

**Personal, Social & Humanities
Education**
Key Learning Area Curriculum Guide
(Primary 1 – Secondary 3)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Department
HKSAR
2002



Curriculum Development Documents and Supporting Resources

**Learning to Learn –
The Way Forward in
Curriculum Development**
(2001)



**Exemplars of Curriculum
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**Basic Education Curriculum Guide –
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(2002)



Key Learning Area Curriculum Guides
(2002)



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Preamble

A series of eight Key Learning Area (KLA) Curriculum Guides (Primary 1 to Secondary 3) and the General Studies (GS) for Primary Schools Curriculum Guide (Primary 1-6) have been developed by the Curriculum Development Council (CDC) to support the *Basic Education Curriculum Guide - Building on Strengths* (2002) and to help realize the recommendations made in the CDC Report on *Learning to Learn - The Way Forward in Curriculum Development* (2001) and in the Education Commission's (EC's) education reform final report, *Learning for Life, Learning through Life* (2000).

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

The KLA and GS Curriculum Guides are based on the *Learning to Learn* consultation documents of the respective KLAs and GS published in November 2000. Relevant KLA committees under the CDC have taken into consideration the concerns, needs and interests of schools, teachers and students as well as societal expectations expressed during the consultation period when developing these Guides.

The KLA and GS Curriculum Guides aim to present curriculum frameworks, which specify the KLAs' or GS's curriculum aims, learning targets and objectives, and provide suggestions regarding curriculum planning, learning and teaching strategies, assessment and resources. In addition, each Curriculum Guide provides exemplars of effective learning, teaching and assessment practices. Schools are encouraged to adopt the

recommendations in the Curriculum Guides and to achieve the learning goals of the school curriculum (CDC Report, 2001) and aims of education (EC Report, 2000), taking into consideration their contexts, needs and strengths.

Schools are also encouraged to make cross-reference to the *Basic Education Curriculum Guide - Building on Strengths* (2002) and the related subject guides as often as possible. This will ensure that there is a coherent understanding of curriculum planning at school, KLA and subject levels.

As curriculum development is a collaborative and on-going enhancement process, the KLA and GS Curriculum Guides as well as their related subject guides will be updated and improved from time to time to meet new needs of students and society.

Ideas and suggestions on the development of the Personal, Social and Humanities Education (PSHE) Curriculum are always welcome and may be sent to:

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June 2002

Key Messages

Personal, Social and Humanities Education (PSHE)

- provides learning experiences through which students acquire social literacy and the necessary social enquiry skills
- calls for an understanding of human beings as both individuals and groups in relation to time, space and the environment, and their place in the cultural and material world

Student Entitlement

- a balanced curriculum, of which PSHE is an integral part
- appropriate lesson time for PSHE, as suggested in 3.3
- learning experiences identified as Core Elements, as listed in 2.2.2

Direction of Development in PSHE

- The PSHE KLA will move away from a content-focused curriculum to a curriculum that encourages knowledge construction, emphasizes enquiry learning, enhances learning skills and develops positive life values.

Short-term Expectations

- Broadened knowledge base, deeper understanding of Chinese history and culture, global perspective
- Active participation and enquiry in the learning and teaching process, open-mindedness, critical thinking and collaboration
- Closer link between knowledge acquired in the KLA and real-life issues
- Recognition of connection among the disciplines within PSHE, and between PSHE and other KLAs, multiple perspectives in dealing with complex social issues
- Healthy personal development, the ability to relate to others, and positive values and attitudes

Aims of PSHE

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

Central Curriculum of PSHE

It is a curriculum framework of knowledge, skills, values and attitudes organized by the following six strands:

- Personal and Social Development
- Time, Continuity and Change
- Culture and Heritage
- Place and Environment
- Resources and Economic Activities
- Social Systems and Citizenship

A list of Core Elements is set out in 2.2.2 for schools to plan and review their curriculum. Chinese history and culture, as part of the Essential Content for Learning in PSHE, will be strengthened during the 9 years of basic education. (Please refer to *General Studies for Primary Schools Curriculum Guide* (2002) and also 2.2.3 of this Guide for more suggestions.)

Curriculum Organizations

- To achieve the learning targets set out in the central curriculum, schools may adopt different organization modes in Key Stage One to Three, e.g. Individual Subject Mode, Integrated Curriculum Modes, or a combination of both
- For school-based curriculum development for PSHE, schools should:
 - make reference to the vision and mission of the school
 - build on their strengths and on the needs of their students
 - consider the available resources, including outside support

Learning and Teaching in PSHE

- situate students in relevant contexts in terms of time, place, institution, culture and value
- equip students with enquiry skills in approaching social issues and encourages learning through participation in a wide range of activities within and outside the classroom
- facilitate both collaboration and independent working

(For more information on various curriculum matters, please refer to *Basic Education Curriculum Guide - Building on Strengths* (2002).)

List of Abbreviations

AL	Advanced Level
ASL	Advanced Supplementary Level
ASQE	Accelerated Schools for Quality Education
CDC	Curriculum Development Council
CDI	Curriculum Development Institute
CMI	Chinese-medium
CPS	Creative Problem Solving
EC	Education Commission
ED	Education Department
EMI	English-medium
EPA	Economic and Public Affairs
GS	General Studies
HKSAR	Hong Kong Special Administrative Region
IH	Integrated Humanities
IT	Information Technology
KLA(s)	Key Learning Area(s)
KS1	Key Stage One
PRO	Public Records Office
PSHE	Personal, Social and Humanities Education
R&D	Research and development
S1	Secondary One

Contents

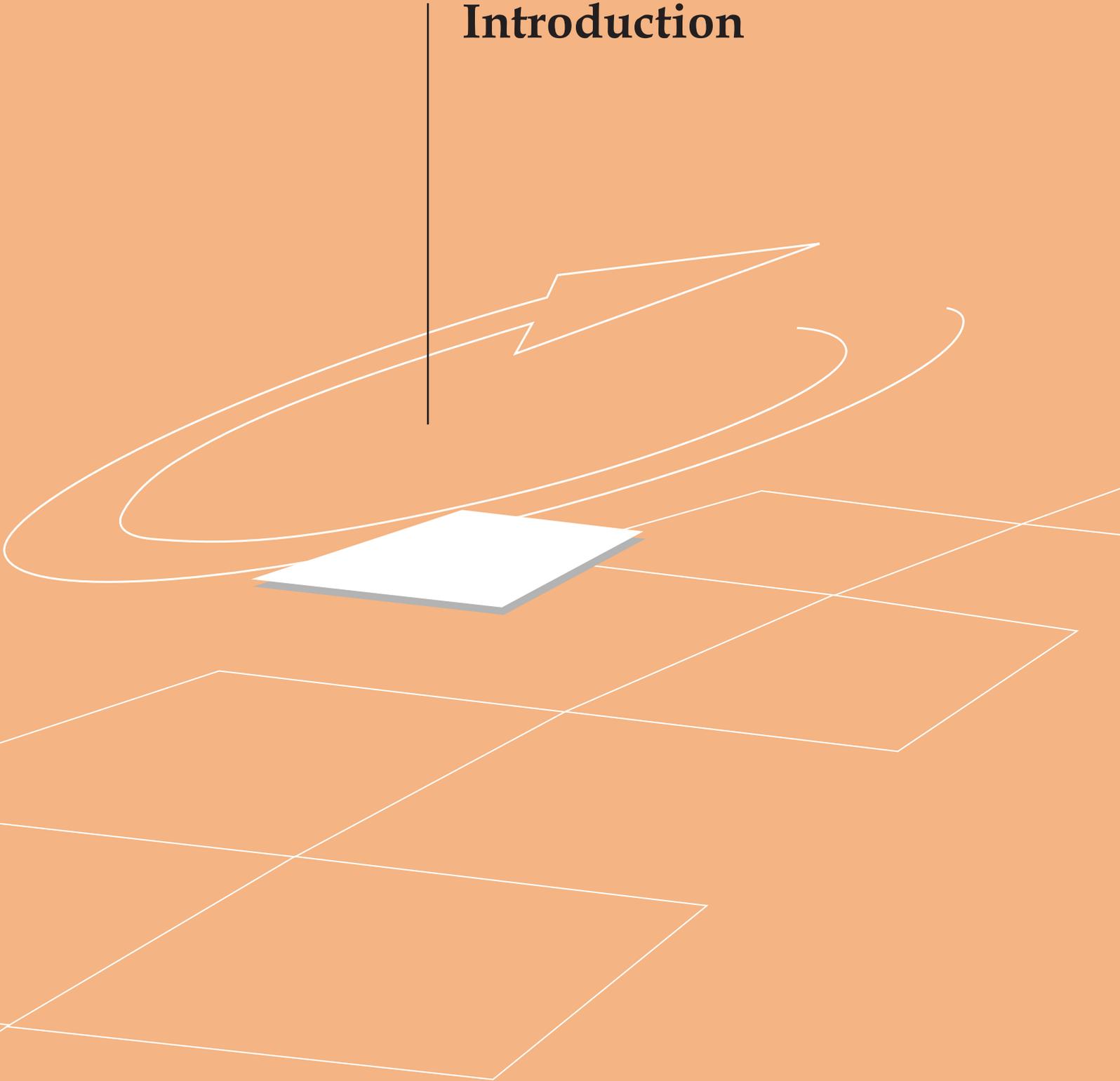
Preamble	i
Key Messages	iii
List of Abbreviations	v
Contents	vii
Chapter 1 Introduction	1
1.1 What is a Key Learning Area (KLA)?	3
1.2 The PSHE KLA in the School Curriculum	3
1.3 Rationale and Direction for Development	8
1.4 Strategies for Development	13
Chapter 2 Curriculum Framework	21
2.1 Curriculum Aims of PSHE KLA	23
2.2 The School Curriculum Framework	24
2.3 Curriculum and Subject Organizations	72
2.4 Interfacing with S4-5	78
Chapter 3 Curriculum Planning	79
3.1 A Balanced Curriculum	81
3.2 Connecting School-based Curriculum Development to Central Curriculum	81
3.3 Cross KLA Links	88
3.4 Time Allocation	89
Chapter 4 Learning and Teaching	91
4.1 Guiding Principles	93
4.2 Approaches to Learning and Teaching	103
4.3 Catering for Student Diversity	115
4.4 Homework	115
Chapter 5 Assessment	117

5.1 General Principles	119
5.2 Modes of Assessment	122
5.3 Formative Assessment	124
5.4 Summative Assessment	124
Chapter 6 Learning and Teaching Resources	127
6.1 Quality Learning and Teaching Resources	129
6.2 Textbooks	131
6.3 Resources Generated by Collaborative Research and Development ("Seed") Projects	131
Exemplars	133
1 Life Education	135
2 Development of Thinking Skills in PSHE	139
3 Thinking School Programme	143
4 Adapting Existing Subject Curricula	149
5 A Curriculum Unit Organized round the Six Strands of PSHE	151
6 An Exemplar of a Project Learning Programme	153
7 The Integrated Project Curriculum	155
8 Pairing-up Lessons of Junior Secondary PSHE Subjects	163
9 Flexible Use of Learning Time	165
10 Cross-level Planning of Project Skills Development	167
11 An Exemplar on Life-wide Learning in PSHE	169
12 A Worksheet from the "Seed" Project on History and Culture	175
13 Learning Resources for the "Seed" Project on Integrated Humanities	179
14 Interactive Web-based Programme for Learning Geography	183
15 A Study on Peer Assessment in Group Project Work	187
16 Formative Assessment in S1-3 Integrated Humanities	191

Appendices	193
1 Professional Development Course in PSHE Curriculum Leadership	195
2 S1 - 3 Integrated Humanities	197
3 S1 - 3 History and Culture	205
4 Project Learning in PSHE	217
5 Students' Views on Geographical Inquiry Outside Classroom	219
6 Report on the Great Wall Project	221
7 Resources produced by the PSHE Section in support of S1-3 curriculum, 1998-2002	229
Reference	231
Membership of the Curriculum Development Council Committee on Personal, Social & Humanities Education	243

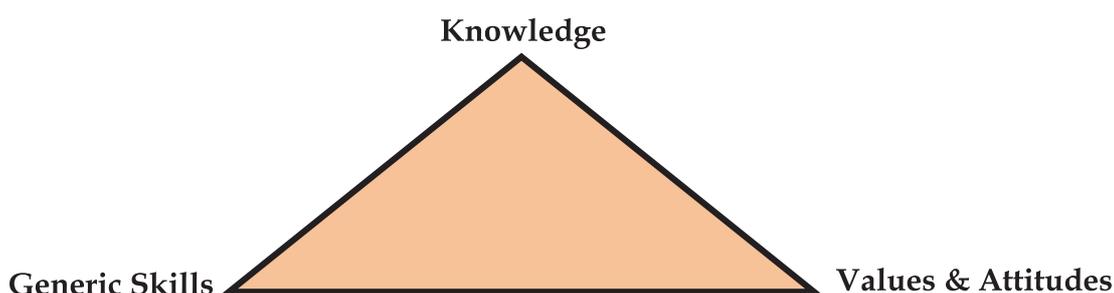
Chapter 1

Introduction



1.1 What is a Key Learning Area (KLA)?

A Key Learning Area (KLA) is an important part of the school curriculum. It is founded on **fundamental and connected concepts within major fields of knowledge** which should be acquired by all students. A KLA provides a context for the development and application of generic skills (e.g. creativity, communication, critical thinking and collaboration), positive values and attitudes through appropriate use of learning/teaching activities and strategies. It also serves as a context for the construction of new knowledge and the development of understanding. The studies offered in each KLA may have an academic, social or practical orientation or a combination of these, depending on their purpose(s). They can be organized into subjects, modules, units, tasks, or other modes of learning. The relationship between knowledge, generic skills and values and attitudes is illustrated as below:



1.2 The PSHE KLA in the School Curriculum

1.2.1 The context for PSHE

- Contemporary society has undergone significant changes and rapid development. The challenge to schools to provide all-round education and to nurture life-long learners is becoming all the more acute. It is incumbent upon us to provide the younger generation with an education that enables them to meet the new circumstances. Students must acquire a solid body of knowledge and also learn how to think and how to be flexible in solving problems and tackling issues. They

need to have an in-depth understanding of themselves, the local community, the nation and the world if they are to become confident, informed and responsible persons.

1.2.2 The position of PSHE in the school curriculum

- As one of the eight KLAs of the school curriculum, Personal, Social and Humanities Education (PSHE) calls for an understanding of human beings as both individuals and groups in relation to time, space and the environment, and their place in the cultural and material world. PSHE provides learning experiences for healthy personal development and the nurturing of moral and social values. It enables students to make meaningful relationships between learning at school and the personal, social and environmental issues they encounter in daily life.
- At primary level, the learning experience in PSHE KLA is gained through the study of General Studies (GS). The suggested time allocation for GS is 12% to 15% of total curriculum time. The GS curriculum covers learning elements of PSHE, Science Education and Technology Education KLAs, with special emphasis on personal and social education at P1-2. Please refer to *General Studies for Primary Schools Curriculum Guide*(2002). At junior secondary level, the suggested time allocation for PSHE is 15% to 20% of total curriculum time. But for schools whose curriculum has a technology education orientation, the suggested time allocation is 10% to 15%.

1.2.3 The nature of PSHE

- This KLA provides a context for the study of the human world

The PSHE KLA deals with human beings, human behaviour and the human world. It aims at the maturation of the person as a human being and citizen. The study of PSHE situates learners in relevant contexts in terms of time, place, institution,

culture and value. Students are invited to reflect upon behaviours, events, and issues in these contexts through the study of various disciplines in this learning area. They examine the present, make connections with the past, and consider future possibilities. PSHE provides the basics for a general and liberal education.

- The approach adopted in this KLA emphasizes enquiry and participatory learning

There is an emphasis on social involvement. Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, and to contribute to the life of their school and communities. In doing so, they learn to recognize their own worth, understand their common humanity, and respect diversity. This is essential if they are to develop effective, fulfilling relationships in life.

- The curriculum in this KLA is prescriptive in certain aspects and flexible in others

This Curriculum Guide prescribes the direction for school-based curriculum development, learning targets and objectives, essential content and pedagogy to ensure that students receive equal learning opportunities. Flexibility, however, is provided in the choice of non-core content, learning contexts and assessment practices. The curriculum can be organized in a number of ways in this KLA. The content chosen should be closely linked to daily life and social developments. The acquisition of knowledge is not confined to textbooks. The context of learning should extend from the classroom setting to the wider social environment. Assessment should depend less on the notion of a "correct" answer and more on well argued thinking, less on simple pen and paper tests and more on a variety of assessment modes. In these ways, the PSHE curriculum attempts to satisfy the

diverse needs of students and schools.

1.2.4 Basic beliefs of PSHE

- Nurturing social competence

In the PSHE KLA there is a commitment to strengthening the linkage between classroom learning and social reality. Teachers are encouraged to develop and utilize community resources, and to provide opportunities for students to observe and experience social dynamics. Through acquiring knowledge and skills in the humanities and social sciences, students build the foundation for participation in society.

- Attending to students' personal growth

In this KLA the growth and development of students as persons and respect for individual diversity are taken into account. The aim is to enable all students, without exception, to develop their talents to the full, including taking responsibility for their own lives and achieving personal aims. They are provided with opportunities to develop the ability and motivation for "learning to know", "learning to do", "learning to live together", and "learning to be".

- Emphasizing history and culture, developing moral and civic values

In this KLA substantial effort has been put into nurturing a healthy perception of history and culture, and a sense of responsibility to nature, nation and humanity. Young people inherit a civilization and traditions, learn historical wisdom, identify with their own nation and culture, embrace a global outlook and build on them for a better world.

1.2.5 Existing PSHE subjects and related elements

In the existing school curriculum, the content of PSHE is mainly taught in the humanities and social subjects, with related elements incorporated into cross-curricular programmes such as moral, civic, sex, environmental and media education. The subjects currently listed within the PSHE KLA at different Key Stages of schooling are:

Key Stage 1 (Primary 1-3) & Key Stage 2 (Primary 4-6)	Key Stage 3 (Secondary 1-3)	Key Stage 4	
		(Secondary 4-5)	(Secondary 6-7)*
General Studies (integrated with the KLAs of Science Education and Technology Education)	<ul style="list-style-type: none"> • Chinese History • Civic Education • Economic and Public Affairs • Geography • History • Religious Education • Social Studies 	<ul style="list-style-type: none"> • Buddhist Studies • Chinese History • Economic and Public Affairs • Economics • Geography • Government and Public Affairs • History • Religious Studies (Christianity) • Social Studies • Travel and Tourism 	<ul style="list-style-type: none"> • Chinese History • Economics • Ethics & Religious Studies • Geography • Government and Public Affairs • History • Liberal Studies
Other related elements are incorporated into cross-curricular programmes of moral and civic education.			

* including relevant ASL and AL subject curricula

Some schools have also developed school-based curriculum modes of PSHE learning, e.g. Life Education, Integrated Humanities (IH) and History and Culture.

1.3 Rationale and Direction for Development

1.3.1 Rationale for development

- The need to enhance personal, social and civic values
 - Among the eight KLAs, PSHE provides the most appropriate contexts for the development of students' values. To enhance values education, it is necessary to establish a close connection between the knowledge acquired in the KLA and real-life social issues. These issues provide a useful context within which students can develop personal, social and civic values.
 - There is a need for young people in the Hong Kong Special Administrative Region (HKSAR) to strengthen their understanding of Chinese history and culture as well as develop a global perspective, so that they are better prepared to contribute to the betterment of the community, the home country and the world.
 - Our young people have to face complex moral considerations arising from the rapid scientific, technological, social and political changes in our society. There should be a shift of emphasis from content-based teaching in PSHE to enquiry learning and values development.

- Strengthening learning to learn
 - The enquiry approach in PSHE should enable students to become active learners who construct knowledge to cope with the needs of an ever changing world. This begins with General Studies at primary level in which students begin to develop an ability to enquire and solve problems through diverse learning experiences. More opportunities for learning outside the classroom should be made available to facilitate enquiry and independent learning.
 - To enhance independent learning capabilities and to develop the important values of perseverance, responsibility, commitment and respect for others,

emphasis should be given to cultivating an open-mind, critical thinking and a collaborative spirit in the learning process.

- Bridging the gaps at the various interfaces in schooling
 - Children in pre-primary education learn through thematic and project approaches focusing on daily life situations. To enable a smooth transition to primary education, the content-focused approach of General Studies has to be re-organized so that the focus is on personal and social education in Primary 1 and 2. (Please refer to 3.3, *General Studies for Primary Schools Curriculum Guide* (2002).)
 - Similarly, a smooth interface from primary to junior secondary is necessary to help students adapt to secondary education. Content overload and overlapping themes in PSHE subjects should be reduced. The introduction of alternative modes of curriculum planning, such as bringing in an integrated or modular curriculum, will provide alternative learning opportunities for students.

- Broadening of the knowledge base at secondary level
 - Early specialization at junior secondary level, especially in schools with a technology education-biased curriculum, has deprived students of opportunities to have a better understanding of Chinese history and culture and of a chance to develop enquiry and critical thinking skills for tackling controversial social issues in the media- and information-rich society. There is a need for schools to ensure that learning experiences provided in PSHE broaden students' knowledge base.
 - The streaming of students at Secondary 4 into Arts, Science and Commercial classes has deprived some students of a PSHE perspective in approaching emerging social themes or issues. It is suggested that IH be introduced at S4-5 to cater for the needs of non-Humanities students and to provide them with a more balanced curriculum.

1.3.2 Direction of development

The PSHE KLA will move away from a content-focused curriculum to a curriculum that emphasizes enquiry learning, enhances learning skills, encourages knowledge construction and develops positive life values.

- Short-term goals
 - We hope that from now to 2005-06

Our students	Our teachers
Primary 1 - Primary 6	
Please refer to the <i>Curriculum Guide on General Studies for Primary Schools</i> (2002)	Please refer to the <i>Curriculum Guide on General Studies for Primary Schools</i> (2002)
Secondary 1 - Secondary 3	
<ul style="list-style-type: none"> ◆ will be able to ask meaningful questions, plan their own process of learning and search for their own answers ◆ will have a healthy personal development and the ability to relate harmoniously with others ◆ will have a deeper understanding of the history, culture and the natural and human environments of China and strengthen their national identity ◆ will develop values of perseverance, responsibility and commitment, and respect for others 	<ul style="list-style-type: none"> ◆ will move away from content/subject-based teaching and adopt the enquiry approach by encouraging students to ask questions and search for their own answers ◆ will make project learning an entitlement of students every year and enable students to connect their PSHE learning with personal and social issues and with learning in other KLAs ◆ will collaborate better with other PSHE and/or KLA teachers for the development of common themes and the provision of learning opportunities outside the classroom

Our students	Our teachers
Secondary 4 and above (for teachers' reference)	
<ul style="list-style-type: none"> ◆ will broaden their knowledge base by studying at least one PSHE subject ◆ will apply critical thinking skills in dealing with personal and social issues in different contexts ◆ will develop a social and humanities perspective for making sound judgement on issues concerning the local community, the nation and the world 	<ul style="list-style-type: none"> ◆ will raise students' awareness of the need for a balanced curriculum and provide alternative choices of subjects, such as introducing the new IH curriculum ◆ will create an open learning atmosphere and encourage self-directed learning and the development of critical thinking skills ◆ will provide life-wide learning opportunities for the development of students' concern for the local community, the country and the world

- Medium-term development (from 2006-07 to 2010-11)
 - It is envisaged that curriculum leadership will gradually evolve among PSHE teachers in each school. (Please refer to Appendix 1 for information regarding "Professional Development Course in PSHE Curriculum Leadership") Teachers will be more ready to make use of the open framework of PSHE and recommendations in the Curriculum Guide for improving their school-based curriculum and strengthening the teaching-learning-assessment cycle to best suit the learning needs of their students.
 - Students will be better equipped with generic skills, in particular critical thinking skills, as schools continue to raise the effectiveness of learning and teaching through enquiry in PSHE. In recognition of the positive effect of life-wide learning, schools will be ready to make it a student entitlement and an integral part of PSHE learning.

Students' independent learning capabilities as well as their moral and civic awareness will have been improved through planning field work/visits and involvement in community service to help those in need.

- Students will be more aware of the need for a balanced curriculum. New and diversified courses will emerge at senior secondary level to cater for their needs and those of society in general.
- Long-term development beyond 2011
 - Schools will develop into learning communities, which value a continual renewal of the school-based curriculum for the enhancement of students' personal, social and civic values as well as lifelong learning capabilities. There will be close connection between PSHE learning at school and students' daily life, and the focus of learning will be on the progressive development of essential concepts and of generic skills. Students will have a broad knowledge base encompassing the different KLAs as subject boundaries become blurred. They will be able to approach an issue with multiple perspectives and with commitment, responsibility and a respect for diversity.

1.4 Strategies for Development

1.4.1 To move in the above direction, schools are advised to:

- reflect on their strengths (See also 1.3, Booklet 1, *Basic Education Curriculum Guide - Building on Strengths* (2002).), in particular the valuable experiences and good practices they have gained with regard to the learning and teaching of PSHE,
- review their current situation and formulate the PSHE curriculum and learning policy with reference to the PSHE Curriculum Guide, adapting it to the mission and goal of the school,
- plan how new changes and developments, such as the strengthening of critical thinking and other generic skills, the enhancement of national identity, the raising of awareness of issues of local and global concern, can be appropriately incorporated in the PSHE learning programme,
- set up a PSHE curriculum development group to facilitate team work among different PSHE subject teachers, disseminate informed practices and share successful experiences for the generation of new knowledge and thinking.

1.4.2 The following are examples of **starting points** for different schools:

- To introduce a new subject/short course while at the same time continue to strengthen the existing independent subject curricula: this will enable the school to cover the learning targets and objectives of PSHE and to enhance students' enquiry skills on upcoming social issues. New content and learning objectives can be incorporated in the new subject (e.g. Life Education) or short course (e.g. War and Peace). A revised timetable has to be drawn up to accommodate the new subject or the short course introduced.

A school introduced Life Education in S1-3

Beginning in 1996, **TWGH Wong Fut Nam College** has introduced a new programme called Life Education alongside three independent PSHE subjects in S1-3. Six major themes are included, namely social and life skills, civic education, moral education, health education, environmental education and career education. Topics within these themes can be updated each year. This programme aims at enhancing students' personal, social and civic values as well as strengthening their learning capabilities (stipulated in 1.3.1). For details, please refer to Exemplar 1.

- To make use of the cross-KLA moral and civic education programme to connect learning in PSHE: building upon the life-events approach of moral and civic education, a close linkage is established between PSHE learning in Chinese History, Economic and Public Affairs (EPA), Geography and History and the moral and civic education programme to reduce content overlap and develop students' generic skills, moral values and national identity. Special timetable arrangement has to be made when the school introduces thematic programmes such as "Election Day" or a project learning week on "Chinese customs and culture".

Multi-perspective Study on

"Changes in the Rural Community of Hong Kong" in S1

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

- What changes have happened to the rural community of Hong Kong?
- What impact have such changes had on the development of Hong Kong and the life of rural people?

Chinese History and History teachers help to design activities leading to better understanding of rural life, including customs and traditions, in Hong Kong villages in the past. EPA and Geography teachers contribute to information on the changes in economic development, land use and population in Hong Kong in the later part of the 20th century.

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

(The curriculum space created with the reduction of content overlaps may be used for an extended module developed on "Protecting the Natural Environment/ Cultural Heritage of Hong Kong", and the issue of constructing the Kowloon-Canton Railway Corporation Lok Ma Chau rail spur project may be studied.)

- Plans for project learning are developed on common themes across PSHE subjects. Self-directed learning by students is encouraged, e.g. through developing students' skill in identifying problems and proposing their own project titles for meeting and integrating the learning objectives of the PSHE KLA. Collaboration among different subject teachers is essential to facilitate the effectiveness of the learning process. These plans may range from small-scale projects to a large-scale annual project which takes up certain lesson time.

(On the next pages there are two exemplars, one on a small-scale project and another a large-scale annual project.)

A Well Coordinated Small-scale Project Learning Design

Canossa College conducted a 2-day project-based learning activity titled 'Energy' in an S1 class. The teacher-in-charge chose a 'parallel subject design' approach for this activity (please refer to the table below for details). On the first day, the PSHE teachers and Science teachers helped students to learn content related to the theme in different subject contexts. On the second day, the language teachers taught students essential vocabulary, persuasion and other necessary skills for the project. Using the knowledge and skills learnt in these two days, students completed the project task by designing environmental-friendly residential estates and presenting them to their classmates.

1st Day	Subject	Content
Lesson 1	Chinese History	<ul style="list-style-type: none"> - How human life was improved with the discovery of fire - Thinking skills and important concepts for the study of history
Lesson 2 Lesson 3 Lesson 4	Integrated Science	<ul style="list-style-type: none"> - Forms of energy and its conversion - Wind energy and its application - design of windmill models
Lesson 5 Lesson 6	Geography	<ul style="list-style-type: none"> - The impact of use of electricity on environment - Feasibility of developing renewable energy in Hong Kong
Lesson 7 Lesson 8	EPA	<ul style="list-style-type: none"> - How individuals could cooperate with the government in saving energy - How individuals could cooperate with the government for safe use of energy
2nd Day	Subject	Content
Lesson 1 Lesson 2	English	Game: Revision exercise of vocabulary and concepts related to "Energy"
Lesson 3 Lesson 4 Lesson 5	Chinese	Persuasion campaign: to reflect on the importance and functions of energy, the pros & cons of simple and modern life & the problems of saving energy.
Afternoon		Visit Black Point Power Station

Project Lessons and Term Projects

The Programme

Starting from 2001-02, **Ho Yu College (Sponsored by Sik Sik Yuen)** had introduced 'Project Lessons' in S1 and 2. One double lesson each week was assigned to the 'Project Lessons' in each form. In the first school term, the 'Project Lessons' were mainly used for the development of the students' project skills such as information processing, library skill, report writing, etc. Students were required to hand in a project at the end of the term. In the second term, the 'Project Lessons' were used mainly for group work and discussion. Students were asked to hand in another project report by the end of the school year. Some of the 'Project Lessons' were also used for field trips, visits, mass lecturing on specific skills, etc.

Special Arrangements in the Timetable and the Teaching Schedules

For 2001-02, the 'Project Lessons' for all S1 classes were arranged on Friday afternoons while that for the S2 classes were all on Tuesday afternoons. Such arrangement facilitated the organization of mass activities of the same form.

The teaching schedules of Computer Literacy, Chinese Language, Mathematics and Geography were rearranged so that essential skills for students to carry out their project work, like the use of the Internet for data search, report writing, drawing of statistical charts, plotting of land use maps, were taught before they started doing their projects. The School Librarian also organized visits to public libraries and courses on library skill for the students.

The Way Forward

It is hoped that the introduction of cross-curricular project learning in PSHE will facilitate the gradual reorganization of the S1-3 school curriculum towards subject integration.

- To introduce an integrated curriculum mode: schools using an integrated subject mode such as Social Studies, for example, can update and revise their curriculum objectives and content in line with the new PSHE framework and with reference to the experiences of schools which have adopted the IH or the History and Culture curriculum. Schools starting anew with an integrated mode for the first time should get their teachers form a team and help them to develop the skills and strategies needed for curriculum design and collaborate with other partners where appropriate, for the task.

A New School Introduced an Integrated Curriculum in PSHE

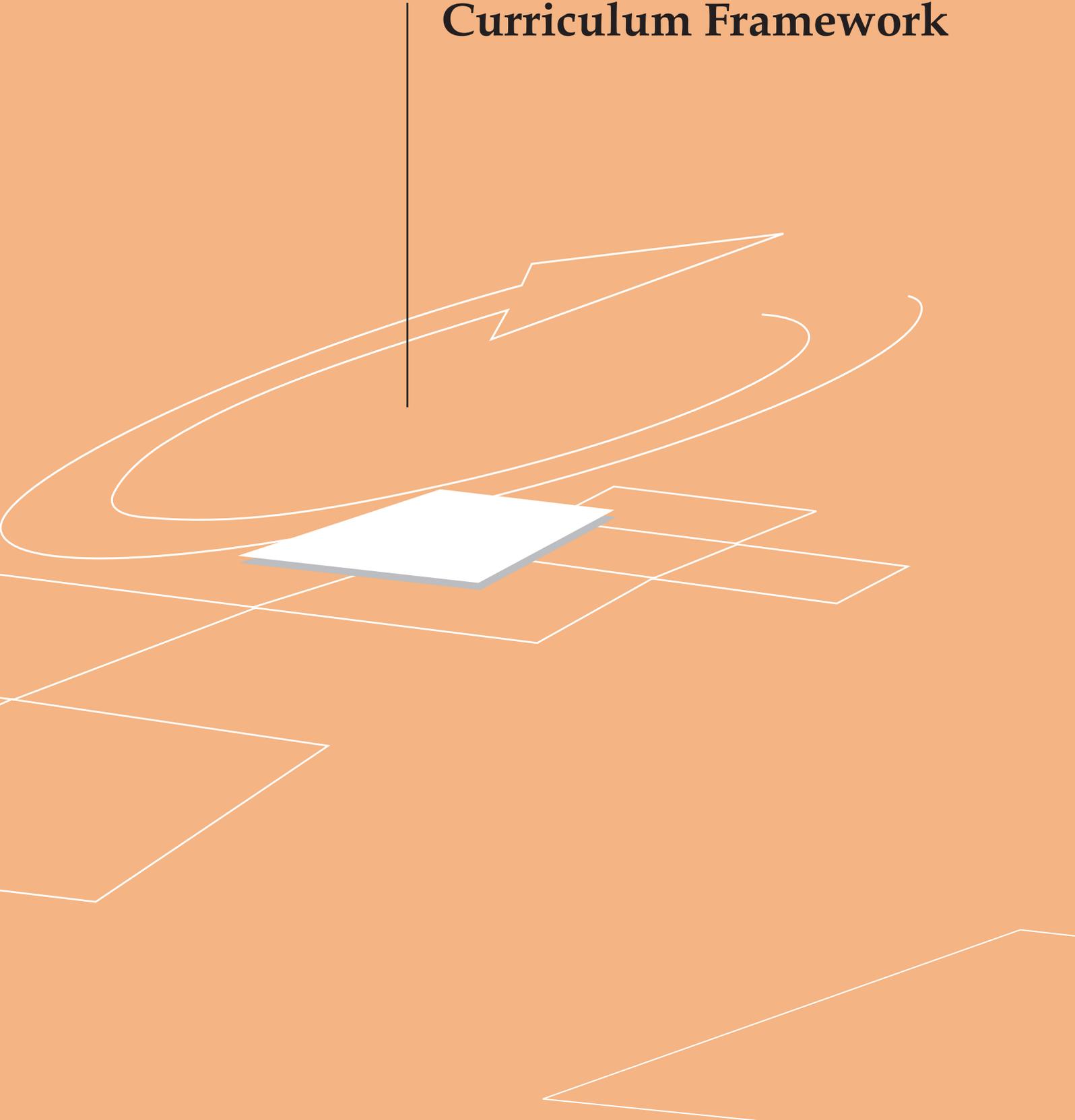
The Principal and teaching staff of **Tin Shui Wai Methodist College** believe that the implementation of IH will benefit students and enable them to adapt well to secondary school life.

The school identified teachers of different disciplines in PSHE to work as a team to develop the curriculum framework, learning materials and decide on a learning and teaching strategy. The teacher-in-charge of the School Curriculum Development Team oversees and supports the development of this subject. At present, the school adopts and adapts the learning materials provided by the ED.

The school arranges a common free period in the timetable for the IH teachers so that they can conduct collaborative lesson preparation. This has enhanced the quality of teaching. The school also supports the provision of the equipment and learning materials required. Furthermore, outdoor activities have also been jointly organized with other KLAs.

Chapter 2

Curriculum Framework



The Hong Kong School Curriculum



2.1 Curriculum Aims of PSHE KLA

2.1.1 Overarching aim

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

2.1.2 Learning targets

Students will learn to:

- develop a healthy lifestyle both physically and emotionally, have a positive outlook on life and treasure harmonious relationships with family members and others in the community;
- develop an understanding about the changing relationships of people, locations and events in the past and how they impact on human society today and in the future;
- appreciate the characteristics and values of their own culture and the influences of culture on human life, and develop a respect for the culture and heritage of other communities;
- appreciate the interaction between human beings and the environment in terms of the processes and patterns of natural and human features in different places, and participate in sustaining, conserving and improving the environment;
- appreciate that the optimal use of resources is achieved through enterprise and management, and that people's participation in economic activities and their ever-changing nature give rise to new work opportunities and conditions;

- demonstrate active and responsible citizenship based on an understanding of the roles, rights and responsibilities of individuals and groups, the importance of social justice and concern for local, national and global issues, and a respect for all of these.

