

Personal, Social and Humanities Education
Key Learning Area

Exemplars of Organization of Modules
for
Life and Society (Secondary 1-3)

Prepared by the Curriculum Development Council

October 2010

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Preamble

Exemplars of Organization of Modules for Life and Society (Secondary 1-3) is supplementary to *Life and Society Curriculum Guide (Secondary 1-3)*. It describes two ways of organizing modules under ‘All Dimensions Every Year’ and ‘From Proximity to Remoteness’. Teachers may refer to these exemplars in planning their school curricula.

Life and Society Curriculum Guide (Secondary 1-3) is one of the series prepared by the Curriculum Development Council, Hong Kong for use in junior secondary schools. It is recommended by the Education Bureau for schools to make reference to in planning their junior secondary curriculum in the Personal, Social and Humanities Education Key Learning Area.

All comments and suggestions on *Exemplars of Organization of Modules for Life and Society (Secondary 1-3)* should be sent to:

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Exemplars of Organization of Modules under Independent Subject Mode

Life and Society (S1-3) is composed of modules of seven areas encompassing personal and social development, the economies of Hong Kong, our country and the world, and their socio-political systems. Given the rapid psychological, physical and cognitive development of junior secondary students, modules on personal and social development should be introduced sequentially in each of the three years in order to match their development. The modules covering remaining six areas can be arranged in different ways over the three years of junior secondary level. On the basis that Life and Society (S1-3) is to be implemented as an independent subject, two methods of organizing the modules of these six areas are introduced in this section (pp.3 – 44) and the next (pp.45 – 85). They are called ‘All Dimensions Every Year’ and ‘From Proximity to Remoteness’.

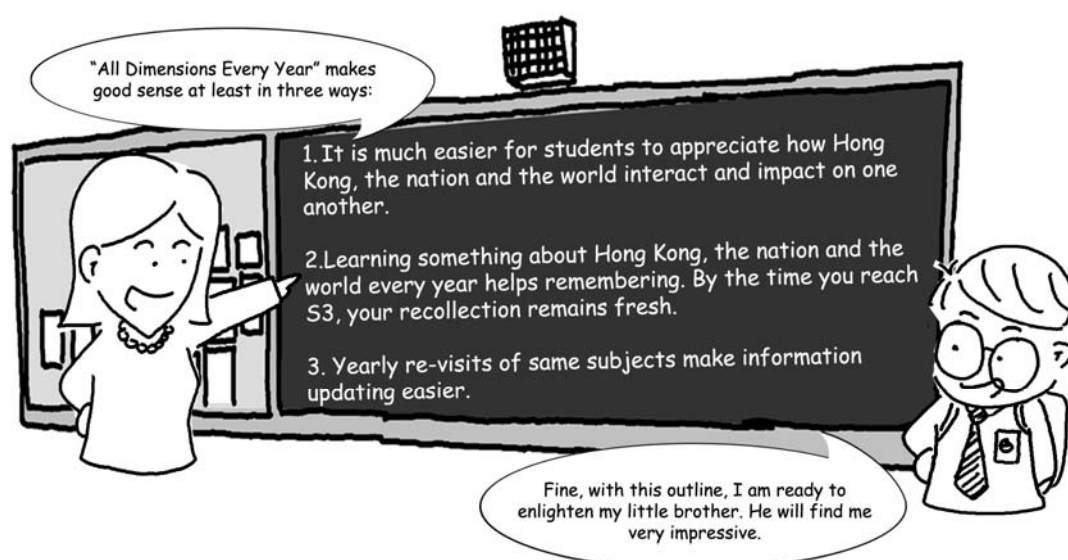


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1. Organize modules by ‘All Dimensions Every Year’

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The first method of module organization emphasises the interaction between and inter-dependence of the economies and socio-political systems of Hong Kong, our country and the world. The Hong Kong economy is not only affected by developments in the local socio-political system, but also by the economy and socio-political system of the mainland. The economic performance and political decisions of overseas countries also have significant impact on our small and highly externally oriented economy. At the same time Hong Kong is an important gateway to Southern China and it plays a significant role in the mainland’s alignment with the rest of the world. If students study the topics of all the dimensions, that is, Hong Kong, the mainland and the world, concurrently in each school year, they acquire a good understanding of their inter-relationships, so the first organization method allows students to study topics at local, national and global dimensions in each school year. This method has the following advantages: Firstly, it allows students to realise more easily the inter-relationships between the three dimensions and the interactions between them. Secondly, students can more frequently update their information and knowledge of Hong Kong, our country and the world because they have the opportunity to study these topics every year. Lastly, they have fresh memories of these three dimensions by the time they complete their Secondary three studies. Figure 1 outlines the topics to be covered in each of the three years according to this principle. Figure 2 further illustrates the teaching sequences each year. The rationale for these sequences is elaborated in the following section (pp. 9 – 44).



	S1	S2	S3
Personal and Social Development	<div>Self-understanding, Self-esteem & Self-confidence</div> <div>Building Friendships</div> <div>Developing Values</div>	<div>Managing Cyber-friendship</div> <div>Learning to Love</div> <div>Enhancing Family Life</div>	<div>Attitudes towards Sex and Sexuality</div> <div>Coping with Adversities</div> <div>Appreciating Diversity of Values</div>
Economy of Hong Kong	<div>Manging Fin. & Being Your Own Master with Money</div> <div>Ups and Downs of the Hong Kong Economy</div>	<div>Rights & Responsibilities of Sensible Consumer</div> <div>Econ. & Soc. Consequences of Public Finance of HK</div>	<div>Employment & Income of Labour in HK</div>
Economy of our Country	<div>Macro-economy of the Mainland</div> <div>Econ. Dev. of Regions: Yangtze River Delta Region / Changjiang Delta Region</div>	<div>Econ. Planning & Regulation of the Chinese Government</div>	
Global Economy		<div>HK as an International Financial Centre</div>	<div>Trade: Conditions, Gains and Disputes</div> <div>Consequences of Econ. Globalization</div>
Socio-political System of HK	<div>Rights, Responsibilities and the Rule of Law</div>	<div>Decision-making Process & Dev. of Electoral System</div>	<div>SSC03</div>
Socio-political System of our Country	<div>Everyday Life in Rural and Urban Areas</div>	<div>An Overview of the Political System</div>	<div>Participation in International Affairs</div>
Global Socio-political System	<div>Social Char. of “Global City” as Demonstrated by HK</div>	<div>An overview of World Order</div>	<div>SSC09</div>

- (Note: (i) SSC03 is “Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor”.
(ii) SSC09 is “Consciousness of Global Citizenship and its Contribution to Humanitarian Work”.)

Fig 1 Organization of Life and Society (S1-3) topics according to the principle of “All Dimensions Every Year” (Drawn up according to the seven areas of foundation knowledge)

Topics	S1	S2	S3
1	Self-understanding, Self-esteem & Self-confidence	Managing Cyber-friendship	SSC03
2	Managing Fin. & Being Your Own Master with Money	Learning to Love	Attitudes towards Sex and Sexuality
3	Building Friendships	Enhancing Family Life	Coping with Adversities
4	Rights, Responsibilities and the Rule of Law	Rights & Responsibilities of Sensible Consumer	Employment & Income of Labour in HK
5	Ups and Downs of the Hong Kong Economy	Econ. & Soc. Consequences of Public Finance of HK	Consequences of Econ. Globalization
6	Macro-economy of the Mainland	Decision-making Process & Dev. of Electoral System	Trade: Conditions, Gains and Disputes
7	Everyday Life in Rural and Urban Areas	An Overview of the Political System	Participation in International Affairs
8	Econ. Dev. of Regions: Yangtze River Delta Region / Changjiang Delta Region	Econ. Planning & Regulation of the Chinese Government	SSC09
9	Social Char. of “Global City” as Demonstrated by HK	HK as an International Financial Centre	Appreciating Diversity of Values
10	Developing Values	An overview of World Order	

(Note: (i) SSC03 is “Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor”.
(ii) SSC09 is “Consciousness of Global Citizenship and its Contribution to Humanitarian Work”).

Fig 2 Suggested teaching sequence of topics from S1 to S3 under the principle of “All Dimensions Every Year”

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Secondary One



Topic 1: Self-understanding, Self-esteem and Self-confidence

Students face tremendous changes when they start secondary school life, such as adapting to a new learning environment and making new friends. While subject to new expectations from teachers and parents, students now enjoy more autonomy in managing their daily lives. They often feel an absence of satisfaction, constantly being challenged, anxious, and experience mood swings.

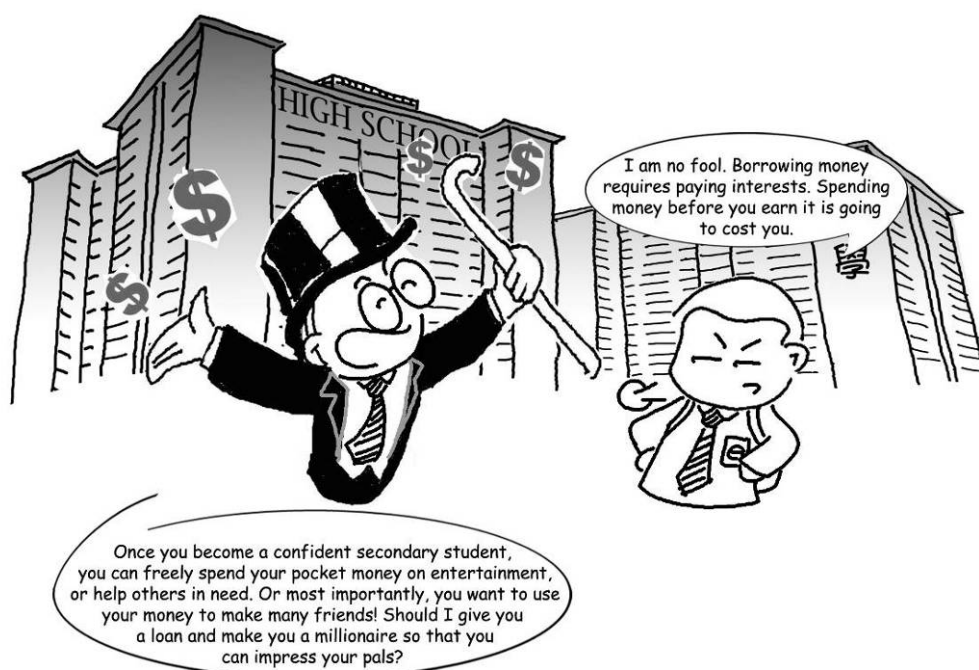
Making 'Self-understanding, Self-esteem and Self-confidence' the first topic at S1 level responds to these needs.



S1	Topic	Learning points
PSD01	Self-understanding, Self-esteem and Self-confidence (6 lessons)	<ul style="list-style-type: none"> - The many faces of "Self": perceived self, real self, ideal self - The importance of self-esteem and self-respect with regard to personal development - Emotion management and ways to cope with negative emotions - Establish self-confidence to face difficulties and failure

Topic 2: Managing Finance and Being Your Own Master with Money

Successful self-management including time and money represents the very essence of growth. Upon promoted to secondary school most students are allowed autonomy in the use of their pocket money by their parents. To help students develop a prudent attitude and an ability to use the money efficiently, we propose the second topic on the S1 level to be 'Managing Finance and Being Your Own Master with Money'. This topic equips them with the ability to make decisions on the use of money.



S1	Topic	Learning Points
REA01	Managing Finance and Being Your Own Master with Money (3 lessons)	<ul style="list-style-type: none"> - Allocation of money for different uses, including consumption, savings and donations - Decision making about spending money: setting up priorities for different uses of money, making choices according to budget and priorities - A borrower has the responsibility of repaying principal and interest, bears interest cost and the risk of default on repayment of huge amount of interest - Use borrowing through credit cards as an example, illustrate the differences between simple and compound interest

Topic 3: Building Friendships

In addition to learning how to manage their own affairs, S1 students have to make friends in a new environment. Because of the length of time spent with their friends, the focus of adolescents' lives gradually shifts from family to peers. However, they have to understand that friends are not simply companions to have meals and fun with but also partners to enhance learning and self-understanding, provide emotional support, enrich their lives and help them explore the world. Getting on with the opposite sex can further develop social skills which are vital to lasting future marriage relationships. The topic 'Building Friendships' is designed to help students understand the importance of friendship to their personal growth, and the ways of building up and maintaining relationships with friends of both sexes. Under this topic, they also explore ways of coping with peer pressure and bullying, so they will be equipped with the necessary skills at the early stage of the secondary education to prevent these problems occurring.



S1	Topic	Learning Points
PSD03	Building Friendships (5 lessons)	<ul style="list-style-type: none"> - The importance of friendship to personal development - Establish and nurture friendship with members of the same sex and the opposite sex - Coping with peer pressure - The definition of and reasons for bullying - Behavioural signs of bullies and their victims - Strategies to tackle bullying

Topic 4: Rights, Responsibilities and the Rule of Law

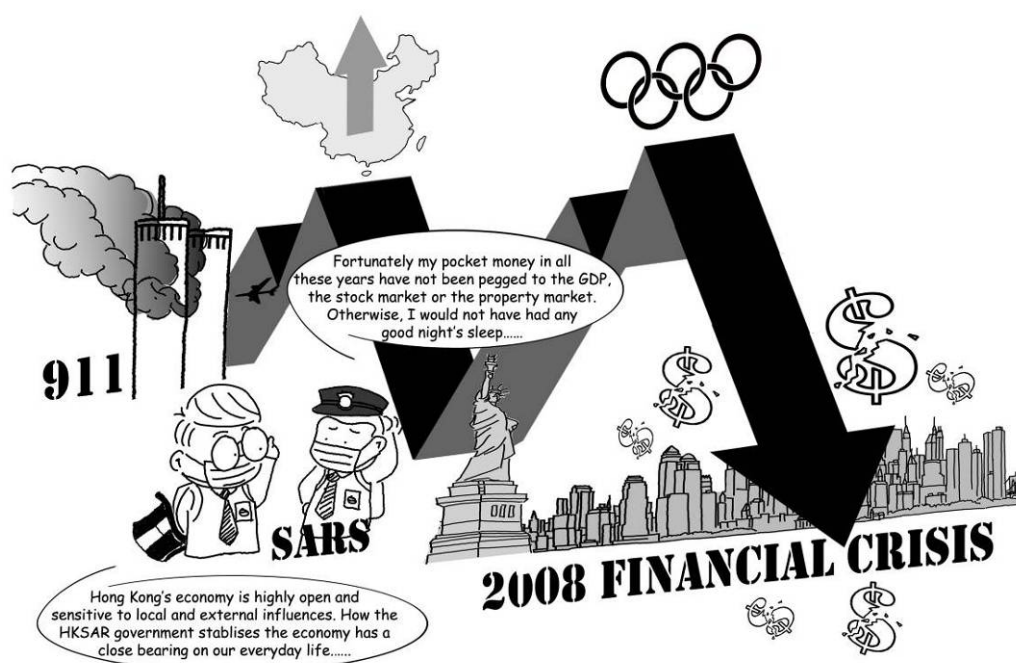
While exploring the issue of bullying, students usually come across media reports on court judgements in these cases and understand that the individual's right to personal safety is protected under Hong Kong law. Schools should provide opportunities for students to widen their horizons on this and understand their rights and responsibilities as HKSAR residents. At upper primary students acquired a preliminary understanding of the rights and responsibilities of the individual, and how these rights are protected under the Basic Law and the legal system in Hong Kong. Building on this, junior secondary students explore the rights and responsibilities of HKSAR residents from a deeper and broader perspective.



S1	Topic	Learning Points
SSC01	Rights, Responsibilities and the Rule of Law (3 lessons)	<ul style="list-style-type: none"> - Different categories of Hong Kong residents - Rights and responsibilities applicable to Hong Kong residents - Protection of the rights of Hong Kong residents by major principles of the rule of law

Topic 5 : Ups and Downs of the Hong Kong Economy

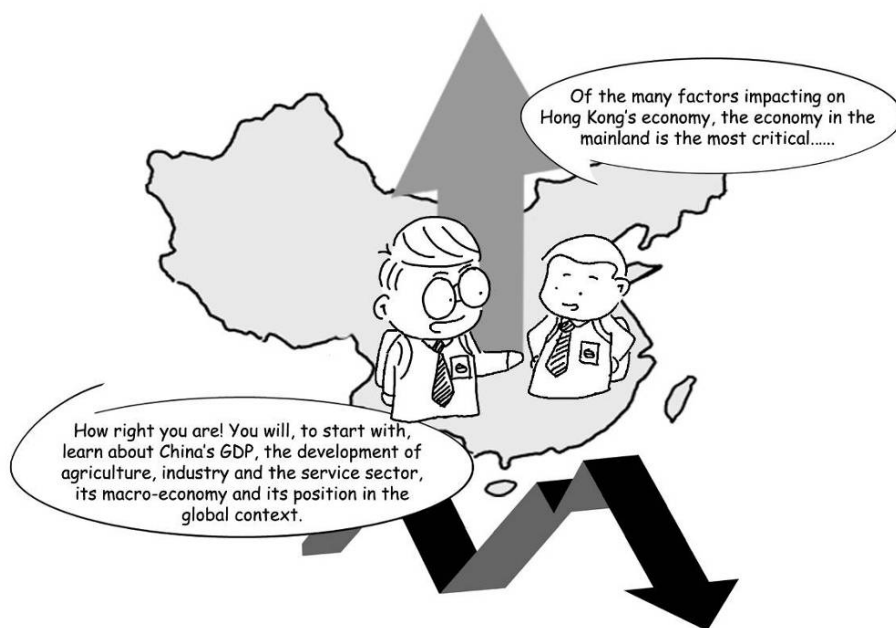
The rule of law safeguards the rights of HKSAR residents and is the cornerstone of the prosperity and competitiveness of our economy. Economic activity constitutes a vital part of our society. Introduction to the social system in Hong Kong is followed for S1 students by exploration of economics, so as to strengthen their adaptability to changes they may encounter in their workplace and social life in the future. As they already acquired some basic knowledge of Hong Kong’s economy and the factors affecting its development in General Studies at upper primary, they should be given a chance to deepen and broaden their knowledge on this front.



