

# Personal, Social & Humanities Education

**Key Learning Area Curriculum Guide  
(Primary 1 – Secondary 6)**



Prepared by  
**The Curriculum Development Council**

Recommended for use in schools by  
**The Education Bureau**  
**HKSARG**  
**2017**

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## Preamble

The development of the Hong Kong school curriculum has advanced into a new phase of ongoing renewal and updating. It ushers in a new era for curriculum development to keep abreast of the macro and dynamic changes in various aspects in the local, regional and global landscapes in maintaining the competitiveness of Hong Kong. For the ultimate benefits of our students, schools are encouraged to sustain and deepen the accomplishments achieved since the Learning to Learn curriculum reform started in 2001, and to place new emphases on future needs in curriculum development for achieving the overall aims and learning goals of the school curriculum.

The eight Key Learning Area (KLA) Curriculum Guides (Primary 1 - Secondary 6) have been updated and recommended by the Curriculum Development Council (CDC)<sup>Note</sup> to support the ongoing renewal of the school curriculum at the primary and secondary levels.

In updating the KLA Curriculum Guides, the respective KLA committees under the CDC have taken into consideration the concerns, needs and suggestions of various key stakeholders including schools, principals, teachers, students and the public at large. A series of school briefing cum feedback collection sessions coupled with a territory-wide school survey were conducted in 2015 to gauge schools' views on the major updates of the respective Curriculum Guides.

The eight KLA Curriculum Guides (2017) supersede the 2002 versions. Each KLA Curriculum Guide presents the updated curriculum framework which specifies the KLA's curriculum aims, learning targets and objectives, delineates the direction of ongoing curriculum development at the KLA level, and provides suggestions on curriculum planning, learning and teaching strategies, assessment, as well as useful learning and teaching resources. In addition, updated examples of effective learning, teaching and assessment practices are provided for schools' reference. Supplements to some KLA Curriculum Guides and subject curriculum guides are also available to provide further suggestions on their implementation at specific key stages. Schools are encouraged to adopt the recommendations in the KLA Curriculum Guides, taking into account the school contexts, teachers' readiness and learning needs of their students.

For a better understanding of the interface between various key stages and connections of different learning areas, and how effective learning, teaching and assessment can be achieved, schools should make reference to all related curriculum documents recommended by the CDC and the latest versions of the Curriculum and Assessment Guides jointly prepared by the CDC and the HKEAA for the senior secondary curriculum to ensure coherence in curriculum planning at the school, KLA and subject levels.

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<sup>Note</sup> The CDC is an advisory body offering recommendations to the Government on all matters relating to school curriculum development from kindergarten to secondary levels. Its membership includes heads of schools, teachers, parents, employers, academics from tertiary institutions, professionals from related fields or related bodies, representatives from the Hong Kong Examinations and Assessment Authority (HKEAA), and officers from the Education Bureau.

As curriculum development is a collaborative and ongoing process, the KLA Curriculum Guides will be under regular review and updating in light of schools' implementation experiences as well as the changing needs of students and society.

Views and suggestions on the development of the Personal, Social and Humanities Education (PSHE) KLA curriculum are always welcome. These may be sent to:

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## **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 3.5.
- Learning experiences identified as core elements/essential content for learning, as listed in 2.2.3.

### **Directions for Development in the PSHE Key Learning Area (KLA) Curriculum**

- Seven areas that are linked to the major renewed emphases (MRE) proposed for the junior secondary level and beyond in the ongoing renewal of the school curriculum are taken as key focuses for improving curriculum development work in the PSHE KLA in schools as well as essential contributing elements to students' learning opportunities.
- These key focuses are: (1) humanistic qualities; (2) entrepreneurial spirit; (3) values education; (4) e-learning; (5) generic skills and their integrative use; (6) promotion of national and global understanding; and (7) Language across the Curriculum.

### **Expectations**

- Broadened knowledge base, deeper understanding of Chinese history and Chinese culture and contemporary developments of society and our country, and development of global perspectives.
- Active participation and enquiry in the learning and teaching process, open-mindedness and integrative application of generic skills.
- Closer link between knowledge acquired in the KLA and real-life issues.
- Recognition of connection among the PSHE subjects, 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.