2.1.3 Learning objectives

The above learning targets are translated into learning objectives arranged within the six strands of PSHE. (Please refer to pp.26-33.) The learning objectives define more specifically what students are expected to learn during the different Key Stages of learning. They can be used as a guide to assist schools to plan, design and review their curriculum, learning and teaching strategies and to develop the school assessment policy.

2.2 The School Curriculum Framework

A curriculum framework is a supportive structure to help schools to plan and develop their own curricula. It comprises a set of interlocking components including: essential learning experiences, generic skills, values and attitudes and key learning areas. The framework sets out what students should know, value and be able to do at the various stages of schooling. It gives schools and teachers flexibility and ownership to plan and develop alternative curriculum modes to meet their varied needs.

2.2.1 Strands

- The six strands of PSHE help to organize the major learning themes/ components within the KLA. The six strands are:
 1. Personal and Social Development
 2. Time, Continuity and Change
 3. Culture and Heritage
 4. Place and Environment
 5. Resources and Economic Activities
 6. Social Systems and Citizenship

These six strands represent the different perspectives of PSHE which will be enquired into. They enable students to

understand people as both individuals and groups (strands 1 and 6) in relation to time (strand 2), space and the environment (strand 4), as well as their place in the cultural and material world (strands 3 and 5). They provide a framework within which to set out the content of the PSHE curriculum and help to eliminate content overlaps and strengthen coherence.

- 'Strands' are considered more holistic than the traditional subject categories for the following reasons:
 - They organize content for the purpose of linking the development of competence and skills, values and attitudes, knowledge and understanding into a holistic learning process. For example, Strand 3 "Culture and Heritage" links understanding of Chinese culture with analytical skills for comparing different cultures and the concern for conserving cultural heritage.
 - They integrate content across different subject areas. For example, Strand 5 "Resources and Economic Activities" helps to synthesize all the related aspects of Environmental Education, Geography, Economics and Social Studies for the enquiry of issues such as "resources utilisation in Hong Kong".
 - They accommodate content and new knowledge more readily from subject areas not normally included in the traditional curriculum. For example, knowledge from Psychology is accommodated in Strand 1 for the analysis of personal issues such as "the peer pressure of an adolescent". A futuristic outlook is introduced in Strand 2 for inquiring into "the impact of global networking of ideas on human society".
- The six strands and their sub-strands specify the major concepts and knowledge to be learnt and the insights and perspectives that each brings to PSHE. The six strands, their sub-strands and related perspectives are shown below:

The Six Strands of the PSHE KLA

Strands	Sub-strands	Perspective
1. Personal and Social Development	<ul style="list-style-type: none"> • Self esteem • Self management • Healthy lifestyles • Human relationships • Sexuality issues 	<p>People as individuals and social beings</p> <p>(This strand integrates content and knowledge from Personal and Social Education, Health Education, Civic Education and Ethics and Religious Education)</p>
2. Time, Continuity and Change	<ul style="list-style-type: none"> • Time and chronology • Understanding the past • Change and continuity • Historical interpretations 	<p>People in relation to time</p> <p>(This strand integrates content and knowledge mainly from History Education, and also from Geography Education, Civic Education and Ethics and Religious Education)</p>
3. Culture and Heritage	<ul style="list-style-type: none"> • Foundations of culture • Customs and traditions • Challenges and repercussions in the modern world • Cultural diversity and interaction 	<p>People in the cultural world</p> <p>(This strand integrates content and knowledge from History Education, Geography Education, Ethics and Religious and Cultural Studies)</p>

Strands	Sub-strands	Perspective
4. Place and Environment	<ul style="list-style-type: none"> • Natural and human features of a place • Spatial association and interaction • People-environment interrelationships • Conservation and sustainable development 	People in relation to space and the environment (This strand integrates content and knowledge from Geography Education, Environmental Education, Economics Education and also History Education)
5. Resources and Economic Activities	<ul style="list-style-type: none"> • Use of resources • Production and consumption • People and work • Exchange 	People in relation to the material world (This strand integrates content and knowledge from Economics Education, Geography Education and Careers Education)
6. Social Systems and Citizenship	<ul style="list-style-type: none"> • Rights, responsibilities and social virtues • Social norms, rules and law • Local, national and global identities • Social system, political system and interaction 	People as groups (This strand integrates content and knowledge from Civic Education, Political Education and Ethics and Religious Education)

- The proposed list of learning objectives for the six strands at Key Stages One to Three is given in detail in the following pages.

PSHE LEARNING OBJECTIVES -- KEY STAGE ONE

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p>Personal & Social Development</p> <ul style="list-style-type: none"> • Self esteem • Self management • Healthy lifestyles • Human relationships • Sexuality issues 	<p>Time, Continuity & Change</p> <ul style="list-style-type: none"> • Time and chronology • Understanding the past • Change and continuity • Historical interpretations 	<p>Culture & Heritage</p> <ul style="list-style-type: none"> • Foundations of Culture • Customs & traditions • Challenges and repercussions in the modern world • Cultural diversity & interaction 	<p>Place & Environment</p> <ul style="list-style-type: none"> • Natural & human features of a place • Spatial association & interaction • People-environment interrelationships • Conservation & sustainable development 	<p>Resources & Economic Activities</p> <ul style="list-style-type: none"> • Use of resources • Production and consumption • People and work • Exchange 	<p>Social Systems & Citizenship</p> <ul style="list-style-type: none"> • Rights, responsibilities & social virtues • Social norms, rules & law • Local, national & global identities • Social system, political system & interaction
<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to know the importance of maintaining personal and environmental hygiene and safety and ways to achieve these 2. to identify the different stages of human growth and development 3. to understand one's own interests and that one's own emotions and behaviours may influence oneself as well as others 4. to understand one's role within the family and peer groups and the importance of living in responsible ways to reflect a loving regard for all life 5. to understand there are individual differences in growth and development 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to know the difference between time and chronology 2. to know that changes have taken place in the local community in different periods of time 3. to know people and events that have had a significant impact in the history of the country and the nation 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to know about different groups and communities 2. to know the important features of Chinese culture 3. to understand the customs of people within their cultural groups and other cultural groups 	<p><i>Knowledge and Understanding</i></p> <ol style="list-style-type: none"> 1. to know the characteristic features in their immediate living environment and neighbouring areas 2. to understand the arrangement of natural and human features in a place and describe how the arrangement varies in different places 3. to understand how local human activities may affect and are affected by the natural environment 	<p><i>Knowledge and Understanding</i></p> <ol style="list-style-type: none"> 1. to know that goods and services produced for our consumption are insufficient to satisfy all our wants 2. to understand that people manage the use of resources in different ways 3. to understand that people work to get income and that there are different types of work 4. to know that people meet their needs by exchanging goods and services 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to identify one's role in different social groups and to identify some of the rights and responsibilities one has within the groups 2. to know that there are differences among people and the need to respect the rights of others 3. to know the importance of rules and regulations in the community, and the importance of the Basic Law to the life of residents of the HKSAR ("Hong Kong residents") 4. to identify local and national symbols 5. to identify some community services provided by the government

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p><i>Skills</i></p> <ol style="list-style-type: none"> to exercise self-discipline in managing one's personal hygiene, safety and emotions in daily life situations <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> to be positive towards healthy living and eating habits to accept changes that occur as one grows and individual differences in growth and development to treasure harmonious relationships with family members, peers and others around 	<p><i>Skills</i></p> <ol style="list-style-type: none"> to identify the order of events and their chronological sequence to be able to make use of broad categories of time (e.g. past, present and the future, days, weeks, months and years) and apply them to describe events in the family, the school and the community <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> to develop a concern for the changes and development of the local community and the country to appreciate the contributions made by people in the past to the local community, country and nation to develop a sense of belonging to the local community, country and nation 	<p><i>Skills</i></p> <ol style="list-style-type: none"> to identify the major features of the culture of the local community to differentiate between the characteristics of traditional and modern cultures to associate the features of the culture of the local community with those manifested in other parts of China <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> to develop an appreciation for the unique features of the Chinese culture and an interest to find out more to respect the living patterns and cultural activities of different cultural groups to appreciate local heritage and the importance of conservation of these cultural heritages 	<p><i>Skills</i></p> <ol style="list-style-type: none"> to identify and locate features on maps and photographs to draw pictorial maps to illustrate key features of their surroundings <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> to develop an interest in peoples and their ways of life in different places of the world and a respect for them to show concern and readiness to take action in caring for and improving the environment 	<p><i>Skills</i></p> <ol style="list-style-type: none"> to practise planning one's use of resources <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> to show concern for using scarce resources and use them carefully and more efficiently for the betterment of oneself and one's family to appreciate the efforts and contributions of people who work to meet our needs and maintain a harmonious community 	<p><i>Skills</i></p> <ol style="list-style-type: none"> to identify behaviours that one should practice in order to be responsible and participative citizens to make good use of community services <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> to show respect for the rights of others to develop virtues, e.g. honesty, integrity and a sense of local and national identities to appreciate the need for fair rules and be willing to observe rules and regulations

PSHE LEARNING OBJECTIVES -- KEY STAGE TWO

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p>Personal & Social Development</p> <ul style="list-style-type: none"> • Self esteem • Self management • Healthy lifestyles • Human relationships • Sexuality issues 	<p>Time, Continuity & Change</p> <ul style="list-style-type: none"> • Time and chronology • Understanding the past • Change and continuity • Historical interpretations 	<p>Culture & Heritage</p> <ul style="list-style-type: none"> • Foundations of Culture • Customs & traditions • Challenges and repercussions in the modern world • Cultural diversity & interaction 	<p>Place & Environment</p> <ul style="list-style-type: none"> • Natural & human features of a place • Spatial association & interaction • People-environment interrelationships • Conservation & sustainable development 	<p>Resources & Economic Activities</p> <ul style="list-style-type: none"> • Use of resources • Production and consumption • People and work • Exchange 	<p>Social Systems & Citizenship</p> <ul style="list-style-type: none"> • Rights, responsibilities & social virtues • Social norms, rules & law • Local, national & global identities • Social system, political system & interaction
<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to know the factors affecting one's health and safety, and ways to maintain health and manage risks 2. to know the physical and emotional changes which occur at puberty and the ways to cope with these changes 3. to understand one's own needs, aspirations and strengths and the ways to address one's weaknesses 4. to understand different types of relationships in the family and other social groups 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to identify the causes and impacts of continuity and change in different aspects of the local community 2. to understand the inter-relationship between change and continuity in major historical developments 3. to understand that significant historical figures, events and viewpoints have influenced our home country in different periods of time 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to understand the uniqueness of Chinese culture 2. to understand the influences of Chinese culture and other cultures on the life of the local community 3. to understand the ways adopted by individuals and groups to pass on and sustain their culture and heritage 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to know that different natural and human processes shape the characteristics of a place 2. to be aware of the patterns and networks that have emerged in the major regions of the world 3. to understand how human beings are affected by the natural environment and how they react to the limitation posed by the natural environment 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to understand that the use of scarce resources involves choice and cost 2. to know the factors affecting production in Hong Kong 3. to know the benefits of trade to Hong Kong 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to identify the norms within the groups that one is engaged with, and to understand the important effects these norms exert in our daily life 2. to know the rights and responsibilities of an individual and how they are protected by the Basic Law and the local legal system 3. to understand the functions of and services provided by the government and local social institutions in response to the needs and interests of Hong Kong residents

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to be able to manage one's health as well as physical and emotional changes at puberty 2. to communicate one's anxieties, excitements and queries with family members, peers and other adults where appropriate 3. to enhance relationships with family members and peers while developing assertiveness skills <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> 1. to appreciate individual differences in growth and development and be sensitive to the feelings and concerns of others 2. to accept responsibility for one's own actions 3. to respect and value life 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to use chronological terms (including years, decades, centuries, generations and millennia) correctly 2. to collect and use historical information 3. to identify different points of view <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> 1. to have an open mind and an objective attitude towards different views 2. to develop a sense of responsibility to the local community, the home country and nation through the understanding of national history 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to identify and make use of different sources of information for finding out the characteristics of Chinese culture and those of others 2. to develop extensive reading skills for the understanding of the main virtues of Chinese culture <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> 1. to appreciate the folklores of different communities and the meaning behind it 2. to appreciate the development of technology and its impact on our everyday life 3. to be open-minded towards cultural interaction 4. to develop a concern for conserving cultural heritage in the local community and our home country 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to draw sketches/ maps and other graphical representations to display information about places 2. to identify patterns shown on maps and other graphical representations <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> 1. to develop a concern for major local, national and global environmental issues 2. to participate actively in protecting and improving the environment 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to make rational consumer decisions <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> 1. to have an awareness that economic decisions of the individual/ family/ community affect our lives as well as the environment 2. to appreciate the contribution made by different sectors to the Hong Kong economy 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to develop enquiry skills for the understanding of some community issues 2. to reflect on the balance between conformity to social norms and personal identity 3. to reflect on the balance between one's rights and responsibilities in various settings through different channels <p><i>Values and attitudes:</i></p> <ol style="list-style-type: none"> 1. to be willing to contribute to the collective interests of the community 2. to show concern for national and global communities

PSHE LEARNING OBJECTIVES -- KEY STAGE THREE

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p>Personal & Social Development</p> <ul style="list-style-type: none"> • Self esteem • Self management • Healthy lifestyles • Human relationships • Sexuality issues 	<p>Time, Continuity & Change</p> <ul style="list-style-type: none"> • Time and chronology • Understanding the past • Change and continuity • Historical interpretations 	<p>Culture & Heritage</p> <ul style="list-style-type: none"> • Foundations of Culture • Customs & traditions • Challenges and repercussions in the modern world • Cultural diversity & interaction 	<p>Place & Environment</p> <ul style="list-style-type: none"> • Natural & human features of a place • Spatial association & interaction • People-environment interrelationships • Conservation & sustainable development 	<p>Resources & Economic Activities</p> <ul style="list-style-type: none"> • Use of resources • Production and consumption • People and work • Exchange 	<p>Social Systems & Citizenship</p> <ul style="list-style-type: none"> • Rights, responsibilities & social virtues • Social norms, rules & law • Local, national & global identities • Social system, political system & interaction
<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to understand the importance of maintaining a healthy lifestyle and be informed about matters related to health 2. to understand the importance of valuing oneself and others 3. to understand the factors influencing one's development: attitudes of sexuality, interpersonal relationships, values and beliefs 4. to understand the ways to cope with emotional experiences that accompany sexual maturation and changes in interpersonal relationships 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to understand the significant historical periods and patterns of change in national and world history 2. to understand that the past may be interpreted from different perspectives and points of view 3. to understand the positive and negative impact of change brought about by historical events 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to understand the uniqueness of Chinese culture in the light of the developments of other major cultures of the world 2. to understand culture and heritage of major communities in the world and identify different ways of conserving cultural heritage 3. to be aware of the emergence of a 'global culture' 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to know the similarities and differences among the major characteristics of different places 2. to understand the major global patterns and networks in relation to the interaction and interconnection of the natural and human systems of different regions 3. to understand how the interaction of natural and man-made environments affects human activities and explain why people living in different places respond differently 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to understand how the government makes use of scarce resources to satisfy our wants and the cost involved 2. to recognize the contributions of primary, secondary and tertiary sectors to the economic development of Hong Kong and the mainland 3. to understand how productivity and income can be increased 4. to know the rights and responsibilities of consumers 5. to identify the services provided by common financial institutions 6. to understand how different measures facilitate trade between Hong Kong and her trading partners 	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. to understand the importance of the principle of "one country, two systems" and the Basic Law to the life of Hong Kong people 2. to understand the relationship of the National Constitution with the Hong Kong residents 3. to know the key features of local social groups and political bodies 4. to understand the causes and effects of some social and political issues at local, national and global levels

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to identify positive and negative peer pressure and develop strategies to respond appropriately 2. to make informed and responsible decisions on matters concerning one's health and relationship with others 3. to clarify the values and beliefs underlying one's own decisions <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> 1. to enhance one's self-esteem 2. to accept one's responsibility as an individual and as member of a group 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to master ways of constructing a sequence of major historical events and the relationships between events and people, as well as to make logical inferences on cause and effect 2. to differentiate between fact and opinion so as to form a better understanding and interpretation of historical events <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> 1. to cultivate an enquiring mind through learning history 2. to cultivate a sense of balanced judgement and objectivity through an understanding of human experiences 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to make use of different sources of information for the understanding and comparison of the major features of different cultures 2. to identify and analyse the impact of the spread of new technology and ideas on culture and heritage <p><i>Values and Attitudes</i></p> <ol style="list-style-type: none"> 1. to support work relating to the preservation and conservation of our heritage 2. to develop a sense of national identity as well as a world perspective 3. to respect the customs and cultures of peoples from different communities, ethnic groups and of different religious backgrounds 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to use maps and other graphical representations to explain patterns observed and processes at work in different places and environments <p><i>Values and Attitudes</i></p> <ol style="list-style-type: none"> 1. to appreciate the importance of global interdependence 2. to participate actively in promoting environmental awareness to others 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to make effective decisions as consumers, producers, savers and investors <p><i>Values and Attitudes</i></p> <ol style="list-style-type: none"> 1. to cultivate responsible consumerism 2. to appreciate the importance of enhanced productivity and creation of an environment conducive to investment and trade 	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. to develop enquiry skills relating to public issues/ civic affairs 2. to develop civic competency in order to participate in local affairs <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> 1. to show respect for and uphold the rule of law 2. to keep informed about current affairs, and be willing to contribute to resolving problems/issues at local, national and global levels

- Apart from formal subjects in PSHE, students should have learning experiences in moral and civic education for whole person development. Through special programmes and life-wide learning opportunities, students are expected:
 - to enhance their self-esteem and develop self-reflection as well as self-discipline,
 - to set realistic goals and be able to persevere through difficult times,
 - to accept responsibility as committed members of the family and the community,
 - to respect different views and the rights of others,
 - to develop a sense of national identity as well as a global perspective.

2.2.2 Core elements / essential content for learning

- The open framework of PSHE, while allowing schools flexibility in the way they handle the scope and depth of the content to meet the different needs of students, should not deprive them of the opportunity to learn certain 'core elements' or essential content in this KLA. To ensure that schools include the core elements in their curriculum plans for PSHE, the essential content in the six strands is delineated on pp.36 - 41.
- The essential content is set out as a primary resource list for schools to plan and review their curriculum, so that relevant learning experiences are provided to help students acquire basic knowledge about
 - (i) healthy personal development and interpersonal relationships,
 - (ii) historical, economic and political developments in Hong Kong,
 - (iii) history and culture of our home country,

- (iv) influences of physical and human processes on the environment,
- (v) citizenship, and
- (vi) global understanding.

- Schools and their PSHE teachers should ensure that these core elements are covered in appropriate Key Stages of learning in the school curriculum.
- The essential content is based on the views of a group of education professionals from tertiary institutions, experienced teachers and curriculum developers. In response to the emergence of new knowledge and events in society, the content is subject to modification and amendment as needs arise.

Core Elements / Essential Content for Learning

Strand 1: Personal and Social Development

KS 1	KS 2	KS 3
Sub-strands: ◇ <i>Self esteem</i> ◇ <i>Self management</i> ◇ <i>Healthy lifestyle</i> ◇ <i>Human relationships</i> ◇ <i>Sexuality</i>		
<ul style="list-style-type: none"> • personal hygiene and safety in daily life situations • factors affecting personal health • different stages of human growth • individual differences in growth and development • similarities and differences between the two sexes • uniqueness of an individual (likes and dislikes, aptitudes and abilities, thought and feeling) • self-management in daily life situations (in relation to time, money and emotion) • decision-making and protecting oneself in simple dilemma situations (selecting from limited choices) • roles, rights and responsibilities of an individual in the family and other social groups • different types of relationships (family and peer groups) and the behaviours appropriate for these relationships, e.g. basic conflict-resolution skills 	<ul style="list-style-type: none"> • characteristics of a healthy person • maintaining personal and community health • handling physical and emotional changes and sexual feelings during puberty • developmental needs of adolescents, personal strengths and weaknesses • dealing with unfamiliar situations and new challenges • self-management and minimizing risks in daily life (e.g. safety, health, relationships, substance abuse) • enhancing relationships and assertiveness skills 	<ul style="list-style-type: none"> • a healthy lifestyle • health problems of local teenagers (e.g. smoking, substance abuse, alcoholism, obesity) • personal identity and self-esteem • stress and its management • decision making in challenging situations (e.g. under undesirable peer pressure) • coping with the emotional experiences that accompany sexual maturation (masturbation, interest in the other sex, curiosity in pornography, sexual fantasies) • external influences on the development and attitudes of sexuality (pop culture, peer pressure, the mass media) • handling interpersonal relationships • respect for others with different values and lifestyles

Strand 2: Time, Continuity and Change

KS 1	KS 2	KS 3
<p>Sub-strands:</p> <ul style="list-style-type: none"> ◇ <i>Time and chronology</i> ◇ <i>Understanding the past</i> ◇ <i>Change and continuity</i> ◇ <i>Historical interpretations</i> 		
<ul style="list-style-type: none"> • terms relating to the passing of time (e.g. days, weeks, months, years) • the sequence of events and objects selected from familiar settings (e.g. age of family members, events happening in school) • some significant historical events and people in the local community, Hong Kong society and our home country • the causes and results of important events in familiar settings (e.g. moving to a new home, having a new teacher) • different points of view on the same event / story / person 	<ul style="list-style-type: none"> • terms that describe historical periods (e.g. ancient, modern, Qing) • the sequence of major events in the development of local and national history • some significant historical figures in our national history and their contributions • the causes and results of significant events in local and national history (e.g. the Opium War, 1911 Revolution, the Japanese invasion, the establishment of the People's Republic of China, 1 July 1997) • the characteristic features and changes experienced in the local community • use of different source materials in studying history • different ways in representing and interpreting historical events 	<ul style="list-style-type: none"> • terms used in recording historical periods and the passing of time (e.g. AD, BC, era, early and late dynastic period) • significant historical periods in local, national and world history • the causes, consequences, and sequences of the major events and developments in local, national and world history • the part played by significant individuals and groups in history • characteristic features of the local and the national community, and how their developments are linked with each other and with that of the wider world • the nature of changes brought by significant historical events (e.g. rapid progress, economic recession, revolution, evolution, coup d'etat) • the background and different interpretations of some significant historical events

Strand 3: Culture and Heritage

KS 1	KS 2	KS 3
<p>Sub-strands:</p> <ul style="list-style-type: none"> ◇ <i>Foundations of culture</i> ◇ <i>Customs and traditions</i> ◇ <i>Challenges and repercussions of the modern world</i> ◇ <i>Cultural diversity and interaction</i> 		
<ul style="list-style-type: none"> • "Family" as a social unit in any culture • the origin and migration of one's own family (family names and family history) • traditional practices in one's own family (e.g. ancestral worship; worship of various gods) • different cultural activities undertaken by different generations within the family or the local community • how old and new cultures co-exist within the local community • some unique features of the Chinese culture • people from diverse cultural perspectives interpret information and experiences differently • ways in which people interact within their cultural groups and with other cultural groups 	<ul style="list-style-type: none"> • local customs and traditions (celebrations of traditional festivals; Buddhists and Taoist practices) and those introduced from other parts of the world • reasons for individuals and groups to pass on and sustain their customs and traditions • common elements found within Chinese culture • activities that support the conservation of culture and heritage (e.g. establishment of heritage trails) • factors affecting cultural change in society • influence of technology on daily life • how people from different cultures think about and interact with their physical environment and social conditions (religion and race) • effect of cultural interaction on cultures and societies 	<ul style="list-style-type: none"> • places/events in which Chinese culture is reflected (e.g. festival celebrations, folklore museum) • similarities and differences of customs and practices of people from different geographic, cultural, racial, religious and ethnic backgrounds • how various cultures have adapted to their changing environments • forms of new technology that affect the preservation and conservation of culture and heritage • emergence of "global culture" and its impact on local communities as well as the nation as a whole • factors contributing to cross-cultural understanding or posing obstacles to it

Strand 4: Place and Environment

KS 1	KS 2	KS 3
<p>Sub-strands:</p> <ul style="list-style-type: none"> ◇ <i>Natural and human features of a place</i> ◇ <i>Spatial association and interaction</i> ◇ <i>People-environment interrelationships</i> ◇ <i>Conservation and sustainable development</i> 		
<ul style="list-style-type: none"> • characteristics of the immediate living environment • the location and spatial arrangement of the main features in the surrounding environment (e.g. relief features, buildings and forms of land use, leisure and amenities facilities). • the impact of the natural environment on people's life • ways of protecting the local environment 	<ul style="list-style-type: none"> • the physical and human characteristics of the environment of Hong Kong and the mainland (relief, climate, agriculture, population and settlement) • the distribution pattern of the major physical and human features (relief, climate, cities, farming, manufacturing industry) in Hong Kong and the mainland and how they are related to the regions around us • the influence of the natural environment on major human activities (dwelling, farming, manufacturing) and the impact of human activities on the natural environment • contemporary local environmental issues 	<ul style="list-style-type: none"> • the natural and human processes leading to the formation of the characteristics of places and regions (examples in particular from Hong Kong, the mainland and other parts of the Asia-Pacific region) • the reasons for the specific distribution patterns of major natural and human features (relief, climate, population, farming) in Hong Kong and the mainland • the impact of the interaction between natural (climatic, topographic) and human systems (demographic, economic, political) on human activities (dwelling, farming, manufacturing) in China and other parts of Asia and the people's response to it • the consequences of large-scale human modification of the global environment

Strand 5: Resources and Economic Activities

KS 1	KS 2	KS 3
Sub-strands: ◇ <i>Use of resources</i> ◇ <i>Production and consumption</i> ◇ <i>People and work</i> ◇ <i>Exchange</i>		
<ul style="list-style-type: none"> • wants are satisfied by consuming goods and services • types of goods and services consumed by individuals and families • personal and family resources are insufficient to meet all our needs • different kinds of work in the community • exchange of goods and services to meet our needs and the needs of others 	<ul style="list-style-type: none"> • scarcity of resources in satisfying the needs of the whole community • the use of scarce resources involves choice and cost • major features of the Hong Kong economy • factors to consider when making consumer decisions • income generated from different types of economic activity • major types of goods and services involved in trade between Hong Kong and the mainland and other parts of the world 	<ul style="list-style-type: none"> • types of resources available in Hong Kong and the mainland • choices made by the government in making use of scarce resources to satisfy our wants, and the cost involved • primary, secondary and tertiary industries in Hong Kong • factors affecting productivity and income • the rights and responsibilities of consumers • services provided by common financial institutions • major government measures to facilitate trade between Hong Kong and her trading partners • a future perspective on trade development in Hong Kong and the mainland

Strand 6: Social Systems and Citizenship

KS 1	KS 2	KS 3
<p>Sub-strands:</p> <ul style="list-style-type: none"> ◇ <i>Rights, responsibilities and social virtues</i> ◇ <i>Social norms, rules and law</i> ◇ <i>Local, national and global identities</i> ◇ <i>Social system, political system and interaction</i> 		
<ul style="list-style-type: none"> • roles and identities of the individual as a member in a group (family, classroom, school, society and the nation) • importance of respecting the rights of others in the light of individual differences • the importance of observing responsibilities and rules in different social groups • functions and importance of rules and regulations in daily life contexts (family, classroom and school) • the Basic Law and its importance to Hong Kong residents • local and national symbols (flag, emblem and anthem) and their meanings • services provided by the government in relation to students' daily life • awareness and concern for current affairs at local and national levels 	<ul style="list-style-type: none"> • rights and responsibilities of the individual arising from different roles • exercising one's rights and observing responsibilities in various settings (home, school, community) • the rights and responsibilities of Hong Kong residents according to the Basic Law and the local legal systems • social norms within particular groups and their influence/ effects on our daily life • social virtues in the local context • the importance of observing rules and laws • identities of an individual as Hong Kong resident and as Chinese citizen • functions and services of social groups in our neighbourhood and communities • functions of the government and services provided by it • awareness and concern for local, national and global communities 	<ul style="list-style-type: none"> • individual interests and collective interests within social groups • changing meanings of social virtues in the local context • importance of the National Constitution and the Basic Law to Hong Kong residents • functions of social norms and laws in the local context • importance of justice in society • main features of local social groups, political bodies and social interaction in the local context • functions of the Government and its relationship with Hong Kong residents • the emergence of global identity in an interdependent world • causes and effects of social and political issues at local, national and global levels

2.2.3 Enhancement of the learning of Chinese history and culture (See 1.6, Booklet 1, *Basic Education Curriculum Guide - Building on Strengths* (2002).)

According to *Learning to Learn - the Way Forward in Curriculum Development* (2001), the study of our national history and culture should be strengthened during the 9 years of basic education in the following ways:

- National identity and Chinese culture will be one of the six strands in the new curriculum framework for General Studies throughout the six years of primary education.
- Students in all types of school will study Chinese history and culture, which is part of the Essential Content for Learning in PSHE.
- Chinese History will remain as an independent subject in Key Stages Three and Four, i.e. both junior and senior secondary levels.
- For schools adopting the one-history mode (the study of Chinese history and world history through the single subject mode of History and Culture) at junior secondary level, Chinese history and culture will be the main thread of study.
- In 9-year basic education, Chinese will be used as the medium of instruction for the learning and teaching of Chinese History in schools adopting the local school curriculum.
- Regardless of the mode of curriculum organization a school adopts in organizing the S1-3 PSHE curriculum, schools should devote one quarter of the total curriculum time spent on PSHE (see 1.2.2) to the learning and teaching of Chinese history and culture.

2.2.4 Generic skills

The aim of the learning process in PSHE is to enable students to ask questions, interact with others and actively search for their own answers. Such a process involves the development of generic skills and emphasizes **learning to learn**. Students will learn to acquire knowledge, construct knowledge and apply knowledge to solve new problems. The nine generic

skills, each with descriptors of expected achievements across the school curriculum and exemplars of their implementation in PSHE are proposed in the pages which follow. While the CDC document: *Learning to Learn - the Way Forward in Curriculum Development* (2001, p. 25) recommends a priority focus to be placed on the development of communication skills, creativity and critical thinking skills, in PSHE there is frequent employment of the other generic skills, namely, self-management and problem solving in the enquiry of personal and social issues across the six strands. Descriptors of expected achievements across the school curriculum and exemplars of implementation in PSHE for Key Stage Four (Senior Secondary) are also included in the following tables for teachers' reference.

DEVELOPING GENERIC SKILLS IN PERSONAL, SOCIAL AND HUMANITIES EDUCATION

Collaboration Skills

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

(The expected achievements of the learners in this generic skill cannot be suitably classified according to Key Stages)

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

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p>stereotyping; withhold premature judgement until the facts are known</p> <ul style="list-style-type: none"> • be willing to adjust their own behaviour to fit the dynamics of various groups and situations 	
<p>Achieving effective working relationships Learners will learn to:</p> <ul style="list-style-type: none"> • select a strategy and plan cooperatively to complete a task in a team • understand the strengths and weaknesses of members and build on the strengths to maximize the potential of the team • liaise, negotiate and compromise with others • reflect on and evaluate the strategy used by the group work and make necessary adjustments 	<p>Learners:</p> <ol style="list-style-type: none"> 1. work and negotiate with others, bearing in mind both collective and individual interests, to fulfil the common aspirations of the groups 2. By adopting a multi-pronged strategy to improve internal group relationship, learners <ul style="list-style-type: none"> • conduct a fund-raising scheme to help the needy at the local/national or international level • organize an environmental improvement scheme for the student association / a community organization in the school / the neighbourhood • arrange and participate in voluntary work through a social service group • set up a stall with classmates at a Lunar New Year Fair to participate in economic activities during Lunar New Year • organize a field visit/an interflow camp for the student association to the mainland / other parts of the world to understand features of different cultures

Communication Skills

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

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

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

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

Creativity

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

General Principles: Although the demanding process of teaching for creativity is hard to make routine, some principles apply in general. To develop students' creativity, we ask them to go beyond the given information, allow them time to think, strengthen their creative abilities, reward their creative efforts, value their creative attributes, teach them creative thinking techniques and the Creative Problem Solving model, and create a climate conducive to creativity¹. These principles can be employed in all KLAs.

(The expected achievements of the learners in this generic skill cannot be suitably classified according to Key Stages.)

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p>Learners will learn to:</p> <ul style="list-style-type: none"> • strengthen their creative abilities and display: fluency², flexibility³, originality⁴, elaboration⁵, sensitivity to problems⁶, problem defining⁷, visualization⁸, imagination, analogical thinking⁹, analysis, synthesis, evaluation, transformation¹⁰, intuition, logical thinking, etc. • develop creative attitudes and attributes: imagination, curiosity, self-confidence, independent judgement, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/ approaches, deferment of judgement, adaptability, willingness to take sensible risks, etc. • use and apply the Creative Problem Solving (CPS) Model and creative thinking techniques: brainstorming, 6W thinking technique, 6 hats method, attribute listing¹¹, idea checklists, synectics¹², mind mapping, etc. 	<p>Learners:</p> <ol style="list-style-type: none"> 1. use creative writing to describe and express their own feelings on a particular event, issue, phenomenon, person, etc 2. formulate hypotheses that are to be tested in the field (e.g. using questionnaires to test the civic consciousness of Hong Kong citizens; using surveys to analyse the relations between people's perceptions and environmental pollution) 3. design and prepare a case study report on a specific personal, social or humanities issue 4. propose and develop alternative solutions to personal, economic, environmental, political and social problems 5. apply creative thinking techniques and the CPS Model in examining and tackling personal, social and humanities issues 6. demonstrate tolerance towards and respect for different ideas, viewpoints, values and attitudes 7. predict and evaluate the consequences of introducing changes in and applying intervention to personal, social and humanities issues

Notes:

1. Climate conducive to creativity: Respecting the novel and unusual, providing challenges, appreciating individuality and openness, encouraging open discussion, absence of conflict, allowing time for thinking, encouraging confidence and a willingness to take risks, appreciating and supporting new ideas, etc.
2. Fluency: The ability to produce many ideas in response to an open-ended problem, question or task.
3. Flexibility: The ability to take different approaches to a task or problem, to think of ideas in different categories, or to view a situation from several perspectives.
4. Originality: Uniqueness, nonconformity in thought and action.
5. Elaboration: The ability to add details to a given idea, to develop and embellish the idea.

6. Sensitivity to problems: The ability to identify problems, list out difficulties, detect missing information, and ask good questions.
7. Problem defining: The capability to 1) identify the "real" problem, 2) isolate the important aspects of a problem, 3) clarify and simplify a problem, 4) identify sub-problems, 5) propose alternative problem definitions, and 6) define a problem broadly.
8. Visualization: The ability to fantasize and imagine, "see" things in the "mind's eye" and mentally manipulate images and ideas.
9. Analogical thinking: The ability to borrow ideas from one context and use them in another; or the ability to borrow the solution to a problem and transfer it to another.
10. Transformation: The ability to adapt something to a new use, to "see" new meanings, implications, and applications, or to change an object or idea into another creatively.
11. Attribute listing: A creative thinking technique that involves listing out all the important characteristics of an item and suggesting possible changes or improvements in the various attributes.
12. Synectics: The joining together of apparently unrelated elements. This technique utilizes analogies and metaphors to help the thinker analyse problems and form different viewpoints.

