below:

### *Educational outings:*

- Familiarization tours of hotels, airlines, cruise liners and travel agencies
- Career camp

### *Training programmes:*

- Wonder-Host
- Hotel's training programme
- Internships for students at hotels and tourism-related companies

Besides partnerships with the private sector, schools could consider join forces with government departments to gain a macro perspective of tourism development in Hong Kong. One example could be cooperating with the Antiquities and Monuments Office and the Hong Kong Tourist Association in offering educational field trips for students to understand the different types of cultural and heritage tourism's inventory in Hong Kong.