Secondary Schools

Curriculum Guide and Assessment Guide

Personal, Social & Humanities Education

Key Learning Area

Integrated Humanities

Curriculum and Assessment Guide

(Secondary 4 – 5)

**Jointly prepared by the Curriculum Development Council and
the Hong Kong Examinations and Assessment Authority**

**Recommended for use in schools by
The Education and Manpower Bureau
HKSAR**

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Preamble

This Curriculum and Assessment Guide is one of the series jointly prepared by the Hong Kong Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA).   It forms the basis for learning and teaching of the subject curriculum as well as for setting public assessment.   The issue of this single document on curriculum and assessment aims at conveying a clear message to the public that assessment is an integral part of the school curriculum and at promoting the culture of "assessment for learning" to improve learning and teaching.

The CDC is an advisory body giving recommendations to the Hong Kong Special Administrative Region Government on all matters relating to curriculum development for the school system from kindergarten to sixth form.   Its membership includes heads of schools, practising teachers, parents, employers, academics from tertiary institutions, professionals from related fields or related bodies, representatives from the HKEAA and the Vocational Training Council, as well as officers from the Education and Manpower Bureau.

The HKEAA is an independent statutory body responsible for the conduct of the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination. The governing council of the HKEAA includes members who are mainly drawn from the school sector, tertiary institutions, government bodies, professionals and persons experienced in commerce and industry.

This Curriculum and Assessment Guide is recommended by the Education and Manpower Bureau for use in secondary schools.   The subject curriculum developed leads to the appropriate examination provided by the HKEAA.   In this connection, the HKEAA has

issued a handbook to provide information on the format of the public examination of the subject and the related rules and regulations.

The CDC and HKEAA will keep the subject curriculum under constant review and evaluation in the light of classroom experiences, students' performance in the public assessment, and the changing needs of society and students.   All comments and suggestions on this Curriculum and Assessment Guide should be sent to:

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Introduction

Among its recent proposals for education reform in Hong Kong, the Education Commission recommends the provision of 'a broad senior secondary curriculum to enable students to acquire experiences in various key learning areas, construct a broad knowledge base and enhance their ability to analyze problems' (Education Commission, September 2000). The Integrated Humanities (IH) (S4-5), designed primarily for students not taking any subjects in the Personal, Social and Humanities Education Key Learning Area (PSHE KLA), represents a response to this proposal. It seeks to provide students, particularly those of the science and technology-oriented streams, with learning experience in the PSHE KLA which seeks to build a broad knowledge base and a rich repertoire of skills and abilities.

Nature of the Subject

The word 'humanities' has many meanings. It often refers to academic disciplines concerned with culture, such as literature, history, and philosophy. Sometimes it is closely associated with what is known as the humanistic spirit. The term 'Integrated Humanities' as it is used here can be simply understood, however, as an integrated subject devoted to the study of the human condition. The IH (S4-5) does not attempt to assemble different subject disciplines into one. It is 'integrated' in the sense of not being limited by the boundaries of different subject disciplines in the study of the human condition, although it would draw upon basic concepts and knowledge from different humanities subjects.

The subject matter of IH (S4-5) is the human world. Its basic concern is the understanding of the human condition. By providing a learning experience different from that provided by science and technology subjects, this subject helps to broaden student perspectives in understanding and caring for the world in which they live. The intention is not to merge systems of theories and knowledge of several subject disciplines. Nor does it aim at turning students into specialists in a given field.

This subject explores issues of the human world in the personal, local, national, and global contexts. In the enquiry of these issues, students will be introduced to the different perspectives provided by the six strands of the PSHE framework, namely, personal and social development, time, continuity and change, culture and heritage, place and environment, resources and economic activities, social systems and citizenship.

Overall Aims

The aims of S4-5 Integrated Humanities are:

1. to enhance students' understanding of themselves, their society, their nation, and the world at large;

2. to enable students to develop multiple perspectives on controversial issues;

3. to develop generic skills in students such that they can construct knowledge in order to cope with changing personal and social circumstances;

4. to introduce to students ways of thinking and study methods appropriate to the humanities and the social sciences; and

5. to develop in students a holistic and viable system of values and attitudes so that they can sustain healthy personal development and become informed and responsible citizens.

Learning Objectives

The objectives of S4-5 Integrated Humanities are to enable students:

1. to develop a sense of self-understanding, the ability and habit of self-management, to review their relationships with family members, peers and other members of society and to examine their own expectations of and readiness in building intimate relationships;

2. to identify what is valuable about the local society, its constraints as well as worries, and to recognize the interconnectedness of their own local and national identities;

3. to acquire the basic knowledge about the current reform and development strategies of the mainland, and the important issues facing our country in the process;

4. to understand the process of globalization and to reflect upon its pluses and minuses;

5. to be exposed to different areas of social concern and to recognize the interconnectedness of personal, local, national and global issues;

6. to conduct basic humanistic study and social research and to employ multiple perspectives to analyze complex social issues;

7. to develop collaboration skills, communications skills, critical thinking skills, problem solving skills, self-management skills, study skills and creativity through the enquiry learning process;

8. to be sensitive to and to show concern for personal, interpersonal, local, national and global issues; and

9. to be appreciative of and to apply in daily life the positive values of their own culture, and those of other cultures as well as universal values.

Expected Learning Outcomes

By the end of the course, students should be able:

1. to demonstrate awareness of their own feelings and emotions, and of their values and preferences;

2. to manage themselves and the way they relate to others;

3. to feel for others, empathize with their experiences, and be appreciative of the problems that people as a group have to face;

4. to understand the strengths and weaknesses of Hong Kong society and be aware of the importance of social justice;

5. to recognize that Hong Kong people have multiple identities and appreciate the interconnectedness of students' own local and national identities;

6. to understand the developmental strategies of China and to appraise its impact on the future development of the country;

7. to recognize that globalization has many dimensions and to evaluate its impact on different actors;

8. to understand the interconnectedness of personal, local, national and global issues and to appraise issues appealing to human concern accordingly;

9. to appreciate how information affects decision-making and facilitates problem-solving;

10. to recognize that on matters of values and truth, different people tend to hold different opinions;

11. to discern the views held by different contemporary groups and, on this basis, establish one's own personal stance;

12. to conduct basic research, social surveys, field studies and further improve their study skills;

13. to apply multiple perspectives in their thinking, particularly with reference to humanistic values;

14. to select, interpret, evaluate and integrate information, data, concepts and opinions and to draw conclusions from available evidence;

15. to present their arguments clearly and demonstrate open-mindedness and tolerance in discourse on moral issues;

16. to communicate effectively and maintain good social relationships;

17. to be appreciative of the values of their own culture, those of other cultures as well as universal values;

18. to appreciate the importance of holding together individual interests and common good; and

19. to become responsible and conscientious citizens.