S1	Topic	Learning Points
REA04	Ups and Downs of the Hong Kong Economy (4 lessons)	<ul style="list-style-type: none"> - Indicators on economic performance of Hong Kong, including average salaries, unemployment rates and gross domestic product - Changes and trends of these indicators in the past decade - Economic fluctuations closely tied to events happened in the mainland and overseas as Hong Kong is an open and highly externally oriented economy - Role of the Hong Kong Government in stabilising and developing the economy - Advantages and disadvantages of government intervention in the economy

Topic 6 : Macro-economy of the Mainland

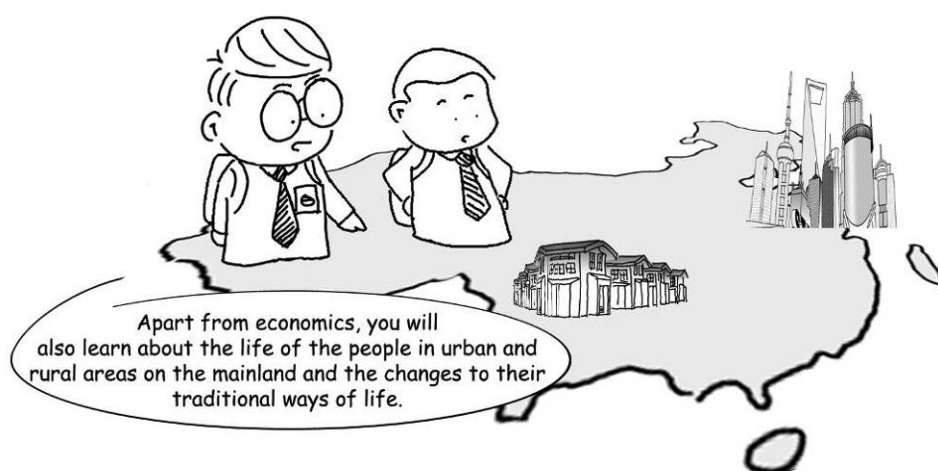
Students rapidly become aware from the discussions about the Hong Kong economy and daily observations that the economies of Hong Kong and the mainland are becoming increasingly integrated, and the lives of Hong Kong residents will be closely linked with the mainland in the future. More local residents may need to work there, so in order to enhance students' adaptability to changes in the workplace, teachers have to strengthen their understanding of our country. The link between Hong Kong and the mainland comes into focus when teachers discuss with them about the features of the Chinese economy following the topic 'Ups and Downs of the Hong Kong Economy'. Our country is a large economy with diversified sectors, So S1 students have difficulty understanding the situation, as this is their first time they have studied it systematically. So the sixth topic on the S1 level 'Macro-economy of the Mainland' starts from a macro perspective to give them a general understanding of the Chinese economy.



S1	Topic	Learning Points
REA06	Macro-economy of the Mainland (2 lessons)	<ul style="list-style-type: none"> - Evaluate the economic development of the mainland <ul style="list-style-type: none"> • Compare the Gross Domestic Product, per capita Gross Domestic Product and other indicators of the mainland with that of other developed countries - Definitions of the three strata of industry - Evaluate the relative importance of primary, secondary and tertiary industries <ul style="list-style-type: none"> • Compare their gross output values and number of employed persons

Topic 7: Everyday Life in Rural and Urban Areas

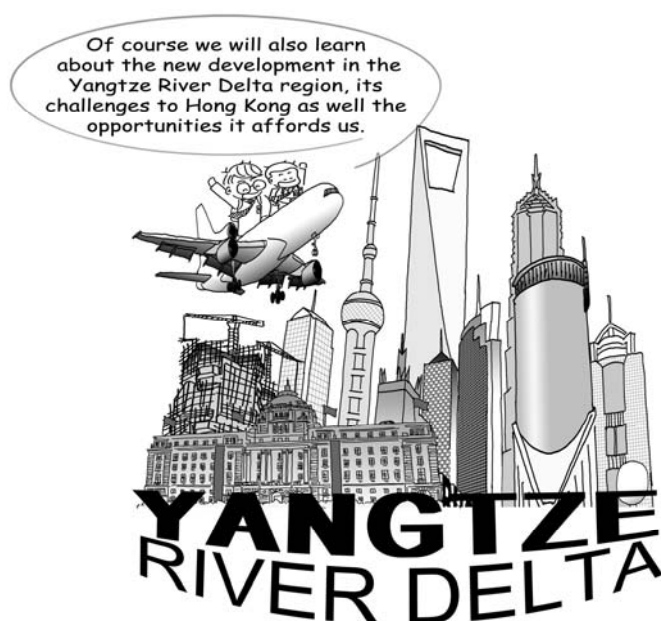
In addition to the economic perspective, students should understand our country in terms of the everyday life of Chinese residents. Students may learn about lifestyle in urban and rural areas in terms of work, consumption, leisure and entertainment, clothing and accommodation, etc., and hear how culture in the mainland has been influenced by social changes. This is why we introduce the seventh topic ‘Everyday Life in Rural and Urban Areas’.



S1	Topic	Learning Points
SSC04	Everyday Life in Rural and Urban Areas (4 lessons)	<ul style="list-style-type: none"> - Lifestyle of the following as illustrated through work, social relations, consumption, leisure & entertainment, clothing, accommodation, food & beverage, etc. <ul style="list-style-type: none"> • lifestyle of Chinese residents in urban areas • lifestyle of Chinese residents in rural areas - Traditional culture as demonstrated by the lifestyle of Chinese residents and how it has been influenced by social changes

Topic 8: Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region

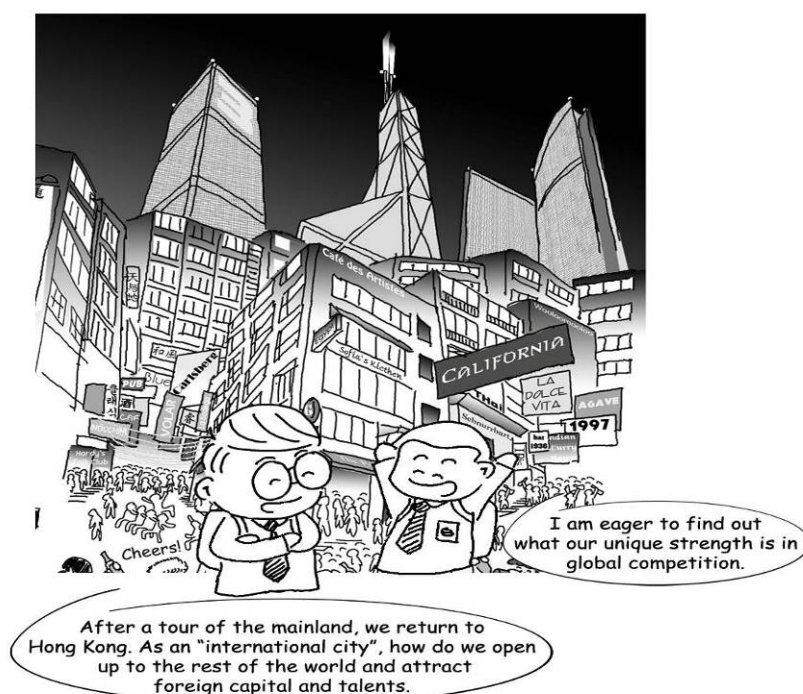
The development of Chinese society and the livelihood of Chinese residents are closely linked to economic development. Because the economy of our country has many sectors, students have difficulty imagining a comprehensive picture. One workable way is to examine the major developments of key regions on the mainland, and the Yangtze River Delta region / Changjiang Delta region under the leadership of Shanghai is one of the focuses of the mainland economy into the foreseeable future. Teachers may introduce the topic ‘Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region’ at this stage to help students understand the development plans of our country as regards finance, manufacturing and business services. Students also examine the opportunities and the challenges imposed on Hong Kong. Discussions of these issues allow students revisit the close relationship between the Hong Kong and mainland economies, and make them aware of the need to be prepared for future challenges.



S1	Topic	Learning Points
REA08	Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region (2 lessons)	<ul style="list-style-type: none"> - Recent plans, achievements and difficulties faced by the Yangtze River Delta region / Changjiang Delta region in developing its industries, and financial, business and logistic services - Opportunities and challenges facing Hong Kong due to the development of the Yangtze River Delta region / Changjiang Delta region

Topic 9: Social Characteristics of “Global City” as Demonstrated by Hong Kong

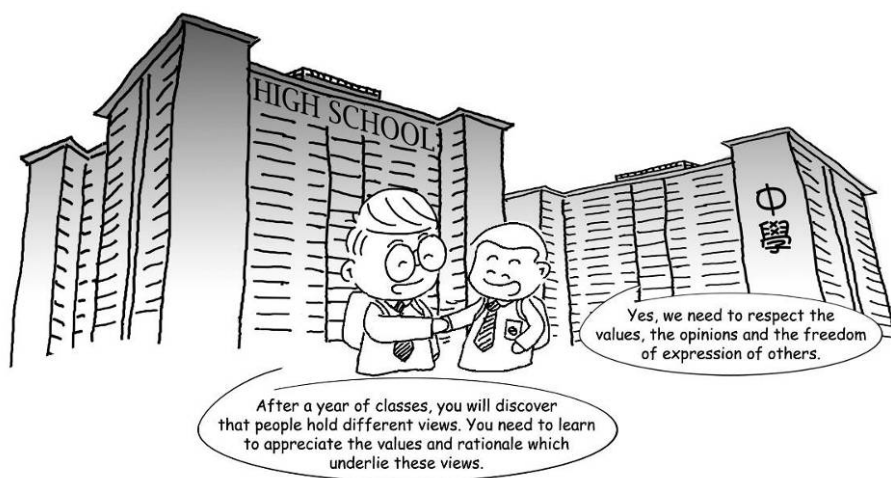
In the face of competition from the mainland there is pressure on Hong Kong to make full use of its international city status. One way is to help enterprises from the mainland to engage with the world, and to facilitate the entry of overseas investors to the mainland market. Indeed the international city should be characterized by a high degree of openness, meaning its residents can move freely, and talented people from all over the world are attracted to live there. The topic ‘Social Characteristics of “Global City” as Demonstrated by Hong Kong’ allows students to examine whether Hong Kong is a ‘global city’ and understand how a high degree of openness ultimately enhances the city’s competitiveness.



S1	Topic	Learning Points
SSC07	Social Characteristics of “Global City” as Demonstrated by Hong Kong (3 lessons)	<ul style="list-style-type: none"> - Degree of openness of Hong Kong (as illustrated by the aspects of capital, media, information, human resources and culture, etc.) - The “push and pull” drive of Hong Kong to transnational business people, professionals, executives and labour

Topic 10: Developing Values

In the first-year of Life and Society, students inquire into numerous issues concerning the individual, the local community, our country and the world. They would discover that their opinions, judgements and choices are different from those of their classmates and other stakeholders in society, which is a fact they experience again and again as time goes by. In consolidating what they have learned over the past year, students need to realise such phenomenon is a result of the different values held by different stakeholders on the same issue, and they have to learn how to manage this divergence of views. When dealing with this last S1 topic ‘Developing values’, the teacher should systematically introduce to the students what values are, the factors that shape these values, and the skills by which to clarify one’s viewpoint on controversial issues. More importantly, they learn the principles of resolving value conflicts, which paves the way for further study at S2 and S3. In the long run, students will gradually develop the habit of reflecting on their own values and participate in social affairs with a respectful attitude, an open mind and rational thinking, thus becoming responsible and informed decision makers.



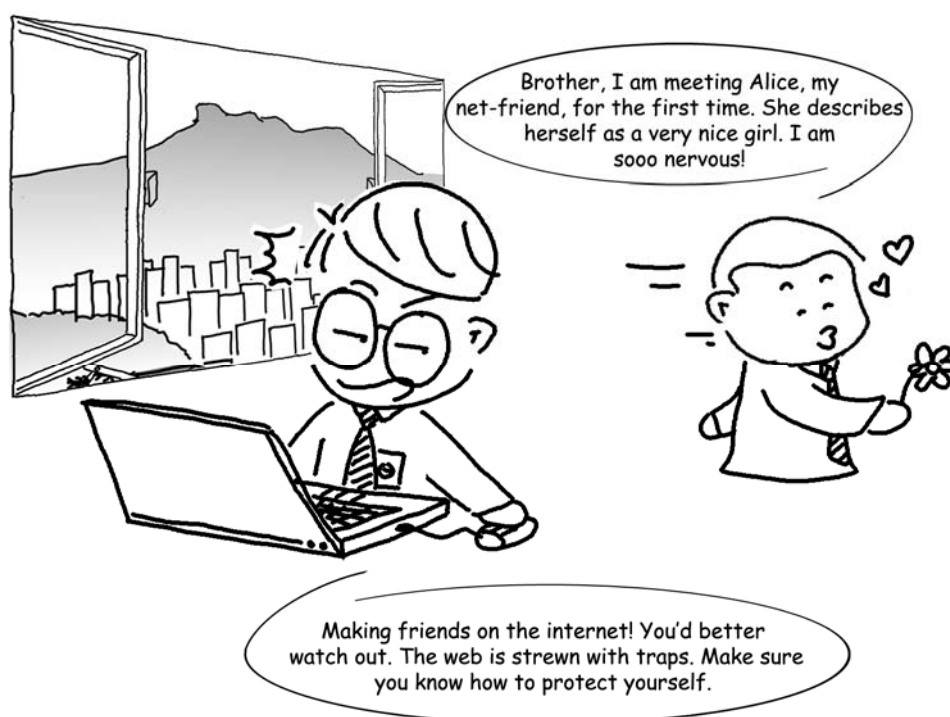
S1	Topic	Learning Points
PSD08	Developing Values (4 lessons)	<ul style="list-style-type: none"> - Meaning and importance of values - Factors affecting the formation of values - Skills which help clarify one’s values when facing hot social issues - Principles to be considered in handling conflicts among different values

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Secondary Two

Topic 1: Managing Cyber-friendship

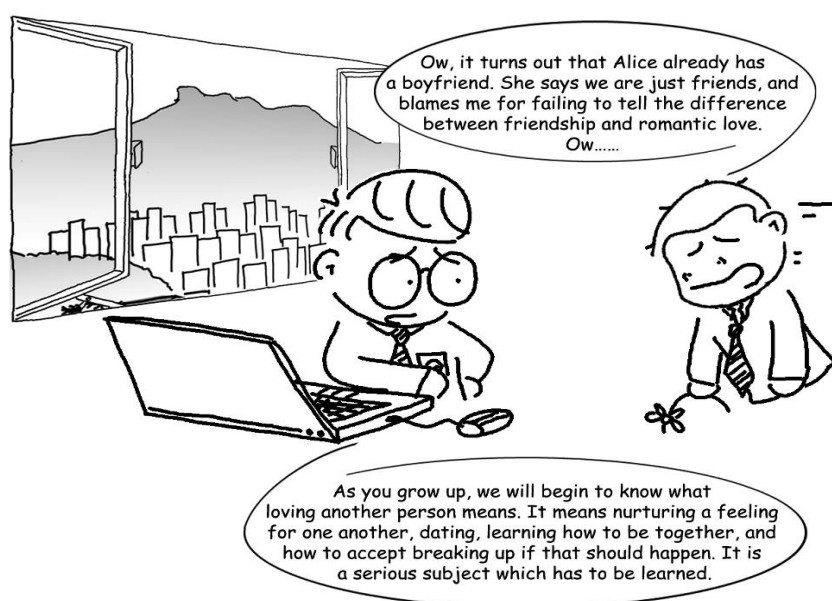
As they become accustomed to secondary school, students expand their social network, making all sorts of friends. One source is the Internet, which has become a vital part of adolescent life, and making cyber-friends is very much part of their social life. Cyber-friends can broaden their horizons, which is positive to development. Owing to the uniqueness of the Internet, however, all kinds of traps and dangers are lurking around every corner of the Internet. 'Managing Cyber-friendship' is designed as the first Life and Society topic at S2 in order to cater for the needs of student development.