Critical Thinking Skills

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

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

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

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

Information Technology Skills

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

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

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

Numeracy Skills

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

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p>Key Stage One (Junior Primary) Learners will learn to:</p> <ul style="list-style-type: none"> • perform basic computations • recognize and describe shape, position and direction • develop an intuitive knowledge of measurement and measuring units, and use appropriate tools for measurements e.g. ruler, thermometer • formulate and solve simple problems arising from collected data and constructed graphs • read and use simple quantitative information 	<p>Learners:</p> <ol style="list-style-type: none"> 1. identify trends and patterns in graphs, tables, charts, percentages, diagrams, and timelines in the population change in the new towns in Hong Kong in the past 20 years 2. learn to be a wise consumer by doing simple calculations to find out the total price of shopping items 3. calculate the ages of historical buildings, organizations or archaeological findings and establish some time sense 4. use appropriate weather instruments for recording weather conditions and choose appropriate measurement units 5. draw a simple bar graph to show the demographic structure of family members in their class 6. learn to handle their own money and manage personal time in a group project

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p>Key Stage Two (Senior Primary)</p> <p>Learners will learn to:</p> <ul style="list-style-type: none"> • perform numerical computations, calculate mentally and provide quick estimates of the accuracy of a calculation • understand intuitively the properties of shape, position and direction • extend measurement skills to concept areas such as volume • collect, process, present and evaluate quantitative information • use mathematical concepts to solve simple real-life problems 	<p>Learners:</p> <ol style="list-style-type: none"> 1. describe and explain patterns and trends in graphs, tables, charts, percentages, diagrams, and timelines in aspects of human society and evaluate possible social action 2. calculate mentally and estimate reasonably in daily-life transactions, and recognize the reasonableness of some presented data 3. read and use simple 2-D and 3-D diagrams showing features of a place (e.g. the relief of Hong Kong) 4. calculate population density and identify the densely and sparsely populated regions in China 5. handle their own pocket money and manage personal time in daily-life experiences 6. use suitable graphical techniques to represent the flow of materials, capital, people and information between /among countries 7. conduct a class interview to identify patterns and trends in statistical data about opinions, attitudes and values
<p>Key Stage Three (Junior Secondary)</p> <p>Learners will learn to:</p> <ul style="list-style-type: none"> • perform numerical manipulations and quick estimates of the accuracy of a calculation • understand properties of shape, position, direction and movement • apply formulae or choose the appropriate tools and strategies to find measures and note the approximate nature of measurement • use appropriate tools and strategies for collecting, processing and presenting quantitative information • estimate risks and chances through the use of elementary probability • solve real-life experiences utilizing quantitative information 	<p>Learners:</p> <ol style="list-style-type: none"> 1. use and analyse statistical data relating to the development of the local community 2. conduct a study of their immediate environment by using appropriate survey and measurement methodologies competently 3. measure and apply formulae to investigate attributes of the physical features (e.g. slope, channel characteristics, natural vegetation and micro-climate) of a particular site 4. make use of probability in real-life situations (e.g. estimate risks involved in an investment item) and develop willingness to play a fair game 5. formulate clear concepts of the price level of a commodity so as to be a rational consumer 6. use numerical information to manage their own time and money 7. obtain indices of development of a place from computer-based sources and summarize the data in tabular form 8. organize and analyse numerical information on the wealth disparity between more developed countries and less developed ones to support logic and reasoning about values positions

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p>Key Stage Four (Senior Secondary)</p> <p>Learners will learn to:</p> <ul style="list-style-type: none"> • solve problems involving numbers and symbols by using quantitative evidence and appropriate devices • evaluate the appropriateness of tools and strategies for collecting, processing and presenting quantitative information • adapt to new mathematical demands in various circumstances as needed • use quantitative information for personal organization and planning, and for understanding social problems 	<p>Learners:</p> <ol style="list-style-type: none"> 1. organize numerical information in flow charts, comparison charts, timelines, etc. to support logic and reasoning for generalization on a particular social issue 2. analyse the problems associated with power production and power consumption using a region in China as a case study and discuss the difficulties in collecting data for such an analysis and share ways of tackling the difficulties 3. gather relevant data for analysis and follow-on actions in activities such as conducting an environment assessment study by using an appropriate environmental testing kit / equipment 4. apply spatial concepts in town planning 5. show the effect of a sales tax on a certain commodity with a demand-and-supply diagram 6. use quantitative information for personal organization and career planning 7. evaluate public issues such as national income and the taxation system by using quantitative information 8. select appropriate numerical information and survey methodologies to enquire into controversial social issues such as the social cost of pollution

Problem Solving Skills

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

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

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

Self Management Skills

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

Learners will learn to:

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

(The expected achievements of the learners in this generic skill cannot be suitably classified according to Key Stages)

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

Study Skills

Study skills help to improve the effectiveness and efficiency of learning. They underpin the learning habits, abilities and attitudes that form the essential foundation for lifelong learning.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p>Key Stage One (Junior Primary) Learners will learn to:</p> <ul style="list-style-type: none"> • identify the main points and ideas in different types of straightforward reading material • use different forms of writing to present main ideas clearly • collect information from given sources, organize them into predetermined categories and analyse them according to preset guidelines • understand the need to set up a study plan and follow a given plan to meet short-term targets 	<p>Learners:</p> <ol style="list-style-type: none"> 1. read the life story of a historical figure and identify significant events 2. construct a timeline to show the order of events in chronological sequence 3. collect pictures of different stamps from magazines and categorize them according to the countries they belong to and tell their similarities and differences 4. discuss with the teacher to set up a plan to investigate the temperature variations within a week

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p>Key Stage Two (Senior Primary) Learners will learn to:</p> <ul style="list-style-type: none"> • identify main lines of reasoning, skim materials to gain general ideas of content and scan text to obtain main points • use different forms and styles of writing for different purposes and present main ideas coherently in a given form and style of writing • locate required information from a variety of sources, organize it into self-defined categories and assess it for completeness, accuracy and relevance • develop short-term and intermediate study plans to meet targets and purposes of study identified by oneself 	<p>Learners:</p> <ol style="list-style-type: none"> 1. scan a text of a newspaper cutting to obtain main points of an issue arising from the conflicting use of places and environment 2. write an imaginative dialogue between a local student and a tourist from Beijing discussing life in Hong Kong 3. conduct interviews and observations to identify aspects of the local community which have endured or changed over the past decade and categorize them according to self-defined criteria 4. assess the accuracy and relevance of the search results of a particular Internet search engine on the subject of 'healthy diet' 5. develop a short-term study plan to study an issue related to population
<p>Key Stage Three (Junior Secondary) Learners will learn to:</p> <ul style="list-style-type: none"> • identify accurately complex lines of reasoning and hidden ideas and distinguish facts from opinions • select an appropriate form and style of writing for a specific purpose and develop a writing strategy for organizing ideas and information clearly and coherently • define purposes of collecting information, critically investigate sources to distil relevant information and evaluate its quality and validity • review and revise study plans developed for short-term, intermediate and long-term targets to meet new demands and to improve study performance 	<p>Learners:</p> <ol style="list-style-type: none"> 1. analyse a member's speech in a meeting of the Legislative Council and look for lines of reasoning and hidden ideas 2. do research on the history of the school and write an article for the school magazine, making use of various presentation formats (e.g. a timeline, interview dialogues, tables) 3. use a simple graphic organizer to present the advantages and costs of the conservation of cultural heritage in their local community 4. conduct interviews to collect information on factors to consider when making wise consumer decisions and evaluate the quality and validity of the information collected 5. adjust their own study plan by spending more time reading newspapers, library references and using the Internet, after the identification of their own weakness in a particular area of learning (e.g. locating relevant materials in preparing a project on the Basic Law)

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Personal, Social and Humanities Education
<p>Key Stage Four (Senior Secondary) Learners will learn to:</p> <ul style="list-style-type: none"> • evaluate key ideas, opinions and arguments identified from reading material and synthesize them to construct and develop their own interpretation and reflections • assess their own writing strategies to ensure that information is relevant, ideas and arguments are structured and presented in a logical sequence and the writing is in an appropriate form and style • explore alternative lines of enquiry, refine and integrate information into specific formats and evaluate an overall strategy for refinement and new requirements • evaluate an overall strategy for effectiveness and quality and adapt the strategy and seek alternatives as necessary, based on reflections and feedback 	<p>Learners:</p> <ol style="list-style-type: none"> 1. conduct a project on a social issue, evaluate key ideas, opinions and arguments identified from reading materials in newspapers, magazines, reports, journals and the Internet, and write a preliminary report after synthesizing the information collected 2. form a group and invite fellow students to comment on each other's work, and based on feedback received, assess their own writing strategies and style of presentation 3. reflect on their work and explore alternative lines of enquiry to look for further information required or ways to integrate information for refinement and improvement as appropriate 4. evaluate, through means such as oral presentation or writing brief notes on the issue in the school's newsletter, the strategy for adopted in the project, adopt an alternative strategy to finalize the report as necessary, based on reflections and feedback

ED has produced some learning and teaching materials in support of the development of generic skills, in particular critical thinking skills, in PSHE. Please refer to Exemplar 2 for some examples. Some schools also place a priority on the development of thinking skills in their school-based curriculum and strive to become 'Thinking schools'. An exemplar of such an attempt and its strategies are detailed in Exemplar 3.

2.2.5 Values and attitudes

- The strong built-in dimension of values and attitudes in PSHE KLA enables it to contribute significantly to the development of the core and sustaining values and attitudes of our society selected in Appendix II-2, *Learning to Learn - the Way Forward in Curriculum Development* (2001). In the enquiry process, students learn to clarify values and make decisions with regard to personal and social issues, and develop principles that will underpin their conduct and actions.
- Values and attitudes can also be learnt as key concepts, such as 'sustainability' in Strand 4 and 'the rule of law' in Strand 6. Related values and attitudinal objectives grounded on the core and sustaining values are included in the six strands in different Key Stages. However, there is no implication that values and attitudinal development should progress in any set order across the Key Stages.
- Among the six strands, Strand 1 "Personal and Social Development" and Strand 6 "Social Systems and Citizenship" are especially relevant for the development of moral and civic values. Many of the related learning elements in these two strands are cross-curricular in nature and can make an important contribution to the school's moral and civic education programme.
- The development of values and attitudes, together with the enhancement of self-management and interpersonal skills in PSHE, will enable students to cope with stress and make wise decisions on personal and social issues when encountering negative influences from different sources. Students will be better prepared for handling relationships with friends, the opposite sex and family members, and issues like intellectual property, etc. Specific subjects such as General Studies at primary level and Civic Education, Religious Education, Social Studies and Liberal Studies at secondary level provide opportunities for values education to take place.

- * The effectiveness of values education, however, relies very much on the interaction of teachers and students in an atmosphere of open-mindedness, tolerance and respect for different views. Teachers should create such an atmosphere when discussing themes in class and act as role models to promote the development of moral and civic values.
- An exemplar is provided below of how knowledge, generic skills and values and attitudes in different strands can be organized in a study tour.

A Study Tour to the Mainland

Aims:

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

Procedure:

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

Preparation before the tour

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

During the tour

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

Post-tour work

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

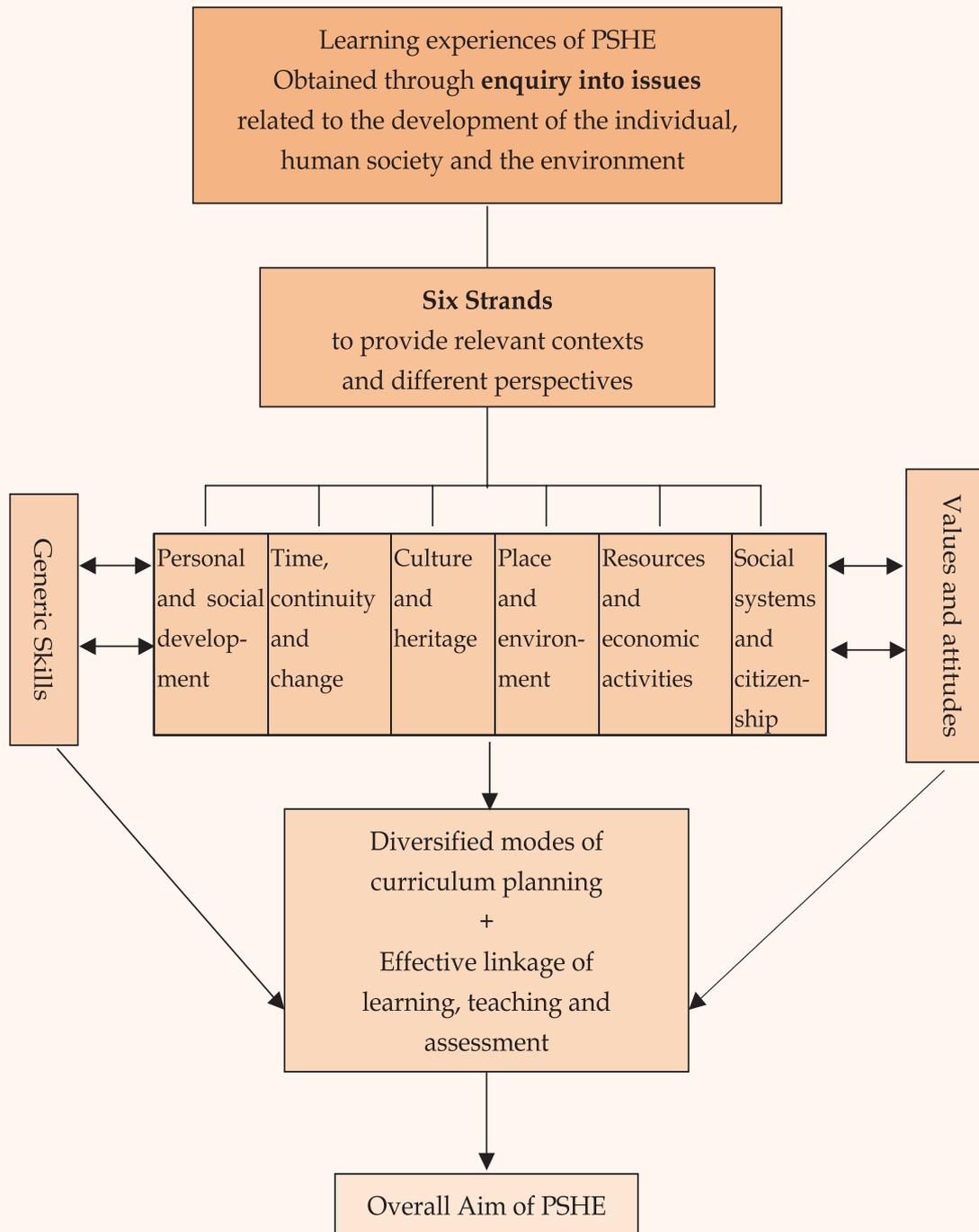
Evaluation:

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

Diagrammatic representation

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

Figure 1 Diagrammatic Representation of the PSHE framework



2.3 Curriculum and Subject Organizations

The PSHE framework has provided a central curriculum with learning targets and objectives that spell out what students should know, value and be able to do at various stages of schooling. Based on the school context and the varied needs of students, different modes may be adopted for organizing the essential knowledge embedded in the six strands in PSHE. The knowledge may be organized in subjects, modules, short courses, projects, etc. or in a combination of these. Each mode of curriculum organization has its advantage(s) and disadvantage(s). The most important consideration in the choice of mode should rest on whether it responds to the learning needs of the students and the strengths of the school concerned. Whichever mode schools adopt, they should ensure that **it leads to effective student learning**. Learning experiences should be provided across all strands through the nine years of basic education and within the contexts relevant to Hong Kong students.

2.3.1 At primary level

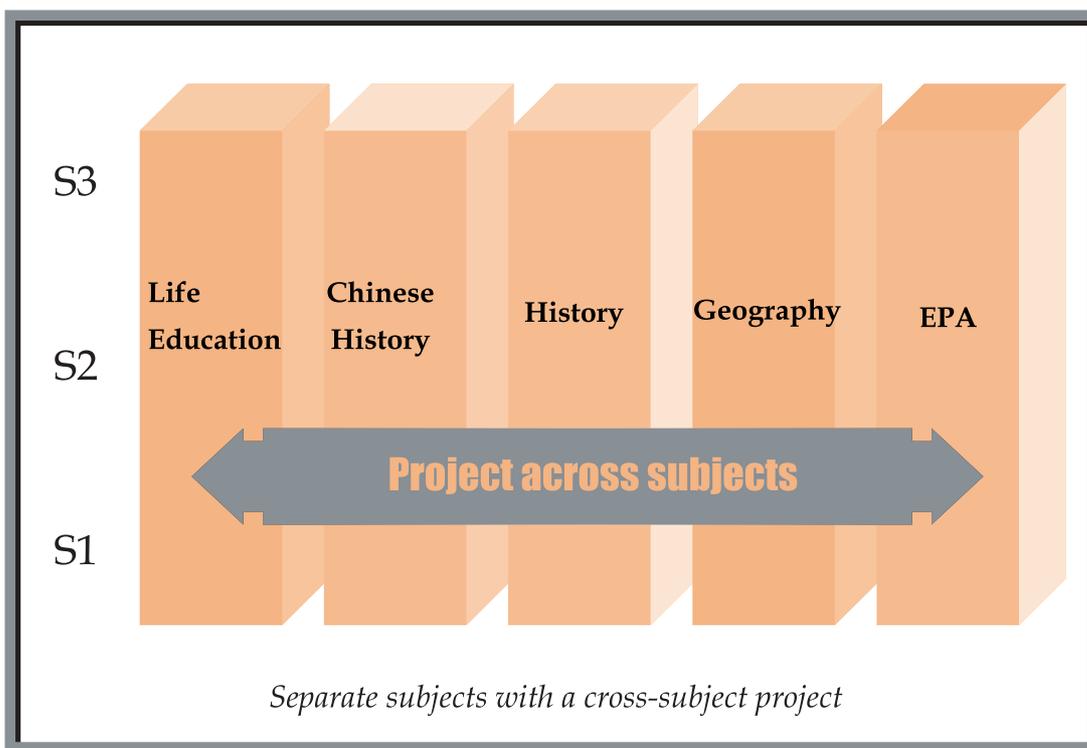
- The General Studies curriculum integrates the learning of PSHE, Science Education and Technology Education. To enable a smooth interface with the kindergarten curriculum which uses a thematic and project approach, focused on themes related to students' daily life, personal and social education should be promoted at P1-2 through making reference to the life event approach in moral and civic education (refer to Appendix III, *Learning to Learn - the Way Forward in Curriculum Development* (2001) and Appendix 3, *General Studies for Primary School Curriculum Guide* (2002)). From Primary 3 upwards, alternative modes of curriculum planning with different emphases on the six strands may be considered to cater for the different needs and interests of students. In order to create more space for enhancing students' affective development in personal and social education as well as cultivating an interest in Chinese history and culture, content overload should be avoided and the strengthening of multi-perspective studies encouraged.

- Based on the strengths of schools and needs of students, further integration of General Studies with other KLAs in language learning, art and craft, music and Physical Education is possible using different themes. (For suggestions of these themes, please refer to the *General Studies for Primary School Curriculum Guide* (2002).) Schools should exercise flexibility in designing related curriculum units at different levels of learning as and when appropriate.
- PSHE elements may also be covered by Religious Studies in schools with a religious background. They may be incorporated in a moral and civic education programme through school assemblies and class-teacher periods.

2.3.2 At junior secondary level

- Traditionally, PSHE is learnt in different subjects. Due to the rapid changes taking place since the 1970s, 'new' subjects such as EPA, Social Studies and Civic Education have emerged to cover new content and to respond to social needs. Some schools have also introduced school-based curriculum schemes such as life education and moral education to cater for student needs. In order to meet the PSHE learning objectives and prepare students for the challenges of today's knowledge society, schools should review their curriculum plans and decide on the most appropriate mode to be adopted. Different modes of planning may be used throughout the whole Key Stage or flexibly combined as long as they lead to effective learning and reflect the essence of the PSHE framework. Examples of modes of planning include:
 - **Separate individual subjects** - traditional subjects are retained but it may be necessary to introduce a new subject/ modules/ short courses to cover all the PSHE learning objectives. In order to do this, there should be close coordination and collaboration among subject

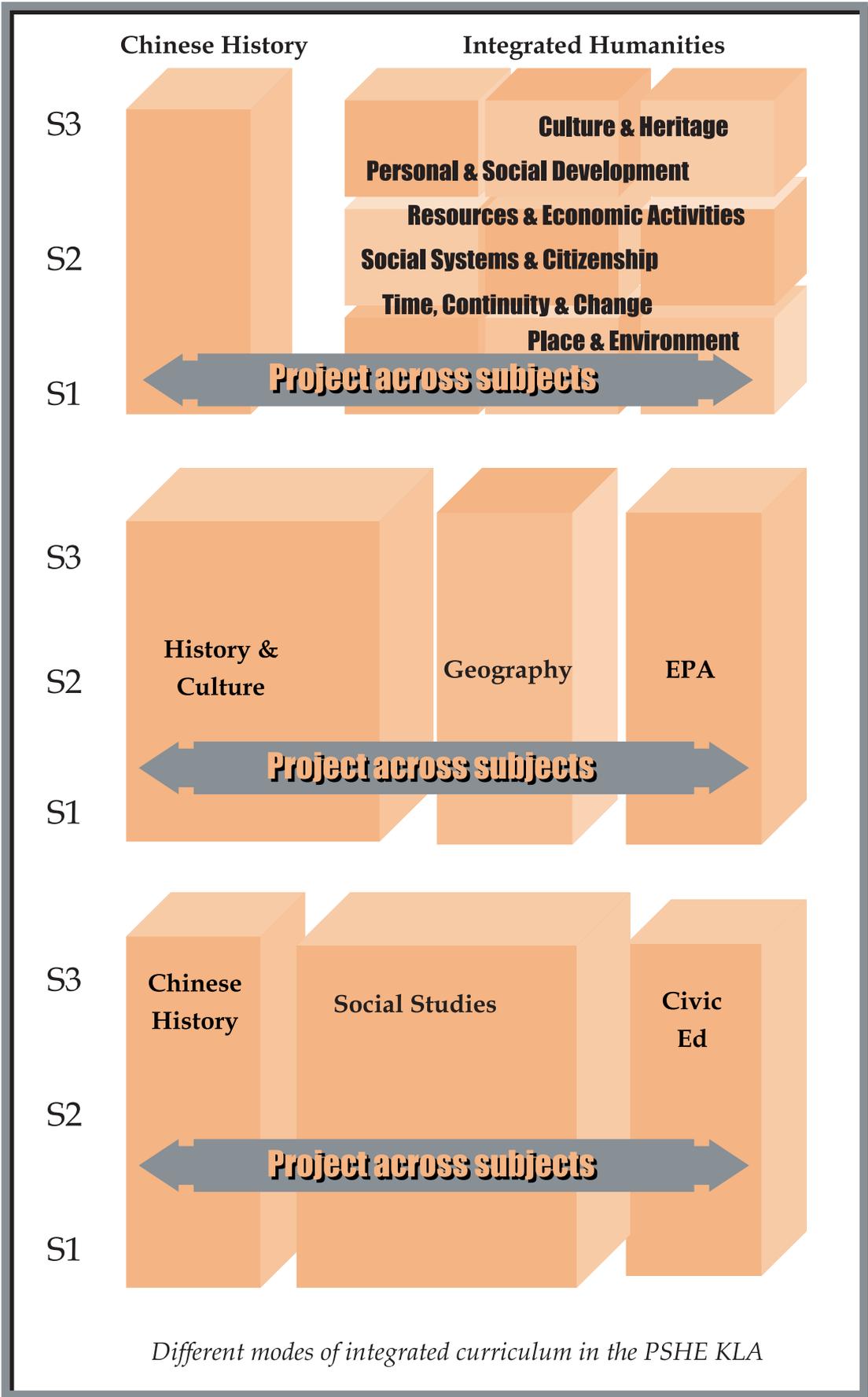
teachers to develop plans on (i) reducing overlap and content overload; (ii) creating 'space' for the new modules/ short courses; and (iii) designing new modules/ short courses to connect common learning elements. The new modules or short courses will no doubt be on new themes/issues that are not covered in the traditional subjects, e.g. a media education topic, a life event, new developments in the local community, or the sudden upcoming of an issue of local, national or global concern. Such modules might be combined into an inter-disciplinary project organized for enquiry into issues that can be interrelated.

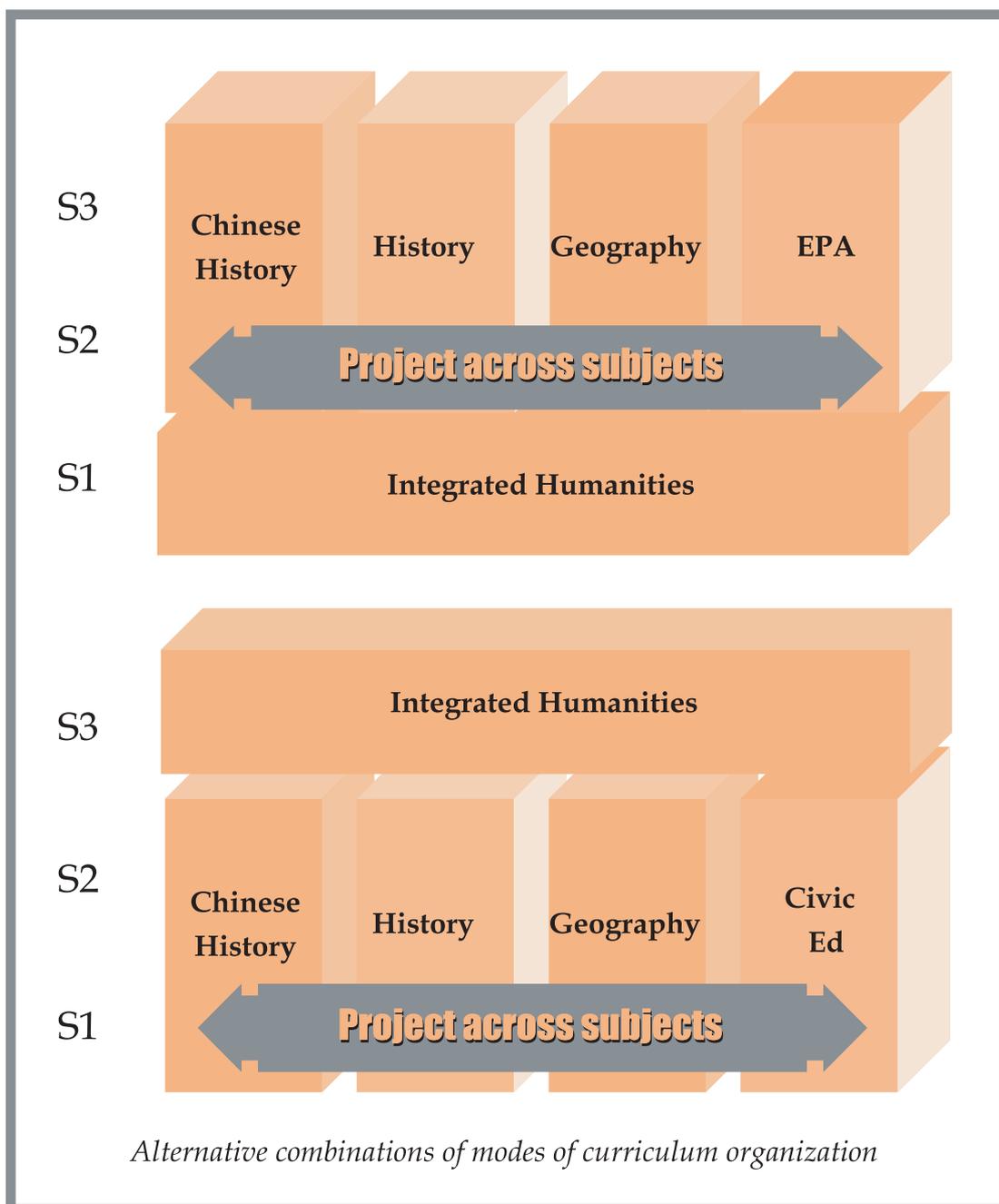


- An exemplar of the above mode of curriculum planning may be found in Exemplar 4: "Adapting Existing Subject Curricula - A Secondary One Exemplar". Schools may also like to introduce an inter-disciplinary project so that students can have the opportunity to develop multiple perspectives and other learning skills. Please refer to Exemplars 5 and 6.

- **Other integrated curriculum modes** - different strands may be integrated to help students develop a more holistic view in PSHE learning. Having the strands integrated, the curriculum still needs to cover all the core elements / essential content for learning of PSHE, such as human relationships, national history and environmental protection. For example, some schools have participated in a research and development project on IH covering the learning of the six strands. Some schools have adopted a partial integration mode and introduced a new curriculum of History and Culture, which uses national history as the main thread of study and incorporates world history into it. The ultimate aim of the integrated modes is to help students connect learning better and construct multiple perspectives. However, it does not imply that the integrated mode is the only effective one. Through Research and Development ("Seed") Projects on IH and History and Culture (see Appendices 2 and 3) evidences will be collected on their impact on student learning. Schools will be informed of the findings of these "seed" projects through the Curriculum Development Institute (CDI) website and the sharing sessions of the participating schools.

- **Combining different modes in the same year or in alternate years** - Both integrated and individual subject modes may be adopted in the same year, e.g. an individual subject of Chinese History in parallel with IH, a History and Culture curriculum with Geography and EPA/Civic Education. The alternative is to have individual PSHE subjects at S1-2 but a comprehensive IH curriculum at S3, or vice versa.





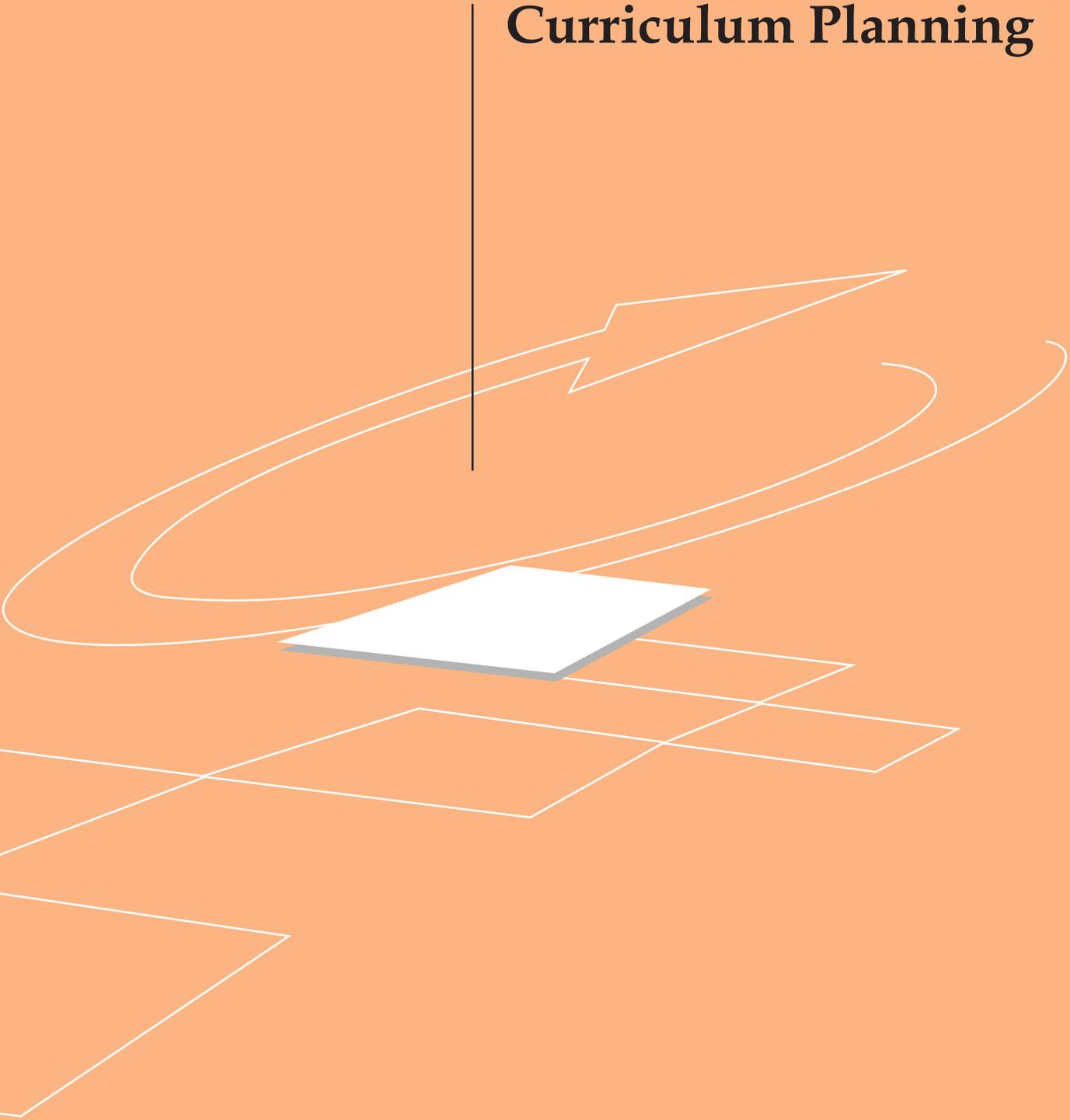
- Due to the diverse needs of schools and students, it is not practical to make reference to all possible modes here. It is important to emphasize that there is no single optimal mode that both suits all schools and covers all the learning objectives of the six strands in Key Stage Three better than any other one.

2.4 Interfacing with S4-5

- Current individual PSHE subjects such as Chinese History, Economics, Geography and History will remain independent subjects to cater for the need of students who have greater interest in humanities and social sciences.
- Though schools adopt different modes of curriculum planning in Key Stage Three (see 2.3.2), a smooth interface with the S4-5 independent PSHE subjects can be ensured when the S1-3 PSHE curriculum:
 - embodies the learning objectives arranged within the six strands;
 - covers the core elements / essential content for learning;
 - adopts the enquiry approach in learning and teaching;
 - emphasizes the development of generic skills; and
 - stresses the nurturing of positive values and attitudes.
- To provide equal opportunities for all students to learn a balanced curriculum, it is proposed that IH will be introduced at S4-5 for students learning a science and technology-oriented curriculum. They are recommended to take IH if they study only one humanities subject.
- Schools should administer specific strategies to prepare students for the selection of subjects / stream in S4. Please refer to 9.5, Booklet 9B, *Basic Education Curriculum Guide - Building on Strengths* (2002).

Chapter 3

Curriculum Planning



3.1 A Balanced Curriculum

PSHE plays a significant role in students' whole-person development. It is also the entitlement of every student. Students should be introduced to the different perspectives provided by the six strands of the PSHE framework, namely: personal and social development, time, continuity and change, culture and heritage, place and environment, resources and economic activities, social system and citizenship through appropriate PSHE learning activities. In view of this, schools should develop a curriculum policy to ensure that all the necessary resources (time allocation, human and financial resources, etc.) are provided for a balanced curriculum, of which PSHE is an integral part.

3.2 Connecting School-based Curriculum Development to Central Curriculum

3.2.1 Principles for school-based curriculum adaptation (Please refer to Booklet 1, *Basic Education Curriculum Guide - Building on Strengths* (2002).)

- The PSHE KLA Curriculum Guide is one among other KLA Guides prepared by CDC to set the direction of curriculum development for the learning & teaching of PSHE from Primary 1 to Secondary 3. It provides a **central curriculum in the form of an open & flexible framework** with learning targets and objectives, and essential contents. Schools are expected to fulfil the basic requirements spelt out in the Guide to ensure that students receive their entitlement to the same learning opportunities. The Guide, however, is not a prescribed syllabus to be taught uniformly to all schools & students, as it is well understood that the concept of "one-size fits all" does not work.
- Each school, with its unique characteristics of teachers and students, should attempt **to adapt the central curriculum by varying the organization of contents, contexts, learning and teaching strategies, and criteria and modes of assessment** to help their students achieve the learning targets.

- It has been made clear in *Learning to Learn - The Way Forward in Curriculum Development* (2001) (p.69) that school-based curriculum development is **NOT**
 - deletion of subject content,
 - compilation of school-based curriculum package,
 - teachers working alone.

- Curriculum development is an on-going process. In school-based curriculum development for PSHE, school should:
 - follow direction and learning targets set out in this Guide,
 - help students achieve learning targets,
 - ensure the core elements set out in this Guide are covered,
 - build on strengths of schools and needs of students,
 - adopt appropriate curriculum and subject organizations, learning, teaching and assessment strategies,
 - encourage the professional development of teachers and collaboration with other stakeholders, and
 - reflect and improve based on informed practice.

- Furthermore, it should be noted that a school-based curriculum should be the outcome of the balance between guidance from the CDC and the autonomy of the school. The balance is subject to change over time, as the social context, students' needs and therefore school policy and decision change.

3.2.2 Setting the scene - Research and development (R&D) projects

- In order to generate knowledge about curriculum organization and design, learning and teaching strategies and different assessment modes, CDI, in collaboration with a number of "seed" schools, is conducting research and development projects to explore the ways to realize the aims and learning objectives of PSHE. These projects include the development of alternative modes of curriculum organization at junior

secondary level, through for example IH, History and Culture, and project learning connecting PSHE learning elements. A brief description of these projects can be found in Appendices 2 to 4.

- Through the process of conducting R&D projects, school heads and teachers can review their curriculum and their students' learning needs, and develop plans and strategies to improve students' learning. By referring to the informed practices and knowledge generated from these projects, teachers can develop themselves professionally. The findings of these projects will be disseminated through various means.