Curriculum Framework

Curriculum Outline and Suggested Time Allocation

This subject is composed of four core modules and three optional modules. A topic is chosen for each module. The topic delimits the scope of the module and provides a focus for the enquiry approach of learning.

Each core module is designed with respect to one of the four contextual levels, namely personal, local, national and global levels. There is a gradual expansion of horizon. However, it does not imply that the enquiry should be strictly confined to one level only. On the contrary, cross-level enquiry is not only acceptable but encouraged, as it brings out the interactive nature of these contextual levels.

The optional modules offer choices on different areas of concern. Enquiry into these modules is not confined to any specific contextual levels.

Students of this subject study all of the four core modules and one of the optional modules. Allocation of four periods per cycle is recommended for this subject. Assuming that there are 45 working cycles for the two academic years of S4-5, 180 periods will be available for the subject. The minimum number of periods for the learning and teaching of each module is suggested as follows:

Content	Subject requirements and suggested time allocation
A. Core Part	
Core Module I: Personal Development	Compulsory Not less than 30 periods
Core Module II: Characteristics of Hong Kong Society	Compulsory Not less than 30 periods

Content	Subject requirements and suggested time allocation
Core Module III: Development of Modern China	Compulsory Not less than 30 periods
Core Module IV: Globalization	Compulsory Not less than 30 periods
B. Optional Part	
Optional Module I: Religion and Life	
Optional Module II: Human–Environment Relationship	Choose any ONE module. Not less than 40 periods for the module
Optional Module III: Relationship between Mass Media and Modern Culture	

The suggested minimum number of periods for the whole subject adds up to 160. It is at teachers' discretion to use the outstanding teaching periods for various purposes: such as catering for wider interests, adopting remedial measures, providing opportunities for in-depth studies, or introducing more learning and teaching strategies.

A. Core Part

Core Module I: Personal Development

This module helps students achieve a deeper self-understanding and develop the ability and habit of self-management. Furthermore, through discussing principles of interpersonal relationship applied in the contexts of getting along with family members, peers and other members of society, students reflect on how they communicate and build relationship with others. They will also review their own expectations and readiness of building intimate relationship. The enquiry questions suggested below provide the direction of discussion in terms of principles; teachers will have to supplement the learning and teaching of the topic with daily life cases as the contents for discussion.

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
1. What kind of person would I like to be?	a. Developing self-awareness	How can one understand oneself? How can the way others see oneself help one know oneself? How can one find out one's interests, orientations and the things valued? How did the process and background of growth shape the person? How should one perceive one's own strengths and limitations? How does one's aspiration for the future influence the way one lives?	Human dignity, creativity, courage, liberty, affectivity, individuality, self-esteem, self-reflection, self-discipline, self-cultivation, self-determination, openness, enterprise, perseverance, optimistic, positive, responsible, adaptable to changes
	b. Self-esteem and recognition by others	What is the worth of a person? By what standards does modern society evaluate a person? Are these standards worth identifying with? How does the recognition of others influence one's values and behaviours? What significance does self-esteem have to the well-being of a person? How does a person with high self-esteem behave?	
	c. Self-management	How can one's physical and emotional needs be appreciated and handled? How can one identify the factors affecting one's behaviours? How can one cope with problems, difficulties and major changes in life? How do decisions of today affect one's long-term personal interest? How can one learn to set goals and work to achieve these goals?	

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
2. How do I get along with others?	a. Interpersonal communication	What constitutes effective interpersonal communication? How can one understand one's patterns in interpersonal communication? What are the perspectives for understanding the feelings and behaviours of others? How do these different perspectives affect one's interpersonal communication and acceptance of others?	Honesty, individuality, equality, trust, interdependence, openness, sensitivity, modesty, empathy, caring and concern, cooperation, respect for self, respect for others
	b. Managing conflicts	How do interpersonal conflicts arise? What consequences will these conflicts bring? How should these conflicts be handled? How should the different ways of handling conflicts be assessed?	
	c. Developing relationships	What expectations do family members, peers and other members of society hold towards one another? Are these expectations reasonable? When these expectations are not met, what tensions do they bring to the relationships? When an intimate relationship is being built, do mutual expectations necessarily grow? Does intimacy imply mutual commitment? How should one prepare to go into intimate relationship?	

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Core Module II: Characteristics of Hong Kong Society

This module begins with an examination of three aspects of Hong Kong society: political participation, economic development and social policy. It seeks to identify what is valuable about our society, and to recognize its constraints as well as worries. This module aims at enabling students to acquire a relatively comprehensive understanding of Hong Kong society and to develop an ability to critically analyze some of its major social issues. This module also looks at the development of local and national identities. It urges students to reflect upon their own identities and accept others with different identities.

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
1. What are some of the pluses and minuses of Hong Kong society?	a. Political participation	What channels of political participation do Hong Kong people have within the HKSAR? Do Hong Kong people have equal opportunities in political participation? What factors influence Hong Kong people's political participation? What is the impact of the implementation of "one country, two systems" and "Hong Kong people ruling Hong Kong" on political participation? Under the existing system, does government respond to the demands of the general public in a positive way and are there adequate means for Hong Kong people to monitor the government and redress their grievances?	Equality, freedom and liberty, common good, mutuality, justice, equal opportunities, due process of law, plurality, democracy, participatory, critical, appreciation, empathy, caring, positive, adaptable to changes, with a respect for others, for rule of law and for fair play
	b. Economic development and wealth distribution	How developed is Hong Kong and what are the indications? What are the factors contributing to Hong Kong's emergence as an international trading and financial centre? What is the economic policy of the HKSAR government? What was the impact of economic growth in the past on the issue of poverty? Is the development toward a 'hi-tech', knowledge-based economy the right direction, and will it help improve the uneven distribution of wealth?	
	c. Social policy and equal opportunities	Is Hong Kong a place of opportunities? Does hard work promise success? Is it important to have a society with integrity and uprightness? Are there different kinds of discrimination in Hong Kong? To what extent do the social reforms and policies of the government guarantee equal opportunities and fair distribution of wealth?	