S2	Topic	Learning Points
PSD04	Managing Cyber-friendship (4 lessons)	<ul style="list-style-type: none"> - Cyber-friendship: characteristics, values and possible risks - Ways to deal with and develop cyber-friendship

Topic 2: Learning to Love

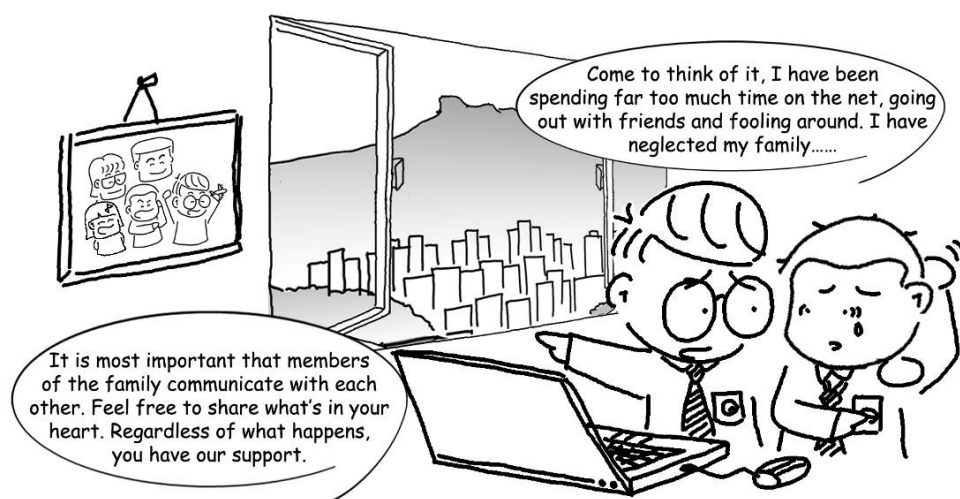
As a concomitant element of the development of interpersonal relationships, and in line with physical maturation and psychological growth, romantic encounters increase in significance in a student's life. They tend to engage in fantasies about romance, hoping to experience love, and they sometimes have problems differentiating simple friendship with a member of the opposite sex from romantic love. If the issue is not handled properly, they can become frustrated or experience mood swings, which adversely affect their lives and studies. When approaching maturity, most adolescents will eventually develop some kind of romantic relationships, and they would have to face the reality of ending the relationship. They need to learn ways of managing these experiences. This topic helps students learn the ways to develop and maintain a romantic relationship. Besides, they need to realise the reality, learn to accept themselves and others. In some cases, students should be able to end a relationship in a rational way, and face adversities in life with an admirable manner.



S2	Topic	Learning Points
PSD06	Learning to Love (3 lessons)	<ul style="list-style-type: none"> - Similarities and differences between love and friendship - Elements, goals, principles and proper attitudes towards love - Ways to nurture and maintain a relationship - Reasons, managing ways and appropriate attitude for ending a relationship

Topic 3: Enhancing Family Life

Junior secondary students spend large amount of time chatting with their cyber-friends, hanging out with friends and dating, and this often leads to family conflict. Although most adolescents understand that family is a source of love and emotional support, due to rebelliousness or peer pressure, they tend to perceive family opinions and demands as attempts to control them. For this reason the discussion of peer friendship and romantic encounters is conveniently followed by the topic 'Enhancing Family Life', which helps reinforce the notion that family is the place where unconditional acceptance is found, forming a strong buttress to meet their psychological and physiological needs.



S2	Topic	Learning Points
PSD05	Enhancing Family Life (3 lessons)	<ul style="list-style-type: none"> - The importance of family in life - The role(s) of family members - The responsibilities of an individual towards family - Importance of communication among family members

Topic 4: Rights and Responsibilities of Sensible Consumer

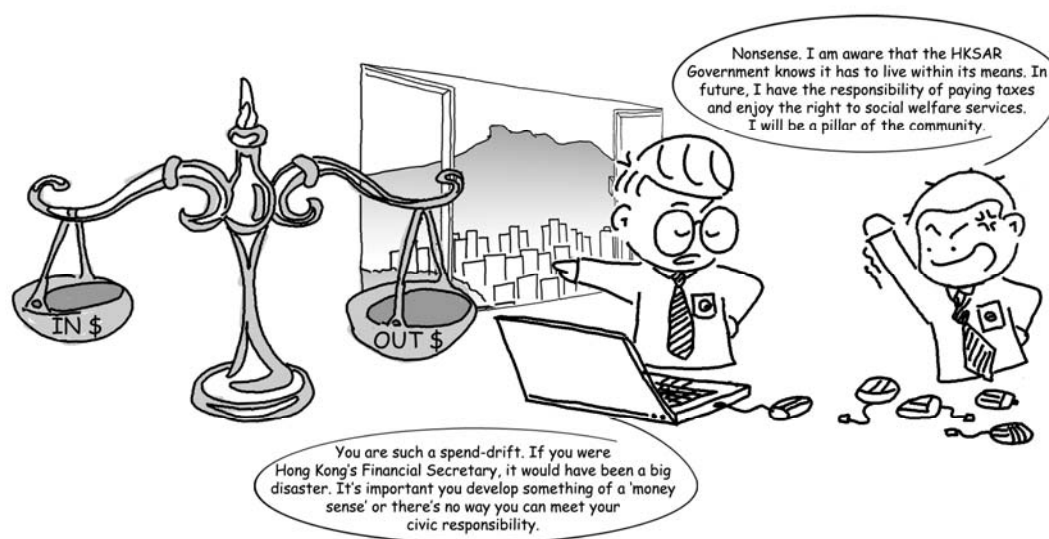
Besides problems about making friends, the desire for greater autonomy in consumption habits can also be a trigger point for conflicts between adolescents and their family. They are frequently accused of buying items of no practical value, so there is a need for them to have a deeper understanding of the principles of sensible consumption. Although the rights and obligations of the consumer were explored in General Studies at junior primary, schools have to put forth the message that responsibilities come with rights. In order to earn the rights promised to the consumer, they have to bear the proper responsibilities of that consumer. Students not only have to be accountable for their own spending decisions, but are also obliged, as a responsible citizen, to avoid consumption which is detrimental to the environment and wasteful of the earth’s resources. This topic is designed to serve this purpose.



S2	Topic	Learning Points
REA02	Rights and Responsibilities of Sensible Consumer (3 lessons)	<ul style="list-style-type: none"> - Principles of choosing goods and services - Rights and responsibilities of consumers - Social responsibilities of consumers - Regulations and organizations responsible for protecting consumer rights

Topic 5 : Economic and Social Consequences of Public Finance of Hong Kong

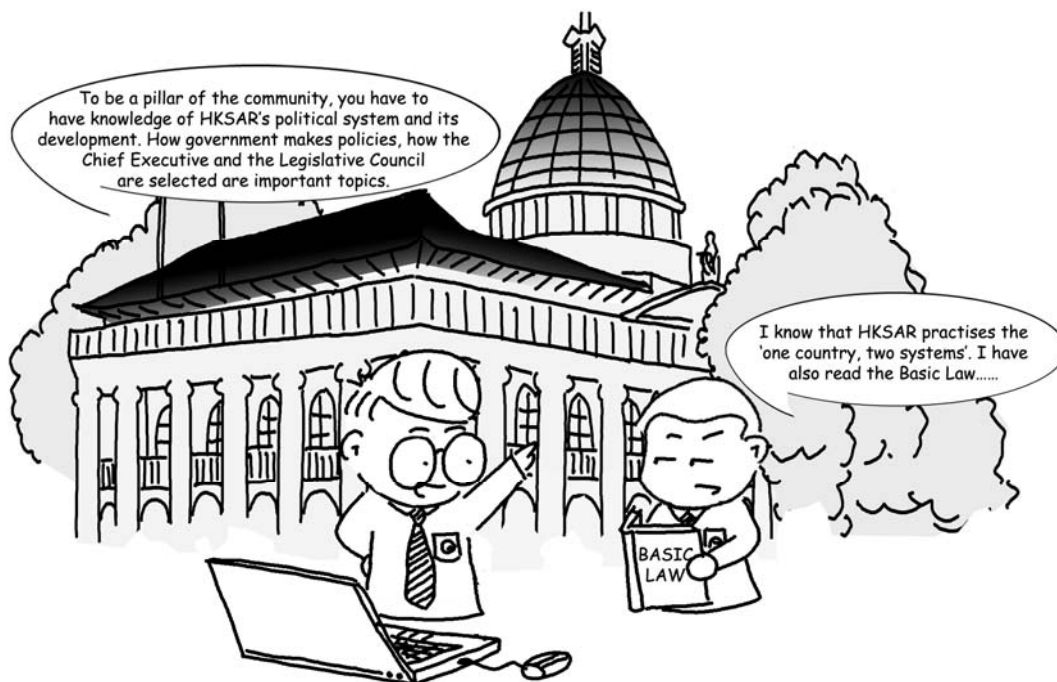
Individual spending should be sensible. As an agent of citizens, government also needs to be rational in spending public funds. Life and Society (S1-3) expects students to start learning about themselves, later extending their studies to cover the affairs of the local community, and then our country and, finally, the world. Hence, after ‘Rights and Responsibilities of Sensible Consumer’, the next logical topic is ‘Economic and Social Consequences of Public Finance of Hong Kong’ to acquaint them with the factors affecting spending by the HKSAR Government. They already discussed the rights and responsibilities of citizens at S1 level. Teachers should teach them citizens have the responsibility of paying taxes, as a result enjoying the right to social welfare provided by Government. The discussion is sure to bring up opinions advocating that greater benefits should be granted to the underprivileged, and this issue perfectly serves the purpose of developing students into rational and informed citizens, who can consider the impact of public spending on the society, the economy and different stakeholders.



S2	Topic	Learning Points
REA03	Economic and Social Consequences of Public Finance of Hong Kong (4 lessons)	<ul style="list-style-type: none"> - Major items of government revenue and spending - Factors affecting government spending, requirements of the Basic Law, government revenue and Policy Address - Meeting social needs, re-distributing income and driving for long term economic development through public finance - The relationship between government and citizens in terms of public finance, including the responsibility of paying taxes and the rights to enjoy social services - Differences between Hong Kong and other developed countries in taxes and tax rates

Topic 6: Decision-making Process and Development of Electoral System

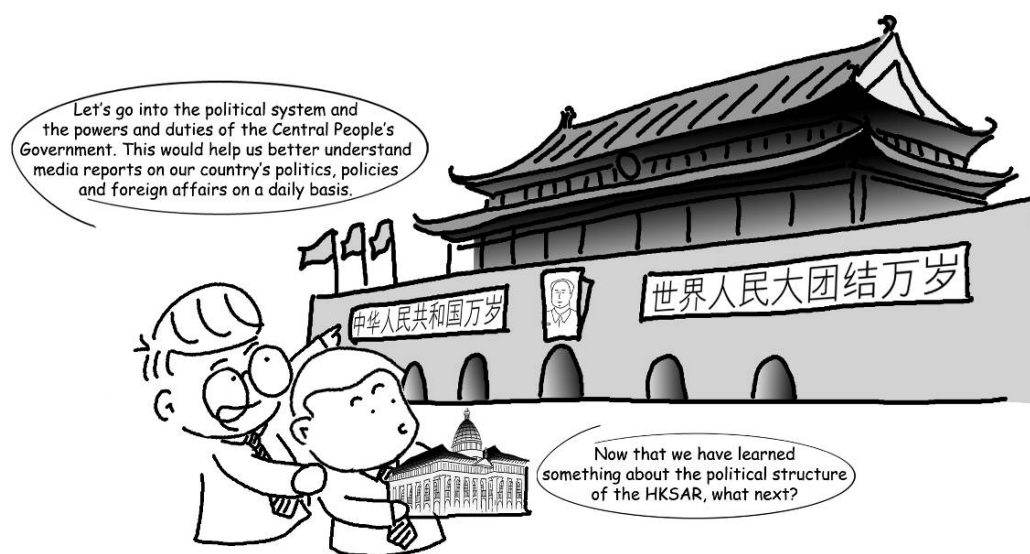
In Topic 5, students learned that HKSAR Government spending is regulated by the Basic Law. The estimates of revenue and expenditure are subject to approval by the Legislative Council, so residents can express opinions and influence Government decisions through their elected representatives. This prior knowledge prepares students to study the social and political systems of the HKSAR. As we have seen, the local political system, its formation, the Government decision-making process and policy formulation affect citizens’ well-being. For the individual benefits of students, and to prepare them for responsible participation in socio-political issues in the future, the topic ‘Decision-making Process and Development of Electoral System’ has been designed. Students will study the “One Country, Two Systems” principle and the framework guiding the decision-making process of the HKSAR Government as set out in the Basic Law. Accompanied by analysis of real cases by the use of the “input-output” model, students will understand the work of Government departments in decision-making, and how various stakeholders participate in the process. Students will also understand how the methods for the selection of the Chief Executive, the election of the members of the Legislative Council and the development of the electoral system and democracy influence residents’ participation in the Government decision-making process.



S2	Topic	Learning Points
SSC02	Decision-making Process and Development of Electoral System (5 lessons)	<ul style="list-style-type: none"> - The principle of “one country, two systems” and the relationship between the Central Authorities and the HKSAR as delineated in the Basic Law - Decision-making process of the HKSAR Government: input, decisions, output, feedback (as illustrated through case studies) - Methods for the selection of the Chief Executive and the formation of the Legislative Council and related development - Meanings, importance and influences of edging towards the selection of the Chief Executive and the election of all the members of the Legislative Council by universal suffrage to social development and progress of democracy in Hong Kong - Degree of fairness and clean of Hong Kong elections and its relationship with political development

Topic 7: An Overview of the Political System

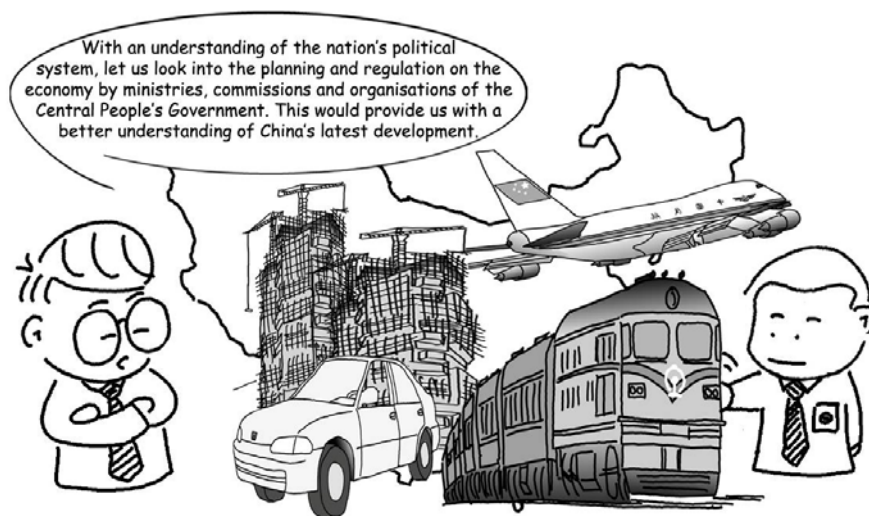
In Topics 5 and 6, students realise that according to the principle of “One Country, Two Systems” and the Basic Law, the HKSAR and the nation are indivisible. The mainland and Hong Kong are becoming integrated in many areas. In fact it is likely that in the future the jobs of many Hong Kong residents will be connected either directly or indirectly with the mainland. So students need an understanding of our country’s political system, as provided by ‘An Overview of the Political System’. This helps them better understand media reports on our country’s politics, policies and external relations.



S2	Topic	Learning Points
SSC05	An Overview of the Political System (4 lessons)	<ul style="list-style-type: none"> - Functions and powers of the following organs of the state <ul style="list-style-type: none"> • NPC • President • State Council • People's courts and people's procuratorates - Leadership role of the CPC - Roles performed by the CPPCC - Channels for people's supervision of the government

Topic 8: Economic Planning and Regulation of the Chinese Government

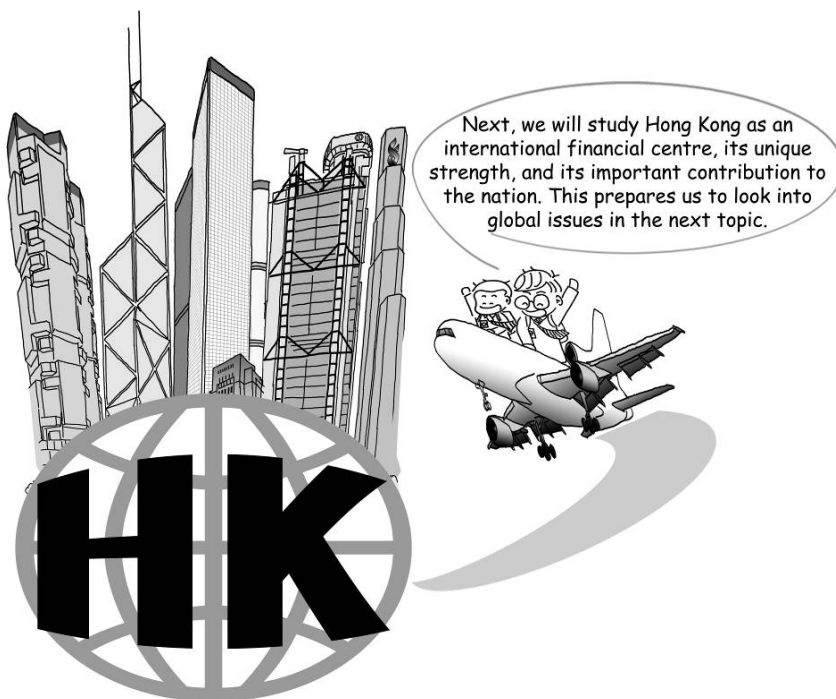
In addition to their familiarity with the political system, students should acquire knowledge of the latest development on the mainland in terms of government policy. As the ties between Hong Kong and the mainland draw closer, economic policy on the mainland impacts Hong Kong. Teachers should now introduce the topic ‘Economic Planning and Regulation of the Chinese Government’ to deepen students’ understanding of the nation. After completing the seventh and the eighth topics, students should have basic knowledge and skills enabling them to update their knowledge of the mainland on their own.