3.2.3 School-based adaptation of the central curriculum

The following steps can be used by schools setting out on school-based curriculum development at subject/ KLA level. Please refer to 1.7, Booklet 1, *Basic Education Curriculum Guide - Building on Strengths* (2002) for more suggestions.

Choosing a starting point to work on

- Reflect on the valuable experiences or good practices that the school may have developed in the past, e.g. a school-based curriculum project which raised students' interest in heritage studies, a successful community service programme organized, etc.
- Consider your expectations, existing resources and structures based on the above experience.
- Define the scale of change the school is ready to make: it may be as small as revising a curriculum unit, or a medium-scale cross-subject project to link up related themes in PSHE subjects, or as large as introducing a new assessment policy for the KLA in the school.

Setting goals

- Identify the needs of students and teachers as well as the possibilities of development in your present selected project.
- Generate some options and weigh their pros and cons from the perspectives of students, teachers, the school and parents.
- Select the best option and refine the goals in view of what the school would like to achieve.
- Formulate the goals of what teachers need to learn or will learn in this project.

Developing a step-by-step plan

- Develop strategies taking into consideration facilitating factors as well as obstacles.
- Make best use of the facilitating factors, such as the expertise of teachers, community resources and support available in developing and implementing the plan.
- Consider limitations, seek support from different sources and develop resolutions for overcoming the obstacles.
- Build up a project team and provide them with the necessary support, such as creating 'space' for planning and collaboration, change in the school timetable to bring in special learning activities, etc.
- Draw up a time schedule for the project and assign the right persons for various tasks.

Introducing an Integrated Project Curriculum

Based on previous experiences in organizing project learning, especially its participation in the "Accelerated Schools for Quality Education" (ASQE) Project organized by the Chinese University of Hong Kong, **Pentecostal Lam Hon Kwong School** attempted to use project learning as the key learning strategy to organize a large-scale integrated curriculum comprising several areas of PSHE and computer literacy. This important curriculum decision was the result of reaching a consensus among all teaching staff, achieved through extensive discussion at different levels of meeting and staff development day. The school had prepared teachers for the change by organizing various visits to schools in Hong Kong and other parts of China to study their experiences of project learning and curriculum integration. The school has also set up a project team, allocated extra manpower, and devised a mechanism to liaise across the various subjects involved in project learning. The curriculum will be implemented in September 2002 progressively from S1 to S3. For details, please refer to Exemplar 7.

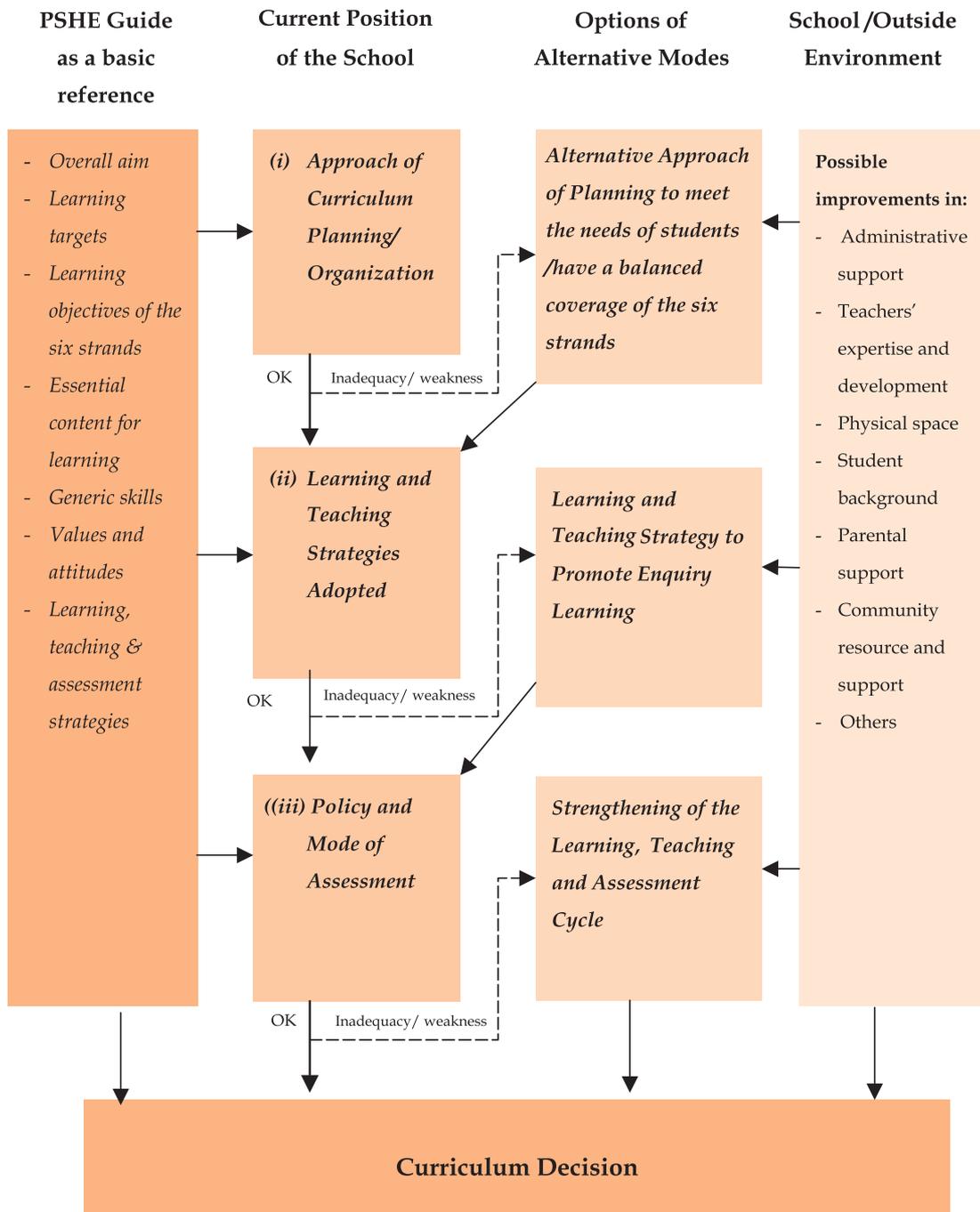
3.2.4 From short-term to medium-term planning

There is a need for the school to make school-based adaptation of the central curriculum for the KLA from now to 2005-06. Figure 2 on p.87 is a diagrammatic representation of how schools can conduct a situational analysis and arrive at a curriculum decision. A brief description is provided below:

- The school evaluates its present position with regard to curriculum development in the three dimensions of (i) mode of curriculum organization, (ii) mode of learning and teaching and (iii) mode of assessment by checking against the overarching aim, learning targets, learning objectives and essential learning contexts proposed in the PSHE framework.

- Strengths in any or all of the three dimensions mentioned above are recognized for further enhancement. Any inadequacies or weaknesses identified form the basis for consideration of alternative modes or strategies in that particular dimension.
- Identify alternative approaches or strategies and weigh them up against the situation and environment of the school as well as the changes that can be made in different areas.
- Decide on the approach or strategy that best suits the school, work out the short-term and long-term goals to be achieved and plan actions that will lead in the right direction.

Figure 2 Situational Analysis and the Curriculum Decision Process
 (a brief description of this decision process is in 3.2.4)



3.3 Cross KLA Links

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

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

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

3.4 Time Allocation

- Conventionally, schools operate a timetable with a 40-period week or 48-period six-day cycle, with 35 to 40 minutes for each period. For most S1-3 PSHE subjects, the recommended time allocation is 2 periods per week or 3 periods per six-day cycle. Thus, these PSHE subjects would make up 15% to 20% of the overall curriculum time. (Please refer to 2.3.3, Booklet 2, *Basic Education Curriculum Guide - Building on Strengths* (2002) for suggested time allocation for each KLA.)
- Some schools find that this has posed the problem of subject over-crowdedness at junior secondary level. Many S1-3 students have to study fifteen to seventeen subjects, and among these subjects, four to five are in the PSHE KLA. Teachers teaching PSHE subjects in the lower form have found it difficult even to remember the names and faces of their students because they just met their students infrequently.
- Flexible use of learning time by alternative timetabling arrangements: (Please see 2.3.4, Booklet 2, *Basic Education Curriculum Guide - Building on Strengths* (2002) for the principles.)
 - Instead of having 4 PSHE subjects in a year, each with two 40-minute periods per week/cycle, some schools are now offering 2 PSHE subjects in one term, 2 other PSHE subjects in the other term, each with four 40-minute periods per week/cycle. This can reduce the number of subjects a student has to manage each term, and the number of subject teachers he/she has to adjust to. This also increases the contact between the teacher and the students (from 2 periods per week to 4 periods per week), and therefore provide more opportunities to develop trust - a necessary condition for the development of critical thinking skills and creativity, and for the nurturing of or self-esteem and motivation in learning.

Pairing up two PSHE Subjects in the timetable

A school pairs up the timetables of the classes in junior forms for History and Geography and their respective subject teachers. Each class either studies History in the first term and Geography in the second, or vice versa. The number of subjects each student has to tackle for each term is thereby reduced and the contact time between students and their subject teacher is increased. For details, please refer to Exemplar 8.

- One school sets aside Friday afternoons for project learning, life-wide learning (mainly for museum visits, field studies and community services), homework guidance, and etc. Though the formal lesson time allocated to PSHE subjects each week may not meet the recommendation, that is compensated for by the time set aside on Friday afternoons. With a well-coordinated curriculum design, students are exposed to a range of learning experiences in PSHE. (For details, please refer to the case supplied by **Chinese YMCA Secondary School** in Exemplar 9 and the "Exemplars for Secondary Schools: Secondary Schools 1" in Booklet 2, *Basic Education Curriculum Guide - Building on Strengths* (2002).)

Chapter 4

Learning and Teaching



The previous sections were mainly concerned with what students learn and how learning experiences can be organized in PSHE. The next significant question to address is how students learn. The process of learning and teaching that occurs daily in classrooms determines whether students can make sense of the world they live in and how they relate to it.

4.1 Guiding Principles

The choice of strategies should match the learning objectives and the ability and needs of the students. Although many practising PSHE teachers are themselves products of didactic lessons and teacher-centred classrooms, a paradigm shift is taking place away from the practice of one-way transmission towards a pedagogy that enables 'learning to learn' to happen. PSHE emphasizes the development of students as independent and autonomous learners so that they become confident, informed and responsible persons (see 2.1.1). The enquiry approach of PSHE offers a better way to achieve this goal.

4.1.1 The adoption of enquiry learning

- Certain current PSHE subject curricula have already adopted an enquiry approach that involves students in learning and assessment tasks which aim at developing thinking and enquiry skills. Teachers and students, for instance, in the S1-3 Geography curriculum and ASL Liberal Studies, have responded positively to such an approach.

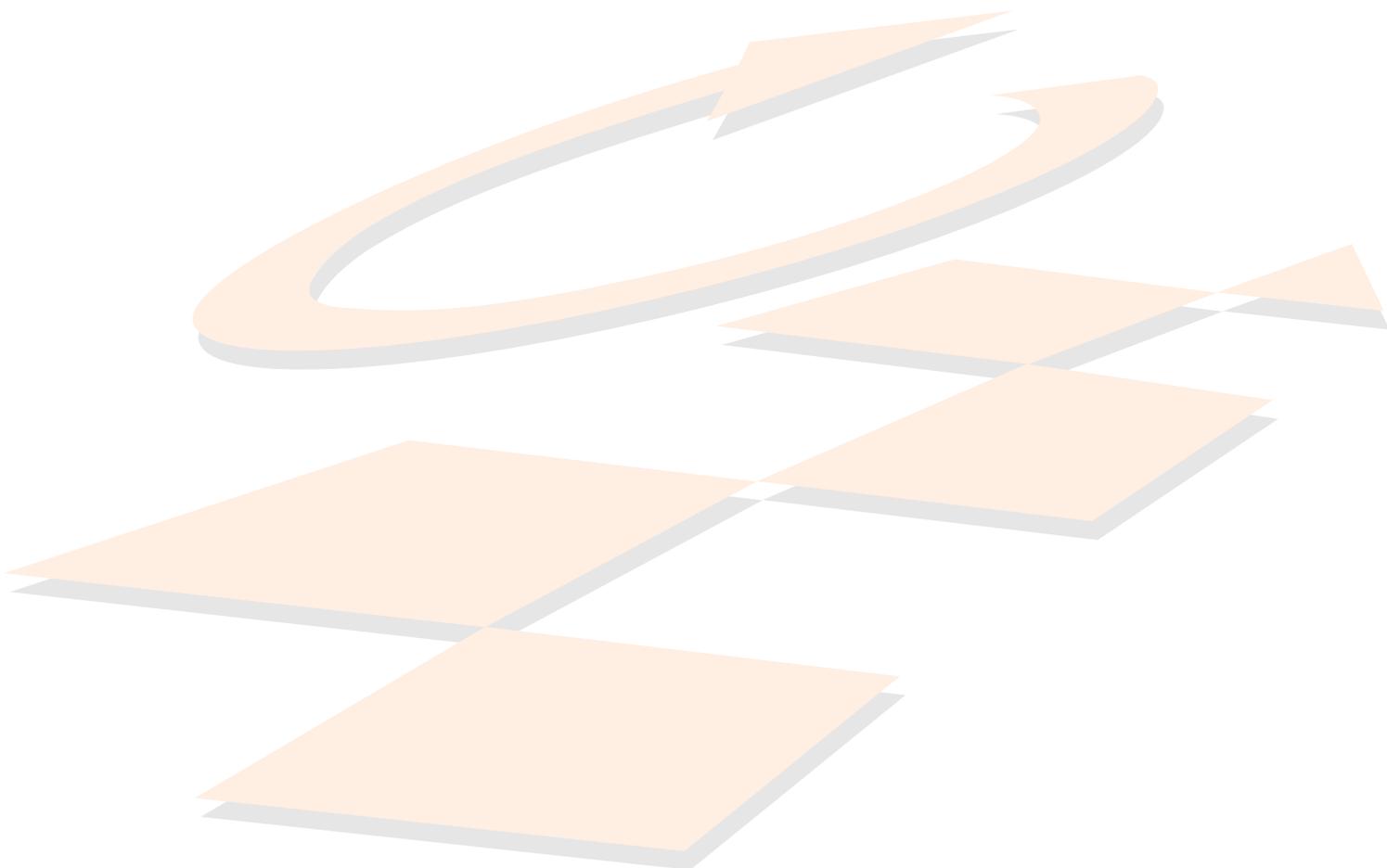
Students' view towards enquiry learning

In an interview survey, many students indicated that enquiry learning in Geography lessons produced positive learning outcomes, especially in the following areas:

- 1 Knowledge application and extension
- 2 Acquisition of information processing skills
- 3 Desire for greater autonomy in learning

For details of the survey, please refer to Appendix 5.

- Teachers have introduced different forms of enquiry learning in the PSHE curriculum. There is evidence that in such circumstances students show substantial interest in finding out more about an issue, attempting to look at it from different perspectives and developing meaningful questions and answers. The following are some characteristics of the learning and teaching processes in a PSHE enquiry classroom:
 - Teachers frame an assignment that encourages students to take responsibility for their learning and become problem solvers. For instance, on a topic related to population movement in Hong Kong, the teacher, instead of explaining the causes of population movement, asks different groups of students to find out why people of different backgrounds and means move from one district to another within Hong Kong. They then present their findings to the class. Students can also be asked to read the census reports and generate ideas and concepts that are linked to real problems of the day. Learning results from students' own research work.



- Teachers require students to make connections between texts and contexts, place information in an appropriate conceptual framework, identify patterns, analyze relationships and predict results.

Enquiry Learning through a Simulation Game

The Education Department (ED) has produced an interactive simulation game titled "You be the archaeologist". It simulates the work of archaeologists in Hong Kong. The players have to decide whether an unearthed object has any historical value, and whether digging should continue or not at a particular site. Here, students can apply what they have learned in S1 about the basic principles of archaeology as well as their decision-making and problem-solving skills. The CD-ROMs and booklets of the game were distributed to all secondary schools in Hong Kong in 2000.



CD-ROM You be the archaeologist

- Teachers are prepared to defer the teaching of certain scheduled topics in order to concentrate on a theme of general interest which suddenly emerges during the school year. PSHE teachers react to those moments when students get excited by certain local, national or global events. Such themes provide a powerful opportunity for teachers to draw out students' knowledge and to motivate them to learn with commitment.

Seizing "the Moment" - What can be learned from 911

The 911 tragedy was a great shock to all. We watched in horror the collapse of the World Trade Centre in an instance live on TV. The loss of so many human lives forces upon us questions of life and death. The event lent itself to inquiry into terrorism, cultural conflicts, and the deeper issues of hatred and forgiveness. Many schools seized the moment and launched activities on the very next day. There were talks in morning assemblies, the observation of a moment of silence and board displays etc in order to motivate students to take a closer look at the issues and reflect upon them.



Soon after, the ED produced a resource package entitled 'The 911 incident in the learning and teaching of the theme - Hatred and Forgiveness '. The package includes lesson plans, a news summary, learning and teaching activities, worksheets and reference materials. A wrap-up activity examines the importance of forgiveness as a way to restore the harmony in the world.

- Teachers withhold their theories and ideas until students have aired their views. (It is often hard for teachers to refrain from giving what they consider to be a 'correct view'.) An enquiry approach engages students in discussions with the teacher and with one another. Through dialogues, they come to recognize weaknesses in their reasoning and try to address them. They may also have their concepts reinforced during the process.

A teacher's experience with the enquiry approach

In implementing the new S1-3 History and Culture curriculum, teachers agreed that the enquiry approach should be adopted. But it was not until the new curriculum was extended to S2 that teachers carried it out and student attitudes improved. Progress was gradually made through mutual encouragement. In the past, the pedagogy adopted in history was a "lecturing" one in which teachers were actors and students audience. Now, teachers are adopting a more flexible and diversified teaching strategy. Through guidance, questioning and discussion, students are encouraged to become fully involved in their learning. Teachers now play the role of "stage director" while all the students become actors. In a recent cross-curricular project, teachers played the role of facilitator successfully while students successfully assumed an active role in the learning process.

- Teachers ask thoughtful, open-ended questions and encourage students to ask questions of each other. They also seek elaboration of students' initial responses to help them to reconceptualize their views.
- In enquiry learning, teachers want students to experience the world around them, encourage them to ask their own questions, search for their own answers and deal with the complexities of the social, political and cultural world. The learning environment is characterized by an open atmosphere that seeks active and free participation of all in discussion, presentation of different views and collaboration in solving problems.

- Instead of the teacher telling students what to do and how to approach a certain issue, students are encouraged, under the teacher's guidance and support, to chart their own course, seek their own answers and inform the teacher what they have made out of the issue under study. Unguided enquiry activities, however, especially in Key Stages One to Three, often lead to chaos and frustration.

The cry of an S2 student

Project work! To be submitted after the Easter Holidays? Makes up 20% of total examination marks? Not again please! Last Christmas my team members and I spent day after day surfing the Internet to collect information. We used up a whole cartridge of colour ink for printing, several hundred dollars on the design of the project cover, and endless hours on making a model... We thought we deserved good grades. What have we got in return? A grade "C", with a comment that we wrote too many words and did not have enough pictures!

What is required in project work? What is a good project? What should we do to produce a good project... Dear teachers, can you give us some guidance please?

A Web-based tool for supporting students to conduct PSHE projects

When students need to collect information for their PSHE projects, the methods they commonly used are questionnaire survey, in-depth interview and observation. The ED is developing a web-based tool that guides students to collect both primary and secondary information. By clicking on the appropriate icons in the tool and answering some questions, students will be guided in conducting the project work. If they still find it difficult to follow, they can click on "hints" for more thorough explanation. For details, please visit the CDI home page (<http://cd.ed.gov.hk>) and click on the "Project Learning" icon.



A Web Tool providing Step-by-step Guidance in Social Research

- The PSHE framework is intended to support teachers in designing learning tasks and activities for enquiry learning. The design should take into consideration not just the content students are expected to learn but also the process of learning. Values and attitudes such as **open-mindedness, tolerance and respect for different views, reflection and self-directed in learning,** are nurtured in the enquiry classroom.



- Some teachers have shown concern about the difficulties and uncertainties of the enquiry learning approach. Can students acquire 'basic' knowledge when the emphasis is put on skill development? Can they subsequently get good grades in test and examinations? And what about classroom control? In fact, while there are some difficulties to be overcome when adopting an enquiry approach to learning, they are seldom overwhelming. While the approach is more of a challenge to teachers, it is also a most rewarding experience.

Enquiry learning and Classroom control: a teacher's experience

When asked to try out enquiry learning strategy in the classroom, one major concern among teachers is that students will go out of control. Some teachers have the notion that classroom control means absolute silence among students. There is that fear that students are not motivated and will not be involved in group work. They will be too shy to express their opinions.

After the introduction of enquiry learning in the last 2 years, students have gradually become motivated and have changed from being passive audience to active participants. For instance, the time required for moving from whole class teaching to discussion groups at the beginning of the term was usually 10 minutes. Now it takes only 3 to 5 minutes. In general, no discipline problems have been observed. In particular, certain hyperactive students have become very involved in group activities even in double lessons whereas the same behaviour cannot be observed in other subject lessons with no enquiry learning. In presentation and mutual questioning sessions, incisive comments have become frequent.

Students become more confident in making known their views because they stay with the same group for the whole year. Shyness is kept to the minimal. There is better interaction because of the development of familiarity, amicable relationship, mutual recognition, division of labour and leadership. Under peer pressure and teachers facilitation, students become involved in the learning activities. Students do not want to be left out. A seating plan which facilitates face-to-face interaction also keeps the number of lone rangers to the minimal.

4.1.2 The role of a PSHE teacher

In the learning and teaching process, it is important that a PSHE teacher change his/her role from mere transmitter of knowledge to that of resource person, facilitator, consultant, counsellor, and assessor (*Learning to Learn - the Way Forward in Curriculum Development* (2001), pp.79-80). PSHE aims at enhancing students' understanding of self, people and society. (see 2.1.1)

There is a need for the PSHE teacher to **take on a facilitator's role**, which:

- helps students to formulate appropriate learning goals, and identify the most appropriate means of achieving them,
- assists students to develop positive learning habits, master learning strategies and develop meta-cognitive skills,
- creates contexts for learning that stimulate and motivate,
- develops a supportive, tolerant and mutually accepting learning community.

PSHE calls for a changing curriculum, a new approach of curriculum organization, and a new role for teachers. There will be many problems. To meet such challenge, teachers are called upon to become action researchers. **Action research** helps to identify the issues at stake, evaluate the strategies adopted, and seek ways to improve the learning outcome.

A simple but rewarding action research on project learning

A school decided to introduce project learning into its school curriculum. Many teachers were convinced that project learning is an effective means of developing students' independent learning ability. So apart from a large-scale project required by the "Project Lessons" (two periods per week), students were asked to submit many different subject-based projects throughout the school year.

At the end of the school year, the school designed a questionnaire to collect students' feedback on project learning. Many students voiced out their opinions. Most asked for a well coordinated timetable for the submission of projects, some suggested cross-disciplinary projects to reduce the number of subject-based projects, some asked for more

guidance from teachers.... Based on the findings from the questionnaires, the school improved its plan of implementation of project learning in the coming year. The PSHE teachers agreed on a common theme for a large-scale PSHE project. So instead of three subject-based projects per year, students were required to submit one project in the PSHE KLA.

In the next year, the school collected feedback from students again. This time, the design of the questionnaire was improved, and some focus-group interviews were conducted. Teachers became more aware of the need of students for timely guidance in project learning, and the necessity to improve on the methods of assessment. So plans for improvements were drawn up for the coming year.

4.2 Approaches to Learning and Teaching

4.2.1 Project learning

In most primary and secondary schools, project learning is among the most readily accepted strategies recommended by the recent curriculum reform. Well-planned project learning has a positive effect on the development of lifelong learning capabilities. Please also refer to Booklet 3C, *Basic Education Curriculum Guide - Building on Strengths* (2002) for more suggestions.

- Project learning can be introduced in different modes of curriculum organizations (see 2.3.2) in the PSHE KLA. If a school adopts the separate individual subject mode, inter-disciplinary projects can help to integrate knowledge, skills, attitudes and values. If the integrated curriculum mode is adopted, a school can consider introducing cross KLA projects as well. It is important that teachers identify a common theme that connects different PSHE subjects or different KLAs, and helps students start a project with a clear focus. (*Learning to Learn - the Way Forward in Curriculum Development*, 2001, p.87) Appropriate guidance from the teacher is often a crucial factor in making project learning successful.

How a supportive school policy helps teachers start project learning

A school carefully planned to **create sufficient space for teachers** and avoid overworking them. The following measures were adopted by the school to support teachers in providing guidance to students in their project work:

1. The school appointed two teachers as project learning co-ordinators to handle all administrative and curriculum matters relating to 'Project Lessons'.
2. Using the Capacity Enhancement Grant a supply teacher was appointed to take up many of the teaching duties of the two co-ordinators so that they could concentrate on the development of project learning.
3. The co-ordinators provided most learning and teaching materials to support project learning so that teachers could concentrate on improving students' learning.
4. Two teachers were assigned to each class to conduct 'Project Lessons'. This reduces workload and allows teachers to gain support from their partners (paired teaching).
5. A common free period in each week was arranged for the eight 'Project Lesson' teachers to have meetings and lesson preparation.
6. Project Learning was to start small, only in S1 and S2. Gradually it would be extended to other levels and would also include other innovations such as curriculum integration.

- Project learning, which emphasizes both process and product, engages students in decision-making, designing the enquiry process, and reflecting on effectiveness. Students of varying competencies work on different tasks, which make full use of their capabilities. (*Learning to Learn - the Way Forward in Curriculum Development*, 2001, p.88) Through group work and cooperative learning, students develop different generic skills and multiple intelligences. **It is therefore important to set aside ample curriculum time for teachers to guide their students in**

project learning. Failing to do so would turn project learning into unrewarding experiences for both the students and the teachers. Please refer to "Dos and Don'ts of Project Learning" in 3.3.2, Booklet 3C, *Basic Education Curriculum Guide - Building on Strengths* (2002).

An S3 student's view on project learning

In normal lessons we sit down, relax, and listen. In project lessons it is more demanding. We have to ask ourselves questions and try to answer them by ourselves. We have to think, use our logic and creativity too. In normal lessons we learn content knowledge. Though it is very substantial, it is not relevant to our lives. In project lessons we learn project skills and we have to apply them. For example, the skills of designing a questionnaire. May be at this moment it is not useful, but it will become useful later. In project lessons we select the things we want to learn, and it is more fun that way.

- Project learning as a learning, teaching and assessment mode can be introduced at any level, from primary to secondary. Some schools have already made project learning part of their curriculum plans and allocated class time to it. There is, however, a danger of overloading students with too many projects per school year. **The school must coordinate project learning plans under different subjects or KLAs so that students are not over-burdened, and a variety of learning experiences can be introduced suitably at different times.** Nevertheless, schools should at least introduce **ONE** project in the PSHE KLA in Key Stage Three.
- In conducting any project, students need to command a variety of skills. While every project learning task is a potential opportunity for developing all these skills, students will learn

better in a gradual and focused manner. When planning for project learning in PSHE across different levels, schools can assign a cluster of project skills to each level as the focus for learning and assessment. More support can be given to developing these focused skills as students conduct the project. By engaging in projects year after year, students will gradually build up and strengthen their repertoire of project skills.

Cross-level Planning of Project Skills Development

An exemplar from the "Seed" Project on S1-3 Integrated Humanities

Project learning is adopted as one of the key learning strategies for IH in this school. Three clusters of skills are identified according to the different stages of conducting a project: the first cluster (the focus for S1) deals with planning of the project and collection of primary sources; the second cluster deals with visual data and secondary sources, as well as higher-level processing of information (the focus for S2); the third cluster deals with presentation and reporting of project (to be the focus for S3). For details, please refer to Exemplar 10.

4.2.2 Life-wide learning

- It is essential for young people to enjoy life-wide learning opportunities so that they can link school learning with real life needs and situations. Learning experiences that take place outside the four walls of the school and involve community resources are more authentic in the sense that knowledge is no longer abstract. Classroom learning cannot provide this kind of experiential learning which is essential to whole person development.
- Booklet 6 "Life-wide Learning - Enriching Learning through Authentic Experiences" of the *Basic Education Curriculum Guide - Building on Strengths* (2002) provides more thorough discussions and suggestions on this topic.

Beijing and the Great Wall
Visit and Project learning
Student reflection and realization

- "In this trip to Beijing,what I learned is not only cultural knowledge, but most importantly how to relate to other people."
- "After this visit, I realize that being Chinese, I should care for the country and do my part."
- "In conclusion, these few days have made me feel truly Chinese, a member of the Chinese people.....Visiting the Great Wall, I was touched by its magnificence. During the flag-raising ceremony, I witnessed the unity of our people. Visiting the burnt-down Summer Palace, I was saddened by the sight. All these make me feel that I am a member of the Chinese people, part of the nation. To me such feeling is very valuable and significant, more important than the knowledge I picked up from the visit and the project. I cannot imagine I would have such a feeling if I never visited Beijing."

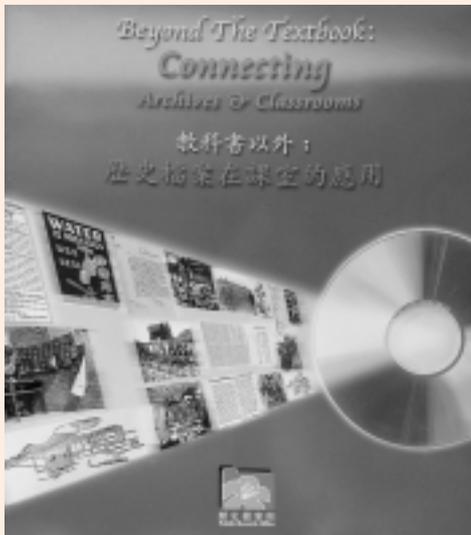
(For a full report, please refer to Appendix 6.)



Learning in Public Records Office

The Public Records Office (PRO) keeps important government records and other historical materials, which document the changes and development in Hong Kong. It is responsible for the preservation of our valuable documentary heritage in different physical formats as well as making it accessible to the public.

"Beyond The Textbook: Connecting Archives And Classrooms" - A teaching kit produced by the PRO in October 2001 to promote using the archives as classrooms.



Materials in the package can be used directly by teachers in their classroom teaching or cross-curricular studies. However, it is more educationally beneficial if students and teachers make use of authentic community resources by visiting the PRO and learning from the resources stored there.

- Many community organizations, including both government and non-governmental bodies, are ready to support life-wide learning in PSHE. For example,

- some provide services which enrich intellectual experience, such as museum visits and field studies;
- others broaden outlook on life and contain moral and civic education elements such as visits to Chinese cities and villages;
- voluntary community service links personal and inter-personal growth with civic education; and
- opportunities for career-related experiences are also available for students interested in economics and travel and tourism.

Lunar New Year Fair for Economics Learning

Preparation

- Students are required to complete "A proposed plan on operating a Lunar New Year Fair stall". In the proposal, students have to decide on the location, price setting, quantity and variety of products, marketing strategy, the site (different sites bid different prices), the design and decor of the stall (which should reflect Chinese and local culture), division of work and budget, etc.
- Students discuss in groups how to operate the stall, how to test out their plans in the school's New Year's Eve market activities, and how to verify the economic theories they will use.
- The group also needs to solve problems like raising capital, bidding, operation and experimentation.

Operation

- Through bidding for and operating a New Year's Eve market stall, students put to use concepts learnt in Economics, Geography, History and Culture etc., and integrate and apply them in the experiment.
- During the operation phase, students have to face difficulties positively, and seek ways to solve problems independently (not necessarily coming up with the best solutions, but the most practical ways in circumstances of limited resources).



Students were busy producing Koi flags



The production of maltose crackers required much skill

Learning Outcome

- In operating the stalls, students apply the knowledge they learned in lessons, their communication and collaboration skills, have their self-esteem raised, and their outlook on life expanded.

(For a full description, please refer to Exemplar 11.)

- Information on support services provided by government departments and non-governmental organizations relevant to the eight KLAs and cross-KLA issues is available in a website (Chinese version only) set up by the EC (http://cd.ed.gov.hk/life_wide/main/default.asp).

4.2.3 Using IT as a learning tool

- IT provides access to learning resources for PSHE: IT has opened up tremendous opportunities for learning in the PSHE KLA. National treasures, cultural relics, geological features of remote places, biography of historical figures, crises and wars near and afar, can all be digitized and brought to the senses of our students with an incomparable impact. (An illustration can be found in Example 2, 3.2.2, Booklet 3D, *Basic Education Curriculum Guide - Building on Strengths* (2002).) The Internet provides handy and updated learning materials. However,

students need to develop effective skills and efficient search strategies in order to acquire accurate information relevant to the enquiry. They should need to be able to critically evaluate the reliability of the information and to discern the values and assumptions behind the different sources. Students can be easily overwhelmed by the torrent of information flitting from one piece to another, without acquiring any meaningful learning.

Specifying web-sites for the acquisition of information

For junior form students, teachers can select and list web-sites to visit, and design appropriate tasks as follow-up activities. This can ensure the acquisition of accurate and reliable information and avoid students getting frustrated by surfing in the boundless ocean of the Internet. Exemplar 12 shows an activity designed to support students using an interactive website. Exemplar 13 is an extract from a guide to a project learning task, in which a number of relevant websites has been selected for students' reference.

Advice to students on surfing the Internet for information

The Internet can be a very powerful study tool and a rich source of learning materials. However, the vastness of the information it contains can also be overwhelming. Students should be advised to set their goals and directions for search, and cautioned against aimless wandering in the net as they set out to surf for information. They should also be equipped with effective search techniques and information processing skills, lest they end up with meaningless copy-and-paste activities.

A list of advices to students on how to use the Internet as a source of second-hand information is provided in Exemplar 13.

Interactive Multiple Choice Questions

Introduction

To support the revised S1-3 History Syllabus and the learning and teaching of thinking skills, ED has produced two packages on "*Teaching Thinking for Effective Learning in History - Sample Assessment Tasks*" for S1 and S2 in support of the revised Junior Secondary Syllabus for History. Multiple Choice Questions form an important component in each set of the Sample Assessment Tasks. They are designed largely along a pattern that, among the four choices for each question, only two are logical; and in these two, only one is historically correct. Meanwhile, an effort was made to assess learners not on the tedious details of history but on their understanding of historical concepts and skills.

To make the multiple choice questions more interactive, these Multiple Choice Questions are extracted and put on a website (<http://cd.ed.gov.hk/pshe/en/history/reference.html>). In attempting these exercises, learners should first understand the question and then choose the correct option that corresponds to the stated historical concept or skill highlighted in each question. A message, which gives an explanation on each inappropriate attempt, will then be displayed. Learners may also view their total scores after each exercise.

Doing these assessment tasks at their own pace, learners develop their thinking skills and their understanding of historical concepts. A foundation for further studies in History is laid.

- IT as a tool for learning in PSHE: Software and audio-visual equipment have become increasingly available and user-friendly. Intelligent use of these tools empowers students to acquire and organize information and data of various forms, ranging from textual records of historical events, numerical data of economic indicators, photographs of significant occasions, to footage on an urban redevelopment project. Preparing a multimedia presentation or constructing a website for their enquiry,

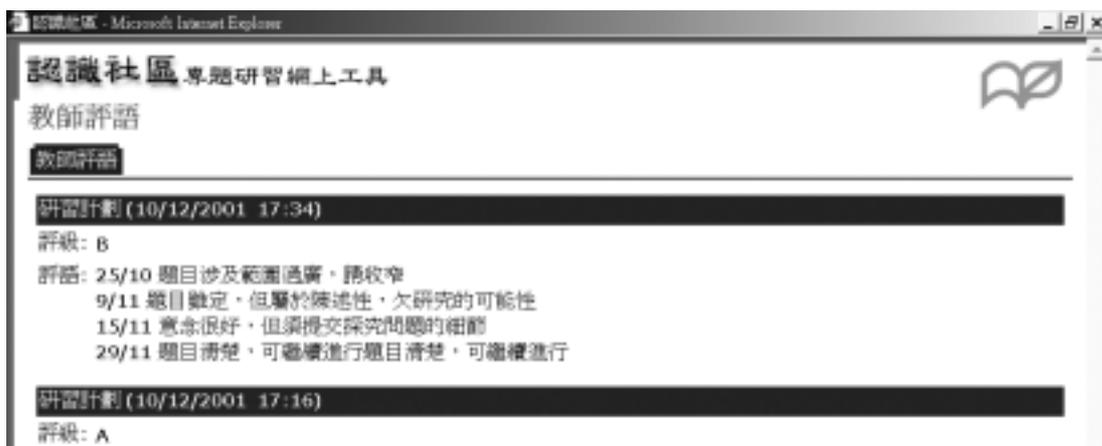
students are actively constructing knowledge and at the same time exploring the principles and techniques of effective communication.