### **Overarching Aims of the PSHE KLA Curriculum**

To enable students to:

- understand themselves, society, our nation and the world at large;

- maintain a healthy personal development; and
- contribute to the well-being of the family, the local community, our nation and the world as confident, informed and responsible persons.

### **Curriculum Framework of the PSHE KLA**

It is a curriculum framework of knowledge, skills and values and attitudes structured around 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/essential content for learning is set out in Section 2.2.3 for schools to review and plan their curriculum. Chinese history and Chinese culture, as part of the core elements/essential content for learning in the PSHE KLA curriculum, will be strengthened during the 12 years of primary and junior secondary education. (Please refer to *General Studies for Primary Schools Curriculum Guide* (CDC, 2017a) and also this *Curriculum Guide* for more suggestions.)

### **Curriculum Organisation**

- For Key Stages One and Two, the core elements/essential content for learning are delivered through General Studies.
- For Key Stage Three, the core elements/essential content for learning are delivered through an independent subject mode or a mixed curriculum organisation mode (with Chinese History offered as an independent compulsory subject) for achieving the learning targets set out in the curriculum framework of the PSHE KLA.
- For Key Stage Four, students' learning is promoted through a broad and balanced curriculum with diversification and specialisation delivered by six HKDSE elective subjects in the PSHE KLA.
- For curriculum development for the PSHE KLA in schools, the following should be noted:
  - Make reference to the vision and mission of the school.
  - Build on the strengths of schools and the needs of their students.
  - Consider the available resources, including external support.
  - Ensure adequate coverage of core elements/essential content for learning.
  - Optimise the link between learning inside and outside the classroom.

## **Learning and Teaching in the PSHE KLA**

- Situate student learning in relevant contexts in terms of time, place, institution, culture and values.
- Equip students with different learning skills, including enquiry and generic skills, in approaching and tackling different kinds of issues.
- Encourage learning through participation in a wide range of activities within and outside the classroom.
- Facilitate both collaboration and self-directed learning.

(For more information on various curriculum matters, please refer to *Basic Education Curriculum Guide: To sustain, deepen and focus on Learning to Learn (Primary 1 - 6)* (CDC, 2014) and *Secondary Education Curriculum Guide (Secondary 1 - 6)* (CDC, 2017c))

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# **Chapter 1**

## **Introduction**

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## Chapter 1 Introduction

The *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)* (this Guide) (CDC, 2017b) is prepared by the Curriculum Development Council (CDC) Committee on Personal, Social and Humanities Education. **It is an updated version** of the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) (PSHE KLA Curriculum Guide)* (CDC, 2002) and has been extended to include the three-year senior secondary Personal, Social and Humanities Education Key Learning Area (PSHE KLA) curriculum to provide reference for schools.

The direction for the development of this Guide continues to align with the Seven Learning Goals of Primary and Secondary Education (see Appendix 1 for the Seven Learning Goals of Primary Education and the Seven Learning Goals of Secondary Education) and the major recommendations in the *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)* (BECG) (CDC, 2014) and the *Secondary Education Curriculum Guide (Secondary 1 - 6)* (SECG) (CDC, 2017c) (available at <http://www.edb.gov.hk/en/curriculum-development/renewal/guides.html>).

This Guide provides the overall direction for the development of the PSHE KLA curriculum in the five to ten years to come. It is based on a review of the *PSHE KLA Curriculum Guide* (CDC, 2002), and puts forth **seven key focuses for curriculum development** in the PSHE KLA in schools. These key focuses are related to the Major Renewed Emphases (MRE) proposed in the SECG for holistic curriculum planning, implementation, and evaluation (P-I-E) at the secondary school level.

This Guide is accompanied with examples to illustrate the concepts and ideas introduced for the reference of schools. (Please refer to *Examples for School Reference: Inspirational Practices in Hong Kong Schools* (EDB, 2017b) at: <http://www.edb.gov.hk/en/curriculum-development/kla/pshe/curriculum-documents/examples-for-school-reference.html>.)