S2	Topic	Learning Points
REA07	Economic Planning and Regulation of the Chinese Government (2 lessons)	<ul style="list-style-type: none"> - Ministries, commissions and organizations responsible for making major economic policies - Ways of regulating the economy by the Chinese Government, including administrative commands and market driven policies

Topic 9: Hong Kong as an International Financial Centre

The Hong Kong economy has to be integrated with that of the mainland so as to face keen overseas competition, but it has to retain the features of an international city to stand out from the mainland cities. Hong Kong is a cosmopolitan city acting as a bridge between our country and the international community, and indeed this may be Hong Kong’s greatest contribution to the economic development of our country. Life and Society (S1-3) expects students to expand their limited horizon and adopt an international perspective. The topic ‘Hong Kong as an International Financial Centre’ aims to move students towards this goal.



S2	Topic	Learning Points
REA09	Hong Kong as an International Financial Centre (4 lessons)	<ul style="list-style-type: none"> - Features of international financial centre - Reasons for Hong Kong developing to become an international financial centre - Effects of being an international financial centre on the Hong Kong economy and people livelihood - The importance of strengthening the position of Hong Kong as an international financial centre, the problems faced and possible solutions

Topic 10: An Overview of World Order

International affairs are not confined to economic matters, but include social and political aspects. Although students have learned from the previous topic that competition across national boundaries is intense, the question of who is enforcing the rules and keeping order may arise. The topic ‘An Overview of World Order’ which is about the global socio-political system, enables students to develop an understanding that despite the absence of a global government, some kind of order does exist.



S2	Topic	Learning Points
SSC08	An Overview of World Order (3 lessons)	<ul style="list-style-type: none"> - World order without a global government - Influences of the United Nations (UN) and the five permanent members of the UN Security Council, the constraints and challenges - The influences of other important international political organizations, constraints and challenges (as illustrated by case studies) - Interrelationship between developed and developing countries

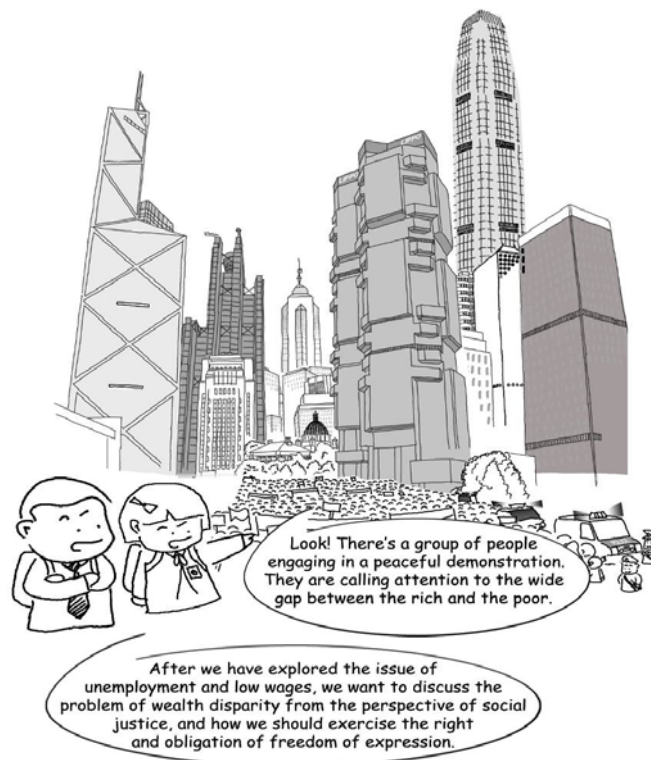
‘An Overview of World Order’ is the final topic of S2. The topics covered in this year deal with government policy, and economic and political systems of society. Student concern should go beyond the individual and into the social and international dimensions.

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Secondary Three

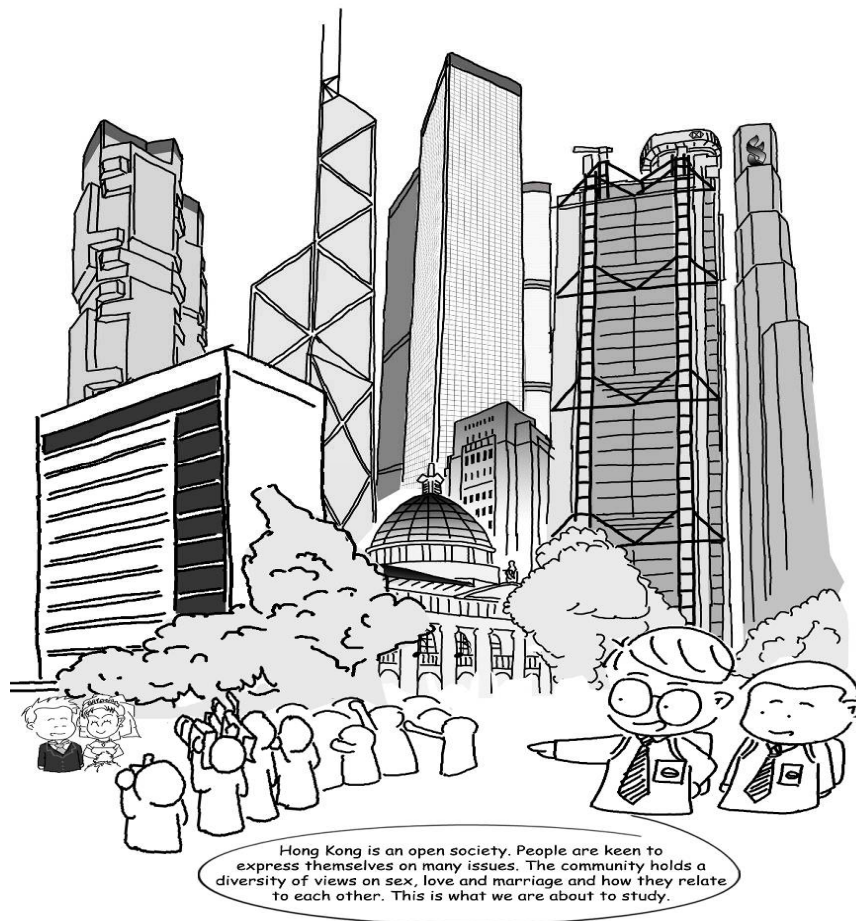
Topic 1: “Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor”

S1 and S2 students are understandably concerned about personal issues. Topics of personal and social development are chosen to be the first topic on these two levels may respond to their needs. Nevertheless, the student is now directed to the social dimension with “Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor”, which constitutes the first topic at S3 and gives students a chance to address the core values of local society.



S3	Topic	Learning Points
SSC03	“Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor” (5 lessons)	<ul style="list-style-type: none"> - Protection of and constraints to the right to freedom of opinion and expression - Degree of importance accorded to the freedom of opinion and expression by the government, political and social groups, non-governmental organizations, the media and individuals - Indicators measuring the gap between the rich and the poor in Hong Kong as well as changes in the trend of the gap - Impact of the magnitude of the gap between the rich and the poor on Hong Kong society - Efforts of the government, non-governmental organizations and individuals in narrowing the gap between the rich and the poor as well as the constraints

Topic 2: Attitudes towards Sex and Sexuality

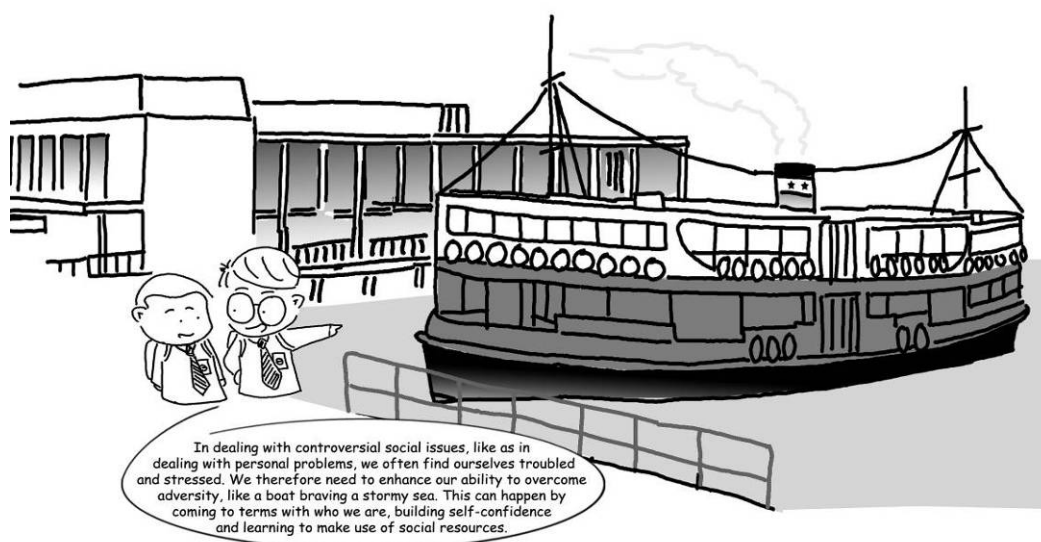


Having completed the first S3 topic, 'Attitudes towards Sex and Sexuality' serves as an opportunity for students to put into practice the notion of respecting other people's right of expression and speech. They will come across varying notions about love, sex and marriage and the relationship between them, so it is good to give them the chance to listen to the views of other people and express and reflect their own attitude to sex.

S3	Topic	Learning Points
PSD07	Attitudes towards Sex and Sexuality (3 lessons)	<ul style="list-style-type: none"> - Different notions and attitudes towards love, sex and marriage - Aims and principles of setting limits of intimacy - Ways for adolescents to manage sexual fantasy and desires

Topic 3: Coping with Adversities

Falling in love and having to deal with sexual overtures can contribute to stress and anxiety, and students have to learn coping skills. In addition other sources of stress and anxiety are felt in adolescence, including family, peers and schoolwork. Although the origins of stress are distinctive in nature, the principles of dealing with them are similar. Students need to identify their strengths and weaknesses, value themselves positively, build up self-confidence, develop positive thinking, and be capable of seeking support from various social systems. The topic ‘Coping with Adversities’ helps to improve student capacity for resilience, with a view to equipping them with the ability to overcome adversities and be ready to face life’s challenges.



S3	Topic	Learning Points
PSD02	Coping with Adversities (4 lessons)	<ul style="list-style-type: none"> - Impact of pressure and anxieties on adolescents - Ways to deal with pressure and anxieties - Ways to strengthen resilience

Topic 4: Employment and Income of Labour in Hong Kong

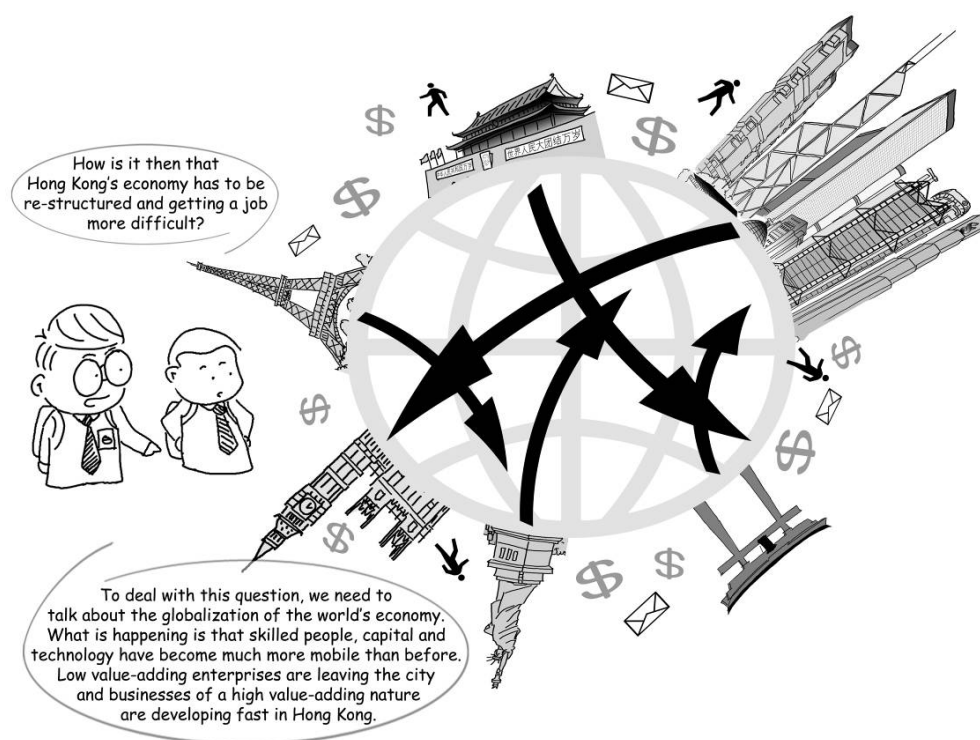


Stress and anxiety facing students does not come only from family tensions, but it can equally reflect their parents' financial worries. As a result of recent structural changes in the Hong Kong economy, there is a significant number of workers who have job problems, or live at a poverty level even though they are employed. Most of these are middle-aged, low-skilled and have low qualifications. However, S3 students are mature enough to understand and share these family financial burdens. The provision of guidance allows them to voice problems beyond their coping ability. On the other hand, schools should expose students to the circumstances of the local labour market. The topic 'Employment and Income of Labour in Hong Kong' describes the personal and social factors leading to the problem of unemployment and low wages and covers measures for increasing workers' productivity and competitiveness.

S3	Topic	Learning Points
REA05	Employment and Income of Labour in Hong Kong (3 lessons)	<ul style="list-style-type: none"> - Analyse recent employment situation in Hong Kong by referring to statistical figures, including unemployment rates and age groups with relatively high unemployment rates - Characteristics of people with difficulty in employment, including qualifications and socioeconomic background - Personal and social factors that make it difficult for them to be employed - Ways to enhance worker competitiveness - Personal abilities, aptitude, job nature and social factors that affect wages

Topic 5: Consequences of Economic Globalization

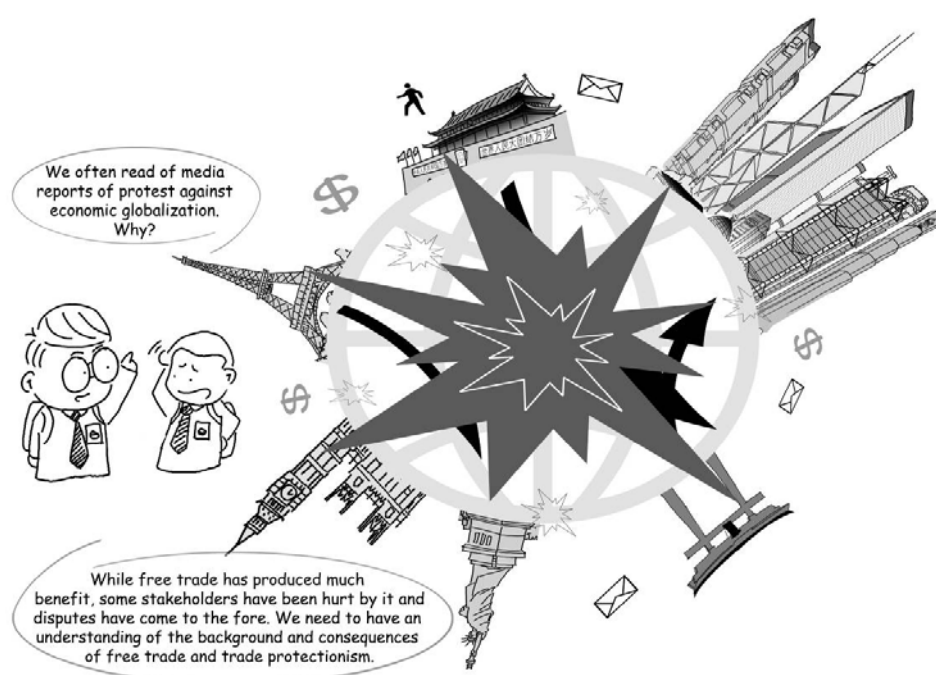
The employment challenges facing many Hong Kong workers are the result of economic globalization which is bound to exert an impact on students’ future work and life. They should understand this development fully and equip themselves accordingly.