Interactive Geography Learning through a Website

Teachers in **Lui Cheung Kwong Lutheran College** have created a website to help S2 students learn the topic 'Collapsing Slope'. Its aim is to help students master geographical concepts, knowledge and skills in a digital and interactive environment. This is a move from traditional teaching to constructive learning where learning can become active and autonomous. At the end of the learning process, teachers prepared worksheets for students to consolidate what they have learnt. (The details of this website can be found in Exemplar 14.)

- IT for networking: One of the most powerful uses of IT is to enable people to interact with one another. Through a variety of electronic means (e.g. e-mail, bulletin board, newsgroup, chatroom), learning networks between different groups of students can be formed. In this virtually enlarged social circle, students communicate, exchange information and discuss ideas and issues. Students can even form learning partners with students in other parts of the world, conducting enquiries on common areas of interest. Schools may refer to "Creating an IT Environment for Interactive Learning" in 3.3.2, Booklet 3D, *Basic Education Curriculum Guide - Building on Strengths* (2002) for more suggestions.

(The ED is developing a web-based interactive tool to facilitate project learning in schools. One function of this tool is to facilitate student-to-student as well as teacher to student interaction and networking. On the next page is a screen showing a teacher's progressive comments and interaction with a group of students on their project proposal.)



Screen showing teacher's progressive interaction with students and comments on their project proposal using a web-tool developed by ED

4.3 Catering for Student Diversity

(For a thorough discussion on this issue, please refer to 4.3, Booklet 4, *Basic Education Curriculum Guide - Building on Strengths* (2002).)

The learning and teaching of PSHE should cater for diversity in student abilities, interests and needs. A flexible PSHE curriculum framework has been designed to facilitate easy adoption by different schools. The enquiry approach to learning increases the learning capacity of all students, for they are encouraged to learn according to their needs, interests, and at their own pace. There is evidence that this approach provides equal opportunities to all students to excel, irrespective of past academic performance, socio-economic status, and gender as factors in learning. Schools, however, should consider their different student intakes and adopt appropriate strategies.

- To help lower-achieving students learn the Essential Contents for Learning and achieve an acceptable standard, it is important to increase their learning motivation, to provide a caring environment, to vary learning & teaching strategies according to their learning styles, and to provide quality feedback.
- For students of higher ability who learn fast, teachers should move on to more complex issues, and introduce materials that further stretch their capabilities, their creativity, critical thinking, problem solving and leadership.
- Cooperative learning or peer learning is considered to be effective in dealing with learner diversity. In cooperative learning, not only can the lower-achievers learn from others, the higher achievers can also benefit from being tutors in a group setting. In many cases, teamwork also enhances the development of multiple intelligences that exist among different members in a group, and often helps build self-esteem for all because everyone contributes one way or another.

4.4 Homework

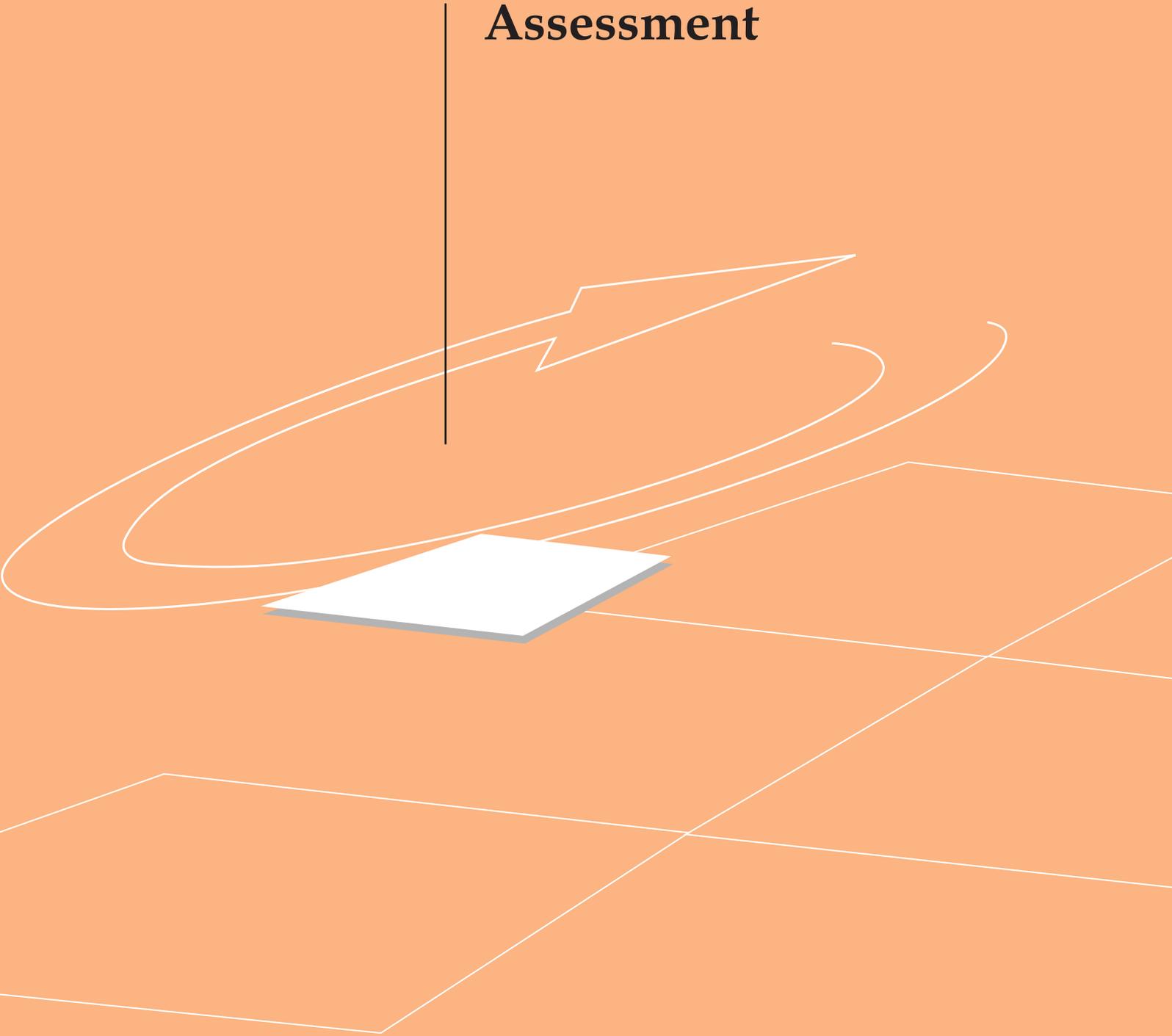
- Homework in PSHE plays an important part in students' learning process. It helps not just to consolidate what they have learnt in the

lessons. It should also help them to construct knowledge and develop deeper understanding. As PSHE emphasizes the enquiry approach in learning and teaching, teachers should also assign homework that engages students in investigation and exploration.

- Some simple exploratory tasks can be assigned as homework to supplement classroom teaching. Students can be asked to search the Internet for additional information, or look up news magazines for relevant photos and cartoons, or interview other people to collect different views. If sufficient guidance is given, students will learn to become independent learners. They should then share and discuss their findings with the class in the next lesson.
- Some PSHE teachers ask students to do weekly newspaper cuttings and write commentaries. It would be more meaningful if students are given more guidance in this assignment. For example, different themes can be assigned as the foci of different weeks so that students can have different learning experiences. The same idea can also be applied to news commentary writings.
- Teachers should avoid assigning homework to students solely for the purpose of occupying their time. Boring homework may affect students' attitude towards learning in an adverse way. If teachers want to use workbooks in the market as homework assignments to the students, they should avoid those that emphasize only mechanical copying or focus merely on consolidation of knowledge in the textbooks.
- A discussion of the ways to help teachers, schools and parents to use homework positively and discriminately to help students learn better can be found in Booklet 8, "Meaningful Homework - Consolidating Learning, Deepening Understanding, and Constructing Knowledge", *Basic Education Curriculum Guide - Building on Strengths* (2002).

Chapter 5

Assessment



Learning, teaching and assessment should be looked at as inter-connected elements. "What is worth learning" determines "what should be taught", and in turn "what should be assessed". Therefore, we should not only assess that which it is easy to assess (i.e. factual detail). Assessment provides useful feedback to teachers, students, parents and the school as a basis for decisions on how best to improve the performance of both the teacher and the students.

As an integral part of the learning and teaching cycle, good assessment provides a further opportunity for learning rather than simply measuring achievement. The shift to a learner-focused PSHE curriculum and an enquiry mode of learning requires this change in our understanding of assessment.

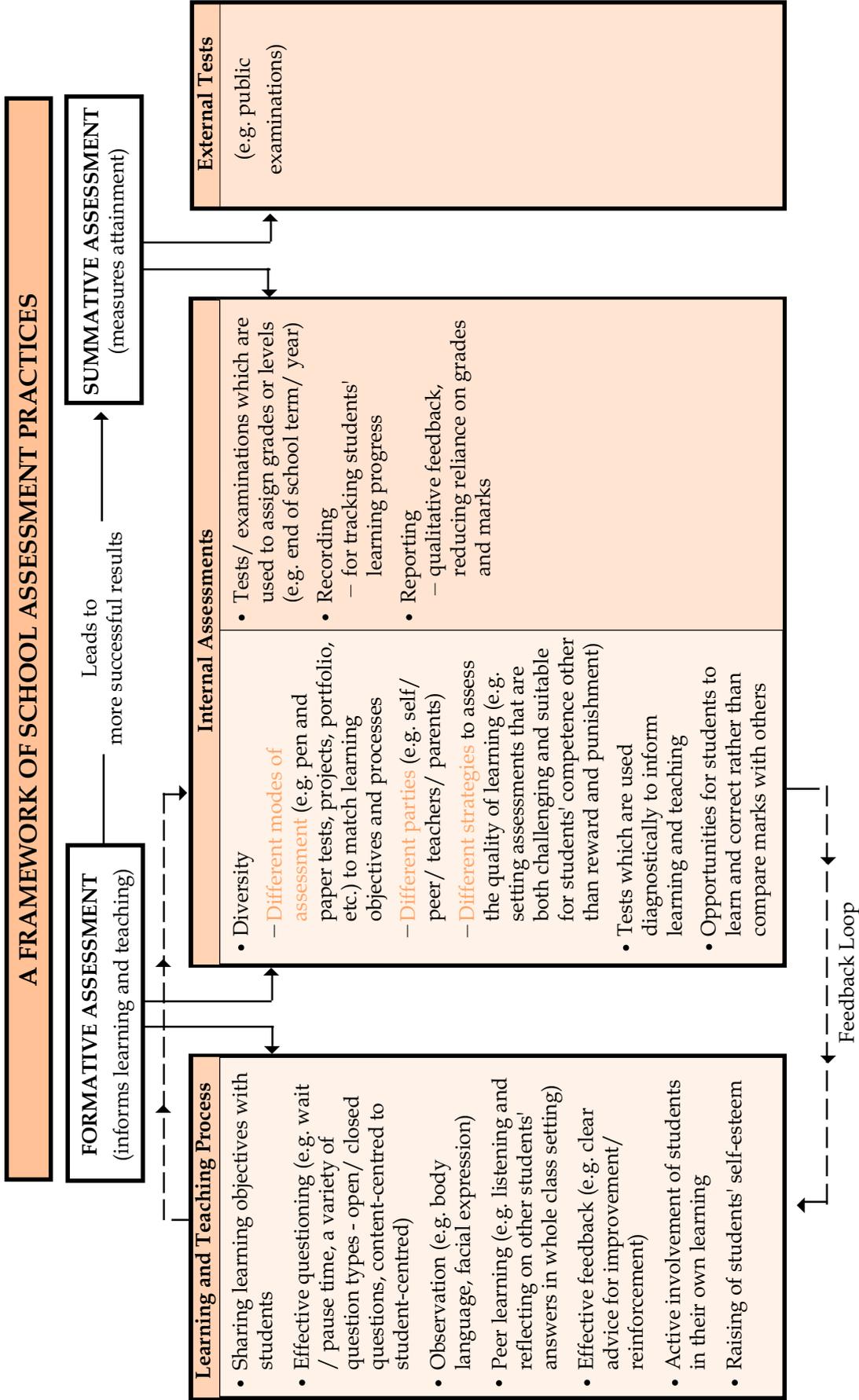
5.1 General Principles

(Please also see 5.4 "Developing School Assessment Policy - Balancing Assessment for Learning and Assessment of Learning", Booklet 5, *Basic Education Curriculum Guide - Building on Strengths* (2002).)

- The purposes of assessment are manifold. But in Key Stage Three, where competition for school places is not a concern, the prime purpose of assessment should more clearly be for learning. **Assessment for learning** is underpinned by the notion that all students can learn and that assessment can contribute to better learning. Assessment provides information for both learning and teaching to be improved. Suitable assessment methods should be developed to collect evidence about the learning process as well as the product of learning.
- Opportunities should be given for both teachers and students to review assessment data together. Teachers should adjust and improve teaching in the light of the results of assessment. Students who fail to reach the minimum standard in a certain aspect should be given appropriate support, e.g. more in-depth diagnosis of learning needs, and an appropriate learning strategy.
- Assessment practices which inhibit or narrow learning opportunities should be avoided. Examples of such practices are: emphasis on the

quantity rather than the quality of tests, over-detailed recording of assessment results for administrative purposes, marking systems and grading styles that lower student self-esteem, and negative comments that demoralize students.

- The assessment practices of a school can be presented in the framework given on the next page:



Adapted from Shirley Clarke

5.2 Modes of Assessment

A diversity of assessment modes should be employed according to the purpose and process of learning throughout the school year. For example, written tests and examinations can be an effective mode of summative assessment on cognitive achievements in a given subject area. On the other hand, independent learning abilities and other learning skills are better reflected by ongoing formative assessment. Peer-assessment and self-assessment are powerful tools to evaluate affective and moral development, but do not serve reporting purposes.

- Tests and examinations - In designing test and examination items, a balance in the types of questions is necessary. There should be a balance in the assessment of conceptual understanding, factual knowledge, and generic and particular skills. Teachers of PSHE should constantly refer to the curriculum aims and objectives when setting test and examination items. The use of data response questions or data-based questions (DBQs) are particularly suitable for assessing a wide range of skills. This type of assessment items is now employed in many of the PSHE public examinations, and should be more frequently used in tests and examinations in school.
- Student self-assessment and peer-assessment should be encouraged to enable students to develop ever-better understanding of their own learning as well as learn from their peers. This is particularly crucial to life-long learning. From the outset of a set of lessons, the goals of learning and the assessment criteria should be made explicit to all, or set together with the students. Students can then reflect on and review their own progress. From peers they can receive useful feedback about their learning. As a result they can then take greater responsibility for their own learning and act appropriately.

Peer Assessment - is it reliable? Is it valid?

Many teachers worry about the reliability of peer assessment. Would students, under peer pressure, give high marks to all the others? Would they favour their own close friends or unreasonably penalize those they dislike? A pilot study by the ED on peer assessment of individuals in group work in project learning reveals that students tend to grade their group members sensibly. The same study also shows that students tend to consider diligence rather than intellectual input as more important criteria for good grades. If teachers and students can discuss and improve on the validity of the criteria, peer assessment can become a very effective assessment tool. Please refer to Exemplar 15 for the study.

- Project work provides a range of learning experiences relevant to PSHE learning (see 4.2.1). It is also an effective mode of formative assessment. Teachers need to make explicit to students the procedure and the criteria involved in assessing their performance in project learning. Criteria might involve the choice of project title and how this will be assessed, the choice of methodology, the quality of implementation, the collection and analysis of data, and the presentation of findings. Students need to be guided in carrying out a project, and assessment criteria provide them the guidance.
- Course work assignments can also provide evidence of how well a student has learned. (Please also refer to Booklet 8, "Meaningful Homework - Consolidating Learning, Deepening Understanding, and Constructing Knowledge", *Basic Education Curriculum Guide - Building on Strengths* (2002).) How students participate in learning activities such as group discussions and presentations, debates, preparation work before lessons, teacher-student and student-student interaction etc. provides useful evidence in formative assessment. There is ample evidence of the positive effects of formative assessment in student learning.
- Value and attitude assessment is a controversial matter, and it is even more controversial to report a student's value and attitude. There are no generally accepted criteria, and teachers usually find it difficult to

collect evidence for their judgement. Mistaken comments might bring adverse effects, and if written down on report cards, it would make matters worse. Formative assessment, especially peer assessment, however, can produce more desirable results. Opportunities should be created so that students can assess and then discuss the value and attitude of their trusted peers during specially designed learning process. They can then reflect together and consider the need and ways of change.

5.3 Formative Assessment

Formative assessment involves the use of classroom assessment to improve learning. It happens all the time during the process of learning and teaching. Formative assessment should provide students with what they need to know, i.e. where they are in their learning, and what step they should take next. A PSHE teacher's role is to share the learning goals with the students, help them recognise the standards to aim for, and provide feedback to enable them to know what they should do next in order to improve.

A School's Experience

United Christian College decided not to use tests and examinations as a means of assessment in S1-2 IH. Without the pressure from exams, teachers still find their students actively participating in classroom activities, and it is observed that their skills and abilities have been improved. See Exemplar 16 for details.

5.4 Summative Assessment

Summative assessment is carried out at the end of a teaching unit or school year to make judgements about a student's performance. It measures the learning outcome of a student so that reports of attainment and achievement can be provided. Such reports are often used to project the ability of the student and are therefore references for employers or educational administrators, though the accuracy of these reports as valid statements of a student's inherent ability are continuously questioned.

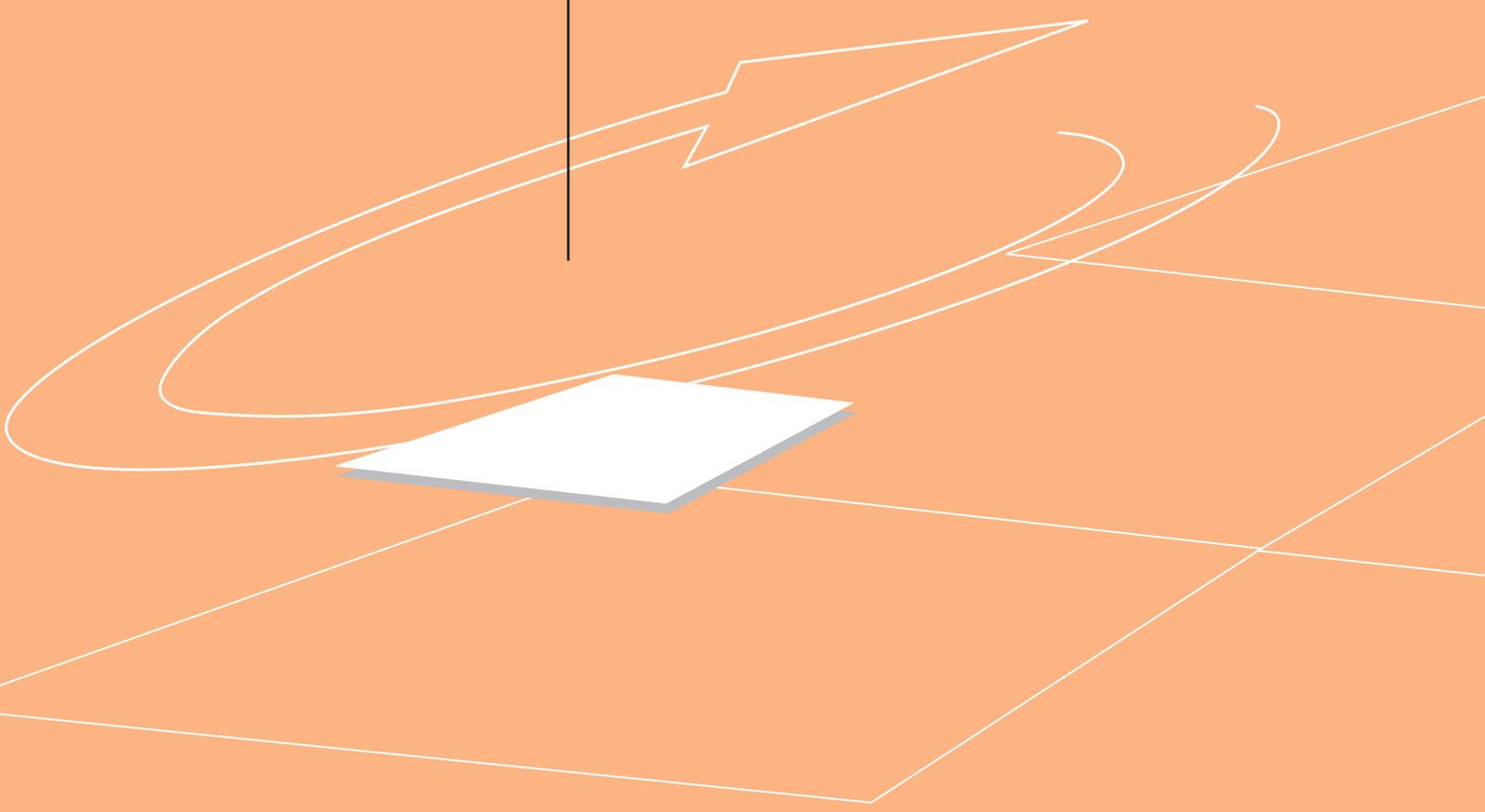
Assessment that helps Student Learning

Assessment has an effect on student learning. If the assessment items stress memorisation, students will resort to rote learning; if the assessment items require conceptual understanding and critical thinking, students will be motivated to learn to do so. Teachers understand this but find it difficult or too time-consuming to develop assessment that goes beyond memory recall. ED therefore provides exemplar assessment items that require conceptual understanding. Such assessment items will generate a positive washback effect on student learning for they will move away from rote learning to analytical understanding. At the same time this supports teachers to move away from content/ subject-based teaching and adopt an enquiry approach.

Two Resource Folders on " Teaching Thinking for Effective Learning in History - Sample Assessment Tasks" for S1 and S2 respectively have been developed along the above lines. They have been delivered to schools, and are also accessible on the Internet (<http://cd.ed.gov.hk/pshe/en/history/reference.html>). "Seed" schools for S1-3 IH are also supported by provision of this type of assessment items to meet the needs of their school-based curriculum. Samples of these items can be downloaded from the Internet (<http://cd.ed.gov.hk/pshe/ih-www/en/index.html>). Teachers are welcome to support and enrich this assessment "bank" by sharing their assessment items with us.

Chapter 6

Learning and Teaching Resources



The PSHE curriculum is learner-focused. It emphasizes enquiry learning, and the construction and application of knowledge through collaborative learning. There is a demand for new curriculum resources. PSHE curriculum resources should be developed to assist students to learn, and to support teachers in their role as facilitators. Learners should not be passive recipients of resources. Learners should be encouraged to build up their own learning resources.

In a rapidly changing world, people must learn to deal with changing conditions and demands. This requires a new and flexible approach to the learning environment, allowing learners to engage in learning whenever and wherever it is required. The physical classroom should not be the only place where learning of PSHE takes place. Nor should textbooks be the only resource. Learning needs to move beyond the passive absorption of facts to students engaging in complex, authentic and meaningful tasks. PSHE learning and teaching resources should develop along this line.¹

6.1 Quality Learning and Teaching Resources

The complexity of the PSHE curriculum calls for the employment of a wide variety of learning and teaching resources. These include

- printed resources like books, newspapers, pictures, maps, charts;
- audio-visual resources like movies, TV or radio programmes, cassette tapes, educational software;
- Internet resources like websites of public bodies and professional institutions, textual information, statistical data, images, sound clips, video clips;
- human resources like classmates, teachers, family members, and other people in the community such as professionals, civil servants, social workers;
- community-based resources like libraries, museums, artifacts, historical monuments, natural and human landscapes, government bureaus, organizations, firms, corporations etc.

¹ Please refer to Appendix 7 for the list of resources developed by the PSHE Section, ED in support of learning and teaching in S1-3.

Students learn best from authentic situations. In engaging students in project learning (see 4.2.1) and life-wide learning (see 4.2.2), with the support of the appropriate resources listed above, the learning experience is substantially enriched.

The aged as student's learning resources
An Oral History Project on Tai O's fishing village

Students were led to undertake an investigation on Tai O's fishing village and conduct interviews with the local people, especially with the old fisher-folks. A project report was subsequently compiled. During the interviews, students collected valuable first-hand information from the aged inhabitants, mostly former fishermen. From them students learnt a lot about the history of Hong Kong, in particular the rise and decline of the traditional fishing industry. Students would not find this part of Hong Kong history from their textbooks, nor would they learn the experiences of these aged inhabitants in their formal lessons. People are also important learning resources for the students.



Photo showing student interviewing an old man inside a hut in a fishing village - from p.43, Heritage related activities in schools

6.2 Textbooks

- Effective use of textbooks - learning and teaching in PSHE should not be restricted to the textbooks, nor should textbooks define the boundary of student learning and the scope of assessment. Teachers should use a wide range of learning and teaching resources to support classroom teaching, and encourage students to supplement them through their own means. The scope of tests and examinations should be defined by learning targets, and not by page numbers in the selected textbooks. More principles in "Making Effective Use of Textbooks and Other Learning and Teaching Resources" can be found in 7.3.2, Booklet 7, *Basic Education Curriculum Guide - Building on Strengths* (2002).
- Textbooks should support enquiry learning - as the PSHE KLA moves away from a content-focused curriculum (see 1.3.2), PSHE textbooks should be much more oriented to student enquiry, generic skills and values development. Schools should select textbooks that incorporate a wide range of learning activities so that students can go beyond being passive receivers of knowledge. Activities that foster critical thinking, involve students in group discussions, engage them in values exploration, or stimulate them to imagination should be preferred. (For the "Selection of Textbooks and Other Learning and Teaching Resources", please refer to 7.3.1, Booklet 7, *Basic Education Curriculum Guide - Building on Strengths* (2002).) Quality textbooks should be able to help students achieve learning targets and objectives spelt out in 2.1.1 to 2.1.3.

6.3 Resources Generated by Collaborative Research and Development ("Seed") Projects

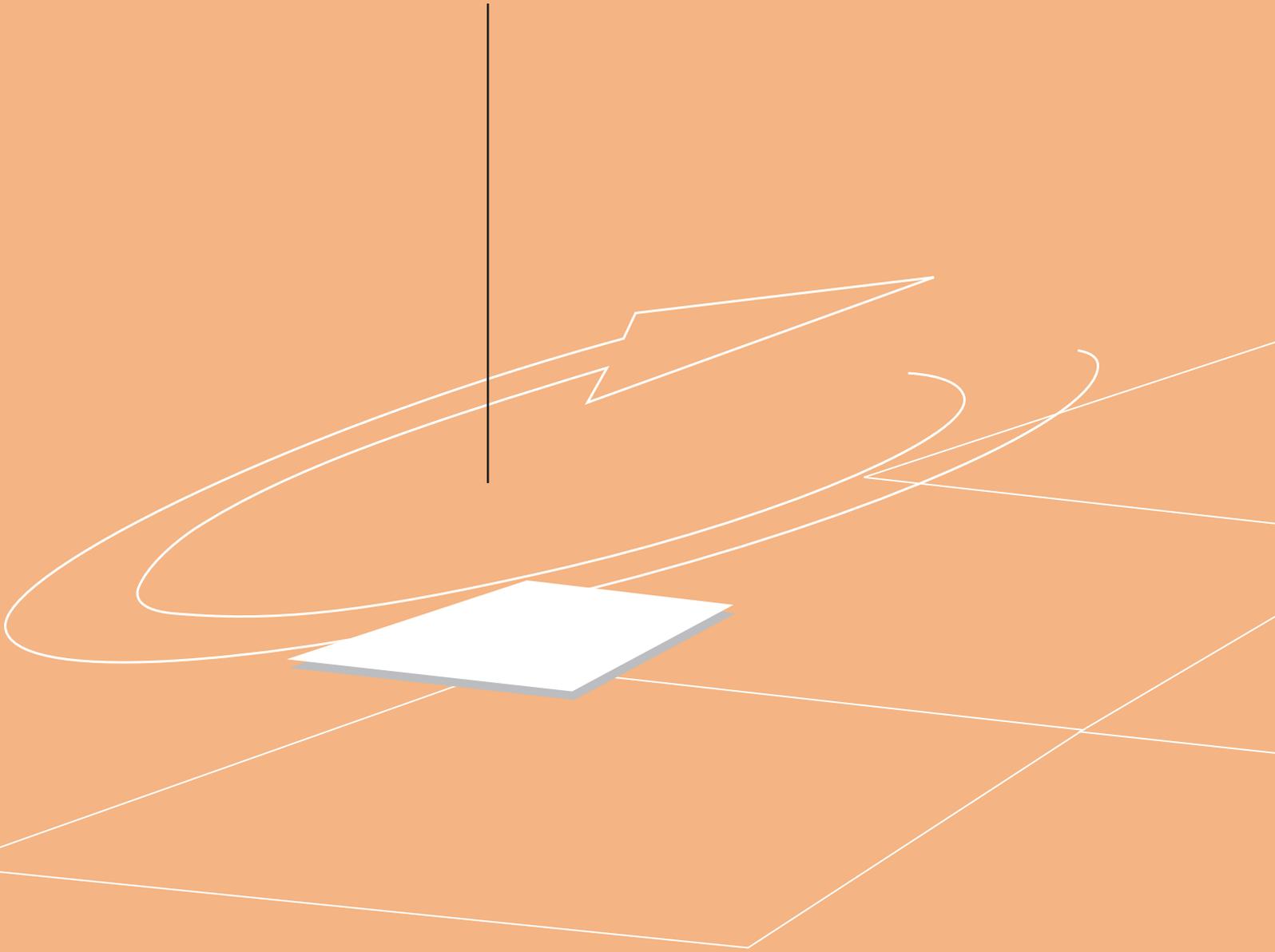
Several research and development projects are launched in collaboration with schools in the PSHE KLA. For example: (1) Modes of Curriculum Organization - Integrated Humanities; (2) Modes of Curriculum Organization - History and Culture; and (3) Project Learning in PSHE. Some of these "seed" projects not only focus on new approaches to learning and teaching, but also compile and develop new learning and teaching materials

in support. After trying out in "seed" schools, these materials will be fine tuned for use by other schools beyond the "seed" projects.

A Curriculum Resource Bank developed in support of the research and development project on S1-3 IH as a mode of curriculum organization in PSHE:

In the R & D project on S1-3 IH, CDI provided the first batch of learning and teaching resources to pilot schools in the first year. These resources are saved in Microsoft Word document file format for easy retrieval and adaptation by school teachers. After they were tried in the classroom, interviews with students and teachers are conducted to collect information for improving these resources. They are then revised and placed in an Internet curriculum resource bank (<http://cd.ed.gov.hk/pshe/ih-www/en/pilot-s1.html>) as reference for teachers in other schools. "Seed" schools that joined the project later will either contribute by developing new resources on other themes, or by adapting and revising the resources developed by CDI on a school-based basis. With the setting up of the Internet curriculum resource bank, more and more resources will be made available.

Exemplars



Life Education

Introduction

TWGH Wong Fut Nam College has introduced Life Education to the curriculum since 1996-97. The new subject integrates different components of values education, namely civic education, moral education, environmental education, etc. It supplements the "traditional subjects" in PSHE by focussing more on student's personal growth. Through various learning activities in formal lesson time, such as writing log books, doing projects, brainstorming, group discussion and the like, students' moral and social values are cultivated.

Objectives

1. To help students acquire basic knowledge about personal growth and master the basic skills of understanding themselves and establishing cordial human relationships
2. To nurture amongst students the skills of collecting data, analysing, synthesizing, assessing and presenting information
3. To strengthen students' communication, collaboration, problem-solving and critical-thinking skills
4. To foster students' self-esteem and commitment to improving themselves

The curriculum design

1. Life Education is an integrated curriculum composing six components, namely Social and Life Skills, Civic Education, Moral Education, Health Education, Environmental Education and Career Education.
2. The curriculum content is student-centred. The topics of each component are selected according to students' interests, needs and abilities. At the beginning of each term, the topics are revised with reference to the changing needs of society.
3. The curriculum is activity-based. Through learning activities like observation, exploration, case study, self-reflection, etc., students are equipped with basic knowledge and skills, and positive values and attitudes towards life are fostered.

Administrative support

1. In the school a double lesson per week was arranged for Life Education. In order to facilitate the setting up of equipment, the first period of both the morning session and the afternoon session was avoided.
2. As an integrated curriculum, Life Education involved teachers of different disciplines. For example, the school librarian will teach the topic "Library Skills". Other subject teachers were consulted in designing the curriculum. For instance, Life Education teachers discussed with Chinese History teachers the content of the topic "Hong Kong - Present and Past" to avoid over-lap.
3. A clerk was assigned to each form to assist teachers to conduct class activities and keep discipline in the classroom.
4. The students had their lessons in the Library, where ample room was available for activities.

Assessment

1. As for homework, teachers set questions for open discussion. Students wrote their opinions in log books. Upon the completion of a topic, each group would perform tasks to consolidate their learning. For example, students were required to design nutritious sandwich recipes after the topic on "healthy diet". This activity engaged students in collecting information about different kinds of food. Through this activity, students learnt to make wise judgement and develop a healthy way of living.
2. Teachers assessed students' performance in terms of their participation in classroom activities and discussion, their effort in maintaining the folders of their assignments and the quality of the assignments.

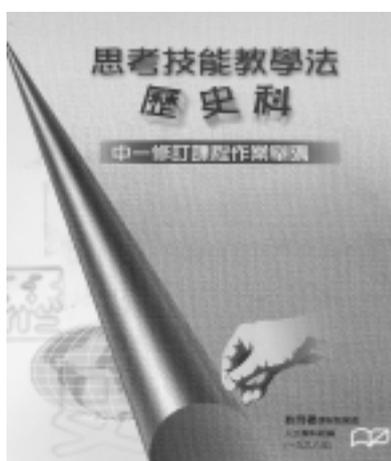
範疇	中一	中二	中三
生活輔導	新丁新地帶 同班一家親 自我保護 『藝墟』--生一嗜好 生活小百科 我的家庭	情緒探射燈 男女不同話溝通(如何與異性相處) 心思、有件事(約會與戀愛) 壓力知多D IQ博士(邏輯思考與判斷) 多元智能	真我的丰采 自我保護 接受挑戰 愛在屋簷下 做個精明消費者 約會與戀愛 一諾千金
公民教育	哈囉！Life Ed！ 認識我們的社區-九龍城追擊 香港特別行政區政府的組織	班有班規 香港今昔 祖國情-『中華人民共和國的成立和發展』 香港特別行政區政府的運作 近代叱吒風雲人物逐個捉	青少年法例知多D 認識互聯網 放眼世界 香港各區的認識 私隱與產權
品德教育	自我了解 世上點只你一人	禮儀私笈-『儀態與風度』 眾志成城(團隊精神) 順流逆流 領袖新面貌 義不容辭(服務他人)	金錢以外 傳媒與我(廣告、電視、新聞) 人生交叉點 談婚論嫁

範疇	中一	中二	中三
健康教育	青春之旅	藥物知多少	一於企硬(吸煙與我)
	個人衛生及儀容		急救先鋒
	Keep Fit 一世		
環境教育	健康食品烹飪大賽	綠色新世界	綠色見聞團
	環保 Fashion Show		
	綠化校園		
職業教育	讀書基本法	考試秘笈	文理商、揀邊樣
	圖書館技巧		
	測驗考試為何?		

Development of Thinking Skills in PSHE

Supporting Resource Produced by ED

The booklet **"Teaching Thinking for Effective Learning"** (1995, 1997) was published to introduce strategies for developing thinking skills through the learning and teaching of humanities subjects. It also includes sample worksheets for different subjects. For example, one of them illustrates how thinking skills, in particular critical thinking, can be developed through the design of enquiry-based worksheets and the use of a concept map in the learning and teaching of Geography.



In order to support the implementation of the revised S1-3 History Syllabus and the learning and teaching of critical thinking skills in classrooms, two series of **"Teaching Thinking for Effective Learning in History - Sample Tasks for the Revised Secondary One Syllabus"** were published in June 1998 and April 1999. Meanwhile, for assessment, two handbooks on Sample Assessment Tasks for the Revised S1 and S2 History syllabus were produced in 1999 and 2000 respectively. They provide examples of

examination questions, which are effective in assessing students' thinking skills, historical concepts and basic historical knowledge. These sample tasks were widely used by teachers. Some publishers also made reference to them in producing or revising textbooks.