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
2. What are the factors affecting the people's pluralistic sense of identity in Hong Kong?	a. Local consciousness and identity	What has given rise to local consciousness and identity? How is the formation of local identity related to social and economic development in Hong Kong? What is the connection between people's sense of identity and Hong Kong's way of life? How do different social groups, such as new arrivals, indigenous people in the New Territories, and ethnic minorities develop their sense of identity?	Sense of belonging, culture and civilization heritage, patriotism, solidarity, plurality, critical, appreciation, with a respect for others and for different ways of life
	b. National identity	To what extent do Hong Kong people identify themselves as Chinese? How have Hong Kong people identified themselves with the nation in different times and events? What is meant by being patriotic? After reunification, what are the changes among Hong Kong people in their sense of Chinese identity? What are the factors leading to the changes?	
	c. Mass culture and sense of identity	In mass culture such as films and television, how has a local consciousness come into being? What are the features of this local consciousness? Has the self-image of Hong Kong people changed over time and how? During the transitional period and in the post-1997 era, did mass culture reflect Hong Kong people's identification with Chinese culture and with the country and how? How are "mainland Chinese" and "new immigrants" depicted in the mass media? In what way does our mass media depict minority groups in Hong Kong? Does our mass culture manifest and promote a pluralistic concept of identity?	

Core Module III: Development of Modern China

This module focuses on Modern China's development, especially economic development. It aims at increasing students' basic knowledge of the mainland's current reform and development strategies, and the important issues facing China in the process. On this basis, we seek to explore the directions of China's future development. This module comprises two major parts. The first part introduces the major strategies and features of China's economic development and evaluates their impact. We focus on rural reforms, township enterprises, reform of state-owned enterprises, enterprises of the non-public sector and China's entry into the World Trade Organization. This enables students to understand China's transition from a planned economy into a socialist market economy and its transformation from a predominantly agrarian economy to an increasingly urbanized, industrializing economy. The second part explores the political impact of economic development and the challenges facing China's future, and attempts to enquire into sustainable development strategies in China.

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
1. How desirable are the current strategies of China's economic development?	a. Rural reform and urban development	What paths has China undertaken in economic development since the establishment of the People's Republic of China? What are the differences between planned economy and market economy? What is socialist market economy? What progress has China's economic reform made since 1978? What rural reform has the government launched? What are the factors that drive China to develop township and village enterprises? What are the major characteristics of China's urbanization and city reforms? What are reasons for migrant workers? What problems do migrant workers bring? How can the issue of migrant workers and the resulting problems be tackled? How can the divergences between urban and rural areas be narrowed?	Patriotism, sense of belonging, solidarity, equality, freedom and liberty, equal opportunities, human rights and responsibilities, human dignity, common good
	b. The reform of state-owned enterprises, enterprises of the non-public sector and China's entry into the World Trade Organization (WTO)	What are the factors that prompt state-owned enterprises to launch reforms? What are the effects of these reforms? How does the government handle the unemployment problem brought by the state-owned enterprises reform? What are the roles played by enterprises of the non-public sector in China's economy? Why did China join the WTO? What are the opportunities and challenges brought by China's entry into the WTO as a developing country? What are the opportunities and challenges facing Hong Kong following our country's entry into the WTO? What are the roles played by Hong Kong economy in our country's economic development?	

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
2. What is the impact of reform and opening-up policies on China's future development?	a. Political development	How do economic development and the opening-up policies affect China's political development? What attitude do people living on the mainland hold towards political development? What political reforms have been launched in the rural sector and different levels of government? What are the problems and prospects for political development in China? What are the options for political development in China in the future?	Patriotism, sense of belonging, solidarity, equality, democracy, freedom and liberty, equal opportunities, human rights and responsibilities, human dignity, common good, sustainability, mutuality, culture and civilization heritage
	b. Sustainable development	What is the impact of China's industrialization and urbanization on the natural environment? How should we strike a balance between economic development and environmental conservation? Is the strategy of "sustainable development" a necessary and viable choice for China? What strategies and policies can be adopted to ensure sustainable development? Can economic development coexist with the preservation of cultural heritage?	

Core Module IV: Globalization

This module helps students clarify the basic concepts of globalization, and reflect upon the pluses and minuses of this social process. Globalization means one thing to a large and developed country and another to a small and developing country. China is a large but developing country, and the problems it faces present a very significant case in point. With the process of globalization, different political systems, economies, ethnicities and social structures might collide and generate fusion, opposition and conflict. What are the likely consequences? Critical incidents of contemporary international conflict and how they were tackled will be studied to investigate the possibility of permanent peace under globalization and the way ahead for human society.

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
1. What is globalization?	a. What is meant by globalization?	What is globalization? What are the main features of globalization in terms of economics, politics and culture? Will globalization lead to uniformity? Can the world sustain diversity under globalization?	Rationality, critical attitude, interdependence, plurality, adaptable to changes
	b. The trend towards globalization	What are the forces that promote globalization? How do different parts of the world react to globalization? What are the possible consequences when globalization becomes a big trend?	
2. What is the impact of globalization?	a. Cultural, economic and political impact	How does globalization affect the life style of individuals in different societies? Is it a blessing or a curse to these societies? Does globalization promote homogeneity or diversity in cultures and values of different societies? Does globalization provide benefits to all countries or it leads to exploitation by developed countries and international capital over developing countries? Does globalization lead to fair treatment for all the countries or domination by great power(s)?	Rationality, equality, justice, critical attitude, interdependence, common good, cooperation, mutual respect
	b. Impact and opportunities for the mainland and Hong Kong	What are the impact and opportunities for the mainland and Hong Kong under globalization? How are the mainland and Hong Kong reacting? Should globalization be supported or actively resisted?	

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Issues	Key Points	Suggested questions for enquiry	Values and attitudes
3. Will globalization bring forth more conflict or world peace?	a. Harmony and conflict	Does globalization contribute to harmonization among different political systems, social structures, cultures, economies, religions and ethnic groups? What insights do recent international crises yield? Will globalization increase social disparity and lead to conflicts?	Rationality, equality, justice, critical attitude, cooperation, respect, empathy, caring attitude, responsibility, interdependence, common good
	b. Regional alliances and global institutions	To achieve world peace and fair distribution of wealth, should we count on regional alliances or global institutions? What should be done to achieve permanent peace in human society?	

B. Optional Part

Optional Module I: Religion and Life

This module is divided into three parts. The first part introduces certain features about religion and their significance and value. The second part acknowledges the social significance of religion through investigating the influence of religion on the lives of people. In the third part, through works of religious art, students learn to appreciate the cultural value of religion and empathize with the religious sentiments expressed by these artworks.