S3	Topic	Learning Points
REA11	Consequences of Economic Globalization (4 lessons)	<ul style="list-style-type: none"> - Meaning of economic globalization in terms of huge transaction volume of goods and services, labour mobility across countries, and rapid flow of capital, information and technology - Factors contributing to economic globalization, including international politics and technology - Positive and negative impact of economic globalization - International organizations, and their work, that promote economic globalization, including Organization for Economic Co-operation and Development, the World Bank, International Monetary Fund

Topic 6: Trade: Conditions, Gains and Disputes

One consequence of economic globalization has been a remarkable surge in world trade. The classical school of economics advocates free trade to benefit all parties, and in primary level General Studies, students learned that free trade has been a vital factor contributing to Hong Kong’s prosperity. But they will also have heard in the media that wherever a world trade conference is held, there are large-scale protests against free trade, and that numerous nations that advocate free trade also adopt trade protectionist measures. Teachers can help students understand the apparent paradox with the topic ‘Trade: Conditions, Gains and Disputes’.



S3	Topic	Learning Points
REA10	Trade: Conditions, Gains and Disputes (4 lessons)	<ul style="list-style-type: none"> - Conditions for trade to take place, gains from trade to the whole economy, and its harmful effects to sectors with low competitiveness - Common trade protection policies and their effects on different stakeholders - Ways to deal with trade protection policies and functions of the World Trade Organization - External trade of Hong Kong, including the present situation, problems and solutions

Topic 7: Participation in International Affairs



Economic globalization and world trade had a far-reaching impact on China, so that the economy and the overall power of the nation have surged in recent years. In the previous two years students will have acquired knowledge of current circumstances in China: the economy, people’s livelihood and the political system. Through the topic ‘Participation in International Affairs’, students would approach the nation from a wider perspective while developing their national identity.

S3	Topic	Learning Points
SSC06	Participation in International Affairs (4 lessons)	<ul style="list-style-type: none"> - Positioning our country on the international scene today - Perception of China’s step forward to the world by some major countries and regions - Opportunities and challenges brought by our country’s participation in international affairs, foreign investment, and strategies of cultural exchange and dissemination with reference to foreign relations

Topic 8: Consciousness of Global Citizenship and its Contribution to Humanitarian Work

Of the international activities participated in by our county, humanitarian work may be the one that students are most familiar with. In discussing the issue, it is suggested that teachers guide them to reflect on humanity’s reliance on mutual help, mutual respect and interdependence, the aim of developing both their citizenship and qualities of global citizens. This awareness and these qualities are particularly important to the future development of the students themselves and society. Teachers introduce the topic ‘Consciousness of Global Citizenship and its Contribution to Humanitarian Work’ to broaden their horizons and deepen their consciousness and capability of being global citizens, with a sense of responsibility for humanity’s well-being.



S3	Topic	Learning Points
SSC09	Consciousness of Global Citizenship and its Contribution to Humanitarian Work (4 lessons)	<ul style="list-style-type: none"> - Concept of global citizenship and factors contributing to its emergence, the distinction between a global citizen and a citizen of an individual country - Consciousness and quality of global citizenship - Ways to promote consciousness and quality of global citizenship by intergovernmental bodies and international non-governmental organizations - Possible efforts and contribution of an individual global citizen to international humanitarian relief work as well as the importance of consciousness of global citizenship to the world

Topic 9: Appreciating Diversity of Values

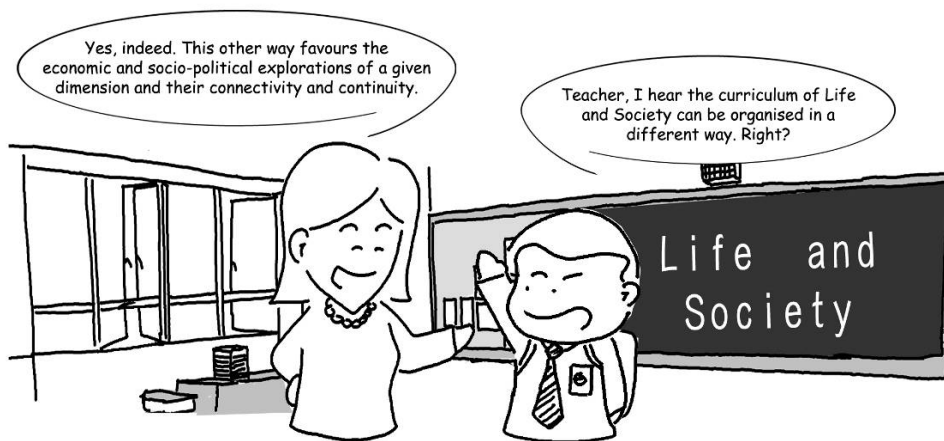
Students are about to complete their Life and Society (S1-3) studies. Over and above the foundation knowledge they should have developed a sense of social concern and the habit of bearing their citizen's responsibilities, so the curriculum concludes Life and Society (S1-3) with 'Appreciating Diversity of Values'. Students should be reminded to uphold certain values and attitudes when interacting with people of different background and culture and to express care and concern for others, so as to develop a harmonious and vibrant society.



S3	Topic	Learning Points
PSD09	Appreciating Diversity of Values (3 lessons)	<ul style="list-style-type: none"> - Respect people of different classes and cultural background, and holding different traditions and values; understand the positive benefits brought by a pluralistic society - Proper attitudes of getting along with people from different background - Ways and considerations in expressing care to the needy

2. Organize modules by ‘From Proximity to Remoteness’

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The second method organizes the modules by dimensions, from proximity to remoteness. This method emphasises the links and continuity between the economy and the socio-political systems of the same dimension. It also stresses that students should move from the most familiar to unfamiliar contexts in their study of the economy and the socio-political system. In other words, students should start by studying issues about the local economy and the socio-political system, and then move to the national dimension, and finally to the global dimension.

The ‘From Proximity to Remoteness’ approach is adopted by most schools which offer school-based integrated curricula at junior secondary level (usually with Chinese History as an independent subject). This second method of organization can be complementary. For example local history and geography of Hong Kong are studied at S1, Geography of our country at S2, and world history and geography at S3. This method of organizing Life and Society (S1-3) modules provide students with a more coherent learning experience about the history, geography, economies and socio-political systems of Hong Kong, our country or the world in each school year.

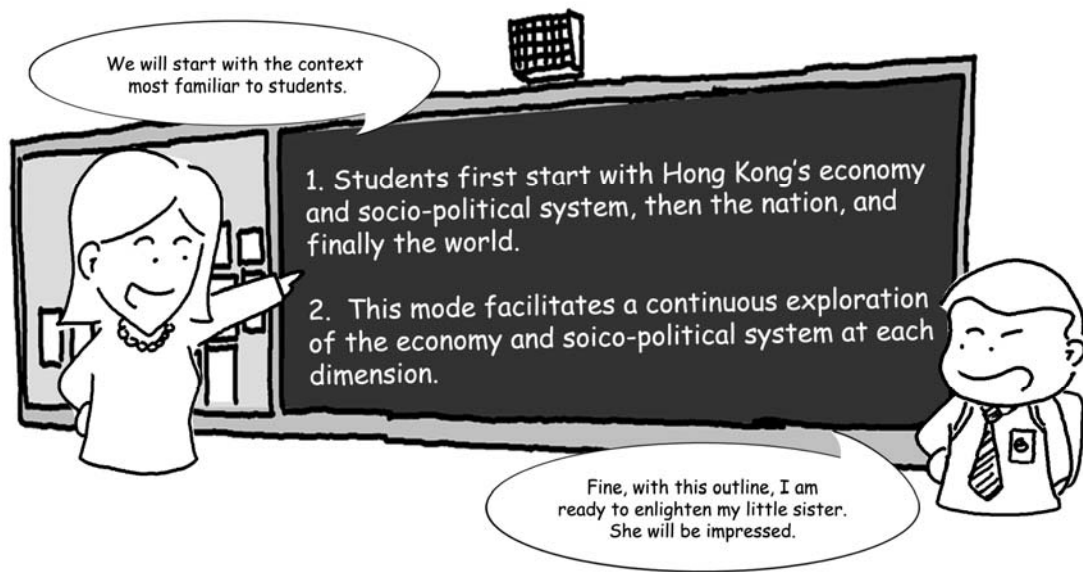


Figure 3 outlines the suggested topics to be covered in each of the three years according to the “From Proximity to Remoteness” principle. In addition to the topics about personal and social development, S1 students mainly study the topics on the local economy and socio-political system for a deeper understanding of Hong Kong. At S2, in addition to the national economy and socio-political system, students revisit two topics on Hong Kong so as to maintain their focus on Hong Kong and consolidate and deepen their knowledge of Hong Kong. Even though the focus of S3 study is on the global economy and socio-political system, students can revisit the circumstances of Hong Kong and our country in ‘Hong Kong as an International Financial Centre’, ‘Social Characteristics of “Global City” as Demonstrated by Hong Kong’ and ‘Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region’. This design helps students understand that local, national and global dimensions are inter-related. Figure 4 illustrates the teaching sequence of these topics each year. The rationale of these sequences is elaborated in the following section (pp. 51 – 85).

	S1	S2	S3
Personal and Social Development	<div>Self-understanding, Self-esteem & Self-confidence</div> <div>Building Friendships with Others</div> <div>Developing Values</div>	<div>Managing Cyber-friendship</div> <div>Learning to Love</div> <div>Enhancing Family Life</div>	<div>Attitudes towards Sex and Sexuality</div> <div>Coping with Adversities</div> <div>Appreciating Diversity of Values</div>
Economy of Hong Kong	<div>Managing Fin. & Being Your Own Master with Money</div> <div>Rights & Responsibilities of Sensible Consumer</div> <div>Ups and Downs of the Hong Kong Economy</div> <div>Econ. & Soc. Consequences of Public Finance of HK</div>	<div>Employment and Income of Labour in HK</div>	
Socio-political System of HK	<div>Rights, Responsibilities and the Rule of Law</div> <div>Decision-making Process & Dev. of Electoral System.</div>	<div>“Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor”</div>	
Economy of our Country		<div>Macro-economy of the Mainland</div> <div>Econ. Planning & Regulation of the Chinese Government</div>	<div>Econ. Dev. of Regions: Yangtze River Delta Region / Changjiang Delta Region</div>
Socio-political System of our Country		<div>Everyday Life in Rural And Urban Areas</div> <div>An Overview of the Political System</div> <div>Participation in International Affairs</div>	
Global Economy			<div>HK as an International Financial Centre</div> <div>Trade: Conditions, Gains and Disputes</div> <div>Consequences of Economic Globalization</div>
Global Socio-political System			<div>Social Char. of “Global City” as Demonstrated by HK</div> <div>An Overview of World Order</div> <div>SSC09</div>

(Note: SSC09 is “Consciousness of Global Citizenship and its Contribution to Humanitarian Work”.)

Fig 3 Organization of Life and Society (S1-3) topics according to the principle of “From Proximity to Remoteness” (Drawn up according to the seven areas of foundation knowledge)

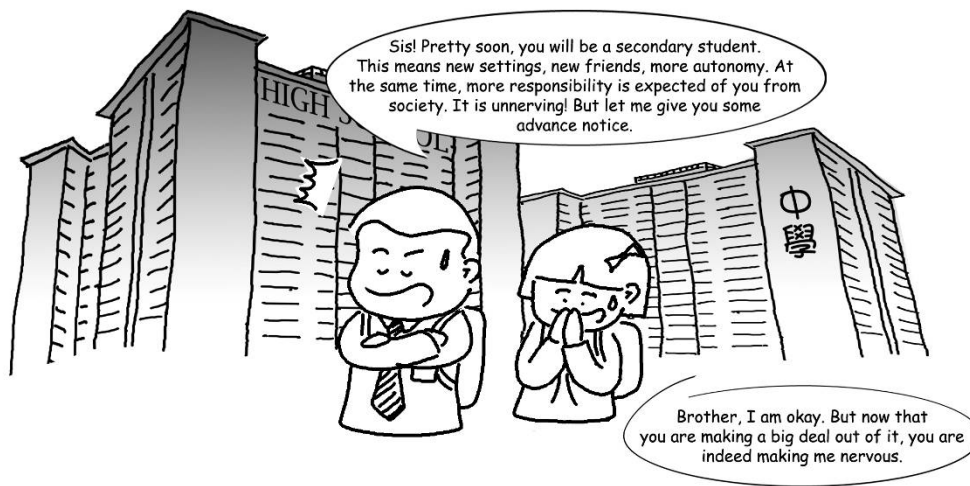
Topics	S1	S2	S3
1	Self-understanding, Self-esteem & Self-confidence	Managing Cyber-friendship	Appreciating Diversity of Values
2	Managing Fin. & Being Your Own Master with Money	Learning to Love	Attitudes towards Sex and Sexuality
3	Rights & Responsibilities of Sensible Consumer	Enhancing Family Life	Coping with Adversities
4	Building Friendships with Others	Employment & income of Labour in HK	Econ. Dev. of Regions: Yangtze River Delta Region / Changjiang Delta Region
5	Rights, Responsibilities and the Rule of Law	SSC03	HK as an International Financial Centre
6	Ups and Downs of the Hong Kong Economy	Everyday Life in Rural and Urban Areas	Social Char. of “Global City” as Demonstrated by HK
7	Econ. & Soc. Consequences of Public Finance of HK	Macro-economy of the Mainland	Consequences of Economic Globalization
8	Decision-making Process & Dev. of Electoral System	Econ. Planning & Regulation of the Chinese Government	Trade: Conditions, Gains and Disputes
9	Developing Values	An Overview of the Political System	An overview of World Order
10		Participation in International Affairs	SSC09

(Note: (i) SSC03 is “Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor”.
(ii) SSC09 is “Consciousness of Global Citizenship and its Contribution to Humanitarian Work”.)

Fig 4 Suggested teaching sequence of topics from S1 to S3 under the principle of “From Proximity to Remoteness”

Secondary One

Students face tremendous changes when they start secondary school, such as adapting to a new learning environment and making new friends. While subject to new expectations from teachers and parents, students now enjoy more autonomy in managing their daily lives. They will have a feeling of being challenged, anxious, and may experience mood swings.



Topic 1: Self-understanding, Self-esteem and Self-confidence



Making 'Self-understanding, Self-esteem and Self-confidence' the first topic at S1 level of Life and Society responds to the needs of the students at this stage. It helps them understand themselves in different ways, thus empowering them to conquer challenges and take on a new phase in their life.

S1	Topic	Learning points
PSD01	Self-understanding, Self-esteem and Self-confidence (6 lessons)	<ul style="list-style-type: none"> - The many faces of "Self": perceived self, real self, ideal self - The importance of self-esteem and self-respect with regard to personal development - Emotion management and ways to cope with negative emotions - Establish self-confidence to face difficulties and failure

Topic 2: Managing Finance and Being Your Own Master with Money

Successful self-management including time and money represents the very essence of growth. Upon promoted to secondary school most students are allowed autonomy in the use of their pocket money. In order to help students develop a prudent attitude and an ability to use the money efficiently, 'Managing Finance and Being Your Own Master with Money' is offered as the second topic. This topic equips students with decision-making ability and a positive attitude in the use of money.



S1	Topic	Learning Points
REA01	Managing Finance and Being Your Own Master with Money (3 lessons)	<ul style="list-style-type: none"> - Allocation of money for different uses, including consumption, savings and donations - Decision making about spending money: setting up priorities for different uses of money, making choices according to budget and priorities - A borrower has the responsibility of repaying principal and interest, bears interest cost and the risk of default on repayment of huge amount of interest - Use borrowing through credit cards as an example, illustrate the differences between simple and compound interest

Topic 3: Rights and Responsibilities of Sensible Consumers



Students need to keep to their budget and spend wisely. They are frequently accused of buying items of no practical value. There is a need for them to have a deeper understanding of the principles of sensible consumption. Although the rights and obligations of the consumer were explored in General Studies at lower primary, schools need to put forth the message that responsibilities come with rights. To deserve the rights that are promised to the consumer, they have to bear the proper responsibilities of a consumer. Students not only have to be accountable for their own spending decisions, they are also obliged, as responsible citizens, to avoid consumption which is detrimental to the environment or wasteful of the earth's resources. The topic 'Rights and Responsibilities of Sensible Consumer' is designed to serve this purpose.

S1	Topic	Learning Points
REA02	Rights and Responsibilities of Sensible Consumer (3 lessons)	<ul style="list-style-type: none"> - Principles of choosing goods and services - Rights and responsibilities of consumers - Social responsibilities of consumers - Regulations and organizations responsible for protecting consumer rights

Topic 4: Building Friendships

In addition to learning how to manage and use money, S1 students have to make friends in a new environment. Because of the length of time spent with their friends, the focus of adolescents' lives gradually shifts from family to peers. However, they have to understand that friends are not simply companions to have meals and fun with, but also partners who enhance learning and self-understanding, provide emotional support, enrich their lives and help them explore the world. Getting on with the opposite sex can further develop social skills which will be useful in maintaining the lasting future marriage relationships, so the topic 'Building Friendships' is designed to help students understand the importance of friendship to their personal growth, and the ways of building and maintaining relationships with friends of both sexes. Under this topic they also explore ways of coping with peer pressure and bullying. They will be equipped with the necessary skills at the early stage of their secondary education so that they can cope with these problems.