Schools should also make reference to the following curriculum documents for a better understanding of the interface between various key stages, as well as curriculum planning and implementation in different PSHE subjects at different key stages:

- Key Stages One and Two
  - *General Studies Curriculum Guide for Primary Schools (Primary 1 - Primary 6)* (CDC, 2017a);
- Key Stage Three
  - *Syllabuses for Chinese History* (CDC, 1997a; 2018a), *History* (CDC, 1996; 2018b), and *Religious Education (Secondary 1 - 3)* (CDC, 1999)<sup>1</sup>;
  - *Life and Society*<sup>2</sup>, and *Geography Curriculum Guides (Secondary 1 - 3)*

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<sup>1</sup> For Religious Education (Secondary 1 - 3), an Ad Hoc Committee has been set up to revise the curriculum.

<sup>2</sup> The *Life and Society Curriculum Guide (Secondary 1 - 3)* (CDC, 2010) is an integrated and updated version of *Economic and Public Affairs* (EPA) and *Social Studies Syllabuses for Secondary Schools (Secondary 1 - 3)* (CDC, 1997b and 1997c respectively). The Life and Society curriculum should gradually replace the EPA and Social Studies curricula to provide updated learning contents on Strands 1, 5 and 6 to junior secondary students.

(CDC, 2010 and 2011 respectively); and

- Key Stage Four
  - *Chinese History, Economics, Ethics and Religious Studies, Geography, History, and Tourism and Hospitality Studies Curriculum and Assessment Guides (Secondary 4 - 6)* (CDC, 2015a, 2015b, 2015c, 2015d, 2015e, 2015f respectively).

All the above curriculum documents can be downloaded from the website of the Education Bureau (EDB):

<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/curriculum-documents.html>

As curriculum renewal is an ongoing process, schools should implement the latest curriculum guides for PSHE subjects prepared by the CDC.

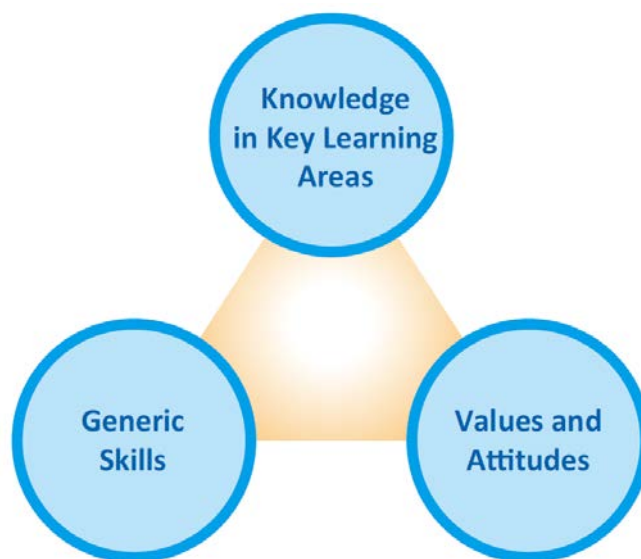
### **1.1 What is a Key Learning Area?**

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. communication, critical thinking and collaboration skills, creativity), as well as positive values and attitudes through appropriate use of learning and teaching activities and strategies. It 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 organised into subjects, modules, units, tasks or other modes of learning.

The three interconnected components of the curriculum framework, that is, Knowledge in KLAs, Generic Skills, and Values and Attitudes, can be represented in Figure 1.1.