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
1. What is religion?	a. Religion, faith and belief	How do religious phenomena differ from general social phenomena? What are the differences between religion, faith and belief? Is having religious beliefs a sign of weakness?	Rationality, truth, self-discipline, open-mindedness
	b. Faith and spiritual life	Besides material pursuits, do people also engage in spiritual pursuits? What is spiritual life? Is spiritual life necessarily related to faith? Can religious activities such as prayer, meditation, pilgrimage, and confession elevate one's spirituality?	
	c. Religion and science	Is religion anti-scientific? Is science a kind of faith? Is faith compatible with science? Can science verify faith? Are miracles, re-incarnation, fortune-telling and spirit-writing credible and worth believing?	
2. How does religion affect our lives?	a. The social functions of religion	Are there social significance and deeper values, besides religious ones, embedded in different religious festivals, rituals and activities? What has religion contributed to the progress of the human society? How does religion provide people with goals in life and moral strength? Under what circumstances does religion become an obstacle to human development? Why is religion at times a cause of war and hatred? Does religion make one pessimistic?	Sanctity of life, enterprise, principled morality, respect, respect for life, open-mindedness, plurality, common good, self-reflection, empathy
	b. Religion and human suffering	How does the existence of human suffering affect people's religious faiths? How does religion explain human suffering? How do people without any faith manage human suffering? How does faith help people face issues of death and dying?	

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Issues	Key Points	Suggested questions for enquiry	Values and attitudes
	c. Faiths in practice	How do religions, which promote fortitude and purity, face secular values and behaviours like hedonism, alcoholism, smoking, gambling and pornography? How will they influence decisions on ethical issues such as contraception, euthanasia and cloning?	
3. How are religious sentiments demonstrated through the arts?	a. The impact of religion on the arts	How does religion affect the creative process and works of art? What are the purposes of creating these works?	Aesthetics, creativity, affectivity, open-mindedness, plurality, appreciative attitude
	b. The arts as manifestation of religious sentiments	What is the special appeal of religious artworks? How does this special appeal lead people to reflect on life? Do the arts of different religions have different contents and ways of manifestation?	

Optional Module II: Human-Environment Relationship

This module first investigates the emergence of concern for environment and ecology. It then guides students to analyse the complex relationships between humankind and the environment on the one hand and between the human community and ecology on the other. Students are also prompted to consider the issues involved in environmental protection, conservation of resources and recycling. Finally, students investigate the importance of green life and collaboration between individuals, communities, governments, non-governmental and international organizations in safeguarding our planet.

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
1. What are the problems facing our environment and ecology?	a. Human destruction of the environment	Is the harm on the environment done by humankind severe? Should we create an artificial environment that will suit human needs, or should we restore the damaged environment?	Rationality, equality, justice, critical thinking, respect, empathy, responsibility, common good, sustainability
	b. The carrying capacity of the ecosystem	Can a damaged ecology recuperate? The natural environment undergoes transitions on its own, for better or for worse, are environmental problems solely to be blamed on humans?	
	c. Towards sustainability	Are natural resources unlimited and can they be tapped without restraint? Is sustainable development possible? Are we accountable to later generations in the use of resources? Who has the right to decide on the use of land and the distribution of resources?	
2. What are the values and considerations for environmental protection?	a. Technological and social development alongside environmental protection	Do environmental and ecological problems arise because of backward production methods? Can technological advancements increase production and at the same time enhance environmental protection? If the earth itself cannot escape the final fate of destruction, why should we bother with environmental protection?	Rationality, equality, justice, critical thinking, cooperation, respect, empathy, caring, responsibility, interdependence, common good
	b. Protecting human interests and ecosystems	Should environmental and ecological problems be addressed solely with respect to human interests, or should the concern be extended to all ecosystems?	

Issues	Key Points		Suggested questions for enquiry	Values and attitudes
	c. Values of the environment and ecology for humankind		What is the value of nature to humankind? What are the different implications for nature to be viewed as a big garden (value of appreciation and repose), a cathedral (value of spiritual refinement and aesthetic beauty), a silo (value of materials for human use) and a laboratory (value of experimentation for knowledge and development)? To humankind, is nature an instrument, a refuge, or a partner? Which viewpoint is more acceptable?	
3. Can we find a clear way ahead amidst the confusions and contradictions in the practice of environmental protection?	a. Green life		Can environmental protection be achieved through individual participation in green life? Should we just do our duty or should we demand that others follow us? What is green life? How can it be practised in Hong Kong? Will it hinder economic development?	Rationality, equality, justice, critical thinking, cooperation, respect, empathy, caring, responsibility, interdependence, common good, sustainability
	b. The roles of government and non-governmental organizations (NGOs)		What is the role of government in environmental protection? What role can it play in promoting the recycling of used materials and the quality of life? Is it feasible for government to use taxation and other policies to promote environmental protection? Is it reasonable? What role can NGOs play in environmental protection? Is it effective?	
	c. International collaboration		Why is international collaboration important? How should developed countries cooperate with developing countries? How can the need for development in developing countries be reconciled with that for environmental protection in developed countries? Are developed countries obliged to help developing countries deal with environmental problems?	

Optional Module III: Relationship between Mass Media and Modern Culture

This module explores the functions of the mass media and their influence on modern culture. The scope of enquiry includes how mass media change people's lifestyles and values, raise the issue of freedom of speech in a democratic society, deal with conflicts and trade-offs between commercial considerations and other values. Students are encouraged to reflect on their values and identities in the complicated world of mass media. The investigation focuses primarily on the media phenomena accessible to the local audience.

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
1. Is it the mass media that affect our cultural development, or is it our culture that determines the production principles of mass media?	a. Mass media and mainstream values	Are certain values and lifestyles often passed on by the mass media? If so, why are they being passed on? How do mainstream values influence modern society? Can we find any alternative values in the mass media?	Plurality, democracy, justice, rationality, creativity, aesthetics, interdependence, principled morality, openness, respect for others, respect for different ways of life, responsible attitude
	b. Commercial considerations and other factors determinative of media operations	What are the different sources of revenue for different media? How do these sources of revenue influence their production principles? Are there commercial ties between the media and other businesses? Besides commercial considerations, do factors such as politics, media ethics, and public opinions also influence the production principles of mass media? What are the influences of these factors?	
	c. The influences of advertising on society	What functions do media perform in the operation of the business world? To what extent is our consumption behaviour affected by advertising? When, where, and how do we receive messages from advertising? How is 'beauty' presented in advertisements? Do/How do advertisements stereotype gender roles? What values are delivered in most advertisements? Why are prejudices found in certain advertisements? Are such advertisements common?	
	d. Mass media and a pluralistic and democratic society	How can media help a society become more pluralistic and democratic? Why do we need to protect freedom of speech? What are the pros and cons of a pluralistic mass media culture? How do mass media protect the values and way of life of minorities? How can we protect and promote diversity in the mass media industry?	