In Geography teachers have been emphasizing the development of thinking skills in students through the use of an issue-enquiry approach for learning. The three **curriculum support material packages in 1999 for the revised S1-S3 Geography curriculum** included plenty of worksheets of this sort.

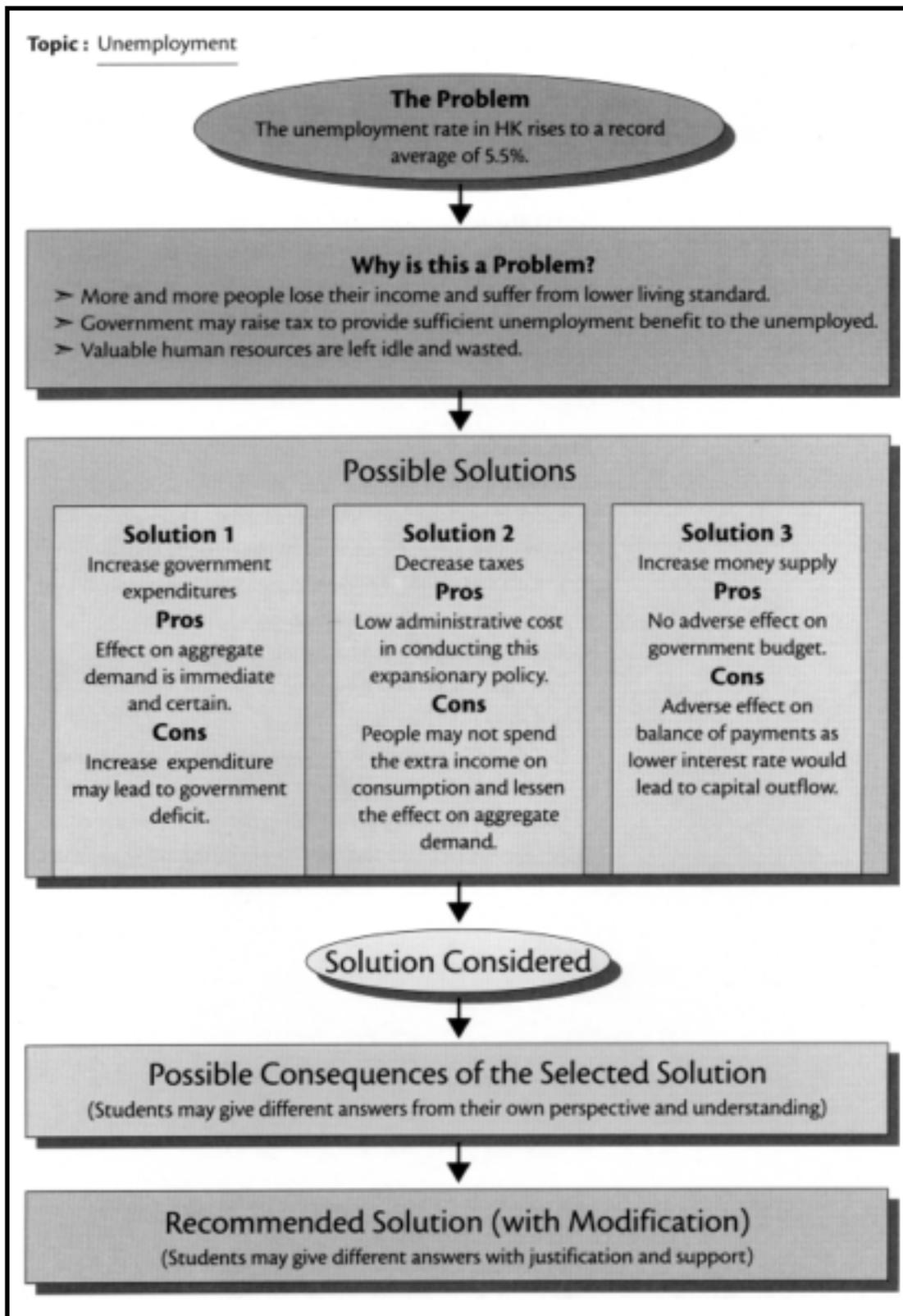
"The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics" was published in 2001. Graphic organizers are visual representations of knowledge that help present information in concise ways that highlight the organization and relationships of concepts. They can be used to enhance students' thinking skills by facilitating brainstorming, generating new ideas, connecting parts to the whole, drawing out sequences, analyzing causes and effects, etc.

Graphic organizers are useful tools for learning because they are:

- tools for critical and creative thinking;
- tools for organizing information;
- tools for understanding information and relationships;
- tools for depicting knowledge and understanding; and
- tools for independent learning.

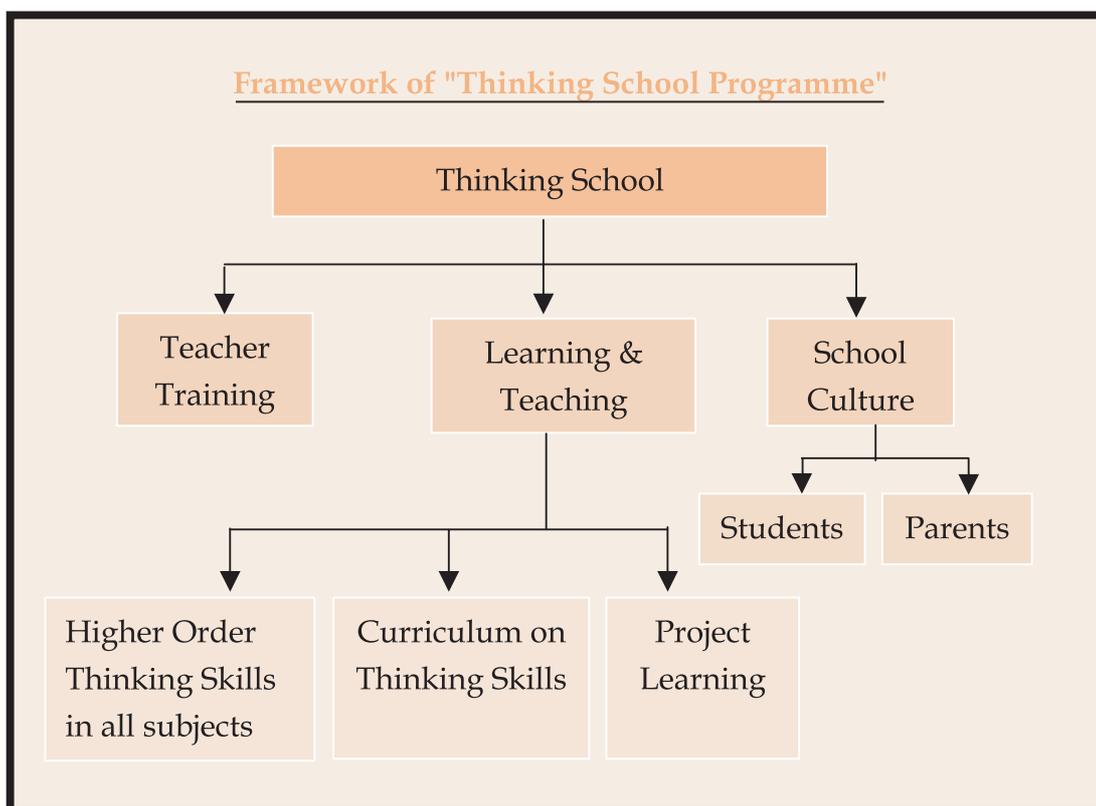
Graphic organizers enable teachers to show and explain the interrelationships among concepts. Students can make more abstract comparisons, evaluations and conclusions by means of these organizers. This teaching kit can be a useful reference for teachers teaching other S1-3 PSHE subjects.

Problem-solving organizer: an example of graphic organizers used in enhancing thinking skills



Thinking School Programme

Since 1998, **Shatin Tsung Tsin Secondary School** has made developing students' thinking skills one of the school aims. A master plan called "Thinking School Programme" is designed for developing thinking skills among students.



A. Teacher training

The school has organized seminars and workshops related to the subject since 1995. Areas covered include teaching strategies and teaching plans for higher order thinking, creativity and project learning. Academics from Hong Kong, the mainland and Singapore have been invited as speakers. Many teachers have attended external workshops for their particular subjects.

B. Learning and teaching

Components on developing thinking skills were introduced into the junior secondary PSHE KLA, including a school-based curriculum on thinking skills

designed by the teachers, along with project learning. Besides, specific plans have been made in different subjects at different levels on how to enhance higher order thinking skills.

1. Curriculum for Thinking Skills

The aim of the Curriculum is to get students to think independently and to learn critical thinking and problem-solving skills in a systematic way. Through applying these skills in the learning of other subjects, students can consolidate and strengthen their higher order thinking abilities.

The Curriculum focuses on the skills of handling information, and on critical thinking skills and creative problem-solving skills for S1, S2 and S3 students respectively. Through fostering an open and interactive atmosphere, teachers provide opportunities for students to reflect, discuss and express opinions freely on current affairs and situational scenarios.

The development process for the Curriculum for Thinking Skills will take four years to complete.

	1999-2000	2000-2001	2001-2002	2002-2003
S1	Initiating ⇨ Drafting	⇨ Piloting ⇨ Revising	⇨ Implementation ⇨ Revising	⇨ Implementation
S2		Initiating ⇨ Drafting	⇨ Piloting ⇨ Revising	⇨ Implementation
S3			Initiating ⇨ Drafting	⇨ Piloting ⇨ Revising

2. Project Learning

Since 1999, the school has carried out a pilot scheme involving interdisciplinary project learning in the junior secondary PSHE KLA. As students learn to gather, organize and analyze information, their ability to solve problems and to think independently and critically will be enhanced. The school has drawn up a detailed plan for effective implementation of project learning. What follows sets out some of the experiences the school gathered in the process:

Timetabling adjustment - In 2001, thirty periods were allocated for project learning in S2 to allow students to conduct their group work in class under the teachers' guidance.

Exemplar 3

Choosing project titles - In order to enhance students' sense of ownership of their study and to promote active learning, students were allowed to decide on their own project titles from 2001 onwards.

Log books - Each group of students was required to keep a log book to record the progress of their project, the difficulties met and the solutions found. This enabled teachers to monitor whether students' progress was up to schedule, on the right track and within budget so that timely guidance could be offered.

Assessment - Initially, assessment focused on presentation skills, organization, language usage, originality, use of reference materials, punctuality in handing in the logbook and the final report. Teachers assigned a mark between 0 and 10 for each of these items. However, it was quite difficult to have a common standard for the above items and students could not discern their strengths and weaknesses in various areas from the mark. Thus from 2000 onwards, a "standardized rubrics assessment" mode was adopted instead. Different comments were attached to each level of performance assigned to provide students with more feedback. At the same time, peer assessment was introduced to make the assessment fairer and let students learn from one another.

Examples of "Standardized rubrics"

	First level	Second level	Third level	Fourth level
<i>Questionnaire design and analysis</i>	The questionnaire does not match with the project title. Or the information gathered from the first part have not applied into the questionnaire	The information gathered from the first part has been incorporated into the questionnaire. But no useful information can be obtained from the questionnaire. Or the result of the analysis of the questionnaire is inaccurate.	The questionnaire matches with the project title. But the analysis of the result and the inferences made are superficial	The questionnaire matches with the project title. Information gathered from the first part is correctly applied. Accurate analysis is made and inferences made are in depth.

Based on this experience, project learning in the school will be extended to other KLAs at junior secondary level. Starting from September 2002, prior arrangement will be made so that only one or two projects will be conducted in at each level.

3. Support from other subjects

The school also values contributions from different subjects to the development of higher order thinking. Every subject prepares one to four teaching plans on higher order thinking at the levels of S1 - 3 and S6 each year for sharing among colleagues. Academics from the Hong Kong Institute of Education and Hong Kong Baptist University are invited to advise on them. It is hoped that this exchange of ideas will lead to improvement in learning and teaching.

The school policy now requires that at least 20, 35 and 50 percent of the assessment of academic subjects at S1, S2 and S3 respectively must be on higher order thinking.

C. School Culture

Outside lessons, the school contrives to create a learning atmosphere in which students are encouraged to participate in discussion and evaluation of school policies. For instance, students have opportunities to express their opinions about learning and teaching, discipline, extra-curricular activities and school facilities during consultation meetings and through surveys. The various departments in the school respond to students' requests and follow up as appropriate.

In addition, the school organizes activities that aim at raising students' problem-solving ability and fostering their critical thinking and creative thinking skills. These activities include debates, Student Union AGMs, public speaking competitions, a bridge construction competition, a creative recipe design competition, and environmentally friendly fashion design competition. Students are also encouraged to join activities outside school, for example the Hong Kong Schools Speech Festival, a broadcast script-writing competition, the Shanghai-Hong Kong Youth Robot Olympic Games and the Hong Kong Odyssey for the Mind Programme, etc. These activities give students opportunities to interact with their counterparts in other schools, which in turn help to broaden their horizons.

The school organizes whole-school or form-based seminars for parents to discuss school policies with them and to rally their support.

Difficulties and achievements

After the implementation of the "Thinking School Programme", teachers discovered that most students became more active and could express their opinions more clearly. Students also felt that they were more eager to learn and that their thinking skills had been improved.

In implementing the Programme, quite a lot of time was spent on exchanging ideas among colleagues and getting advice from specialists, so as to arrive at a consensus and establish clear aims. Extra effort from teachers was required to initiate the interdisciplinary project and to design materials for the "Curriculum on Thinking Skills". With the support of a group of cooperative and considerate teachers, the Programme was successfully designed and implemented.

Adapting Existing Subject Curricula A Secondary One Exemplar

This exemplar illustrates how a school adapted existing subject curricula to:

1. provide opportunities for cross-curricular investigations through project learning and thematic studies, which encourage students to construct knowledge on their own;
2. reduce overlapping content in different subjects and enlarge curriculum space, which could be used to enrich the PSHE curriculum; and
3. encourage collaboration among teachers of different subjects.

In this exemplar, teachers worked together to identify a common project area and a theme for a multi-perspective study. Teachers also collaborated in deciding on the contribution of each subject to the learning task. To bring this about the original order of topics in the curriculum of each subject was altered; and school management had to make special arrangements regarding the school timetable, venues and manpower.

The school made use of the enlarged curriculum space to include short modules on areas which did not appear in the existing subject curricula but were relevant to the project and student's needs. These included current social issues and important life events.

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

Chinese History

- 華夏政治的肇始
- 周代封建與列國相爭

History

- Introduction to history study
- Life in the main centres of early civilization: the Huanghe Valley (one of the options)

EPA

- The political development of Hong Kong:
- The rights and duties of the residents of HKSAR

Geography

- How do we know where we are? (map skills)
- Scramble for land! (urban land use)

New Modules

(optional)

Multi-perspective study on

- What changes have happened to the rural community of Hong Kong?
 - What are the consequences of such changes on the development of Hong Kong and the life of residents?
- Project learning can be conducted on issues related to different aspects of the development of Hong Kong.

◇ 遠古時代的文化 (provides background information on the rural life of Hong Kong in ancient times)

◇ Traditional rural life of Hong Kong

◇ The economic development of Hong Kong

◇ Moving out of or into cities? (urbanization and sub-urbanization)

Living a green life: protecting our natural environment in Hong Kong

- 秦代大一統帝國的建立與驟亡
- 西漢國力的統整張弛
- 東漢的威宦政治
- 魏晉南北朝的分裂

• Life in ancient Greco-Roman civilization (a)

• Life in medieval times (b)

• Transportation (an optional topic selected)

• Where are our factories moving to? (industrial location)

• Fixing our cities' problems (urban problems)

Project learning on "The Impact of Tourism - Tourists: friends or foes?"

A related issue in Geography may be used as a starting point to enquire into the selected theme

(Design of a curriculum unit making use of the six strands in the PSHE framework is exemplified in the following pages)

◇ Provides background information on historical sites in China which have become tourist attractions

◇ Some sub-topics of (a) and (b) can be learnt through the thematic study as they provide background information on historical sites which are tourist attractions

◇ Provides reference and information on tourism industry in Hong Kong

◇ Where to spend our holidays? (recreation and travel)

Living with the media: a study of tourism advertisements in the mass media

- 文字的起源與發展

A Curriculum Unit Organized round the Six Strands of PSHE

"Tourists - friends or foes?"

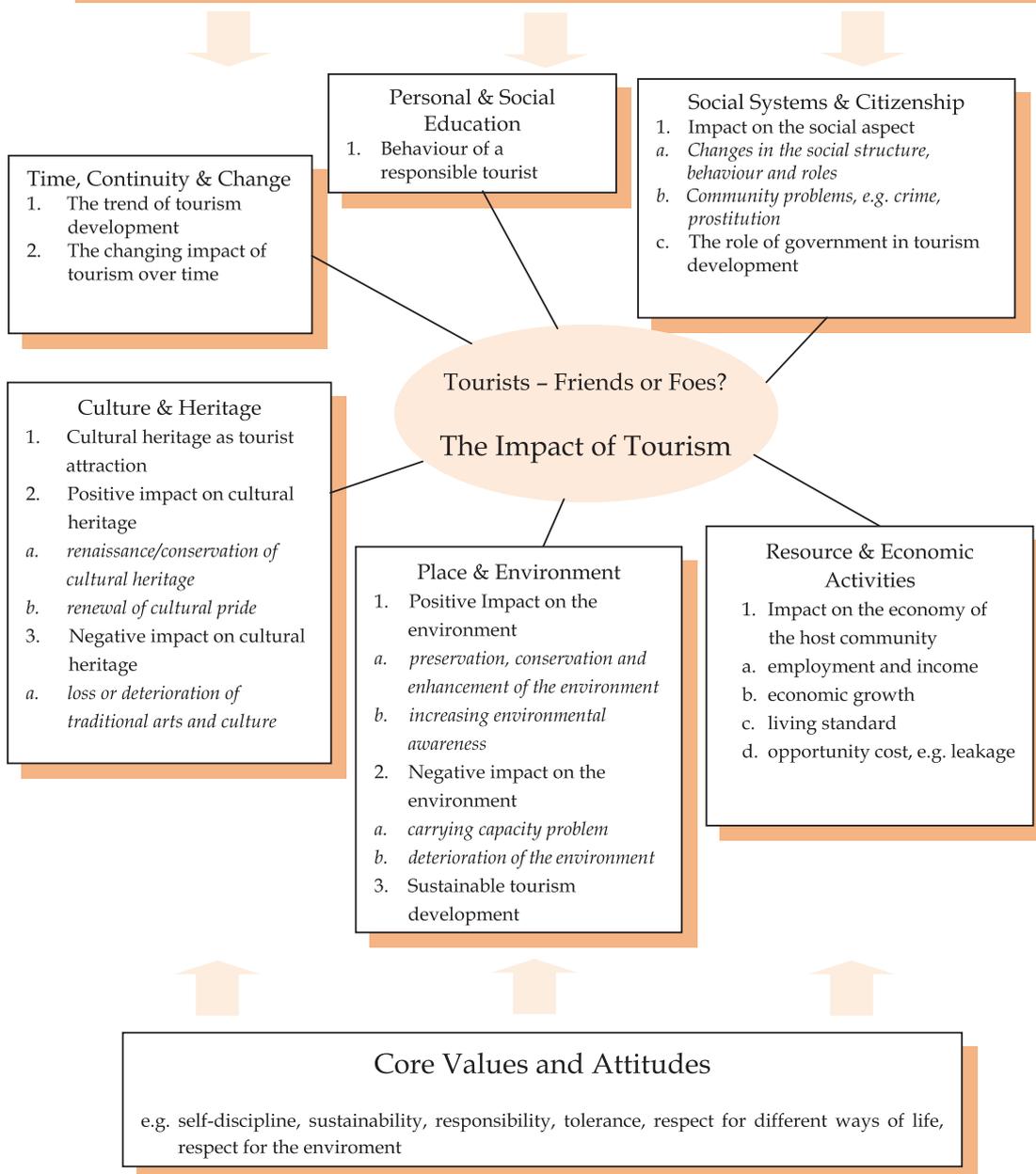
One possible way of using the PSHE framework is to develop curriculum units across the strands of PSHE and design learning tasks and activities for the development of generic skills and core values/attitudes. As the majority of schools are still adopting a subject-based curriculum structure, themes of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

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

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

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

Generic Skills, e.g.		
Problem-solving Skills	Communication Skills	Self Management Skills
<ol style="list-style-type: none"> 1. Explore problems of cultural conservation 2. Compare the possible impacts of each alternative course of action on cultural conservation and justify the option selected 3. Prepare a plan for the conservation of cultural heritage in the local community 4. Execute the planned strategy, monitor the progress and revise the approach when necessary 	<ol style="list-style-type: none"> 1. Verbal and non-verbal strategies used to communicate effectively 2. The use of communication skills to deal with common tourist situations 	<ol style="list-style-type: none"> 1. Develop strategies for exercising self-discipline to avoid causing harmful effects on the host community 2. Establish good relationships with people of different cultures 3. Recognize the responsibility of being a guest/visitor



An Exemplar of a Project Learning Programme

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

IT as a Key Feature

Project learning in the programme is supported by the school's Intranet.

Relation of the innovation to the present curriculum reform

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

Changes made after a year of tryout

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

1. they can learn more independently
2. they can apply IT in their learning
3. they have improved their generic skills of communication and creativity
4. they are more motivated and interested in learning
5. they mastered basic concepts better in various KLAs because they were integrated
6. they have developed a strong knowledge base from the information available on the intranet

Changes introduced

Two lessons per six-day cycle were allocated to all classes in Secondary One to Three for project learning. Teachers acted as facilitators, interfering minimally in the students' learning process. Students had to work intensively during the two lessons individually and in groups.

Procedures

1. The teacher provided a project title with clear learning targets.
2. Students collected information via the school Intranet.
3. After receiving the teacher's comments on the collected information, students processed the information further, discussed and organized the findings, and presented them to the class.
4. All students' work was displayed on notice-boards for comments from the school principal, teachers and classmates.
5. Marking: 20% from the class teacher, 50% from the students themselves, and 30% from the principal and other teachers.
6. After further improvement, the work was then posted on the web. Parents were able to see the work of their children.

Impact on student learning

Project learning helped to foster a positive learning attitude and strengthened students' learning abilities. There was a paradigm shift in the learning culture of the school. It shifted from compartmentalized subjects to integrated learning. It also shifted the focus from textbooks to more updated learning materials from the web. Learning took place beyond the classroom. Students learnt by using IT at home, and parental involvement in their learning became more feasible. It was possible for both teachers and students to choose more relevant and useful topics for project work. Learning became more meaningful and interesting. Assessment for learning was made possible and immediate feedback from teachers and other students was given during the course of learning.

The Integrated Project Curriculum

Pentecostal Lam Hon Kwong School is attempting a large-scale reorganization of the junior secondary school curriculum by integrating the core elements of four existing subjects, namely Civic Education, Computer Literacy, Geography and History into a new one. Project learning will be adopted as the key learning strategy and emphasis will be laid on the development of the nine generic skills in students. The purpose of introducing the afore-mentioned school-based curriculum development is to allow students to learn in a pleasurable and proactive way, with the ultimate aim of helping students to develop self-learning ability and to build up their confidence and interest in learning.

The new integrated curriculum will take up 120 lessons per year from S1-S3 in three years' time. The S1 syllabus will be implemented in the September 2002. The coverage of the subject content varies in different years, with the S1 curriculum emphasizing study of the school itself, the local community-Sha Tin and Hong Kong. For S2, the focus will be on Hong Kong and the mainland, while for S3 it will be on Asia and other parts of the World. In addition, the school also decided that only modern history and contemporary events and issues would be included. The attached table illustrates the outline of the new curriculum in S1.

A committee has been established to take charge of all matters concerning subject integration and project learning. Its members include the Vice-principal and the panel chairpersons of Geography, History, Economics and Civic Education. No fewer than two periods per cycle will be allocated to project learning in the new integrated subject. It is hoped that by doing so, students will have sufficient time to master project skills and carry out group work and discussion under their teachers' guidance. In addition, two teachers per class will be assigned to teach the new subject in order to reduce the teacher-student ratio to 1:20. Each subject teacher will only take care of a few groups of students so that intensive care and guidance can be given to students throughout the whole process. The committee will also liaise with other subject panels to ensure that the workload of the students is evenly spread.

Exemplar 7

It is important to note that consensual understanding was reached among all teachers before the new curriculum policy was implemented. Extensive discussion was carried out through different levels of meetings as well as in last year's staff development day. A number of visits to local schools with rich experience in curriculum integration and project learning were made, and a study tour to the mainland on project learning was organized. For the past two years, the school has also been participating in the ASQE Project organized by the Chinese University of Hong Kong. All these have enriched teachers' understanding of project learning and subject integration and removed much of their worries and uncertainties.

Curriculum Framework for S1

大單元	小單元	知識內容	價值及態度	估計課節 24x5=120	技能			研習活動 (課堂內/外)	備註
					人際溝通	研習	其他		
簡介	專題研習簡介	- 什麼是專題研習？ - 為何要進行專題研習？ - 怎樣進行專題研習？	- 明白本科學科 - 樂於學習本	2	- 問答 - 表達		- 專注		
	研習的準備		- 學習欣賞別人 - 建立促進專題研習的態度，例如合作、留心等	9	- 討論 - 表達 - 匯報 - 合作	- 留心觀察 - 腦力激盪 - 概念圖 - 做筆記 - 討論技巧	- 專注自管 - 資訊科技 (中文輸入法)	討論 / 互相欣賞 / 遊戲 / 觀察遊戲	透過學科以外的內容，有組織地協助學生建立習價模式，在下列三方面為進行專題研習作準備： (1) 合作技能 (2) 研習技能 (3) 其他技能
學校篇	專題研習準備	介紹專題研習的題目	- 認識學校 - 增歸屬感	2		- 資料分類 - 概念圖	- 腦力激盪		以「腦力激盪」形式，討論「學校」一詞，然後引入專題研習的範圍。
	我在校裡？			4	- 問答 - 協作	- 繪圖 - 計算	- 平面圖 - 地圖閱讀 - 比例尺	- 環校觀察	

大單元	小單元	知識內容	價值及態度	估計課節 24x5=120	技能			研習活動 (課堂內/外)	備註
					人際溝通	研習	其他		
學校篇	校史追蹤	<ul style="list-style-type: none"> - 歷史是甚麼？如何學習歷史？ - 學校歷史 	歸屬感	5	<ul style="list-style-type: none"> - 問答 - 訪問 - 匯報 - 協作 	<ul style="list-style-type: none"> - 文獻搜集 - 資料分類 - 繪架構圖 - 問題設計 - 利用電子繪圖表 - 統計 	<ul style="list-style-type: none"> - 時間線 - 文獻考查 (校刊) - 搜尋網上資料 - 設計問題 	問卷調查：訪問老師/職工有關學校的歷史或難忘的趣事，再匯報	學校篇內的每個小單元皆緊扣專題研習題目，每探討了專題研習的有關部分。
	課外活動大搜查	<ul style="list-style-type: none"> - 學校有多少項課外活動？ - 可以分為哪幾類？ - 哪些最受歡迎？ - 哪些最不受歡迎？ 	歸屬感	4	<ul style="list-style-type: none"> - 訪問 - 文字調查 - 匯報 - 協作 	<ul style="list-style-type: none"> - 文獻搜集 - 資料分類 - 繪架構圖 - 問題設計 - 利用電子繪圖表 - 統計 	<ul style="list-style-type: none"> - 創意 	<ul style="list-style-type: none"> - 問卷調查 - 創立學會並向同學推介 - 設計新課外活動宣傳海報 - 學會推介日 	
	校規	<ul style="list-style-type: none"> - 認識校規 - 分析校規 	理性分析的態度	4	<ul style="list-style-type: none"> - 討論 - 匯報 - 協作 - 表達 	<ul style="list-style-type: none"> - 研習 - 資料搜集 - 整理數據 - 設計問卷 	<ul style="list-style-type: none"> - 批判思考 	<ul style="list-style-type: none"> - 會見訓育處代表，表達意見/質詢 	
	同一屋簷下：理想校園			4	<ul style="list-style-type: none"> - 討論 - 匯報 	<ul style="list-style-type: none"> - 資料整理 - 資料剪裁 - 資訊科技 (插圖技巧) 	<ul style="list-style-type: none"> - 美術設計 	專題習作：設計一份單張介紹學校	同學只須將上述有關學校的不同部份剪裁、整理，加入其他資料。

大單元	小單元	知識內容	價值及態度	估計課節 24x5=120	技能			研習活動 (課堂內/外)	備註
					人際溝通	研習	其他		
沙田篇	沙田今昔	<ul style="list-style-type: none"> -沙田的名稱怎樣來? -沙田成為新市鎮前是怎樣的? -沙田何時成為新市鎮? -今昔沙田有何異同? 	<ul style="list-style-type: none"> -關注所屬社區歷史與發展 -增加對社區的歸屬感 -培養鄉土觀念 -珍惜社區文化 	6	<ul style="list-style-type: none"> -討論 -匯報 -協作 	<ul style="list-style-type: none"> -六何法 -假設由來 -求證 -資料搜集 	<ul style="list-style-type: none"> -繪圖 -參觀曾大屋/舊村 	沙田篇以探究問題為本。	
	房屋與交通	<ul style="list-style-type: none"> -沙田的城市規畫是怎樣的? -沙田的房屋類型是如何演變的? -沙田的交通規畫如何? 	<ul style="list-style-type: none"> -關注所屬社區的發展 -增加對社區的歸屬感 	8	<ul style="list-style-type: none"> -匯報 -協作 	<ul style="list-style-type: none"> -資料搜集 -地圖閱讀 	<ul style="list-style-type: none"> -美術設計 -攝影 	<ul style="list-style-type: none"> -實地考察 -考察報告製作 	
	旅遊	<ul style="list-style-type: none"> -沙田區有沒有名勝一處去? -沙田區有沒有哪處最值得去? 	<ul style="list-style-type: none"> -關注所屬社區的發展 -增加對社區的歸屬感 	4	<ul style="list-style-type: none"> -調查 -匯報 -協作 	<ul style="list-style-type: none"> -腦力激盪 -資料搜集 -資料分類 	<ul style="list-style-type: none"> -攝影 -繪圖 -美術設計 	<ul style="list-style-type: none"> -小專題習作 -沙田景點推介 	

大單元	小單元	知識內容	價值及態度	估計課節 24x5=120	技能			研習活動 (課堂內/外)	備註
					人際溝通	研習	其他		
沙田篇	城門河	- 沙田城門河有什麼價值?	- 關注所屬社區的發展 - 願意為改善社區而努力	6	- 調查 - 匯報 - 協作		- 電腦簡報	- 戶外考察	
	社區問題	- 沙田有何社區問題? - 沙田區議會在解決問題上扮演什麼角色?	- 關注所屬社區的發展 - 願意為改善社區而努力	8	- 訪問 - 約談 - 匯報 - 表達意見	- 資料分類 - 解難	- 腦力激盪	- 小專題習作:沙田問題 - 將沙田問題向區議員表達	

大單元	小單元	知識內容	價值及態度	估計課節 24x5=120	技能			研習活動 (課堂內/外)	備註
					人際溝通	研習	其他		
香港篇	歷史	- 香港社會經濟發展： - 開埠至二次大戰（時間線） - 二次大戰至回歸 - 回歸至今	- 培養對香港的自豪感及國家的歸屬感	4 4 4 8	- 匯報 - 協作	- 資料搜集 - 資料分析	- 參觀文化博物館 - 參觀香港歷史博物館		
		香港多面睇	- 主動學習 - 全方位學習 - 培養關心社區的態度	24	- 匯報 - 協作	各樣專題研習技能	- 一系列專題研習活動	- 同學分組進行腦力激盪，再在教師的指導下逐步完成研習。	
		突發課題	- 培養對時事關心的態度	10	- 討論 - 問答 - 表達意見	- 分析問題		- 以不同形式思考一些突發而有影響力的事件	
總節數				120					

Pairing-up Lessons of Junior Secondary PSHE Subjects

Introduction

Since 1999, a school has paired up junior form classes for lessons in History with Geography. Each subject was allocated four periods per cycle for one school term, instead of two periods per cycle for the whole school year. Students would take one of the two subjects in the first term and the other in the second.

The aim of this arrangement is to reduce the number of subjects for students to study in the same term without reducing the content of the subject. It is believed that this may reduce students' study load and may help them achieve better academic performance.

Timetabling

Tables 1 to 4 list the timetables of two classes and two teachers. Four periods (the 3rd to 4th periods of Day 1, the 5th period of Day 3 and the last period of Day 6) are specially arranged for these timetables. For the first term, the History teacher teaches 1A in these four periods while the Geography teacher is teaching 3A. For the second term, the two teachers swap their classes for these same four periods.

Impact

Students, teachers and parents welcomed the new timetabling arrangement. For students, the number of subjects taken in a term was reduced; therefore they could spend more time on each subject. This policy also reduced the frequency of tests and the weight of schoolbags. And as students met their teachers more often in a cycle, they could approach their teachers more easily than before.

For teachers, the policy halved the number of classes taught in the same term. Increasing the contact time for each class of students per cycle helped teachers to get to know their students faster. With more contact time per cycle, the monitoring of students' progress was more effective and it became more possible to care for individual learners.

Table 1 Timetable of 1A

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1						
2						
3	Hist / Geog					
4	Hist / Geog					
5			Hist / Geog			
6						
7						
8						
9						Hist / Geog

Table 2 Timetable of 3A

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1						
2						
3	Geog / Hist					
4	Geog / Hist					
5			Geog / Hist			
6						
7						
8						
9						Geog / Hist

Table 3 Timetable of History Teacher

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1						
2						
3	1A / 3A					
4	1A / 3A					
5			1A / 3A			
6						
7						
8						
9						1A / 3A

Table 4 Timetable of Geography Teacher

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1						
2						
3	3A / 1A					
4	3A / 1A					
5			3A / 1A			
6						
7						
8						
9						3A / 1A

Flexible Use of Learning Time

Chinese YMCA Secondary School was relocated to the new premise in Tin Shui Wai in 2001 and adopted the following timetable for the afternoon sessions in Secondary One and Two.

	Monday	Tuesday	Wednesday	Thursday	Friday
12:50/13:20	Lunch				
13:20/14:00	Free activities				
14:00/15:00	Assembly	Co-curricular activities			
15:00/15:20	Recess				
15:20/15:35	In-class stretching exercises & eye-protection exercises				Broadcasting Exercises or Going out of the classroom
15:35/16:15	Formal lessons				
16:15/17:00	Homework guidance				

Co-curricular activities

Assembly or co-curricular activities were held from 2:00pm to 3:00pm every day. In designing the assembly topics or content of the co-curricular activities, the teacher-in-charge purposely integrated different learning objectives from different key learning areas into the curriculum. Topics that were related to PSHE KLA included: Christian education, life skills education, creativity education, culture education, career education, family and growth education, civic education, environmental education, health education and sex education etc. Some of these co-curricular activities were designed in collaboration with other organizations like the Hong Kong Federation of Youth.

"Learning beyond the classroom" plan

Every Friday afternoon, students were divided into two groups. One group did Broadcasting Exercises for exercise of the large muscles. Another group was divided into three smaller groups to carry out three different kinds of activities as follows:

1. Project learning: this was designed to make a good fit with the junior secondary Integrated Humanities project. This involves students in learning to choose and design project topics, and in determining how to gather information, how to design and implement questionnaire surveys etc.
2. Outdoor activities or field study: activities such as field study on the Tin Shui Wai community, visits to Tin Shui Wai Public Library, Tin Shui Wai Fire Services Station, Hong Kong Museum of History, and a field study on wildlife birds and environmental protection etc.
3. Community participation and social cooperation: the school worked together with Chinese YMCA Centre (Tin Shui Wai) to design the programme and the activities. The Programme included students' growth and development, participation in related activities, learning to know more about society and serving the community.

With the above arrangement the school was able to use learning time more effectively and flexibly. This broke down the boundary between the "formal" and the "informal" curriculum and pursued "life-wide learning". At first sight, it looked as if students were going to spend less time on the PSHE KLA. However, the "Co-curricular Activities" and "Learning beyond the Classroom" scheme made up the time and catered for the needs of students at this stage. A good balance was maintained between learning inside and outside the classroom. (Please also see the "Exemplars for Secondary Schools: Secondary School 1" in Booklet 2, *Basic Education Curriculum Guide - Building on Strengths* (2002).)