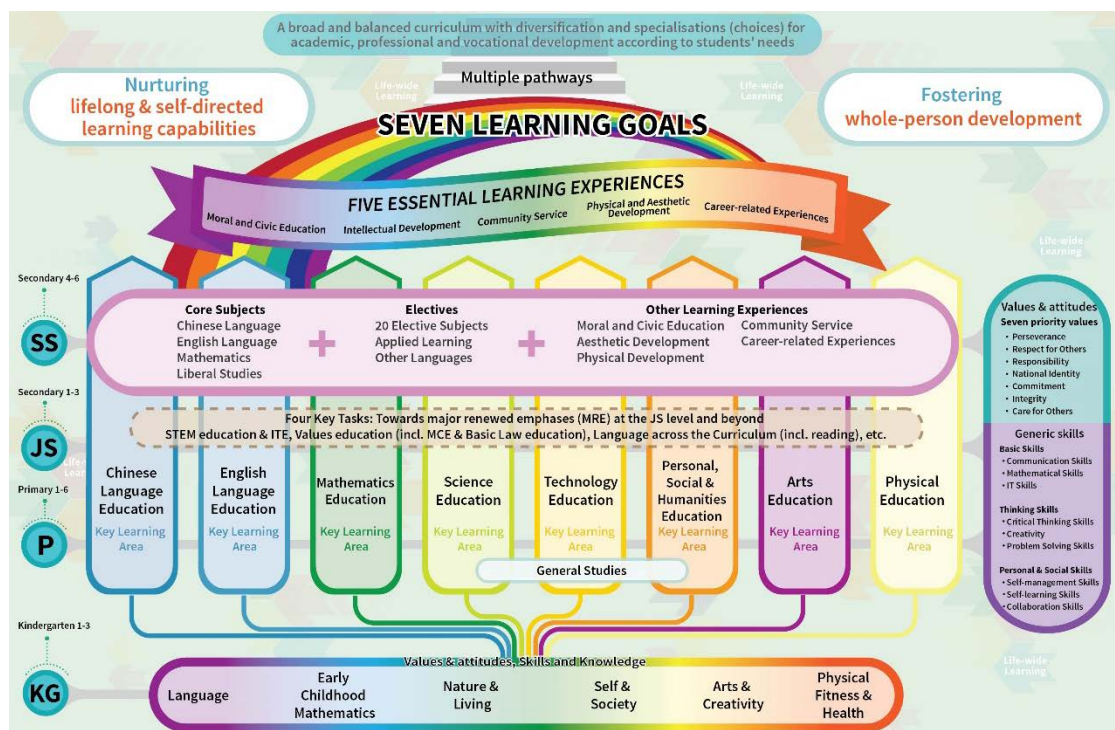


**Figure 1.1     Three Interconnected Components of the Curriculum Framework**



## 1.2 Position of the Personal, Social and Humanities Education Key Learning Area in the School Curriculum

**Figure 1.2 Learning to Learn 2+ –The Hong Kong School Curriculum**



Source: *Secondary Education Curriculum Guide (Secondary 1 - 6)* (CDC, 2017c)

PSHE is one of the eight KLAs of the school curriculum. It facilitates 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. It also 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.

In the school curriculum, the PSHE KLA continues to play a crucial role in helping our students deepen their understanding of various changes in local, national and global contexts, enquire into challenges and resolutions, and develop positive attitudes and values for facing different scenarios.

### 1.2.1 The learning contexts and experiences provided in the PSHE KLA

- The PSHE KLA provides a context for studying the human world.
  - The PSHE KLA deals with human beings, human behaviours and the human world. It aims to promote the maturation of a person as a human being and a citizen. Studies in the PSHE KLA situate students in relevant contexts in terms of time, place, institution, culture and values. Students reflect on behaviours, events and issues in these contexts through the study

of various disciplines in this KLA. They examine the present, make connections with the past and consider future possibilities. In gist, studies in the PSHE KLA provide the basics for a general and liberal education.