Issues	Key Points	Suggested questions for enquiry	Values and attitudes
2. Is popular culture harmful or beneficial to the development of youth?	a. Mass media and popular culture	What are the most common leisure activities among young people in Hong Kong? Are these activities related to mass media? Are young people in Hong Kong affected by mass media and follow the ideology of popular culture?	Individuality, creativity, self-determination, independence, simplicity, openness, freedom and liberty, critical attitude, sense of belonging, adaptability to changes
	b. Popular culture and commercial society	Is the popular culture in Hong Kong controlled by the mass media? Why does our popular culture change so rapidly? How do consumption patterns reflect the identity and social status of different people? Does this imply any social problems?	
	c. Popular culture and personal growth	What are the differences between today's popular culture and those of earlier generations? How do you account for these differences? Who are the most popular idols among young people in Hong Kong nowadays? What images do these idols project? How do these idols influence their fans?	
	d. Personal decision	In this heterogeneous media world, how can one find one's own stance? For the mass media, are conflicts between entertaining the mass and compliance with media ethics unavoidable? Are there any outstanding television and radio programmes in Hong Kong? Are there any good newspapers and magazines in Hong Kong? Why are they better than the others? As consumers, how can / should we ensure the continued survival of non-mainstream media operations? How can we encourage the production of quality programmes?	

Learning and Teaching

Introduction

To provide students with the essential learning experiences in the PSHE KLA, Integrated Humanities (S4-5) is designed in accordance with the principles of enquiry learning. Students are encouraged to experience the world around them, ask their own questions and search for their own answers. In contrast to scientific enquiry, which often aims at discovery of universal laws and principles, enquiry learning in PSHE leads to a deeper understanding of different changing relationships and appreciation for various views and values. Through the enquiry process, students widen their horizon, acquire the generic skills required of a life-long learner and reflect on their own values and attitudes.

Enquiry approach to learning

Enquiry learning in IH is issue-based

For Integrated Humanities (S4-5), the enquiry learning is structured around issues. Students should be guided to appreciate the changing, complex and controversial nature of these issues. Questions related to these issues are open-ended. Issue-enquiry allows, and demands, students to direct their own learning process and develop their own opinions. The 'suggested questions for enquiry' as listed in the curriculum framework are intended to demonstrate the expected depth and breadth of the enquiry. They should not be taken as the sole possible routes for enquiry, nor be expected to lead to 'correct answers'.

Issue-enquiry produces personalized knowledge

Issues that bear directly on students' lives provide ample opportunities for meaningful learning. The knowledge constructed through issue enquiry connects very closely to daily life

and students' genuine concerns. As students explore these issues, it is important that they bring in their own experiences, have access to first-hand knowledge, and draw personal relevance.

<u>Issue-enquiry develops multiple perspectives</u>

An issue is multi-dimensional. It often involves personal, social, cultural, political, economic, environmental and technical aspects. It is also controversial in the sense that different people are differently affected by it and thus hold different views towards it. Through issue-enquiry, students learn to see things from different points of view and to evaluate competing claims. Such multiple perspectives are very important to discussions on value issues. Students should arrive at their conclusions only after having considered the pros and cons of different claims.

<u>Skills to handle information are essential for informed judgement</u>

In issue-enquiry, students need to be able to identify, investigate, understand, evaluate issues and offer solutions. They have to construct knowledge out of different forms of data and information from a variety of sources. The skills to handle information are enhanced in the enquiry process. With these skills, students are able to process novel information effectively so as to stay informed and updated on the issues they study. They evaluate situations and arrive at sound decisions in life.

Facilitating enquiry learning

In enquiry learning, the major responsibility of learning rests on the learner. The role of the teacher thus changes from knowledge provider to learning facilitator.

The teacher provides information to support the enquiry

The teacher of IH judges whether students have adequate preliminary knowledge of the issue to be explored. For S4-5 students, it is often necessary for teachers to fill in the gap by providing background knowledge. The teacher also continues to fuel the enquiry with timely stimulation. The stimuli can be a newspaper article, a remark from a government official, a comment from a scholar, a picture or any other resources which bring new insight on the issue concerned. It takes professional judgement to decide what stimuli are needed and how and when these inputs are to be delivered, such that they enrich, but not dictate.

The teacher coaches students in skills of enquiry

Before students are given a free hand to conduct enquiry, they have to be equipped with a repertoire of generic skills. Some skills may be transmitted through instruction; most need to be developed by practice. Therefore, a considerable portion of curriculum time should be allowed for the acquisition of these skills. Guidance and support from teachers are necessary for students to master these skills. Teachers are also expected to introduce basic principles and skills of social research in the context of the topics studied.

The teacher fosters values and attitudes

Enquiry will be inhibited if acceptance and tolerance are absent from the learning environment. An accepting learning atmosphere helps students acquire open-mindedness, objectivity, and respect for difference in opinion, which are essential for one to be able to view an issue from different perspectives. The teacher of IH should foster these attitudes in students through encouragement and personal example. While it may be debatable whether teachers should influence students with their personal stance on a given issue, it is generally agreed that teachers should guard against indoctrinating students with their authority.

Suggested strategies for learning and teaching

Group discussion, debate, role-play and brainstorming are effective classroom activities that promote interflow of ideas, reflective thinking and creative thinking. Project learning, appropriately scaled and with proper guidance, also provides an effective strategy for IH. Life-wide learning activities such as field studies, surveys, visits and community services, if well coordinated and structured, are also valuable opportunities for students to apply and practise various kinds of enquiry skills. Students should also be encouraged to make appropriate use of information technology in information search, data management, communication and presentation.

Conclusion

There is no such thing as best method. The choice of strategies depends on the nature of the topic, availability of resources, abilities and needs of the learners. Teachers choose the strategies that could achieve the subject aims in the context of the school environment and constraints.

Please refer to the video on 'Integrated Humanities: Teaching Strategies' (2003, Curriculum Development Institute) for demonstration and more discussion.

Assessment

Introduction

In aligning the learning objectives with the assessment strategies and standards, schools should make reference to the expected learning outcomes from this Curriculum and Assessment Guide (pp.5-6).

School Assessment (Internal)

Formative assessment, or assessment for learning, is the major goal of internal assessment. It focuses on students' learning process. In the process of learning and teaching, the teacher shares with students the learning objectives so that they know the standards they should aim at. The teacher provides suitable feedback to help students understand their learning process, their strengths and weaknesses. That is, what and how they are expected to learn in this curriculum, and the standard they have achieved. Feedback can come from other students (peer assessment) as well. This mode of assessment promotes reflective thinking about their learning and students are actively involved in improving their learning. In addition, assessment for learning helps provide information to revise and improve teaching which will further enhance learning. The three components, learning, teaching and assessment interlock and form a mutually enhancing process.