Cross-level Planning of Project Skills Development

"Seed" Project on S1-3 Integrated Humanities

Project learning is adopted as one of the key learning strategies for IH in this school. When planning for the project activities over S1 - 3, the teachers built in a plan to develop different focused project skills. Three clusters of skills were identified according to the different stages of conducting a project: the first cluster (the focus for S1) dealt with the planning and collection of first-hand information; the second cluster (the focus for S2) dealt with visual data and second-hand information, as well as higher-level processing of information; the third cluster (to be the focus for S3) deals with presentation and reporting of the project.

This sort of planning facilitates a more comprehensive development of project skills throughout the junior secondary stage. Having gone through the planned three-year project learning experience, students will have had exposure to most of the common skills they will need in conducting a project study.

Plan for developing project skills across S1 to S3

Secondary 1	Secondary 2	Secondary 3
<p>Topic: Legislative Council Election, Knowing Our Community</p> <p>Focused project skills:</p> <ul style="list-style-type: none"> ◆ Deciding on the topic of the project <ol style="list-style-type: none"> 1. Choosing the area of research 2. Setting sub-topics 3. Constructing enquiry questions from sub-topics ◆ Planning and scheduling <ol style="list-style-type: none"> 1. Conducting group meetings 2. Division of labour among members 3. Budgeting ◆ Collection skills: principles and skills of collecting first-hand information <ol style="list-style-type: none"> 1. questionnaire survey <ol style="list-style-type: none"> a. Designing questionnaires b. Three common sampling techniques and their merits and demerits. c. Common mistakes in setting questions d. Using electronic spreadsheet to generate graphs and charts from survey data 2. Interview: steps and techniques of interviewing 3. Field study 	<p>Topic: Knowing the country parks in Hong Kong, Developing the Western China</p> <p>Focused project skills:</p> <ul style="list-style-type: none"> ◆ Handling of pictures and photos <ol style="list-style-type: none"> 1. Principles of choosing pictures and photos 2. Writing of captions and explanatory notes 3. Layout and design ◆ Collection of information: principles and skills of collecting second-hand information <ol style="list-style-type: none"> 1. The internet: using browsers, use of sound clips, visual clips and photos, analysing the credibility of information on the web 2. Newspapers: contents analysis and comparison 3. Books: searching for appropriate information by means of contents and abstracts 4. Magazines and periodicals 5. CD-ROMs, DVD-ROMs ◆ Processing of information <ol style="list-style-type: none"> 1. Making data cards 2. Selection of information: looking for “sign-pole” phrases and topic sentences, writing paragraph summary, listing of main points 	<p>Topic (suggestion) : War and peace, green life</p> <p>Focused project skills:</p> <ul style="list-style-type: none"> ◆ Preparing written reports <ol style="list-style-type: none"> 1. Different parts of a report: cover, content page, summary, introduction, research method and shortcomings, body text, discussion, conclusion and recommendations, bibliography, appendices. 2. Styles and rules for references 3. Writing the bibliography ◆ Conducting oral reports <ol style="list-style-type: none"> 1. Summarizing style 2. Pinpointing style 3. Concluding style 4. Inspiring style

An Exemplar on Life-wide Learning in PSHE

Introduction

"*Learning Economics Through the Running of Lunar New Year Fair*" is a cross-curricular project organized by **Ma On Shan St. Joseph's Secondary School**, attempting to link topics in economics, geography and history & culture to the common theme of 'Lunar New Year Fair'. By running Lunar New Year Fair stalls on campus, students put economic theories into practice and integrate knowledge across subjects. Such a valuable learning experience improves students' generic skills, cultivates their sense of responsibility, and enhances their confidence.



Snapshots of the Lunar New Year fair day on campus

Learning Objectives

Through this life-wide learning experience, students were able to acquire the following knowledge, skills and values/attitudes:

Knowledge

Economics: basic economic problems; demand, supply & price; production (including solving problems of division of labour, cost minimization etc.); analyses elasticity of demand and pricing strategies; competition and market structures

Geography: analysis of expected revenue based on the population and income distribution in various districts, sites of different Lunar New Year fairs in Hong Kong and stall locations in each of these sites

History & Culture: meaning and major features of Lunar New Year's Eve

Art / Design & Technology: stall design and product design

Skills

Research (collection and organization of data and the compilation of statistics), collaboration, communication, creativity, critical thinking and map reading skills

Values/Attitudes

Enhancement of students' confidence and cultivation of their sense of responsibility through the running of Lunar New Year Fair stalls; development of students' initiative in self-directed learning through project learning

Auction of stalls



Students learn to make slits in the daffodil bulbs

Learning and Teaching Strategies

Questionnaire survey: With the aid of a questionnaire, students understood the difference between "demand" and "wants" and came to realize that the satisfying of wants is constrained by limited resources.

Group discussion: In groups of four, S3 and S4 students discussed the solutions to economic problems. They had to discuss what kinds of goods to sell, how to produce them, and for whom such goods were to be produced. They had to decorate the stalls and set price and decide sales strategies. Their target customers were mainly teachers, schoolmates and workmen in the school.

Project learning: S3 students participated in a project that required them to prepare a proposal on how to run their Lunar New Year Fair stalls. In the proposal, students needed to decide on which fair (as there were different fairs in different districts) to set up their stalls, the location of their stalls within the chosen fair (as different locations bid different prices), stall design and decoration (how well these brought out Chinese and local cultures), goods to be produced and the quantities involved, division of labour, sales strategies and budgeting, etc.

S4 students participated in a project that required them to prepare a research proposal on how to observe and apply economic theories through the running of Lunar New Year Fair stalls. The proposal consisted of five sections including introduction, economic theories involved, methodology, results and conclusion. Students could decide on a research topic of their own choice or choose one, under teachers' guidance.

Learning & Teaching Processes

Planning Stage:

- A briefing session was organized. Teachers and students who had taken part in the bidding for Lunar New Year Fair stalls were invited to share their experience and impressions. Students were also briefed on the main features and activities of Lunar New Year's Eve. Guidelines were also distributed so that students knew clearly the direction and schedule of work.
- Students discussed in groups on how their stalls were to be run, what kind of economic theories will be testified and how their experiments would be carried out.
- Each group needed to solve the problems of raising capital, bidding for stalls, running the stalls and conducting the testing of theories.
- Students needed to draft and revise proposals on how to run their stalls and carry out the experiment. Teachers regularly advised students on how they could better run the stalls and improve the practicability of their planned "experiments".

Implementation Stage:

- An auction of the Lunar New Year Fair stalls was arranged. Stalls were allocated to the highest bidders.
- All teachers and students participated in the Lunar New Year Fair Day on campus. Stalls were involved in various activities -- selling of goods, playing of games and experimenting on economic theories.
- Some sorts of good sold at the stalls were produced or processed by the students themselves. These included daffodils, paper flowers, metal rings, maltose crackers and *Koi* flags. In the process, students participated in production, the division of labour, testing and research into theories of short run production.
- On the day of the fair, students used all kinds of stall decorations and promotion strategies to attract customers (teachers and schoolmates) to buy their goods and services (playing of games). At the same time, students deduced elasticity of demand from the relationships between price and the total revenue and depended on such information to adjust their prices in order to increase revenue.



Tongue twisting



"Inhaling" good fortune

Assessment Stage:

- Groups took turns to report and collect views to improve their plans. Teachers gave constructive feedback and assessed students' collaboration, communication and critical thinking skills.
- Students participated in peer assessment of their collaboration skills and of the practicability of their plans.
- Teachers gave quizzes to see whether the activities had enhanced their economic knowledge.

Impact on Learning

- Through the writing of proposals on how to run their stalls and test economic theories, students' critical thinking skill, research skill and creativity were cultivated.
- Students planned how to make observations in activities like the auction of stalls, production and processing goods and running of stalls, and they kept a record of information that helped in verifying concepts/theories involved. In doing so, students' research skills were developed.
- Through bidding for and running Lunar New Year Fair stalls, students were able to have a better grasp of concepts in economics, geography as well as history & culture and to integrate these into their "experiments".
- When carrying out their plans, students had to adopt a positive attitude in facing problems and be proactive in solving them. (Although the solution might not be ideal, it could be the most workable given scarce resources.)
- When selling goods to customers, students' communication and collaboration skills were cultivated, their confidence enhanced and life experiences broadened.

A Worksheet from the "Seed" Project on History and Culture

中國造紙術和印刷術及其西傳對歐洲的影響

一 中國古代的造紙術

請參考網頁 <http://www.chiculture.net/0815> 中的動畫短片《古代造紙教室》；

如有需要，可參考網站內其它材料。

參閱短片後，請填寫下表：

中國古代造紙術的六個基本步驟：

步驟	工序
一	
二	
三	
四	
五	
六	

二 畢昇的活版印刷術

請參考網頁 <http://www.chiculture.net/0816> 中的動畫短片《刻板變活版》；

如有需要，可參考網站內其它材料。

參閱短片後，請回答下列問題：

1. 在未發明活版印刷前，畢昇覺得雕版印刷的最大缺點是甚麼？

答： 在未發明活版印刷前，畢昇覺得雕版印刷的最大缺點是_____

2. 活版印刷比雕版印刷節省了甚麼？

答： 活版印刷比雕版印刷節省了_____

三 雕版印刷與活版印刷的比較

請參考網頁 <http://www.chiculture.net/0816> 中的動畫短片《雕版與活版的比較》；如有需要，可參考網站內其它材料。

參閱短片後，請填寫下表：

優點/缺點	雕版印刷	活版印刷
1. 佔用空間方面		
2. 人力需求方面		
3. 木材需求方面		
4. 非文字表意方面		
5. 少量或長期印刷方面		

四 中國的造紙術與印刷西傳對歐洲的影響

請參考網頁 <http://www.chiculture.net/0816> 中的動畫短片《印刷術在西方》及《宗教改革與印刷》；如有需要，可參考網站內其它材料。

參閱資料後，請回答下列問題：

中國的印刷術對歐洲有甚麼影響：

在打破教會對知識壟斷方面， _____

各國民族意識的形成方面， _____

在歐洲宗教改革方面， _____

五 電子和數碼科技與傳統紙張印刷在資訊傳播方面的比較

試就這兩節課為例，比較使用紙張印刷與使用互聯網資訊的分別。

比較範疇	使用紙張印刷	使用互聯網資訊
1 在紙張使用量方面 (多／少)		
2 在資料表達方面 (呆板／生動)		
3 在資料搜尋方面 (方便／麻煩)		
4 在使用技術方面 (複雜／簡單)		
5 在儀器及其它設備方面 (複雜／簡單)		
6 在資料修改與保存方面 (方便／麻煩)		
7 在資料的再複製方面 (方便／麻煩)		
8 在資料的傳遞方面 (方便／麻煩)		

你們認為在資訊科技的時代，我們應該抱怎樣的生活態度？

Learning Resources for the "Seed" Project on Integrated Humanities

The exemplar is an extract from a set of learning resources designed by ED in support of the project learning of S2 students of Integrated Humanities. As students may need to search for information on the Internet, some principles underlying the use of second-hand information on the Internet are recommended. Some suitable websites with brief annotations are also included, so that students do not feel lost when they surf on the net for information.

Second-hand information in perspective

The Internet

As the Internet becomes more popular, a rich and updated pool of information can be found on the web. It also provides textual, pictorial, audio and visual resources. Surfing the Internet has become an indispensable means of collecting information.

The rapid development of the Internet has enabled everybody to put information on the web, thus making the Internet an important receptacle for second-hand information. On the other hand, this openness means that students must exercise prudent judgment in handling and analysing the information obtained from the web. Its authenticity and credibility need to be carefully looked at.

Furthermore, if students are absorbed in surfing the net, they can easily get lost in the plethora of information and forget about their own direction of study. Too much information makes selection very difficult and may turn the search task into a superficial copy-and-paste activity.



Points to note when browsing for information :

- Set the questions for study and decide on what information you need for the project.
- Use search engines to save time. Guidelines of how to use the search engines are available on their homepage.
- Use the bookmark features of browsers to record the names and addresses of suitable websites found. You may need to refer to them in the future.
- When suitable information is found, note down the main points after sensible filtering. These main points will be very helpful to your further processing of information. Avoid thoughtlessly copying massive information from the web.
- Carefully discern the credibility and accuracy of information. Pay attention to the nature of the website and to the schedule for updating the information. Cross-reference data from different sources. Generally speaking, "official" websites (e.g. the HKSAR Government Information Centre) are more reliable and up-to-date than websites maintained by amateur webmasters.

Reference websites for "Go-west" Strategy

HKSAR Government Information Centre: general introduction to different regions of western China.

http://www.info.gov.hk/go_west/index.htm



Chinacity Information Network: basic information to different regions

<http://www.chinacity.net/zgcpsy/index.htm>

"Go West" Strategy and Hong Kong

<http://www.info.gov.hk/gia/general/200105/23/0523189.htm>

Establishment, development of the "western special regions" and related problems

<http://www.tdctrade.com/report/top/000502.htm>

Principles, development, problems and measures of "Go West" Strategy

<http://www.tdctrade.com/report/top/000201.htm>

Features of the western regions and their pros and cons

<http://www.tdctrade.com/report/top/000103.htm>

"Go West" Resource Centre

<http://www.tdctrade.com/gowest/index.htm>

Situations and development of China regions

http://www.epochtimes.com/news/epochnews/home/_f228.htm

News related to "Go West" Strategy

<http://www.people.com.cn/BIG5/channel3/topic1483/>

Goals, situations and problems of "Go West" Strategy

http://news.bbc.co.uk/1/hi/chinese/china_news/newsid_752000/7525992.stm

Development and changes in Western regions

<http://www.cnw21.com/maindoc/big5/research/xbkf/westwater/water-09.htm>

Things to note in developing western regions

<http://web12.cri.com.cn/tw/2000/Jun/5334.htm>

Items for inviting investment related to "Go West" Strategy

<http://www.xbtz.com.cn/>

Interactive Web-based Programme for Learning Geography

An interactive and individualized learning programme can increase students' interest to learn and allow them to have greater control over their learning. The web-based self-learning programme for learning Geography (<http://www.lckgeog.org/f2geog/landslide>), designed by **Lui Cheung Kwong Lutheran College**, works in the manner of a "tutor" to assist students to become autonomous learners.

An interactive website for learning Geography



Guided steps on how to draw cross-section

The programme is structured with questions in the logical order of enquiry. Students can learn geographical concepts or skills step by step, and construct new knowledge based on the prior one. When students attempt the questions, the programme gives immediate feedback. If a wrong option is chosen, it helps to clarify students' misconceptions by giving an explanation.

The structure is based on the “what”, “why” and “how” of the issue so as to facilitate enquiry.



Immediate feedback clarifies students' misconceptions.

Evaluation

Teachers' feedback

1. For active students, this programme helped their study at home. The programme enabled them to revisit difficult concepts or skills on their own. Therefore, they learnt better and had a deeper understanding of the concepts. On the other hand, the programme did not help less motivated students very much, because they did not use it.
2. The programme would be more useful if it could include some multiple-choice questions for assessment.

Students' feedback

1. Students found the cartoons interesting and attractive, and the layout design acceptable.
2. The structure of the programme helped students to grasp the geographical concepts.
3. Students found the map reading exercises in the website inadequate and they asked for more exercises on it.
4. Students could not master the drawing of a cross-section after using the programme, so they had to consult their teachers.

A Study on Peer Assessment in Group Project Work

A. Reliability of peer assessment

The following example illustrates that peer assessment is reliable. On completion of a group project work, each group member was required to allot a total of 100 marks to the other members of the same group, according to their perceived share of contribution to the project. Justifications for the marks were also provided.

Marks allotted by the first member to the others

組員互評

高同學 張同學 陳同學 賴同學 魏同學

組員名稱	分數	理由
張同學	20	打字，沒有其他
陳同學	20	打字，找到少許圖片
賴同學	40	搜集資料認真，找到最多資料
魏同學	20	工作極少

Marks allotted by the second member to the other

組員互評

高同學 張同學 陳同學 賴同學 魏同學

組員名稱	分數	理由
高同學	25	包括列印、放上網、修葺、打字
陳同學	20	打字，搜集圖片
賴同學	45	做的工作很多，找資料最多，打字
魏同學	10	只是搜集資料，沒其他工作

*Marks allotted by the third member to the other***組員互評**

高同學 張同學 陳同學 賴同學 魏同學

組員名稱	分數	理由
高同學	25	只有打字，和計劃活動
張同學	15	工作雖少但很用心
賴同學	45	積極參與，找到最多資料
魏同學	15	工作少，欠用心

*Marks allotted by the fourth member to the other***組員互評**

高同學 張同學 陳同學 賴同學 魏同學

組員名稱	分數	理由
高同學	30	好積極參與
張同學	25	用心但實際行少
陳同學	25	用心但實際行少，打字，搜集圖片
魏同學	20	工作極少

*Marks allotted by the fifth member to the other***組員互評**

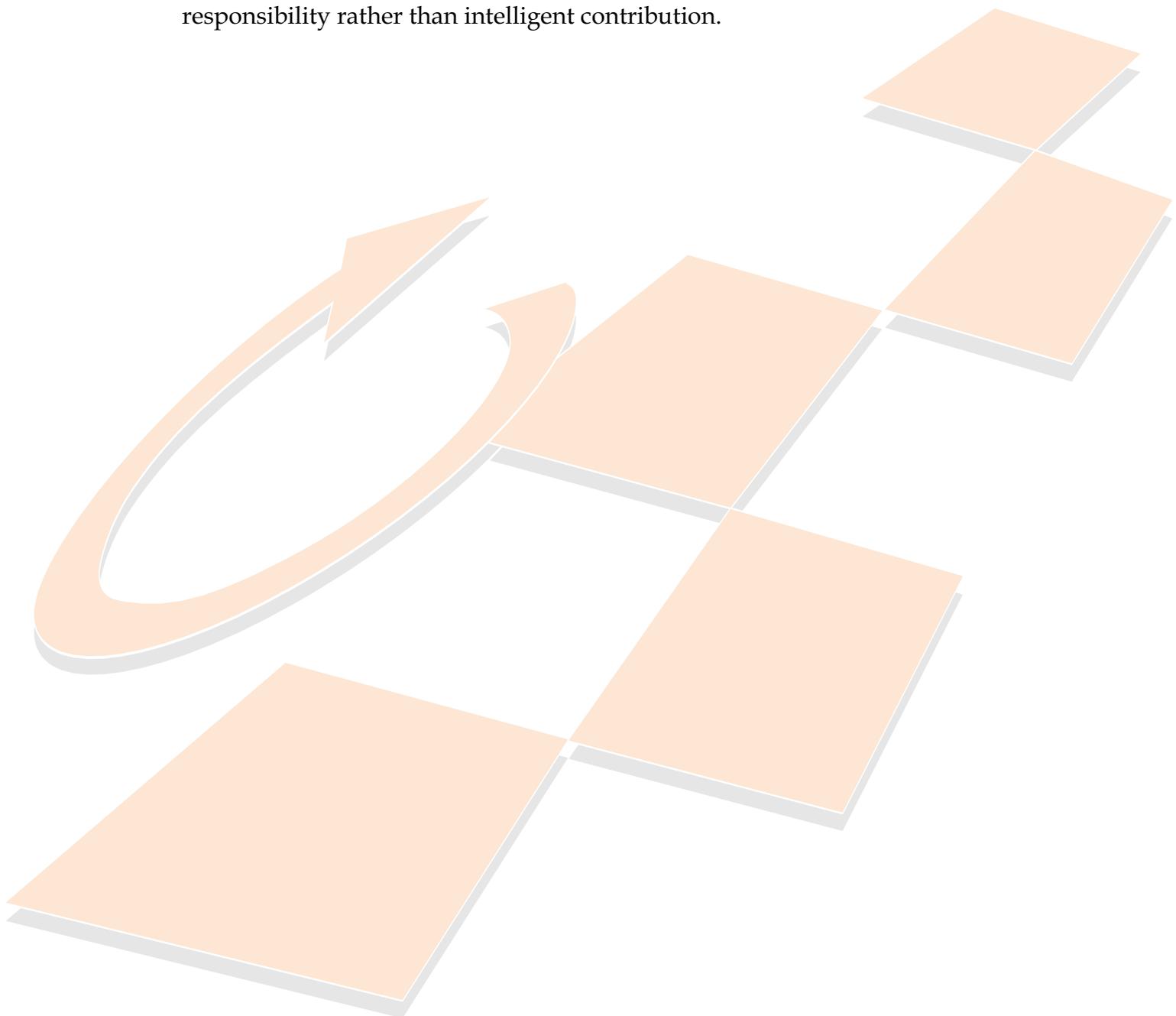
高同學 張同學 陳同學 賴同學 魏同學

組員名稱	分數	理由
高同學	35	she do many work !
張同學	15	she do very well !
陳同學	15	she type very fast !
賴同學	35	she very hard work !

In many other cases of peer assessment in group project work, the patterns of mark allocation are similar. If a member was recognized as having made a big contribution to the group project, all other members awarded high marks to him/her. The reverse was also true. Thus, this study supported the view that peer assessment was a reliable means of assessment.

B. Allocation of Marks

The following shows students' reasons for giving 10 marks or less and also those for giving above 40. The reasons given reflect that criteria students used to mark their group members largely related to diligence and sense of responsibility rather than intelligent contribution.



Peer comments received by those who score low marks

Marks Comments

0	沒有做
0	沒有做.....
5	只做得個問卷
5	經常缺席及欠帶資料
5	完全不聽指示,令人討厭,爲人又cheap,真係激鬼死我
10	工作雖少但很用心
10	不做事情
10	冇做野!
10	只是打字,沒其他工作
10	太過被動@-@
10	he only can typing
10	沒有做
10	工作少,欠用心
10	只是搜集資料,沒其他工作
10	工作極少

Peer comments received by those who score high marks

Marks Comments

42	用心做報告和找資料
44	做得好過其他人~有去做問卷等東西!做左都幾多野下~~
45	負責任
45	好做得0野~so good la~總之好啦~
45	做事ok, 是一個好隊友
48	因爲佢每次記錄都做好多野.
50	他最 努力付出時間,best
50	做野係咁多個之中比較多既.
50	她經常上網填寫資料,好好啊~
50	handworking
55	he is hard working
65	做了好鬼死多野,但我做得多過佢!

Formative Assessment in S1-3 Integrated Humanities

United Christian College purposely canceled all tests and examinations in IH in Secondary One and in the first term of Secondary Two. The aim is to let students experience an uninterrupted and lively learning environment. By doing so, more emphasis is being put on the process of learning rather than its products.

Since there was no test or examination, students' day-to-day performance became the most important assessment indicator. The assessment included class participation, quality of work shown in worksheets or assignments and the project report (See table 1 below). Marks allocation for the project was further broken down into smaller items (See table 2).

The tryout shows that students' learning in S2 were improved when compared with that in S1. They maintain the motivation to learn without the driving force of an examination. Most of them still participate actively in class and work hard on various topics. Their learning skills have been greatly improved too. They become more skilful in collecting information from various sources, and they are more independent and take more initiative in their studies. It was observed that they really learned from group discussions, role-plays and debates. Their thinking skills and inter-personal skills were much improved. All these contribute to making the lessons very interesting and lively.

According to the teachers, there are still some less-motivated students who show little improvement in the new arrangements. Efforts were to be made to engage them in active learning.

(An end-of-year examination in S2 and end-of-term examinations in S3 will be introduced. This is done for the sake of Junior Secondary Education Assessment and S4 class allocation.)

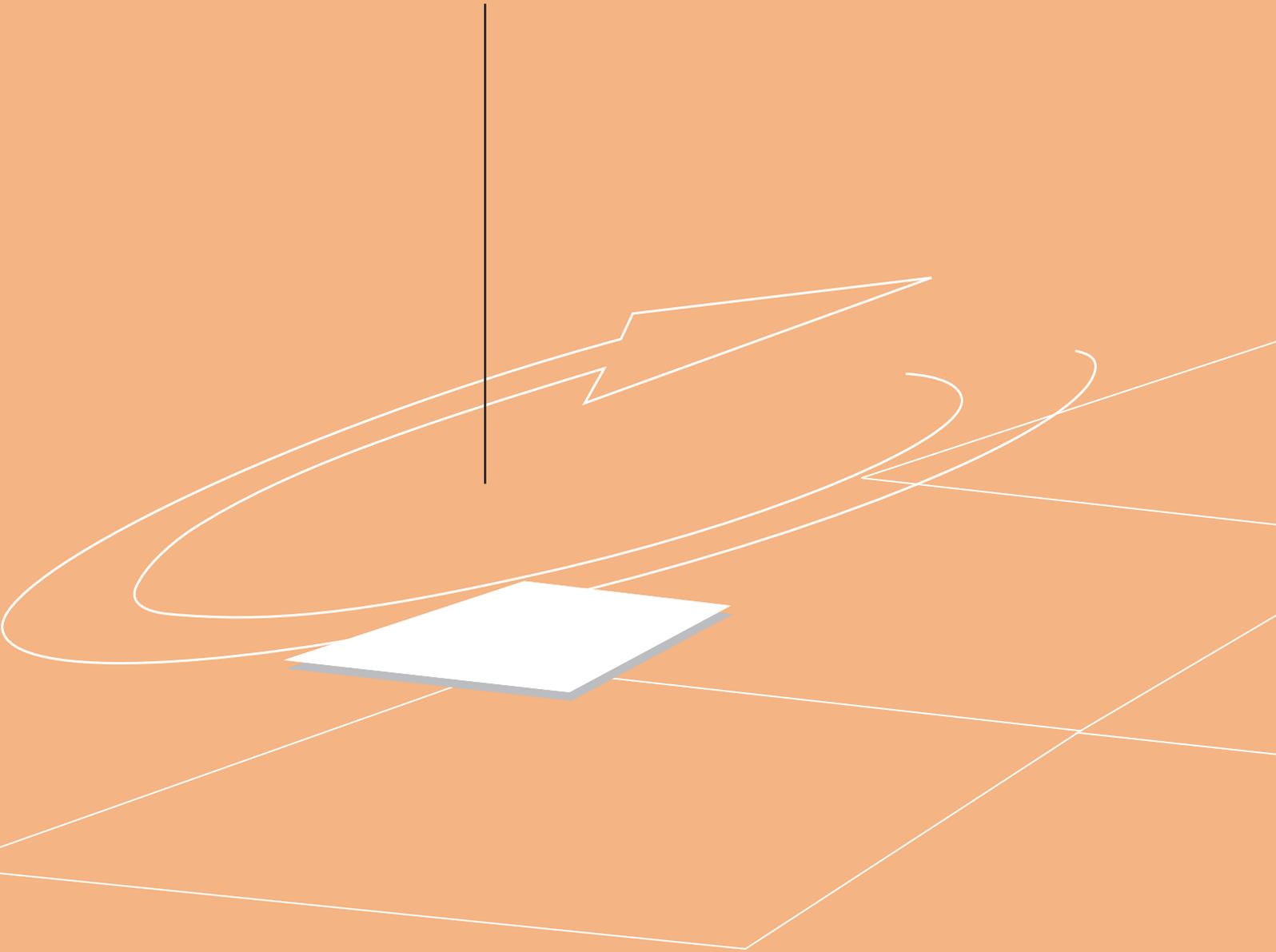
Table 1

Evaluation Items	Percentage
Participation in class	20
Worksheets	40
Project	40

Table 2

Project marks break down	Marks allocation
Define the area of study	5
Data/information collection	5
Draft	5
Oral presentation	5
Written presentation	20

Appendices



Professional Development Course in PSHE Curriculum Leadership

In order to develop and strengthen curriculum leadership in the PSHE KLA, ED has commissioned a series of courses to tertiary institutions for secondary school teachers. These courses are to be conducted consecutively for three years aiming to equip teachers with the theoretical background underpinning of curriculum development in the KLA and its application at school level. Upon completion of the course, teachers are expected to adopt a leadership role in promoting effective learning and teaching as well as disseminating new ideas to their colleagues and others in the educational field.

For the school year 2001-2002, the Faculty of Education of the University of Hong Kong and the Department of Curriculum and Instruction of the Hong Kong Institute of Education have provided seven identical training courses for secondary school teachers. The Course is divided into four parts: Part I focuses on local and overseas experiences in curriculum reform and Part II puts the emphasis on the direction, rationale and strands of the PSHE curriculum framework. Part III introduces teachers to new modes of learning and teaching and to assessment in practice and Part IV is a project assignment on school-based curriculum planning.

Based on the feedback and evaluation of these courses, modifications will be made to them for the academic years to follow.

(Please refer to Booklet 10, "Professional Development and School-Based Curriculum Development - Sustaining and Enhancing Capacity for the Reform", *Basic Education Curriculum Guide - Building on Strengths* (2002) for strategies that schools can use to link up teacher professional development with school-based curriculum development.)

S1 - 3 Integrated Humanities

"Seed" Project on Modes of Curriculum Organization

The Participating schools

IH was introduced as a curriculum initiative to implement the PSHE framework in junior secondary schools in 2000-2001. A partnership was formed between ED and three secondary schools to pilot the subject in a school context. In 2001-2002, a Collaborative R&D ("Seed") Project on the *Modes of Curriculum Organization - Integrated Humanities* was launched in order to broaden the threshold of the curriculum initiative. Seven secondary schools, including the three that joined a year earlier, took an active part in this "Seed" Project.

An open and flexible curriculum framework

The project started in 2000-2001 with the design of a school-based IH curriculum framework for each participating school, including one English-medium (EMI) school and two Chinese-medium (CMI) schools. The EMI school continued to offer an independent Chinese History Curriculum, while in the two CMI schools the IH replaced History, Chinese History, Economic and Public Affairs and Geography. There was thus a major difference between the CMI IH curriculum and the EMI IH curriculum.

The IH curriculum frameworks were designed in such a way, that the special needs and characteristics of each participating school were taken into account, and a balance was struck across the learning objectives in the six strands of the PSHE framework (please refer to 2.2.1). The frameworks were also checked against the "Core elements/ Essential content for learning" (please see 2.2.2) to ensure a reasonable coverage of the core knowledge required for Key Stage Three. The open and flexible character of these frameworks allowed for adaptation and refinement by "seed" schools that joined a year later.

Supporting resources

ED then undertook the development and production of learning and teaching resources required for the implementation of these curricula. The learning and teaching resources aim to promote, among students, enquiry learning, multiple perspectives, generic skills, positive values and attitudes. These resources, together with the research findings on the development process, will be publicly accessible through the Internet. Schools opting to have their own school-based IH in future can make reference to them. As they can be downloaded in Microsoft Word format, teachers can easily make their own adaptations to them to meet their needs. Though teachers might have been trained as subject teachers and might find some topics in the IH framework unfamiliar, these resources help to set the focus and lay the foundation on which to build later.

Assessment

As IH adopts an enquiry approach in learning and teaching, assessment is as much about the learning process as about the product. Different modes of assessment were employed (See 5.2 for Modes of Assessment recommended for PSHE) by the "seed" schools to collect evidence of learning, including performance in worksheet assignments, project work, class activities etc. One "seed" school cancelled all formal tests and examinations on IH in S1 and S2; another cancelled the test and examination in the first term but kept them as a means of summative assessment in the second term; and a third "seed" school kept a test and an examination for each term.

To support "seed" schools to move away from content /subject-based teaching and adopt the enquiry approach, and to encourage students to move away from rote memorisation and develop higher order thinking skills, ED provides test and examination items that require mainly conceptual understanding. It is hoped that with more schools joining the IH "seed" project in the coming years, a bank of assessment items for tests and examinations can be set up to support the teachers.

Training and other support

Tertiary institutions have been commissioned to organize in-service teacher development programmes on the adoption of IH as a mode of curriculum organization in junior secondary level. Experiences from the "seed" schools

will also be shared among teachers participating in the training programme. A website has been constructed for easy reference (<http://cd.ed.gov.hk/pshe/ih-www/en/index.html>).

An exemplar of a school-based framework

Background of the school

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

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

The IH replaces History, Chinese History, EPA and Geography for junior secondary classes. The framework, however, cannot be regarded as a balanced integration of the six strands **since it does not put much emphasis on the Personal and Social Development strand**. This is because **the school still has two periods for Religious Education, one form period, one Assembly period per cycle and a Civic Education programme for all levels of the school**.

At the early stage of discussion, the teachers suggested a list of cross-curricular topics as their blueprint for IH. After a series of discussions and revisions, the present framework was worked out.

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

Project learning is an important component of the curriculum. Class time has been set aside for planning, undertaking and presenting project work under teacher guidance.

The outline adopted by the school in 2000-2001 is included in the next few pages.

The Curriculum Outline

Secondary One

- I Election
 - 1. Growing up and the accompanying duties, powers and freedoms
 - 2. Different methods of selecting people for public offices
 - 3. Benefits and limitations of a popular election
 - 4. Qualifications and restrictions
 - 5. Rights and duties before and after the election
 - 6. Fairness and openness of an election and a just society
- II My school
 - 1. School history
 - 2. Site, location and environment
- III Hong Kong
 - 1. Background information
 - Location and natural environment
 - History of development
 - 2. Traditional rural life
 - How people lived and worked 600 years ago
 - 3. The birth of a trading port and its early development
 - The British rule and the life of Chinese 160 years ago
 - 4. Metropolitan in the 21st Century
 - Scramble for land and related problems
 - Urban planning
- IV Study of a local district - the district of the school
 - 1. Land use and environmental evaluation
(including issues related to housing and pollution)

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

Project studies:

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

Weekly current affairs session:

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

Secondary Two

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

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

Project study: Outstanding Chinese / My home province

Secondary Three

- I. McDonald's and the global village
 - 1. History of development
 - 2. Division of labour, standardization and quality assurance
 - 3. Pricing and marketing strategies
 - 4. Customization
 - 5. Role in the global village

- II Globalization and interdependence
 - 1. Relationship of the global village to advancements in transportation and technology --- mobile phones, mass media, Internet etc.
 - 2. Is everyone in the world on the same "road-of-no-return" globalization?
 - 3. Interdependence and mutual influences in economic and environmental aspects
- III. Cultural exchange
 - 1. The impact of tourism
 - 2. Major cultural heritages in the world
 - 3. A world of diversity
 - 4. Stereotypes and prejudices
 - 5. Mutual understanding and influences
 - 6. Local culture and cultural imperialism - the example of Japan
- IV. Poor and rich
 - 1. Unequal distribution of natural resources
 - 2. The impact of industrialization / imperialism / colonialism
 - 3. Outside the global village --- African experiences
 - 4. Appropriate help --- dependence vs independence
- V. War and peace
 - 1. War of nationalism
 - 2. First World War
 - 3. Second World War
 - 4. Cold War
 - 5. Peace-making efforts --- treaties, international organizations, balance of power
 - 6. Post-Cold War instabilities --- ethnic cleansing, religious wars, imbalance of power, terrorism
- VI. Technology and human society: economic and ethical considerations
 - 1. Biotechnology
 - 2. Information technology
 - 3. Aerospace technology
- VII. Life in a world of interdependence
 - 1. Reflection on cultural identity
 - 2. Reflection on citizenship: how can an individual face the issues of poverty, pollution, narcotics, corruption, and the infringement of intellectual property in the world
 - 3. Future prospects

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

Subsequent School-based adaptation

The school that adopted the above curriculum framework, in the second year of implementation, taking into account of experiences gained in the first year and the latest developments in our community, replaced the topics "Election", "Study of a local district" and "Personal reflections" with new topics:

- Knowing myself: self-identity; self-control;
- Family history, lineage record, clans, ancestral halls and family issues in Hong Kong; and
- Citizenship in the HKSAR: rights and duties, HKSAR residents as Chinese citizens, global citizenship in the context of Hong Kong, ideal citizenship.

Other "seed" schools, making use of the open and flexible curriculum framework, introduced different topics that catered for the needs and interests of their own students. One "seed" school, for example, introduced the topic of "Development of China's Western Regions" in S2. In another school, students undertook a project study on this topic instead of the project on "Outstanding Chinese / My home province". Even they find the topics in the above curriculum framework suitable for their schools, and adopt the learning and teaching materials produced by ED, they adapt and amend them to various degrees to suit the needs and ability of their own students.

S1 - 3 History and Culture

"Seed" project on Alternative Mode of Curriculum Organization

S1-3 History and Culture was introduced as an alternative mode of curriculum planning at school-based level under the PSHE curriculum framework. The curriculum connected the learning of Chinese History with that of world history, with the former as the main focus. The "seed" project was launched at Secondary 1 in September 2000 for three years in four participating schools.

Objectives of the project

- Curriculum planning
 - to develop an alternative mode of curriculum planning at school-based level to connect the learning of Chinese history and world history;
 - to improve the related curriculum framework through trialling it and obtaining feedback from consultants, curriculum developers and other "seed" schools.