S1	Topic	Learning Points
PSD03	Building Friendships (5 lessons)	<ul style="list-style-type: none"> - The importance of friendship to personal development - Establish and nurture friendship with members of the same sex and the opposite sex - Coping with peer pressure - The definition of and reasons for bullying - Behavioural signs of bullies and their victims - Strategies to tackle bullying

Topic 5: Rights, Responsibilities and the Rule of Law

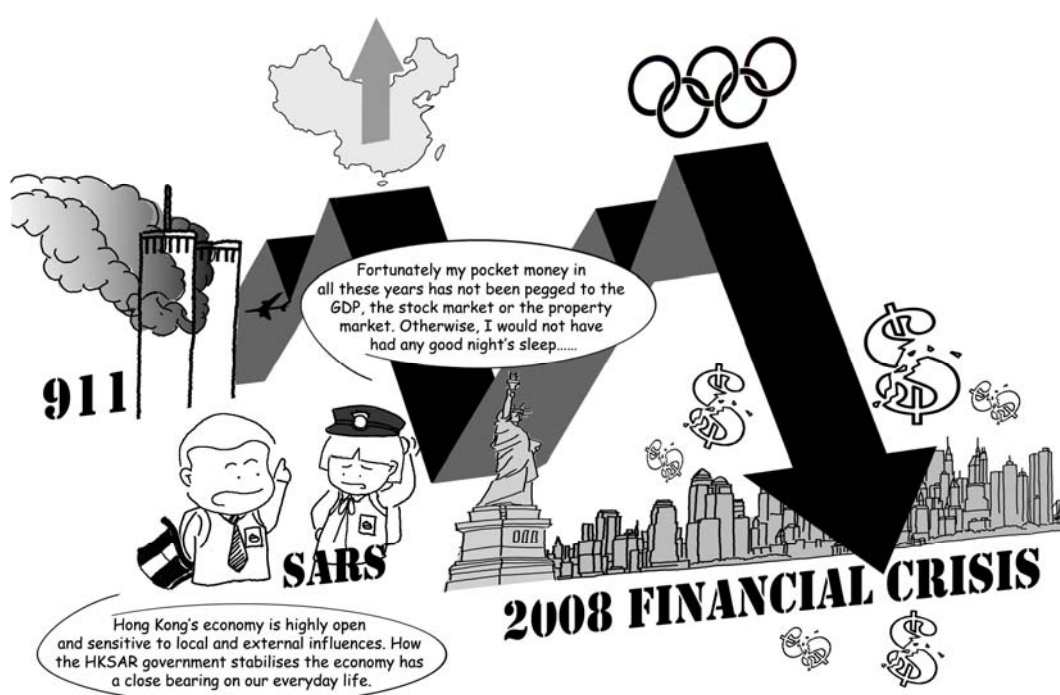
While exploring the issue of bullying, students usually come across media reports on court judgements in these cases and understand that the individual's right to personal safety is protected under Hong Kong law. Schools should provide opportunities for students to widen their horizons on this and understand their rights and responsibilities as HKSAR residents. At upper primary students acquired a preliminary understanding of the rights and responsibilities of the individual, and how these rights are protected under the Basic Law and the legal system in Hong Kong. On this prior knowledge, junior secondary students further explore these issues from a deeper and broader perspective.



S1	Topic	Learning Points
SSC01	Rights, Responsibilities and the Rule of Law (3 lessons)	<ul style="list-style-type: none"> - Different categories of Hong Kong residents - Rights and responsibilities applicable to Hong Kong residents - Protection of the rights of Hong Kong residents by major principles of the rule of law

Topic 6: Ups and Downs of the Hong Kong Economy

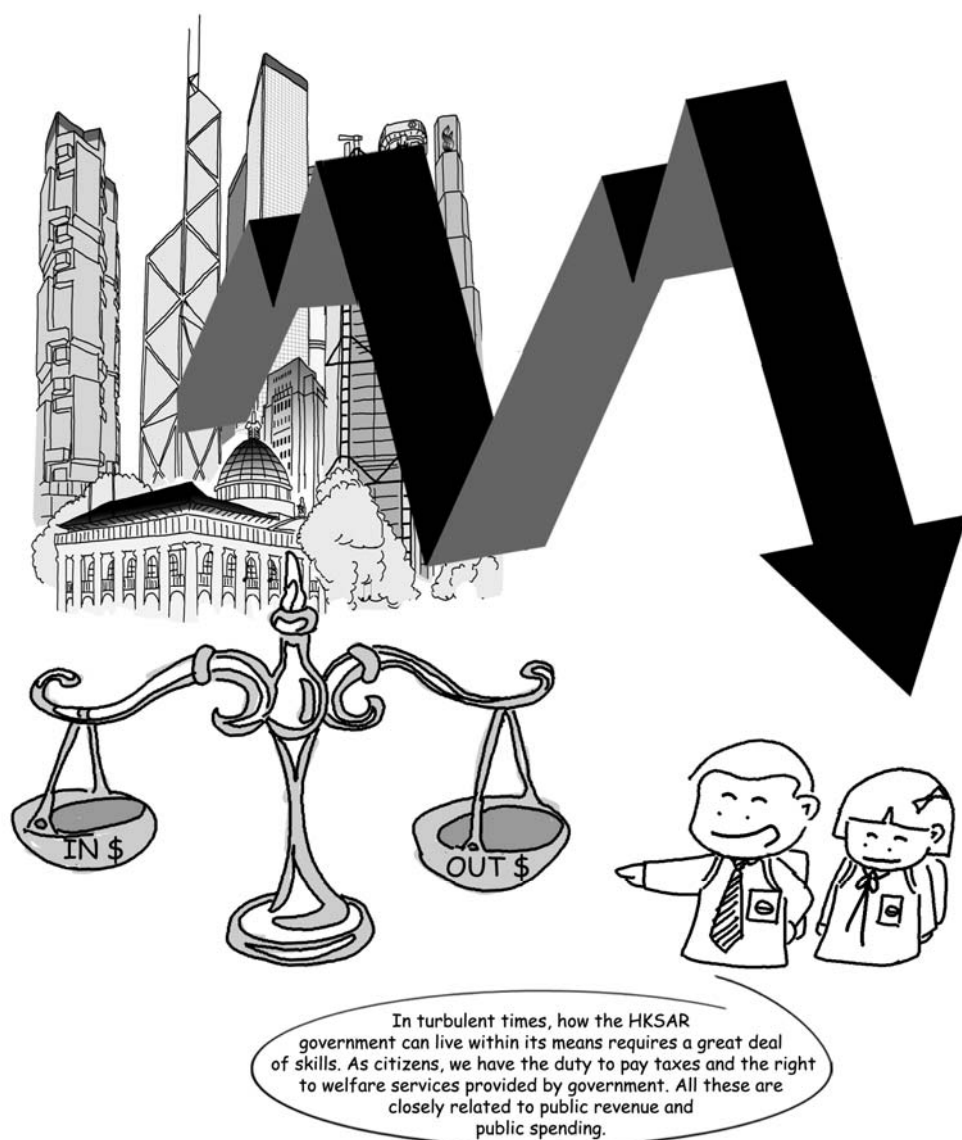
The rule of law safeguards the rights of HKSAR residents and is the cornerstone of the prosperity and competitiveness of our economy. Economic activity constitutes a vital part of our society. Introduction to the social system in Hong Kong is followed for S1 students by exploration of economics, so as to strengthen their adaptability to changes they may encounter in their workplace and their social life in the future. As they already acquired some basic knowledge of Hong Kong's economy and the factors affecting its development in General Studies at upper primary, they should be given a chance to deepen and broaden their knowledge on this front.



S1	Topic	Learning Points
REA04	Ups and Downs of the Hong Kong Economy (4 lessons)	<ul style="list-style-type: none"> - Indicators on economic performance of Hong Kong, including average salaries, unemployment rates and gross domestic product - Changes and trends of these indicators in the past decade - Economic fluctuations closely tied to events happened in the mainland and overseas as Hong Kong is an open and highly externally oriented economy - Role of the Hong Kong Government in stabilising and developing the economy - Advantages and disadvantages of government intervention in the economy

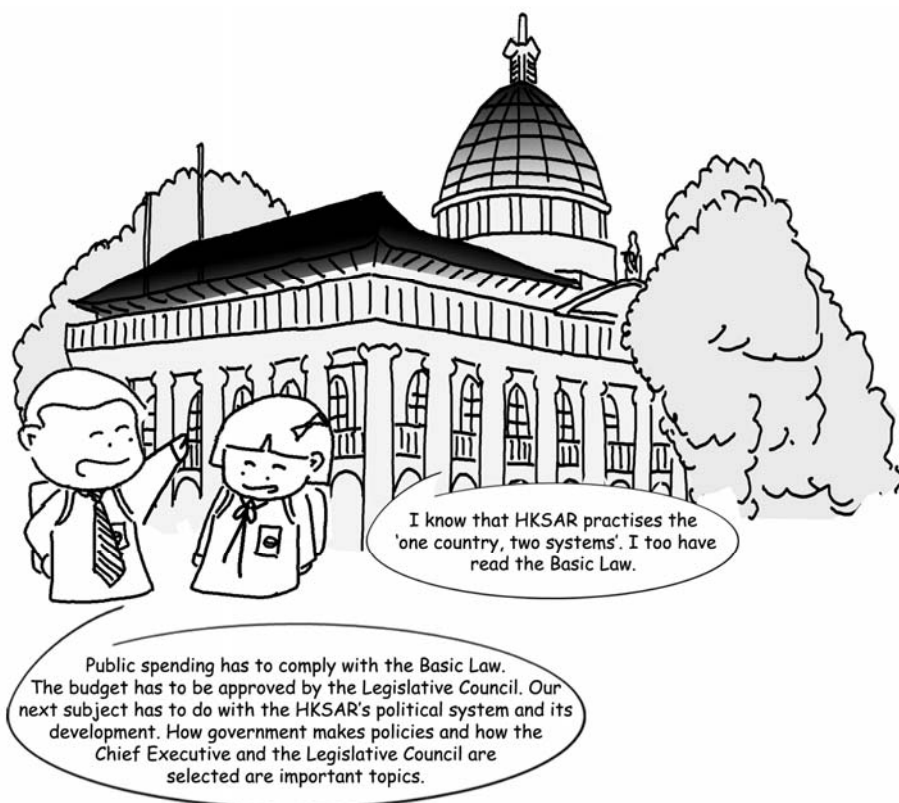
Topic 7: Economic and Social Consequences of Public Finance of Hong Kong

The HKSAR government relies mainly upon fiscal policies to achieve economic stability and growth. Government revenue and expenditure has a bearing on the daily lives of citizens. For example they have the responsibility of paying taxes, as a result enjoying the right to social welfare provided by the Government. When exploring the topic 'Economic and Social Consequences of Public Finance of Hong Kong', the discussion is sure to bring up opinions advocating that greater benefits should be granted to the underprivileged, and this issue perfectly serves the purpose of developing students into rational and informed citizens who can consider the impact of public finance on society, the economy and different stakeholders.



S1	Topic	Learning Points
REA03	Economic and Social Consequences of Public Finance of Hong Kong (4 lessons)	<ul style="list-style-type: none"> - Major items of government revenue and spending - Factors affecting government spending, requirements of the Basic Law, government revenue and Policy Address - Meeting social needs, re-distributing income and driving for long term economic development through public finance - The relationship between government and citizens in terms of public finance, including the responsibility of paying taxes and the rights to enjoy social services - Differences between Hong Kong and other developed countries in taxes and tax rates

Topic 8: Decision-making Process and Development of Electoral System

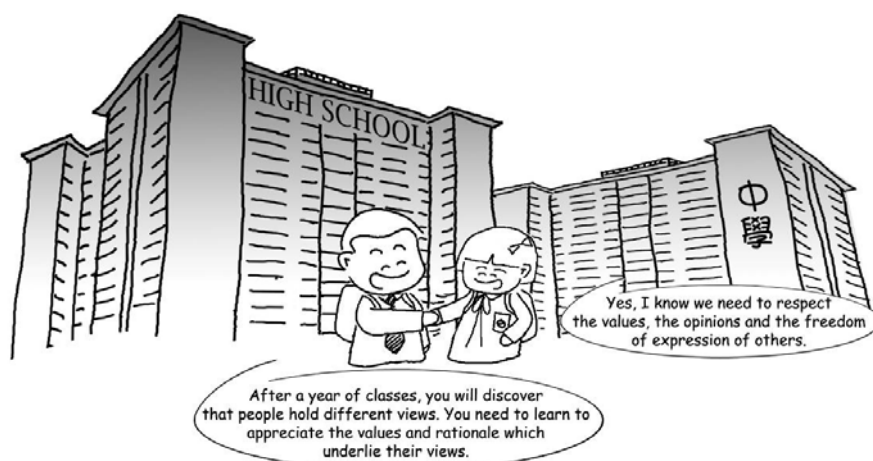


In Topic 7, students learned that HKSAR Government comes under the requirements of the Basic Law, and the estimates of revenue and expenditure are subject to approval by the Legislative Council, so residents can express opinions and influence Government decisions through their elected representatives. This knowledge foundation prepares students to study of the social and political systems of the HKSAR. As we have seen, the local political system, its formation, the Government decision-making process and policy formulation affect citizens' well-being. For the individual benefits of the students, and to prepare students for responsible participation in socio-political issues in the future, the topic 'Decision-making Process and Development of Electoral System' is introduced. Students will study the "One Country, Two Systems" principle and the framework guiding the decision-making process of the HKSAR Government as set out in the Basic Law. Accompanied by analysis of real cases by the use of the "input-output" model, students will understand the work of Government departments in decision-making, and how various stakeholders participate in the process. Students will also understand how the methods for the selection of the Chief Executive, the election of the Legislative Council and the development of the electoral system and democracy influence residents' participation in the Government decision-making process.

S1	Topic	Learning Points
SSC02	Decision-making Process and Development of Electoral System (5 lessons)	<ul style="list-style-type: none"> - The principle of “one country, two systems” and the relationship between the Central Authorities and the HKSAR as delineated in the Basic Law - Decision-making process of the HKSAR Government: input, decisions, output, feedback (as illustrated through case studies) - Methods for the selection of the Chief Executive and the formation of the Legislative Council and related development - Meanings, importance and influences of edging towards the selection of the Chief Executive and the election of all the members of the Legislative Council by universal suffrage to social development and progress of democracy in Hong Kong - Degree of fairness and clean of Hong Kong elections and its relationship with political development

Topic 9: Developing Values

In the first-year of Life and Society (S1-3), students inquire into numerous issues concerning the individual and local society. They discover that their opinions, judgements and choices differ from those of their classmates and other stakeholders in society, which is a fact they experience again and again in the future. In consolidating what they have learned over the past year, students need to realise such phenomenon is a result of the different values held by different stakeholders on the same issue, and they need to learn how to manage this divergence of views. When dealing with this last S1 topic 'Developing Values', the teacher should systematically introduce to the students what values are, the factors that shape these values, and the skills by which to clarify one's viewpoint on controversial issues. More importantly, they learn the principles of resolving value conflicts which paves the way for further study on S2 and S3. In the long run, students will gradually develop the habit of reflecting on their values and participate in social encounters with a respectful attitude, an open mind and rational thinking, thus becoming responsible and informed decision makers.