In the Integrated Humanities curriculum, the aims of assessment for learning can be achieved by making full use of diversified activities, such as classroom activities, project learning, homework, tests and examinations.

1. *Classroom activities*

   Classroom activities include learning activities such as group discussions and presentations, debates, role-play, teacher-student and student-student interactions. These

learning activities provide useful data for formative assessment. Integrated Humanities stresses that students think in multiple perspectives about controversial issues, develop generic skills and build humanistic values and attitudes. These elements, shown through classroom activities, are assessed by appropriate criteria and standards. In assessing values and attitudes, peer assessment is feasible. During the learning process, students have opportunities to discuss and assess their values and attitudes with the peers they trusted. Then they can reflect together and consider if they need to change. This is very helpful to personal growth and learning.

2. *Project learning*

Project learning provides a range of learning experiences. It is also an effective way of formative assessment. Integrated Humanities provides students with opportunities to conduct basic research, social surveys, field studies, etc. Students learn how to organize these activities, how to collect, select, interpret and analyse data, how to get along with their peers, how to solve problems and to make decisions, how to communicate effectively and finally reach a conclusion. The teacher assesses students with such information through observation. In project assessment, the teacher needs to make explicit the procedure and the criteria involved. The criteria should cover the choice of project title, the choice of methodology, the quality of the implementation, the collection and analysis of data and the presentation of the findings. Students need to be guided in carrying out a project, and the assessment criteria provide them the guidance.

3. *Homework*

Homework helps not only to consolidate what students have learnt in class, but also helps to construct knowledge and develop deeper understanding. As the Integrated Humanities curriculum emphasizes the enquiry approach in learning and teaching, teachers should

assign homework that engages students in investigation and exploration to supplement classroom teaching. For example, students are asked to search the Internet for additional information, or look up newspapers and magazines for relevant photos and cartoons, or interview people to collect different views. If sufficient guidance is given, students will learn to become independent learners. They should then share and discuss their findings with the class.   When marking the homework, specific and constructive comments, feedback and suggestions for improvement should be given. This informs students of their progress and enables them to know what they should do next in order to improve.

4. *Tests and examinations*

Tests and examinations are the most widely used modes of internal assessment. If the assessment stresses memorization of information, the motive to learn will be weakened. In designing test and examination items, balance in the types of questions is required. There should be a balance in the requirement for conceptual understanding, factual knowledge, and particular generic skills. There should be diversity too, such as data-based questions, open-ended questions, script writing for a short play, drawing a design. These items provide suitable material for assessing a wide range of skills, such as creativity, problem solving skills and critical thinking skills.

In conclusion, effective assessment for learning matches the following descriptions:

- It is student-centered. Students are encouraged to become independent learners and are given adequate opportunities to explain their learning aims, strategies, and the judgement they make;

- The teacher develops well thought out plans on how students' performance is to be assessed. The teacher informs students of the assessment criteria and how they will be carried out;

- There is self-assessment and peer assessment which promotes reflective thinking in oneself and among peers. This enables students to understand better their own learning and the progress of their peers, and to further improve their work.

- It is geared to the learning and teaching process and students' learning experiences. It is reviewed from time to time.

Public Assessment

<u>Objectives</u>

A.   For the Written Examination Component

Students should be able:

1.   to demonstrate a sound understanding of the key ideas, concepts and terminologies of each module;

2.   to apply their knowledge and understanding related to the key points of each module to new issues;

3.   to discern the views, attitudes and values, stated or implied in any given material;

4.   to interpret information presented in a variety of ways such as maps, graphs, charts;

5.   to present coherent explanations;

6.   to master basic techniques of classifying and representing evidence and to critically analyse, interpret and evaluate evidence;

7.   to evaluate the logical coherence of a statement, an argument, or a method of investigation;

8.   to make sound judgements and conclusions on the basis of information given;

9.   to present a response to a stated problem with appropriate arguments and evidence;

10. to demonstrate an awareness of the values they hold concerning social, economic, environmental, political and other matters;

11. to demonstrate open-mindedness, tolerance and empathy in their handling of different issues;

12. to be aware of multiple perspectives in addressing an issue, and to explain how different motives, beliefs and interests could have influenced the ways different groups address an issue;

13. to demonstrate an awareness of the influence of values and attitudes in making decisions on the issues under study;

14. to appreciate valuable elements in different cultures, including those of their own.

B.   *For the School-based Assessment (SBA) Component*

Students should be able:

1.   to communicate effectively;

2.   to select, interpret, evaluate and integrate information, data, concepts and opinions;

3.   to draw conclusions from evidence;

4.   to carry out basic research, social surveys, field studies and other related activities;

5.   to improve their study skills;

6. to present arguments clearly;

7. to manage themselves and build social relationships;

8. to appreciate the problems faced by various groups of people;

9. to maintain good social relationships;

10. to think from multiple perspectives;

11. to develop their own stance in light of views held by different groups;

12. to appreciate the importance of information in decision making and problem solving;

13. to understand their own feelings, emotions, values and preferences;

14. to be sensitive to issues and problems confronting humankind;

15. to empathize with other people's feelings and experiences;

16. to tolerate different opinions on matters of values and truth;

17. to demonstrate open-mindedness and tolerance in moral discourse;

18. to appreciate valuable elements in different cultures, including those of their own;

19. to appreciate the importance of holding together individual interests and common good; and

20. to develop a sense of responsibility and a social conscience.

<u>Rubrics</u>

1. Public assessment of the curriculum consists of a written paper and a school-based assessment (SBA) portfolio.

2. The written paper carries 80% of the total subject marks, and lasts for 2 hours. The paper consists of Section A (60% of subject marks) and Section B (20% of subject marks). Candidates are required to answer questions from both sections.

    Section A consists of two data-based questions. Candidates are required to respond to information in different formats, including extracts from written sources, written dialogues, letters, maps, cartoons, photographs, tables, charts, etc. All questions have to be answered. Each data-based question covers one or more of the Core Modules. Candidates are advised to spend approximately 1½ hours on this section.

    Section B consists of six essay-type questions with stimulus materials. Candidates attempt ONE only. The six questions fall into three equal groups, each covering an Optional Module. Candidates are advised to spend approximately 30 minutes on this section.

3. The SBA portfolio carries 20% of the total subject marks. It consists of a standardised student profile sheet to be filled by the subject teacher and a written course assignment, which could be in various formats, e.g. essays, debate speeches, field visit journals. The student profile sheet records marks in four areas: the candidate's written course assignment, the candidate's course performance in S4, the candidate's course performance in S5, and the candidate's internal tests/exams results. The student profile sheet and related regulations, guidelines and assessment criteria will be issued by the HKEAA.