- Student learning
 - to help students master the enquiry approach of learning and to acquire core knowledge/concepts of history;
 - to develop generic skills, in particular critical thinking skills, communication skills and creativity;
 - to nurture national identity and a global perspective.

- Professional development of school heads/teachers/curriculum developers:
 - to strengthen curriculum leadership through collaboration between school heads, teachers and curriculum developers in developing the new curriculum mode;
 - to strengthen teachers' skills and momentum for school-based curriculum development and for the design of learning & teaching resources;
 - to develop assessment strategies and assessment tasks compatible with enquiry learning.

Trying out & collecting evidence

- Both qualitative and quantitative modes of research were used.
- Qualitative methods: classroom and co-curricular activities observation, interviewing teachers and students, and documentary analysis.
- Quantitative method: Student questionnaire.

Development

- A multi-perspective, concept-based S1-3 curriculum aligning the subjects of Chinese History and History using Chinese history as the main focus was designed and piloted.
- Student-centred and skill-oriented learning and teaching resource materials were developed, modified and revised.
- Workshops, seminars and courses were organized to familiarize teachers of "seed" schools with the core knowledge and concepts of history, pedagogy, assessment for learning and research methods.
- Regular meetings between CDI officers and school heads and teachers of "seed" schools were held to review the curriculum framework and supporting resources materials.
- Administrative support in arrangement of timetables for collaborative lesson preparation and life-wide learning was provided by the schools.
- A web-site for students and teachers of "seed" schools for sharing resources and exchanging views was set up.
- Sharing sessions among "seed" school teachers and other school teachers were organized.
- Close collaboration among teachers of "seed" schools was encouraged and a teacher network was built for experience sharing among schools.

Experiences

- The positive impact of curriculum integration was experienced through connecting the learning of Chinese History and world history;
- Quality supporting resource materials were found to be important for the new curriculum mode;
- The advantages of teamwork and collaboration among teachers and among "seed" schools were experienced.

An exemplar of a school-based framework

The curriculum shown here was developed for two of the "seed" schools. Four periods per each six-day cycle were allotted for the subject.

Aims of the Curriculum:

- (1) To promote and foster students' interest in history and culture.
- (2) To enhance students' knowledge of the history and culture of their community, country and the world.
- (3) To develop independent and critical thinking skills towards historical events and a positive outlook on life.
- (4) To develop character, civic awareness, sense of belonging towards the country and a global outlook.

Special Features of the Curriculum

- (1) The content of curriculum covers local, Chinese and world history and their cultural development;
- (2) The curriculum design emphasizes the origin of Chinese and western cultures, their characteristics, interaction as well as the development of human civilization;
- (3) The curriculum emphasizes on the concept of time, cultural heritage and the turning points in history;
- (4) The curriculum adopts an enquiry approach in learning;
- (5) The curriculum adopts a multifarious and continuous assessment policy to tie in with the enquiry learning approach.

「歷史與文化」校本課程
【中一年級】

課題	學習內容	認知、技能及態度	教節
(一) 歷史研習簡介	<p>(1) 歷史是甚麼?</p> <ul style="list-style-type: none"> - 歷史的元素：時間、人物、地域、事情 - 個別生活地方的歷史：家庭、學校、活動團體、社區、社會國家歷史 - 世界歷史 <p>(2) 為甚麼要學習歷史?</p> <ul style="list-style-type: none"> - 認識過去，借鑒經驗面對現在及發展將來 - 認識個別生活的地方、所屬民族和國家的歷史文化 - 認識世界文化的多元性，培養多元文化觀 - 建立全球視野，培養國際合作與競爭意識 - 認識中國歷史文化的特點及其世界地位 - 認識本土歷史文化的特點及其與中國的關係，培養認同感和歸屬感 - 認識保存世界文化遺產的重要性 <p>(3) 學習歷史的技能</p> <ul style="list-style-type: none"> - 時間觀念、歷史分期 - 時序、紀年 - 資料的印證 - 因果關係 	<ul style="list-style-type: none"> - 認識歷史的定義 - 從歷史中了解生活與學習的關係 <ul style="list-style-type: none"> - 學習以開放、客觀的角度來觀察事物 - 培養對不同民族及文化的尊重及包容的態度 - 對各地文化遺產的保存表示關注 - 從歷史經驗，學習尋求解決現在或將來問題的方法 <ul style="list-style-type: none"> - 認識考古學對歷史的作用 - 識別一手資料與二手資料的分別 	4
(二) 人類的起源	<p>(1) 我從哪裡來?</p> <p>(2) 人類起源的理論</p> <p>(3) 中國人種</p> <p>(4) 其他的世界人種</p>	<ul style="list-style-type: none"> - 認識人類起源的不同理論 - 學習處理不同解說的技能 - 培養學生求真的學習態度 	4
(三) 世界文明的起源	<p>從政治、經濟、文化等角度探討下列各個文明的起源，認識其相同及不同之特徵</p> <ul style="list-style-type: none"> - 四大文明的特點 - 世界文明產生的先後次序 - 中國古文明 - 其他文明【新月沃土，尼羅河，印度河，歐洲及美洲（馬雅文明）的情況】 	<ul style="list-style-type: none"> - 認識文明的定義 - 認識中國古文明 - 從世界其他主要文化的綜合時序架構中，認識中國文化的獨特性及欣賞不同文化的優點 - 比較各種古文明的相同與不同之處 - 欣賞不同文化的優點 	10

<p>(四) 東西文明的發展與帝國的出現 【2070B.C. - 220A.D.】</p>	<p>(1) 中國</p> <ul style="list-style-type: none"> - 政治：從部族政權、到周代封建、到秦漢統一帝國的政權交替模式 - 經濟：農業發展及土地擁有觀念的變化；度量衡及貨幣統一 - 社會：周公制禮作樂；文字的統一 - 學術：百家爭鳴 - 民族：民族融和 <p style="text-align: center;">【經濟/社會/學術/民族任選1-2項】</p>	<ul style="list-style-type: none"> - 學習從多角度觀察歷史演進的脈絡 - 了解從夏到秦漢的政治、經濟及文化的發展 	10
	<p>(2) 希臘、羅馬</p> <ul style="list-style-type: none"> - 政治：雅典的民主制度；羅馬共和國和羅馬帝國的統治方式 - 經濟：希臘城邦的農業、商業生活 - 社會：希臘、羅馬的宗教；羅馬的法律及公民觀念 - 學術：希臘的哲學；希臘、羅馬藝術的結合 - 民族：希、羅民族與其他民族的關係 <p style="text-align: center;">【經濟/社會/學術/民族任選1-2項】</p>	<ul style="list-style-type: none"> - 了解古希臘、古羅馬時代的政治及文化的發展 	10
	<p>(3) 東西文化的分別</p> <ul style="list-style-type: none"> - 政治：秦漢帝國與羅馬帝國的政治體制 - 經濟：春秋戰國的農業發展與希臘的商業發展 - 社會：臣民觀念與社會公民意識 - 學術：諸子百家與希臘哲學家 - 民族：民族融和與民族分立 <p style="text-align: center;">【經濟/社會/學術/民族任選1-2項】</p>	<ul style="list-style-type: none"> - 比較東西文化在政治、經濟、社會、學術及民族的異同 - 認識及欣賞不同文化的特點 	6
	<p>(4) 東西文化交流</p> <ul style="list-style-type: none"> - 絲綢之路 	<ul style="list-style-type: none"> - 認識東西文化交流的途徑及其影響 	4

<p>(五) 東西帝國的分裂與北方民族的內遷 【 220A.D. - 589 A.D.】</p>	<p>(1) 中國</p> <ul style="list-style-type: none"> - 政治：南北分裂；朝代快速更替 - 經濟：莊園經濟 - 社會：門第社會；消極的生活態度 - 學術：佛、道二教興盛 - 民族：民族分立與民族融和 <p>【經濟/社會/學術/民族任選 1-2 項】</p> <p>(2) 歐洲 — 羅馬帝國由统一到分裂</p> <ul style="list-style-type: none"> - 政治：帝國由盛轉衰 - 經濟：商業與海上貿易 - 社會：城市建設的開端 — 建築與道路 - 學術：基督教的傳播與發展 - 民族：北方民族的內遷與影響 <p>【經濟/社會/學術/民族任選一項】</p> <p>(3) 東方與西方：北方民族內遷—五胡漢化與歐洲民族分立 (可以北魏拓拔氏漢化過程為例)</p> <p>(4) 東西文化交流</p> <ul style="list-style-type: none"> - 佛教源起、東傳、中國化及法顯西行取經 	<ul style="list-style-type: none"> - 了解魏晉南北朝的演變 - 知道民族大遷移的影響 - 認識佛道二教對人民生活的影響 <ul style="list-style-type: none"> - 了解西羅馬帝國由盛轉衰 - 認識基督教的傳播、發展與影響 <ul style="list-style-type: none"> - 分析東西方受北方民族內遷的影響 - 尊重不同民族的特性 <ul style="list-style-type: none"> - 認識中外文化交流與佛教東傳和中國僧人西行的關係 - 尊重及欣賞不同的宗教 - 認識中國文化接納及融和外來文化的優點 	<p>8</p> <p>8</p> <p>2</p> <p>4</p>
<p>(六) 香港史</p>	<p>【下列三項，任選 1-2 項】</p> <p>(1) 新石器時代及青銅器時代的香港</p> <p>(2) 秦漢時代的香港</p> <p>(3) 魏晉南北朝時代的香港</p>	<ul style="list-style-type: none"> - 了解由史前至南北朝期間香港與內地的關係 - 認識香港傳統農村社會的特色 	<p>4</p>
<p>專題研習</p>	<p>指導學生就下列課題進行專題研習/探討</p> <p>【任選一項】：</p> <p>(1) 古代文明</p> <p>(2) 絲綢之路</p> <p>(3) 佛教的中國化</p> <p>(4) 香港傳統的農村生活</p> <p>(5) 社區歷史</p> <p>(6) 學校歷史</p>	<ul style="list-style-type: none"> - 學習專題研習的技巧：資料搜集及內容編寫 	<p>6</p>

【中二年級】

課題	學習內容	認知、技能及態度	教節
(一) 東方統一帝國的再現與東西文化的發展【6世紀—14世紀中葉】	(1) 中國由隋唐至宋元帝國的發展 - 政治：統一帝國的再建；貞觀至開元的盛世；宋代的變法、蒙古人的高壓統治 - 經濟：大運河的作用；海外貿易；經濟的發展 - 社會：科舉的出現與門第制度的沒落 - 學術：詩詞、散文與理學的出現 - 民族：邊疆民族勢力的擴張 【經濟/社會/學術/民族任選1-2項】	- 了解隋唐帝國的發展盛況 - 認識元朝的極權統治 - 了解唐宋經濟發展情況在世界史上的地位	10
	(2) 中古時期的歐洲 - 歐洲中古時代及其特徵 - 歐洲封建制度的出現及其特色 - 歐洲中古時代的生活 - 封建制度的瓦解	- 認識中古時代歐洲封建制度的來源、發展及其特色 - 分析封建制度瓦解的原因	6
	(3) 伊斯蘭文化及傳播 - 伊斯蘭教的產生與傳播 - 阿拉伯文明的發展及影響	- 了解阿拉伯文明與伊斯蘭教興起的背景及發展的概況 - 培養學生尊重不同宗教信仰及不同價值觀的態度	4
	(4) 東西接觸與衝突(任選其中一項) - 十字軍東征 - 蒙古帝國西征 - 馬可孛羅東來	- 透過認識十字軍東征、蒙古帝國西征及馬可孛羅東來的歷史事件了解東西方政治、軍事及文化的接觸與衝突	4
	(5) 東西文化交流(任選1-2項) - 唐代佛僧西行及鑒真東渡 - 中國文化東傳日本 - 海上絲綢之路 - 四大發明的西傳 - 阿拉伯人在東西商貿路線的中介角色	- 透過東西文化交流個案的探究，啟導學生理解不同文化互動對人類文明發展的貢獻 - 了解中華文化在亞洲東北地區的傳播及影響	4

(二) 東方帝國的衰弱與西方向近代邁進【14世紀中葉—19世紀中葉】	(1) 中國明至清代中葉 - 政治：明朝的君主極權；清初的統治政策及中葉後政治腐敗 - 社會：明清科舉與士紳階級 - 學術：明代理學、清代考據學、西方傳教士的東來 - 交通：鄭和下西洋 【社會/學術/交通任選一項】	- 了解明、清及西方同時期文化發展的不同道路 - 了解君主極權統治	8
	(2) 邁向近代的西方 - 文藝復興 - 新航路的發現	- 了解歐洲文藝復興的特點及其影響 - 認識新航路發現的重要性，培養學生的探索精神 - 比較鄭和及西方探險家遠航的動機 - 了解中西方歷史發展在此階段的轉捩點	6
	(3) 歐美的革命 - 工業革命 - 美國獨立戰爭與聯邦政府的建立和發展 - 法國大革命與拿破侖帝國	- 了解工業革命對人類社會所帶來的影響 - 探討美、法革命出現的背景因素 - 了解美國聯邦政府的制度 - 討論法國大革命及拿破侖帝國對歐洲的影響 - 認識自由、平等的重要	8
	(4) 歐洲民族國家的形成及發展 - 德意志及意大利的統一運動	- 以德意志或意大利為例，說明民族國家的形成	4
(三) 西方列強向東方擴張與中、日的回應【19世紀中葉—20世紀初】	(1) 西方列強向東方擴張 - 成因 - 特徵	- 分析西方向東方擴張的原因	2
	(2) 中國的回應 - 外力的東漸 - 改革與革命	- 列舉中國對西方擴張的不同回應	10
	(3) 日本的回應 - 明治維新與改革 - 向外擴張	- 列舉日本對西方擴張的不同回應 - 認識中、日邁向近代化的不同歷程	6
專題研習	指導學生就下列課題進行專題研習/探討(任選一項)： (1) 香港史	- 學習專題研習的技巧：綜合、比較及表達	8

	<p>例如：- 隋至明時期香港的發展 - 香港開埠 - 孫中山的生平及革命事蹟</p> <p>(2) 人物介紹—歷史人物的生平事蹟 例如：馬可孛羅、拿破侖、曾國藩及伊藤博文等</p> <p>(3) 探討近代東、西文化的專題研習 - 綜合多種因素探究在近代化潮流中，中國傳統文化逐漸落伍的原因 - 東西不同的文化觀</p> <p>(4) 探討近代化問題的專題研習 - 中、日近代化歷程的比較</p>	<p>- 學習探究問題，比較不同資料，並解釋引起這種差異的原因</p>	
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【中三年級】

課題	學習內容	認知、技能及態度	教節
(一) 兩次世界大戰與中國	<p>(1) 第一次世界大戰</p> <p>- 第一次世界大戰的原因、發展及影響</p>	<p>- 分析導致大戰爆發的因素</p> <p>- 分析第一次大戰的轉捩點：俄國革命與及美國的參戰</p> <p>- 評估巴黎和會的得失</p>	6
	<p>- 中國的參戰與對巴黎和會的回應</p> <ul style="list-style-type: none"> • 大戰前後的政局：北洋軍閥的統治 • 五四運動 	<p>- 了解巴黎和會與五四運動的關係</p> <p>- 認識新文化運動的意義</p>	4
	<p>(2) 兩次大戰之間各地區的發展</p> <p>- 歐美</p> <ul style="list-style-type: none"> • 國際聯盟：背景及成敗 • 經濟大恐慌；羅斯福新政 • 極權主義的興起及影響 <p>- 中國</p> <ul style="list-style-type: none"> • 中國共產黨的成立 • 國共關係 • 七七事變 	<p>- 認識國際合作的重要性</p> <p>- 以德國或意大利為例認識極權主義的興起及影響</p> <p>- 認識及評估人類應付經濟危機的不同方法</p> <p>- 分析不同政治理念的政黨的合作基礎</p> <p>- 認識國共二次合作的概況</p>	7
	<p>- 日本</p> <ul style="list-style-type: none"> • 軍國主義的背景 • 侵華及擴張 	<p>- 認識日本軍國主義對世界和平的威脅</p>	2

	<p>(3) 第二次世界大戰</p> <ul style="list-style-type: none"> - 中國：抗日戰爭 - 由局部戰爭到世界大戰 <ul style="list-style-type: none"> • 歐戰的爆發 • 太平洋戰事 - 二次大戰的結果及影響 <p>(4) 香港史：日治時期的香港</p>	<ul style="list-style-type: none"> - 了解中國在二次大戰的角色 - 了解全世界各地人民抵抗侵略者的貢獻 - 讓學生感受戰爭的禍害 - 透過實地考察日治時期的古蹟，了解香港人當時的生活狀況 	<p>3</p> <p>4</p> <p>2</p> <p>4</p>
(二) 戰後的中國與世界	<p>(1) 戰後的中國</p> <ul style="list-style-type: none"> - 國共和談、內戰及中華人民共和國之成立 - 內政與外交 - 改革開放政策的實施（背景、內容、結果、影響） 	<ul style="list-style-type: none"> - 認識中華人民共和國成立的背景 - 了解國家繁榮富強的根本因素 - 認識國家與個人的關係 	10
	<p>(2) 港、澳及台灣的發展【任選一項】</p> <ul style="list-style-type: none"> - 台灣的經濟及政治發展 - 港澳特別行政區的成立及基本法的實施 	<ul style="list-style-type: none"> - 了解國民黨遷台後的形勢發展 - 認識台灣省的政治變化 - 討論台海兩岸的關係發展 - 認識港澳如何在殖民地和乎過渡的情況 - 認識基本法的重要性 	2
	<p>(3) 戰後的世界：合作與衝突</p> <ul style="list-style-type: none"> - 國際組織：聯合國的宗旨、組織及成就 - 冷戰 <ul style="list-style-type: none"> • 意識對抗：社會主義與資本主義的衝突 • 兩大陣營：華沙公約國與北大西洋公約組織 • 國際衝突：古巴事件、柏林圍牆 • 結果：東歐集團及蘇聯解體 	<ul style="list-style-type: none"> - 討論國際合作的重要性 - 列舉聯合國對世界的貢獻 - 分析兩大陣營對抗的根本原因及其所造成的影響 - 了解社會主義陣營瓦解的因素 - 討論後冷戰時期世界格局的變化 	10
	<p>(4) 國際危機【任選一項】</p> <ul style="list-style-type: none"> - 德國由分裂至統一 - 韓戰 - 以巴衝突 - 越戰 	<ul style="list-style-type: none"> - 討論導致國際衝突的不同背景及影響 	2
(三) 二十世紀的發展：回顧與前瞻	<p>(1) 政治發展</p> <ul style="list-style-type: none"> - 東西關係 - 統合的趨向 	<ul style="list-style-type: none"> - 總結二十世紀東西方的政治發展與關係 	2

	<p>(2) 文化發展</p> <ul style="list-style-type: none"> - 科學技術的革新 - 經濟社會的變遷 - 多元文化的建立 <p>(3) 人類的明天</p> <ul style="list-style-type: none"> - 全球一體化？ - 知識型社會？ - 和平與穩定？ - 國際新秩序？ 	<ul style="list-style-type: none"> - 認識科技發展的突破 - 了解科技的新發展與社會道德的爭論 - 了解經濟發展與社會公義的關係 <ul style="list-style-type: none"> - 探討人類社會的發展路向 	<p>6</p> <p>4</p>
專題研習	<p>指導學生就下列課題進行專題研習/探討【任選一項】</p> <p>(1) 選擇一個與二十世紀歷史有關的組織、事件或人物作微型研究。</p> <p>(2) 從下列普及文化中選擇一項探討其與香港歷史、民生的關係： 電視</p> <ul style="list-style-type: none"> - 流行曲 - 電影 <p>(3) 選擇一件世界大事，探討其可行的解決方法 例如：</p> <ul style="list-style-type: none"> - 環保問題 - 全球一體化/反全球一體化 - 危害國際新秩序的政治危機 	<ul style="list-style-type: none"> - 學習專題研習的技巧：擬題、撰寫計劃書、組織、分析及推論 	<p>8</p>

備註：

- 1) 全年估計可用教節為 4x20 (週) =80 節。
- 2) 學習內容所列的重點，學校可按需要而作適當的調適。
- 3) 中一年級校本課程自 2000 年 9 月始在聖馬利亞堂中學、馬鞍山聖若瑟中學兩所「種籽」學校試行；中二年級校本課程則自 2001 年 9 月始試教。「歷史與文化課程教研工作小組」因應學與教的情況，定期檢討及修訂相關的課題。
- 4) 中三年級校本課程尚未試行，學習內容及教節安排，尚待「歷史與文化課程教研工作小組」檢討及完善。

Project Learning in PSHE

"Seed" Project on Learning, Teaching and Assessment Strategies

In the year 2001-2002, 18 schools participated in the collaborative R&D ("seed") project on project learning in PSHE. The purposes of the "seed" project were to study and evaluate the impact of project learning on students' learning and to identify practical ways of organizing the PSHE curriculum through the implementation of project learning.

The "seed" project comprised two major components, research and development. The research component included an evaluation study of the implementation of project learning in schools. The aim was to find out whether the specific ways of implementing project learning developed by these schools were practicable in the local school context. The focus of the project was on the process of implementation, the barriers teachers ran into during the process and the degree of success of the solutions tried out. The development component, on the other hand, supported teachers to develop effective strategies for conducting project learning effectively. It also included the provision of professional assistance to schools in the restructuring of their PSHE curriculum to incorporate project learning.

Preliminary findings revealed that project learning enhanced students' motivation, helped them to develop skills such as collaboration, information-processing, communication, time management, and encouraged the building of extended knowledge. Seven facilitating factors, namely time, support from school administration, consensual understanding among colleagues, a shared perception of project learning, teacher training and skill, students' ability and attitude, and the attitudes of parents, were identified as influencing the implementation of project learning.

In addition, it was found that four different modes of implementation were adopted by schools in conducting project learning. They included a single-subject project, cross-curricular project, project learning as an independent subject and project learning as the key learning strategy in an integrated PSHE curriculum.

Students' Views on Geographical Inquiry Outside Classroom

Fieldwork is a common inquiry strategy adopted by Geography teachers. Students are required to collect data by means of observation, survey, measurement and recording in the field. The data collected can be used for hypothesis testing, issue investigation and problem-solving. Fieldwork is usually designed to provide a context for applying the geographical concepts and skills learnt in the classroom.

Students' Views on Geographical Inquiry

Knowledge application and extension

Students agreed that fieldwork helped them to extend their knowledge, deepen their understanding, and apply what they had previously learned from textbooks. One student even pointed out that field inquiry enhanced her retention of knowledge.

During lessons, the source of information solely comes from textbook. While teachers are writing the notes on the blackboard, we only copy them. It is better for us to learn more knowledge not covered in the lesson (via fieldwork).

It can extend my knowledge. Through my exploration, I can understand more things that I do not know.

It can deepen my understanding of what the textbook says.

I can apply what I've learnt from textbook.

Acquisition of information processing skills

Students learnt how to carry out an inquiry, including data collection, organization and analysis.

I feel better in the second one (field trip). After gaining experience in the first time, I know how to take photos and collect information.

We can learn how to organize the content and write up the report.

Desire for greater autonomy in learning

Students preferred to have greater control of their own learning, and hoped that teachers' control and intervention could be kept to a minimum.

(I can learn to be more) independent. Without teachers' intervention and their setting up of time limit, we can walk everywhere and stay at each stop for a longer time to find information and take photographs.

It is desirable if teachers can allow us to stay for a longer time at each stop. This will facilitate us to write in more details.

Many students preferred the self-directed mode of learning.

I don't like the first one because teachers provide all information in the guided trip, while in the second one, we have freedom to work on our own.

Report on the Great Wall Project

A Study Tour to the Mainland

I. Background and Objectives

Project Learning is one of the four key tasks promoted in the current curriculum reform. This Study Tour and Project Learning activity focuses on multi-perspective studies and the application of cross-curricular knowledge to solving problems, thus strengthening students' independent learning and thinking skills.

The Great Wall is a wonderful Chinese construction - a symbol of China, representing the longevity of its history. It is also an important part of the world heritage of human civilization recognized by the United Nations. The magnificent appearance of the Great Wall reflects its defensive function and artistic value. Supplemented by the exhibition of "The Great Wall Gems of Cultural Relics of the Nomadic Tribes", jointly presented by the Hong Kong Museum of History and the Capital Museum of Beijing from November 2001 to March 2002, the Great Wall project was designed to cultivate students' understanding of Chinese culture, promote their independent learning capabilities and strengthen their national identity.

The PSHE Section of the CDI of the ED organized a Study Tour to Beijing on "Project Learning on the Great Wall" from 30 July to 5 August 2001 with a view to achieving the following specific objectives -

- a. To provide an opportunity for Life-wide Learning;
- b. To develop students' generic skills and spirit of collaboration;
- c. To enhance students' understanding of Chinese culture, their reflection and their sense of identity with it, and;
- d. To enhance students' awareness of national identity.

II. Activities

The total number of participants for the Study Tour was 200 students and 20 teachers. The study report of each school should demonstrate the achievement of the learning objectives of the Great Wall Project and the school's own proposal in the following three aspects:

- the development of generic skills and spirit of collaboration among students
- students' understanding and reflection on Chinese culture
- students' awareness of their national identity

The learning process

Teachers and students should post the work accomplished on the Great Wall Project web-site, demonstrating:

- an increased awareness of interactive learning (making good use of the web-site as a platform to share and exchange ideas/experiences)
- frequent updates of information and records of work
- frequent exchanges of ideas among members and teachers of the group and / or other schools / graduate students of Beijing University

Reporting

- a written report in any format (such as book / pamphlet / web page or a combination of different formats) to reflect the learning objectives as well as the learning process
- the report should include methods of study and tools, data / information used and its analysis, conclusion and major findings
- the presentation should be clear, concise and to the point
- the content should be interesting and with appropriate illustrations (including appropriate links)

The Activity Programme

Date	Programme/ Activity
30 July 2001 (Monday)	<ul style="list-style-type: none"> ◆ Departing ceremony inaugurated by Mr CHEUNG Kin-chung, Director of Education ◆ Leaving Hong Kong for Beijing ◆ Project commencement ceremony with brief introduction of the project proposals, project learning skills and methods conducted by teachers of each participating school
31 July 2001 (Tuesday)	<ul style="list-style-type: none"> ◆ Seminar conducted by Mr Dong Yaohui, Secretary General of China Great Wall Society ◆ Visit to the Great Wall Museum ◆ Conduct project learning activities at Badaling, the Great Wall
1 August 2001 (Wednesday)	<ul style="list-style-type: none"> ◆ Attending flag raising ceremony at Tiananmen Square ◆ Conducting project research activities at the Great Wall ◆ Seminar presented by Ms NGAN Hoi-ying, Associate Professor, History Department of Beijing University on "The Great Wall – symbol of Chinese Civilization"
2 August 2001 (Thursday)	<ul style="list-style-type: none"> ◆ Visit to historical sceneries : <ul style="list-style-type: none"> ◆ the Forbidden City ◆ the History Museum ◆ Hu Tong and Quadrangle ◆ Acrobatic performance at night
3 August 2001 (Friday)	<ul style="list-style-type: none"> ◆ Visit to historical sceneries : <ul style="list-style-type: none"> ◆ The Old Summer Palace (Yuanmingyuen) ◆ The Lugou Bridge/Museum on the Japanese War ◆ East Jiaomin Lane ◆ Beihai Park ◆ Wangfujing Street
4 August 2001 (Saturday)	<ul style="list-style-type: none"> ◆ Visits to historical scenery: <ul style="list-style-type: none"> ◆ Lama Temple ◆ Confucius Temple ◆ Ox Street Mosque ◆ Closing ceremony at night
5 August 2001 (Sunday)	<ul style="list-style-type: none"> ◆ Visit to Tsinghua University ◆ Return to Hong Kong

Brief Activities

- In July, the PSHE Section of the CDI organized a workshop on project learning for the participating teachers and students to familiarize them with project learning skills and methods. A website was also set up for them to practise project learning methods and to provide them with a medium through which they could practise collaboration, discussion and the expression of opinion. This helped them to share their experiences.
- On return to Hong Kong, each group submitted a study report.
- In November, the adjudication panel awarded the best collaboration prizes to the following schools: AD & FD FOHL Leung Sing Tak College, DMHC Siu Ming Catholic Secondary School and Sha Tin Methodist College. The best study report prizes were awarded to DMHC Siu Ming Catholic Secondary School, POH Chan Kai Memorial College, Buddhist Wai Yan Memorial College and SKH Lam Kau Mow Secondary School.
- The top five schools attended the Prize Awarding Ceremony on 24 November and gave an oral presentation to introduce and supplement their study report. The first prize for presentation went to DMHC Siu Ming Catholic Secondary School, the first runner-up to AD & FD FOHL Leung Sing Tak College and the second runner-up to POH Chan Kai Memorial College.
- Students who performed well on the training course, were assigned to be voluntary guides at the Great Wall Exhibition organized by the Hong Kong Museum of History (from 27 November 2001 to March 2002). This further enhanced the knowledge and interest of the students in the cultural relics and culture of the Great Wall.
- The outstanding project reports were put on the homepage of the Education Department for reference by other schools.

III. Comments by the Tour Leader -- How the Study Tour influenced the learning and values /attitudes of the students

(Mr AU YEUNG Sung-fan, Principal of Buddhist Wai Yan Memorial College)

The Study Tour has enhanced students' techniques for project learning, developed their self-learning skills and collaborative attitude; promoted their communication skill and improved their learning strategies. Through observation and reflection on historical sceneries, mutual feedback among the participating teachers and students, students developed a deep and reflective understanding of the Chinese culture, and strengthened their national identity. As observed from the remarks made by the students on the web-site, they had learned a lot in the Study Tour, although it was just a short tour of seven-day. Some of the examples were:

- **Enhancing multiple-perspective thinking and creativity:** The project proposals submitted by the twenty schools adopted very different perspectives. Some adopted a traditional perspective, such as the meaning of Great Wall in the Chinese, its functionality in terms of military, cultural and economic considerations. Some employed the environmental perspective in exploring the issue of conservation of the Great Wall. Some approached the project from a geographical angle in looking at how the power of the nature, e.g. sand storms, determined the fate of the Great Wall. Some exploring the value of the Great Wall in the modern time from the perspective of tourist development, etc. This showed that the Study Tour had stimulated the students' creative thinking and proved that the students could be able to tackle this topic in many different perspectives.
- **Multifarious study methods, participation and gaining the feeling of the society:** Many participating schools designed survey, questionnaire etc. It required the students to have an open-minded attitude and flexible means so as to overcome the many limitations and achieve the objectives. As expressed by the students, they gained a better understanding on Beijing residents through the visits and surveys.

- **Mastering various ways and means of collecting information, and making best use of cross-subject knowledge in problem solving:** The project proposals showed that the students understand how to collect data. From the preparation work such as conducting research in library and searching for information from the Internet, to design of questionnaires, conducting visits as well as on-site video-recording, measuring, calculation of wind speed, etc., all demonstrated the ability of the students in collecting information. Through these, they understood that they had to apply different fields of knowledge and collate them skilfully in order to complete the assignments. As commented by a student: "The seven-day Study Tour was a very profound experience. Before our departure, we have prepared a number of assumptions, most of them were verified subsequently. I learned that good project learning not only demands comprehensive information collection, but also field study. This is because the latter is more authentic. With textual information, you could only infer from what was written, and distortion is unavoidable. Field study is more authentic. One can employ all senses to experience and there is no need for guessing. It's more meticulous, comprehensive and natural than words". In fact, many of the participating students expressed that the Study Tour verified the truthfulness of the proverb "Better walk thousands of miles than read thousands of books".
- **Understanding the importance of collaboration and enhancing communication skill:** Some students comment, "From the compilation of proposals to the drawing up of the study reports, we learned to cooperate among ourselves, to accommodate the different opinions from each other so as to solve problems. This is a fresh awareness and a new way for self-development"; "From the tour to Beijing, I learned not only civil knowledge but the most important of all collaboration skills"; "During the seven-day tour, I learned how to communicate, how to make friends and I understand the benefit of co-operation."

- **Promoting a deep and reflective understanding of the Chinese culture, and strengthening their national identity:** Many students expressed that their understanding of the Chinese culture had been greatly enhanced through active participation in the tour activities. They had also developed a strong sense of mission as Chinese. For instances, "Having participated in the tour, I resolved that I, as a Chinese, have to be more concerned about my mother country and contribute to its well being."; "While I was on the Great Wall, I recalled that it had been built since the pre-Qin period and a lot of manpower and resources had been spent throughout various dynasties for its maintenance so that it could prevent intrusion from enemies. This gave me a strong sense of national superiority; at Tiananmen Square, a national symbol, a strong national awareness was stirred up in me"; "Having been to Beijing, the capital of my mother country, my national awareness was really enhanced! Through interviewing the people in China, whom we know so little about but feel so close, we as young persons, who lack national awareness and understand so little about the Chinese culture, had taken this opportunity to take the first step towards glorifying the Chinese culture in the future"; etc.
- **Enhancing the students' national identity:** This impressed me most. The Study Tour brought about a great impact on the participating students in this aspect. Some of the comments from the students: "Joining the trip to Beijing, I experienced lots of emotions and feelings. In the past, I was quite embarrassed to sing the national anthem. However, my emotions were stirred up when I stood at the stage to attend the flag raising ceremony at Tiananmen Square. I felt honoured when I attended the national flag raising ceremony and sang the anthem. I was puzzled that I had such a strong feeling in my heart"; "During the visit, I saw a lot of things and had many different feelings. Some of them were related to the Great Wall, some were not. In general, I truly felt that I am a Chinese, a member of the people. When I visited the Great Wall, I felt that it was

Appendix 6

really marvellous. When I attended the national flag raising ceremony, I felt that the nation should be united together. When I visited the Yuanmingyuen, I was very sad. I am really of the Chinese people! This kind of feeling was very valuable and important, probably more valuable than the knowledge that I obtained in the Study Tour. I am sure that I have not had such feeling before I paid a visit to Beijing."

**Resources produced by the PSHE Section in support of
S1-3 curriculum, 1998-2002**

Year of Production	Title of Resources
1998	Curriculum Support Materials for S1-3 Chinese History, Series 3 (Chinese version only)
1998	Curriculum Support Materials for S1-3 Chinese History, Series 4 (Chinese version only)
1998	Curriculum Support Materials for S1-3 Chinese History, Series 5 (Chinese version only)
1998	CD Rom on "Local History Series" (Chinese version only)
1998	CD Rom on "The Use of Information Technology in the Teaching of Humanities Subjects"
1998	Resource Folder on "Teaching Thinking for Effective Learning in History — Sample Tasks for the Revised Secondary One Syllabus"
1998	Resource Folder on "Learning Local History through Field Study" (Chinese version only)
1998	Curriculum Support Materials for the Revised S1 Geography Syllabus
1998	Maps: Curriculum Support Materials for the Revised S1 Geography Syllabus
1998	CD Rom on "Learning About China — Geography and Political System" (Chinese version only)
1998	An English-Chinese Glossary of Terms Commonly Used in the Teaching of Geography in Secondary Schools
1999	CD Rom on "Ancient Chinese Culture" (Chinese version only)
1999	Resource Folder on "Teaching Thinking for Effective Learning in History — Sample Tasks for the Revised Secondary One Syllabus" (Second Series)
1999	Resource Folder on "Teaching Thinking for Effective Learning in History — Sample Assessment Tasks for the Revised Secondary One Syllabus"
1999	Curriculum Support Materials for the Revised S2 Geography Syllabus
1999	Curriculum Support Materials for the Revised S3 Geography Syllabus
1999	VCD for the Curriculum Support Materials for the Revised S3 Geography Syllabus (Chinese version only)
1999	CD-ROM on "Assessment on Issue-based Teaching"

Year of Production	Title of Resources
1999	Teacher-training VCD for Issue-based Teaching in Junior Secondary Geography (Chinese version only)
1999	Resource Folder on "The Use of Information Technology in the Learning of Geography"
2000	Resource Folder on "Teaching Thinking for Effective Learning in History – Sample Assessment Tasks for the Revised Secondary Two Syllabus"
2000	CD-ROM on "You Be the Archaeologist"
2000	CD-ROM on "Geography Learning Package"
2001	Curriculum Support Materials for S1-3 Chinese History, Series 6 (Chinese version only)
2001	The 911 incident in the learning and teaching of the theme "Hatred and Forgiveness" (Chinese version only)
2002	Learning and Teaching Resources on Junior Integrated Humanities – Secondary One http://cd.ed.gov.hk/pshe/ih-www/en/pilot-s1.html

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