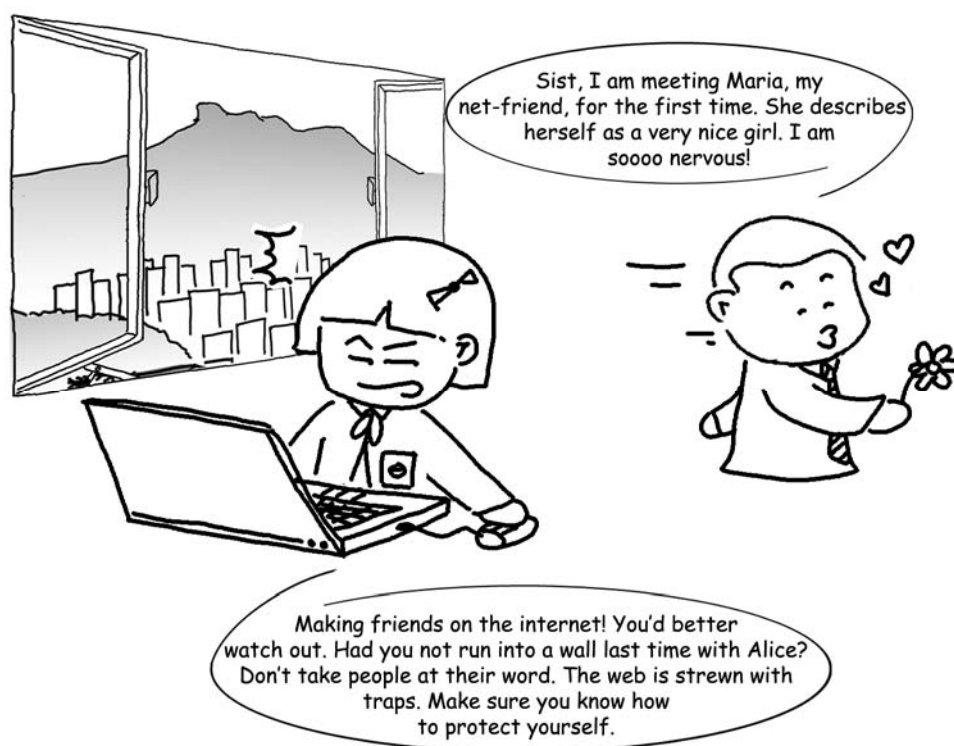


S1	Topic	Learning Points
PSD08	Developing Values (4 lessons)	<ul style="list-style-type: none"> - Meaning and importance of values - Factors affecting the formation of values - Skills which help clarify one's values when facing hot social issues - Principles to be considered in handling conflicts among different values

Secondary Two

Topic 1: Managing Cyber-friendship

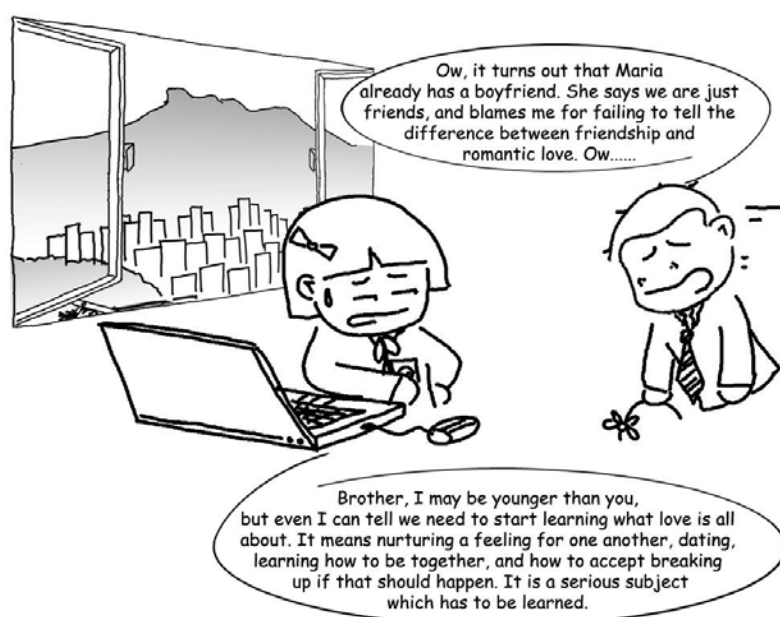
As they become accustomed to secondary school, students expand their social network, making all sorts of friends. One source is the Internet, which has become a vital part of adolescent life, and making cyber-friends is very much part of their social life. Cyber-friends can broaden their horizons, which is positive to development. Owing to the uniqueness of the Internet, however, all kinds of traps and dangers are lurking around every corner of the Internet. 'Managing Cyber-friendship' is designed as the first Life and Society topic at S2 in order to cater for the needs of the student development.



S2	Topic	Learning Points
PSD04	Managing Cyber-friendship (4 lessons)	<ul style="list-style-type: none"> - Cyber-friendship: characteristics, values and possible risks - Ways to deal with and develop cyber-friendship

Topic 2: Learning to Love

As a concomitant element of the development of interpersonal relationships, and in line with physical maturation and psychological growth, romantic encounters increase in significance in a students' life. They tend to engage in fantasies about romance, hoping to experience love, and they sometimes have problems differentiating simple friendship with a member of the opposite sex from romantic love. If this issue is not handled properly, they can become frustrated or experience mood swings, which adversely affect their lives and studies. When approaching maturity, most adolescents will eventually develop some kind of romantic relationships, and they would have to face the reality of ending the relationship. They need to learn way of managing these experiences. This topic helps students learn the ways to develop and maintain a romantic relationship. Besides, they need to realise the reality, learn to accept themselves and others. In some cases, students should be able to end a relationship in a rational way, and face adversities in life with an admirable manner.



S2	Topic	Learning Points
PSD06	Learning to Love (3 lessons)	<ul style="list-style-type: none"> - Similarities and differences between love and friendship - Elements, goals, principles and proper attitudes towards love - Ways to nurture and maintain a relationship - Reasons, managing ways and appropriate attitude for ending a relationship

Topic 3: Enhancing Family Life

Junior secondary students spend large amounts of time chatting with their cyber-friends, hanging out with friends and dating, and this often leads to family conflicts. Although most adolescents understand that family is a source of love and emotional support, due to rebelliousness or peer pressure, they tend to perceive family opinions and demands as attempts to control them. For this reason the discussion of peer friendship and romantic encounters is conveniently followed by the topic 'Enhancing Family Life', which helps reinforce the notion that family is the place where unconditional acceptance is found, forming a strong buttress to meet their psychological and physiological needs.



S2	Topic	Learning Points
PSD05	Enhancing Family Life (3 lessons)	<ul style="list-style-type: none"> - The importance of family in life - The role(s) of family members - The responsibilities of an individual towards family - Importance of communication among family members

Topic 4: Employment and Income of Labour in Hong Kong

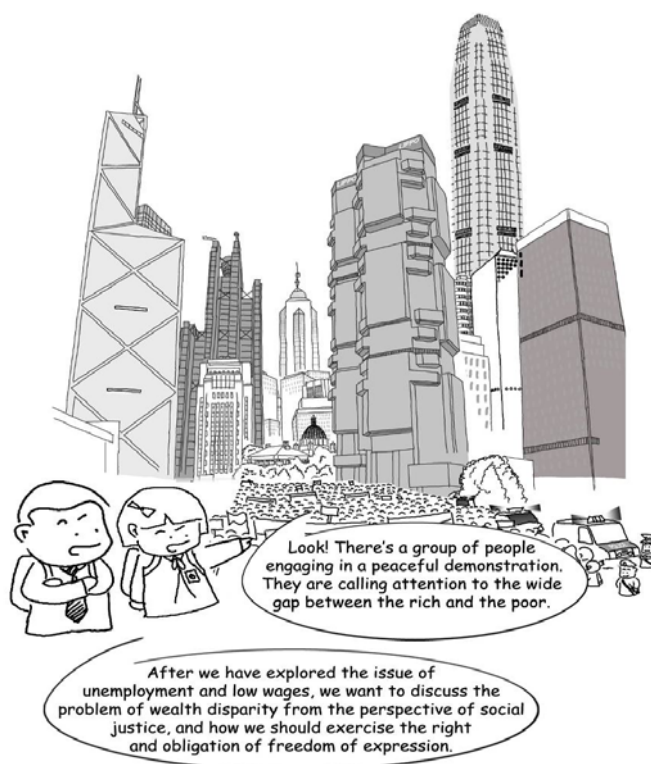


Some students may come from low-income families suffering from financial stress, so provision of guidance allows them to voice problems beyond their coping ability, and in addition schools should expose students to the circumstances of the local labour market. The topic 'Employment and Income of Labour in Hong Kong' describes the local labour market and covers measures for increasing workers' productivity and competitiveness.

S2	Topic	Learning Points
REA05	Employment and Income of Labour in Hong Kong (3 lessons)	<ul style="list-style-type: none"> - Analyse recent employment situation in Hong Kong by referring to statistical figures, including unemployment rates and age groups with relatively high unemployment rates - Characteristics of people with difficulty in employment, including qualifications and socioeconomic background - Personal and social factors that make it difficult for them to be employed - Ways to enhance worker competitiveness - Personal abilities, aptitude, job nature and social factors that affect wages

Topic 5: “Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor”

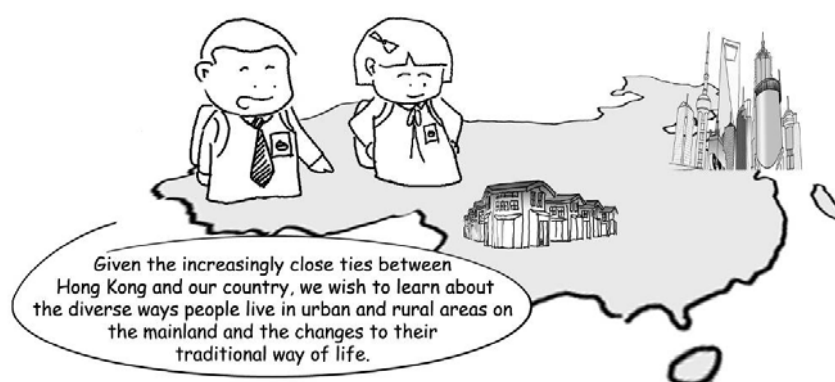
Following the discussion on unemployment and low-income, teachers should direct students to explore the problem of the wide gap between rich and poor from a social justice perspective. They should understand its impact on society as a whole, avoiding a narrow perspective that regards the underprivileged as deserving of alms or assistance. A decent society embraces certain core values including equality, the right of freedom of speech and the constraints under which it can be exercised need to be understood. The topic ““Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor”” is offered at S2 in Life and Society with the aim of cultivating the qualities of good citizenship.



S2	Topic	Learning Points
SSC03	“Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor” (5 lessons)	<ul style="list-style-type: none"> - Protection of and constraints to the right to freedom of opinion and expression - Degree of importance accorded to the freedom of opinion and expression by the government, political and social groups, non-governmental organizations, the media and individuals - Indicators measuring the gap between the rich and the poor in Hong Kong as well as changes in the trend of the gap - Impact of the magnitude of the gap between the rich and the poor on Hong Kong society - Efforts of the government, non-governmental organizations and individuals in narrowing the gap between the rich and the poor as well as the constraints

Topic 6: Everyday Life in Rural and Urban Areas

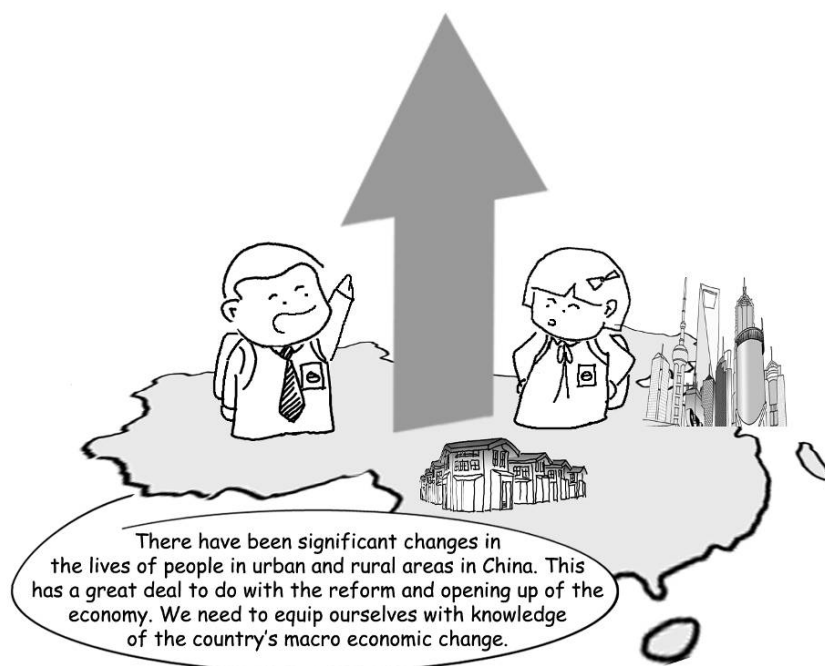
Since starting S1, students have studied seven topics relating to the economy and the socio-political situation in Hong Kong, so by now, they should have some understanding of Hong Kong. Building on this foundation, they should expand their horizons towards their country and the world. They need to learn about the mainland, not simply because of their Chinese identity, but because of the increasing integration between the mainland and Hong Kong. There is no doubt that work and life in Hong Kong in the future will be linked with the mainland.



To help students learn more about our country, a great nation, it is better to start with the way of life, the culture and customs of the Chinese residents. This would be interesting to students.

S2	Topic	Learning Points
SSC04	Everyday Life in Rural and Urban Areas (4 lessons)	<ul style="list-style-type: none"> - Lifestyle of the following as illustrated through work, social relations, consumption, leisure & entertainment, clothing, accommodation, food & beverage, etc. <ul style="list-style-type: none"> • lifestyle of Chinese residents in urban areas • lifestyle of Chinese residents in rural areas - Traditional culture as demonstrated by the lifestyle of Chinese residents and how it has been influenced by social changes

Topic 7: Macro-economy of the Mainland

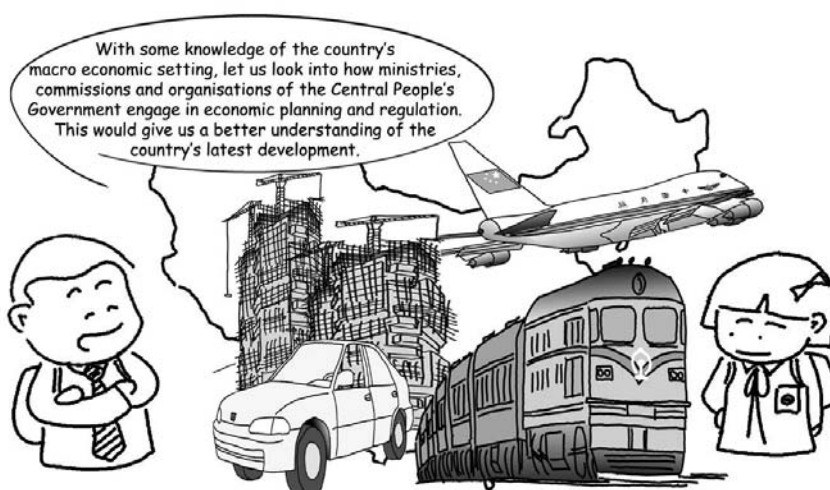


Our country is a large economy with various sectors, and students in junior forms, who are just beginning a systematic study, may find it difficult to have a grasp all the details, so the topic 'Macro-economy of the Mainland' only aims at a brief description from a macro perspective. Students who have learned the meaning of Gross Domestic Product (GDP) under the topic 'Ups and Downs of Hong Kong Economy' will find that knowledge useful here.

S2	Topic	Learning Points
REA06	Macro-economy of the Mainland (2 lessons)	<ul style="list-style-type: none"> - Evaluate the economic development of the mainland <ul style="list-style-type: none"> • Compare the Gross Domestic Product, per capita Gross Domestic Product and other indicators of the mainland with that of other developed countries - Definitions of the three strata of industry - Evaluate the relative importance of primary, secondary and tertiary industries <ul style="list-style-type: none"> • Compare their gross output values and number of employed persons

Topic 8: Economic Planning and Regulation of the Chinese Government

The Chinese economy has achieved significant development since the launch of reforms and opening-up, but throughout the process ups and downs have occurred. The Chinese Government plays a key role in planning economic development and regulating economic policies especially for emergencies and uncertainties. The topic 'Economic Planning and Regulation of the Chinese Government' deepens students' understanding of the Chinese economy. Upon completion of Topics 7 and 8, students will have mastered some basic knowledge and skills and be able to follow the latest developments of our country on their own.



S2	Topic	Learning Points
REA07	Economic Planning and Regulation of the Chinese Government (2 lessons)	<ul style="list-style-type: none"> - Ministries, commissions and organizations responsible for making major economic policies - Ways of regulating the economy by the Chinese Government, including administrative commands and market driven policies

Topic 9: An Overview of the Political System



Economics and politics are interconnected, so in order to gain a fuller understanding of our country, students must be informed about its political system. The topic 'An Overview of the Political System', covering the socio-political system in China, is a good starting point for students to understand the functions and powers of major organs of state.

S2	Topic	Learning Points
SSC05	An Overview of the Political System (4 lessons)	<ul style="list-style-type: none"> - Functions and powers of the following organs of the state <ul style="list-style-type: none"> • NPC • President • State Council • People's courts and people's procuratorates - Leadership role of the CPC - Roles performed by the CPPCC - Channels for people's supervision of the government

Topic 10: Participation in International Affairs



China is a member of the world community with steadily growing power, and so is expected by the world community to assume an important role in international affairs. Therefore, China has to step up its efforts in the development and modernization of various areas through participation in international affairs and integration with the international community, so students need to learn about China from an international perspective.

'Participation in International Affairs' is the last Life and Society topic at S2. It explores the outward-orientation of China. Such design prepares students to study international issues at S3. They explore the difficulties and challenges facing China and reflect on our own role as Chinese in Hong Kong.

S2	Topic	Learning Points
SSC06	Participation in International Affairs (4 lessons)	<ul style="list-style-type: none"> - Positioning our country on the international scene today - Perception of China's step forward to the world by some major countries and regions - Opportunities and challenges brought by our country's participation in international affairs, foreign investment, and strategies of cultural exchange and dissemination with reference to foreign relations

Secondary Three

Topic 1: Appreciating Diversity of Values



In this topic, students have the chance to reflect on their obligations as global citizens and explore the concept of social inclusion. It forms a foundation, on which other S3 topics are built.