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The Economist.
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Far Eastern Economic Review.
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Appendices

(For the latest version of Appendices I – III, please refer to the handbook issued by the HKEAA.)

Hong Kong Examinations and Assessment Authority

HKCEE Integrated Humanities

Guidelines for School Teachers on the Conduct of School-Based Assessment

1. *Introduction*

As stipulated in the *Integrated Humanities (S4-5) Curriculum and Assessment Guide*, there is a school-based assessment (SBA) component constituting part of the summative assessment of the subject, carrying 20% of the subject weighting.

2. *Aims and Objectives of SBA*

    2.1 It is believed that the incorporation of an SBA component into the public assessment of the subject would make the assessment more comprehensive, as there are skills that the subject intends to develop in students which cannot be assessed with conventional written examinations. It is also believed that teachers are the people most familiar with their students' performance, and incorporation of their assessment on their students' achievement into the public assessment of the subject would enhance the accuracy of the results that their students achieve in the public assessment.

    2.2 The assessment objectives of the SBA component are stipulated in the *Curriculum and Assessment Guide* for the Integrated Humanities subject.

3. *Format*

    3.1 The SBA component of the HKCCE Integrated Humanities syllabus takes the form of a candidate portfolio, which consists of a student profile sheet and a marked written course assignment. The student profile sheet is provided by the HKEAA and filled in by the subject teacher. The written course assignment can be in various formats, such as essays, debate speeches and field visit journals. In the student profile sheet, teachers record the score given to the written course assignment in

terms of students' level of achievement. Teachers have to refer to the Achievement Criteria specification grid on deciding on students' level of achievement in the written course assignment. In addition, teachers' evaluation on student course performance in S4 and in S5 as well as internal test/examination results also serve as parameters contributing to the resulting marks of the SBA component for an individual student.

3.2 It is not the intention of the SBA component to increase the workload of students and teachers. Therefore, the written course assignment and the internal tests/examinations should be part of the regular formative assessment programme designed by the teacher, rather than an additional assignment and tests/examinations required of students. Teachers are encouraged to allocate, if possible, some class time for students to work on the written course assignment.

3.3 The written course assignment can be of any format (see Section 7 for a few suggestions of the format). Teachers are encouraged to write their comments on the written course assignment. The language medium of the written course assignment must be the same as that of the written examination that the candidate sits.

3.4 SBA is compulsory for all school candidates. Schools are required to comply with the requirements specified in Section 4 below.

3.5 Private candidates may opt to use their previous SBA results. If so, the results must be obtained within the previous two years. If they do not opt to use their previous SBA results, or if they have no previous SBA results, their written paper results will have a subject weighting of 100%. In such case, the weighting of Section A (DBQs) will be 75% and that of Section B (essay-type questions with stimulus materials) will be 25%. Private candidates will be provided with details of the options at the time of registration.

4. *Procedure and Working Schedule*
   4.1 *Taking part in the public assessment of the subject for the first time:* Principals of schools offering Integrated Humanities (S4-5) for the first time are requested to write to the HKEAA to inform their participation **24 months preceding the date of**

the Examination. They are requested to inform the HKEAA of the number of S4 students they intend to admit for the Integrated Humanities subject and the language medium to be used in the written examination.

4.2   *Schools already participating in the public assessment of the subject:* **By September each year**, participating schools should confirm to the HKEAA (a) the respective numbers of students taking Integrated Humanities (S4-5) in S4 and S5, and (b) the names of teachers involved in the SBA through their reply to a letter issued by the HKEAA.

4.3   *During the Integrated Humanities (S4-5) course:*

4.3.1   Teachers are requested to collect from each of their students a written course assignment done during the S4-5 years. The course assignment selected should be one that reflects the candidate's highest achievement according to the aims and objectives of the curriculum laid out in the *Curriculum and Assessment Guide*.

4.3.2   Teachers are also requested to fill in a Student Profile Sheet for each of their students and submit, in the form of a portfolio folder, the Student Profile Sheet, along with a marked written course assignment to the HKEAA in April of the year of examination. When awarding score, teachers are required to make reference to the achievement criteria specification grid (see Section 5 below).

4.3.3   When awarding marks to the student's overall results in internal tests/examinations during the period of study, teachers are requested to rank students into five groups based on their overall tests/exams performance, with each student in the top group awarded 5 marks, each in the second best group 4 marks, each in the middle group 3 marks, each in the fourth best group 2 marks, and each in the bottom group 1 mark. For example, if a school adopts a mark range system of 0-100 for its internal tests/exams, students in the best group will be those in the 81-100 mark range, the second best group in the 61-80 mark range, the middle group in the 41-60 mark range, the fourth best group in the 21-40 mark range, and the bottom

group in the 0-20 mark range. The number of students in each group need not be the same. If a student attends no internal tests/exams throughout the S4-5 years, the student should be awarded zero marks.

4.3.4 The subject teacher and the school principal are requested to sign on the appropriate space provided in the Student Profile Sheet.

4.4 *Submission of Students' SBA Portfolio:* Participating schools are requested to submit their Integrated Humanities students' SBA portfolio folders to the HKEAA by April of the year of examination. Schools will be informed by a circular of the exact date for submission.

5. *Awarding Marks to Students' Written Course Assignments and Course Performance in S4 and in S5*

5.1 There are five levels of achievement for a student in each of the SBA areas: Very High Achievement (VHA), High Achievement (HA), Sound Achievement (SA), Limited Achievement (LA), and Very Limited Achievement (VLA). When a school informs the HKEAA of their intention to offer the Integrated Humanities course and to participate in the public assessment of the subject 24 months before public examination (see 4.1 above), they will be provided with a student profile sheet template, guidelines, and a sheet of specification grids with descriptions of various levels of achievement for the SBA assessment areas.

5.2 When awarding marks to their students' written course assignments and course performance in S4 and in S5, teachers need to refer to the achievement criteria specification grid and to description in the grid which best applies to their students' level of achievement in a particular SBA area, select the mark for that level of achievement, and then record the score in the relevant space in the profile sheet. The highest mark for a particular SBA area is 5. For the entire SBA component, the highest mark a student may score is 20. Whilst the lowest mark of a particular SBA area should normally be 1, teachers are requested to exercise discretion in awarding 0 marks to an SBA area where a student's performance in that area does not reach the Very Limited Achievement level specified in the achievement criteria table, or in extreme cases such as the student hands in no course assignment or attends no

internal tests/exams during his/her two-year study of the subject.

5.3 The total marks will provide a rank order of students in a school in terms of their relative achievement in the SBA component of the subject. The HKEAA will adhere to this rank order when carrying out moderation of SBA results among different schools (please see Section 6 below).

6. *Moderating marks for SBA component awarded by different schools*

6.1 It is believed that teachers can make reliable assessments of the work of their students in relation to one another. Therefore, the moderation process is not intended to change the teachers' rank orders of their students within a school, as established by the SBA component. However, teachers will appreciate the necessity for the HKEAA to institute some form of mark adjustments in order to minimise unfairness that might arise from different schools. To ensure comparability of assessments from different schools, and the marks awarded to a student by a given school may have to be adjusted when the moderation shows a necessity to equate the standards of the individual school with those of the entry as a whole.

6.2 The written paper will be used as the moderating instrument. The marks in the student profile sheet will be moderated statistically and the moderating instrument used will be the participating school's overall mean mark in the written paper. When doing so, the rank order of the students based on the marks awarded by their own teachers in their SBA profile sheet will not be altered.

7. *Designing Written Course Assignments for Students*

When planning a written course assignment for SBA purpose, teachers need to consider whether the assignment will assess the SBA assessment objectives effectively. The written course assignment to be submitted to HKEAA can be in various formats, such as essays, debate speeches, field visit journals.

Hong Kong Examinations and Assessment Authority
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Student Profile Sheet Achievement Criteria for Written Course Assignment and Course Performance

I. *Written Course Assignment*

Achievement Criteria

VHA (Very High Achievement)	*HA* (High Achievement)	*SA* (Sound Achievement)	*LA* (Limited Achievement)	*VLA* (Very Limited Achievement)
Shows a clear grasp of the demands of the task	Shows an awareness of the demands of the task	Shows a general understanding of the demands of the task and a conscious effort to address the task	Shows inadequate understanding of the task and/or a weak knowledge of the subject matter	Shows little understanding of the task, with no distinction made between relevant and irrelevant material
Balanced contents, analytical approach and effective use of supporting evidence.	Contents fairly balanced, predominantly analytical, with reasonably accurate use of supporting evidence	Content lacks balance, shows some attempt to analyse the relevant issues, but the scope and depth of analysis are rather limited	Containing few relevant and important facts and weak in analysis	Lacking in analysis, containing very few relevant facts
Well organised, clearly presented and fluent	Reasonably well organised, understandable and fairly fluent	Not well organised, but fairly understandable	Poorly organised and barely understandable	Very poorly organised and difficult to understand
Free from major inaccuracies/ inconsistencies and important omissions	Contains occasional minor inaccuracies and omissions	Marred by inaccuracies, irrelevancies, omissions and inconsistencies	Contains fundamental errors/major inconsistencies/gross irrelevancies	Contains little that is accurate, relevant or worthwhile

Note: Teachers are requested to exercise discretion in awarding 0 marks to a student in extreme cases such as when the student hands in no course assignment during the two-year study, or the quality of the work handed in does not reach the Very Limited Achievement level specified above.

II. *Course Performance*

Achievement Criteria

VHA (Very High Achievement)	HA (High Achievement)	SA (Sound Achievement)	LA (Limited Achievement)	VLA (Very Limited Achievement)
Eager in participating in class activities	Shows initiatives in participating in class activities	Participates in class activities when directed	Participates in class activities when directed, with some reluctance	Participates in class activities when directed, with great reluctance
Responds to teacher's questions eagerly with elaborate and insightful answers	Responds to teacher's questions with elaborate and appropriate answers	Responds to teacher's questions with short but appropriate answers	Responds to teacher's questions with short answers	Responds to teacher's questions reluctantly with short and incomplete answers
Shows strong interests in topics being taught and asks insightful questions to widen knowledge	Shows strong interests in topics being taught and asks questions to clear doubts	Shows interests in topics being taught and asks questions to clear doubts	Shows some interests in topics being taught and asks questions occasionally	Shows little interests in topics being taught and rarely asks questions
Shows high sensitivity to issues and problems confronting humankind and strong empathy with other people's feelings and experiences when interacting with others	Shows sensitivity to issues and problems confronting humankind and empathy with other people's feelings and experiences when interacting with others	Shows some sensitivity to issues and problems confronting humankind and empathy with other people's feelings and experiences when interacting with others	Shows limited sensitivity to issues and problems confronting humankind and some empathy with other people's feelings and experiences when interacting with others	Shows little sensitivity to issues and problems confronting humankind and little empathy with other people's feelings and experiences when interacting with others

Note: Teachers are requested to award 0 marks to a student in cases where the student's course performance does not reach the Very Limited Achievement level specified above.

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School-based Assessment Student Profile Sheet

School Name:				School Code:					
Candidate Name:			H.K. ID Card No.:							( )

Performance of the above-named candidate in the following four areas (1 written course assignment, course performance recorded at the end of S4 and S5 study, and internal tests/examinations results) with regard to the Student Profile Sheet Achievement Criteria specified in the *Curriculum and Assessment Guide*:

	SBA Areas			
	Written Course Assignment * **(0 – 5 marks)**	**Course Performance in S4 *** **(0 – 5 marks)**	**Course Performance in S5 *** **(0 – 5 marks)**	**Internal Tests/Exams #** **(0 – 5 marks)**
Marks				
			Total SBA Score:	

Notes:

* The written course assignment should reflect the candidate's highest achievement in this course and should be submitted along with this profile sheet.

Teachers are requested to refer to the 'Student Profile Sheet Achievement Criteria' table for their students' Level of Achievement for course assignment and course performance and arrive at the marks to be awarded to each assessment area as specified below:

Level of Achievement	Very High Achievement	High Achievement	Sound Achievement	Limited Achievement	Very Limited Achievement
Mark	5	4	3	2	1

Teachers are requested to exercise discretion in awarding 0 marks to a student in extreme cases such as when the student hands in no course assignment during the two-year study, or the quality of the work handed in does not reach the Very Limited Achievement level specified in the achievement criteria table. Teachers are also requested to award 0 marks to a student in cases where the student's course performance does not reach the Very Limited Achievement level.

The marks to be awarded to the internal test/exam should normally be in a range of 1-5. Teachers are requested to rank their students taking the year's Integrated Humanities into five groups based on their overall tests/exams performance, with each student in the top group awarded 5 marks, each in the second best group 4 marks, each in the middle group 3 marks, each in the fourth best group 2 marks, and each in the bottom group 1 mark. The number of students in each group does not need to be the same. If a student attends no internal tests/exams throughout the S4-5 years, the student should be awarded zero marks for his/her performance in internal tests/exams.

If subject teachers award their student zero marks in any of the SBA areas, please specify:

_____

_____

Subject teacher's name: _____   Subject teacher's signature: _____

Principal's signature: _____

School stamp: _____   Date: _____