S3	Topic	Learning Points
PSD09	Appreciating Diversity of Values (3 lessons)	<ul style="list-style-type: none"> - Respect people of different classes and cultural background, and holding different traditions and values; understand the positive benefits brought by a pluralistic society - Proper attitudes of getting along with people from different background - Ways and considerations in expressing care to the needy

Topic 2: Attitudes towards Sex and Sexuality

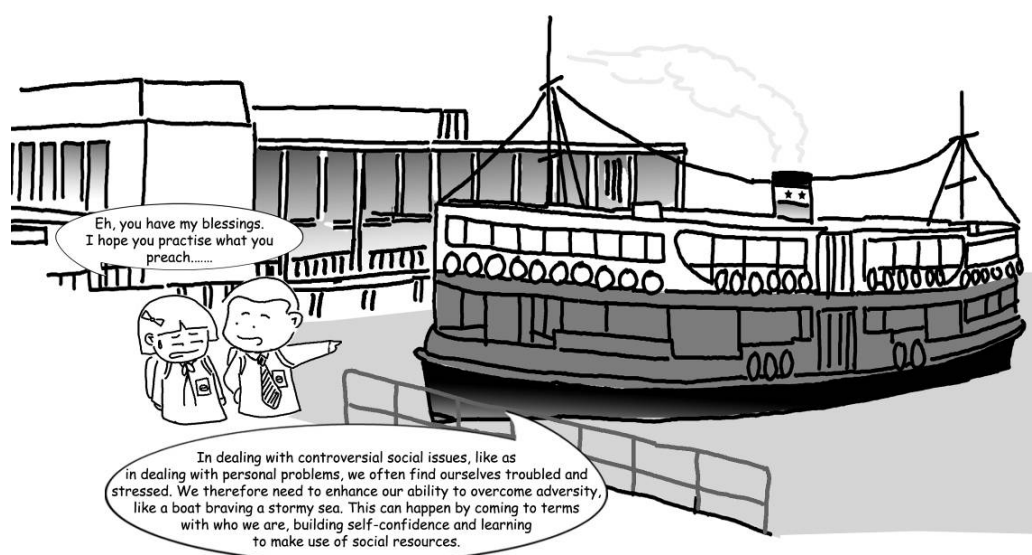


Upon completion of the first topic on the S3 level, the topic 'Attitudes towards Sex and Sexuality' serves as an opportunity for students to put into practice the notion of respecting other people's right of expression and speech. They come across varying notions about love, sex and marriage and the relationship between them in society. They should be given the chance to express themselves and at the same time, seek to understand the attitudes of other people towards sex. Doing so will help students reflect on their own attitudes to pre-marital sex and intimate behaviour patterns.

S3	Topic	Learning Points
PSD07	Attitudes towards Sex and Sexuality (3 lessons)	<ul style="list-style-type: none"> - Different notions and attitudes towards love, sex and marriage - Aims and principles of setting limits of intimacy - Ways for adolescents to manage sexual fantasy and desires

Topic 3: Coping with Adversities

Falling in love and having to deal with sexual overtures, can contribute to stress and anxiety, and students have to learn coping skills. In addition other sources of stress and anxiety are felt in adolescence, including family, peers and schoolwork. Although the origins of stress vary, the principles of dealing with them are similar. Students need to identify their strengths and weaknesses, nurture high self-esteem, build up self-confidence, develop positive thinking and know how to seek support from available social systems. The topic 'Coping with Adversities' improves student resilience, with a view to equipping them with the ability to overcome adversities and be ready to face life's challenges.



S3	Topic	Learning Points
PSD02	Coping with Adversities (4 lessons)	<ul style="list-style-type: none"> - Impact of pressure and anxieties on adolescents - Ways to deal with pressure and anxieties - Ways to strengthen resilience

Topic 4: Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region

Challenges ahead for students centre round work and employment, and Hong Kong's economy is facing intense competition at a time when our country and other countries are fighting for survival and economic development. The Yangtze River Delta region / Changjiang Delta region, under the leadership of Shanghai is one of the focuses of the mainland economy into the foreseeable future. The region has drawn up ambitious development plans in the finance, manufacturing, and business services areas, which brings both challenges and opportunities for Hong Kong. The topic 'Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region' equips students with knowledge on this front. They need to be aware of the need to equip themselves for the challenges ahead.



S3	Topic	Learning Points
REA08	Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region (2 lessons)	<ul style="list-style-type: none"> - Recent plans, achievements and difficulties faced by the Yangtze River Delta region / Changjiang Delta region in developing its industries, and financial, business and logistic services - Opportunities and challenges facing Hong Kong due to the development of the Yangtze River Delta region / Changjiang Delta region

Topic 5: Hong Kong as an International Financial Centre



The Hong Kong economy has to be integrated with that of the mainland, so as to face keen overseas competition, but it has to retain its features of an international city to stand out from the mainland cities. Life and Society (S1-3) expects students to go beyond their limits and broaden their perspectives on the international front. The topic 'Hong Kong as an International Financial Centre' helps students learn about the features of an international financial centre, the reasons for Hong Kong being one and how this affects the economy and their livelihood. They will discuss the importance, challenges faced and possible ways of strengthening the position of being an international financial centre to Hong Kong

S3	Topic	Learning Points
REA09	Hong Kong as an International Financial Centre (4 lessons)	<ul style="list-style-type: none"> - Features of international financial centre - Reasons for Hong Kong developing to become an international financial centre - Effects of being an international financial centre on the Hong Kong economy and people livelihood - The importance of strengthening the position of Hong Kong as an international financial centre, the problems faced and possible solutions

Topic 6: Social Characteristics of “Global City” as Demonstrated by Hong Kong

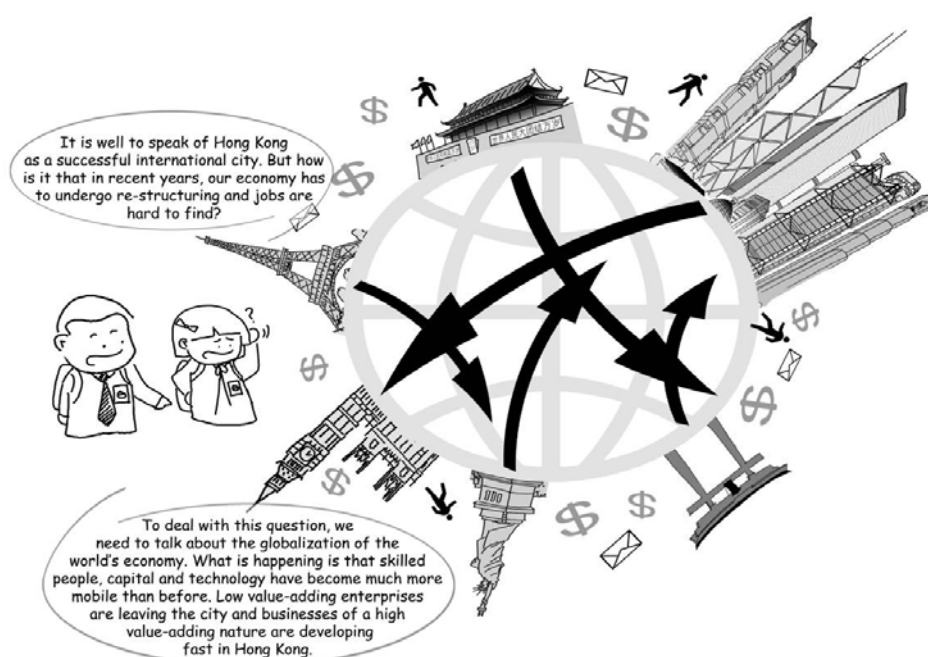
The emergence of international financial centres is one of the consequences of globalization, which affects everyone's life in various ways, and in order to acquire a global perspective, students must learn about it. Exploring the social characteristics of “global cities” paves the way for an understanding of globalization. On the topic ‘Hong Kong as an International Financial Centre’, they learn about the free flow of capital and information here. Now, Hong Kong serves as a case study for understanding the social characteristics of “global cities”.



S3	Topic	Learning Points
SSC07	Social Characteristics of “Global City” as Demonstrated by Hong Kong (3 lessons)	<ul style="list-style-type: none"> - Degree of openness of Hong Kong (as illustrated by the aspects of capital, media, information, human resources and culture, etc.) - The “push and pull” drive of Hong Kong to transnational business people, professionals, executives and labour

Topic 7: Consequences of Economic Globalization

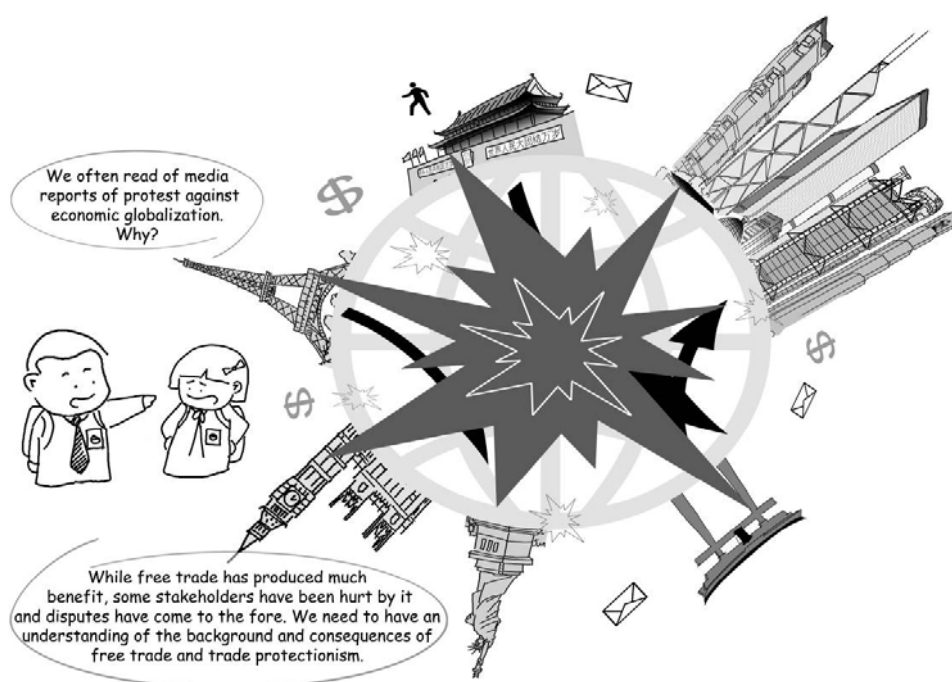
Globalization has its presence felt in all sectors of society, including social, cultural and economic, the last of which has caused tremendous changes to the living standard of people all over the world. Low-value-added labour-intensive industries have relocated outside of Hong Kong, while some high value-added job opportunities have moved in. Economic globalization certainly exerts a profound impact on life and work. This topic helps students understand the phenomenon and be ready for future challenges.



S3	Topic	Learning Points
REA11	Consequences of Economic Globalization (4 lessons)	<ul style="list-style-type: none"> - Meaning of economic globalization in terms of huge transaction volume of goods and services, labour mobility across countries, and rapid flow of capital, information and technology - Factors contributing to economic globalization, including international politics and technology - Positive and negative impact of economic globalization - International organizations, and their work, that promote economic globalization, including Organization for Economic Co-operation and Development, the World Bank, International Monetary Fund

Topic 8: Trade: Conditions, Gains and Disputes

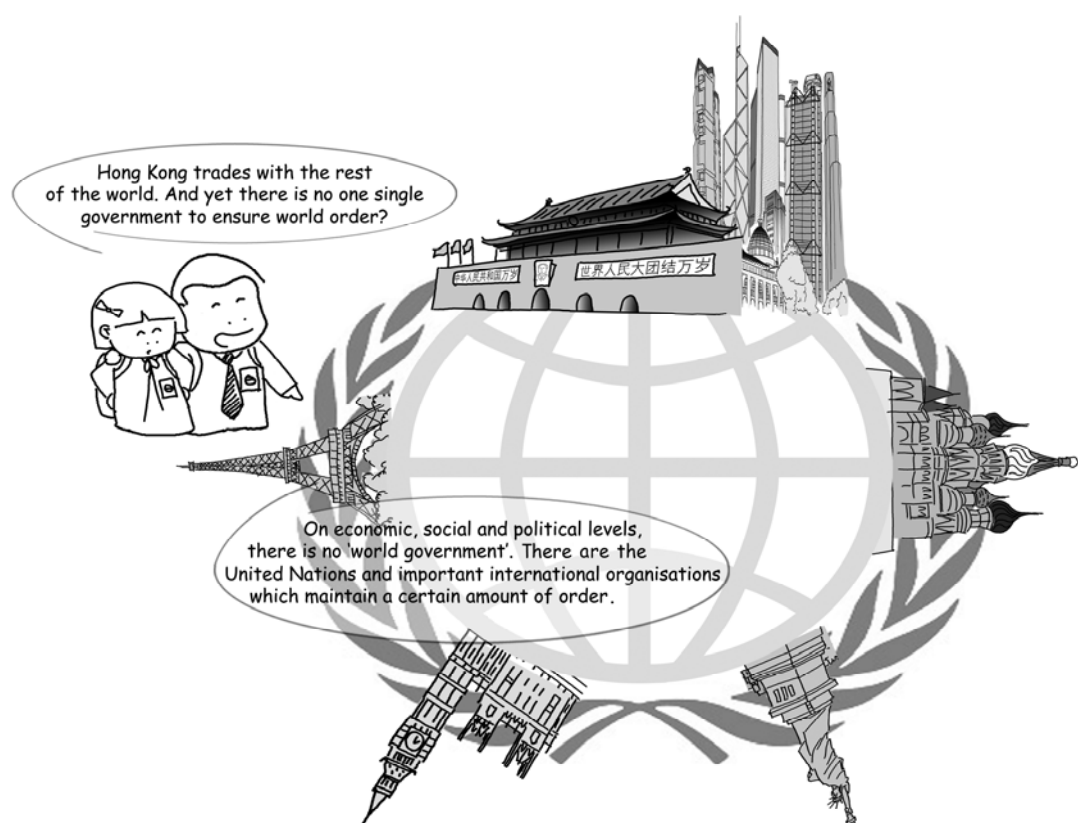
One consequence of economic globalization has been a remarkable surge in world trade. The classical school of economics advocates free trade to benefit all parties. In primary level General Studies, students learned that free trade has been a vital factor contributing to Hong Kong's economic prosperity. But they will also have heard in the media that wherever a world trade conference is held, there are strong large-scale protests against free trade, and that numerous nations advocating free trade also adopt trade protectionist measures. Teachers can help students understand this apparent paradox with the topic 'Trade: Conditions, Gains and Disputes'.



S3	Topic	Learning Points
REA10	Trade: Conditions, Gains and Disputes (4 lessons)	<ul style="list-style-type: none"> - Conditions for trade to take place, gains from trade to the whole economy, and its harmful effects to sectors with low competitiveness - Common trade protection policies and their effects on different stakeholders - Ways to deal with trade protection policies and functions of the World Trade Organization - External trade of Hong Kong, including the present situation, problems and solutions

Topic 9: An Overview of World Order

International affairs are not confined to economic matters, but include social and political aspects. On topics 7 and 8, students have learned that competition across national boundaries is intense, now the question of who is enforcing the rules of competition may arise. The topic 'An Overview of World Order' enables students to develop an understanding that despite the absence of a global government, some kind of order does exist.



S3	Topic	Learning Points
SSC08	An Overview of World Order (3 lessons)	<ul style="list-style-type: none"> - World order without a global government - Influences of the United Nations (UN) and the five permanent members of the UN Security Council, the constraints and challenges - The influences of other important international political organizations, constraints and challenges (as illustrated by case studies) - Interrelationship between developed and developing countries

Topic 10: Consciousness of Global Citizenship and its Contribution to Humanitarian Work



The S3 Life and Society (S1-3) is coming to an end. While exploring topics concerning globalization and world order and others, students realise that competition and cooperation co-exist across national boundaries, and that what benefits one nation may infringe on the well-being of humankind in general. There exist vulnerable groups around the world in need of assistance. So when this issue is discussed, teachers are suggested to guide them to reflect on the need of humankind for mutual help, mutual respect and interdependence, with the aim of developing both their citizenship and qualities of global citizens. Such awareness and qualities are particularly important to the future development of the students themselves and society. Teachers may use the topic 'Consciousness of Global Citizenship and its Contribution to Humanitarian Work' to conclude the learning on the S3 level. The purpose is to deepen the students' consciousness and capability of being global citizens, with a sense of responsibility for well-being of humankind.

S3	Topic	Learning Points
SSC09	Consciousness of Global Citizenship and its Contribution to Humanitarian Work (4 lessons)	<ul style="list-style-type: none"> - Concept of global citizenship and factors contributing to its emergence, the distinction between a global citizen and a citizen of an individual country - Consciousness and quality of global citizenship - Ways to promote consciousness and quality of global citizenship by intergovernmental bodies and international non-governmental organizations - Possible efforts and contribution of an individual global citizen to international humanitarian relief work as well as the importance of consciousness of global citizenship to the world

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