- The PSHE KLA attaches importance to students' personal growth.
  - The growth and development of students as persons and the respect for individual diversity are emphasised in the PSHE KLA. Their physical, mental and social well-being as well as their engagement in life planning is promoted. The aim is to ensure that all students, without exception, are able to develop their talents and potential to the full, including taking responsibility for their own lives and achieving personal goals. Together with other KLAs, the PSHE KLA provides opportunities for students to develop the ability and motivation for "learning to know", "learning to do", "learning to live together" and "learning to be" (Delors et al., 1996).
- The PSHE KLA emphasises learning history, culture and contemporary society.
  - The PSHE KLA concerns about nurturing a healthy perception of history and culture, and a sense of responsibility to make contributions to the community, our country, culture and humanity. Young people are all expected to inherit civilisation and traditions, learn wisdom from history, develop a sense of belonging to their own nation and culture, embrace a global outlook and contribute to creating a better world. Their understanding of and respect for the viewpoints and feelings of others, including those belonging to groups, cultures and nations different from their own, is also promoted. In Hong Kong, our young people's understanding of the importance of the Basic Law as the constitutional document of the Hong Kong Special Administrative Region (HKSAR), Chinese history and Chinese culture, and contemporary developments of society and our country, as well as their development of global perspectives, are essential to them for living in the present and preparing for the future.
- The PSHE KLA treasures the environment and stresses the optimal use of resources.
  - Opportunities are provided for students to understand the scarcity of resources and the need for concerted efforts to protect the environment. Through investigating major local, national and global issues, students understand the importance of making efficient use of resources, develop positive values and attitudes, and seek to make feasible recommendations on resource management, environmental conservation and sustainable development. These are important qualities of responsible citizens who are willing to act for a better future.
- The PSHE KLA promotes enquiry learning and participatory learning.
  - In the PSHE KLA, students are encouraged to take part in a wide range of activities to gain learning experiences across and beyond the school

curriculum, and to make contributions to their schools and communities. The major aim of adopting an enquiry and participatory approach to learning is to help students become active and self-directed learners. Through enquiry learning and participatory learning, students are able to grasp and even probe deeper into relevant concepts and knowledge, co-construct knowledge with peers, and develop different skills as well as positive values and attitudes. Based on thorough and well-informed deliberations, they also learn to recognise their own worth, acknowledge their common humanity, respect diversity and develop humanistic qualities.

### 1.2.2 Existing PSHE subjects and related elements

- In the existing school curriculum, the components of the PSHE KLA are mainly covered in humanities and social subjects, with some related elements delivered through cross-curricular programmes, such as moral and civic education, sex education, environmental education and media education. Table 1.1 presents the subjects currently under the PSHE KLA at different key stages of learning.

**Table 1.1 PSHE Subjects at Different Key Stages of Learning**

| <b>Key Stage One<br/>(Primary 1 - 3) &amp;<br/>Key Stage Two<br/>(Primary 4 - 6)</b> | <b>Key Stage Three<br/>(Secondary 1 - 3)</b>   | <b>Key Stage Four<br/>(Secondary 4 - 6)</b>   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• General Studies</li> </ul>                  | <ul style="list-style-type: none"> <li>• Chinese History</li> <li>• Geography</li> <li>• History</li> <li>• Life and Society</li> <li>• Religious Education</li> </ul> | <ul style="list-style-type: none"> <li>• Chinese History</li> <li>• Economics</li> <li>• Ethics and Religious Studies</li> <li>• Geography</li> <li>• History</li> <li>• Tourism and Hospitality Studies</li> </ul> |

- At the primary level (Key Stage One and Key Stage Two)
  - The General Studies curriculum provides students with opportunities to integrate the learning of knowledge and skills, and the nurturing of positive values and attitudes across three KLAs (i.e. PSHE, Science Education and Technology Education). PSHE core elements/essential content for learning are included in different strands<sup>3</sup> of the General Studies curriculum.
  - The General Studies curriculum is underpinned by the idea that students' learning experiences should be connected and not compartmentalised, so that students can develop a holistic view of themselves as members in the community and our nation; of their place in the natural world; and of the

<sup>3</sup> There are six strands in the General Studies curriculum at the primary level: Health and Living, People and Environment, Science and Technology in Everyday Life, Community and Citizenship, National Identity and Chinese Culture, and Global Understanding and the Information Era.

interaction of human beings with the environment. Historical and current social issues which students encounter in their everyday life, including the impact of human activities on the natural environment, can be thematic as well as integrated topics for students to develop their understanding of individuals, families, society, our nation and the world. Emphasis is placed on promoting students' affective development, especially the strengthening of humanistic qualities via different approaches and activities.

- At the junior secondary level (Key Stage Three)
  - To deliver PSHE at the junior secondary level, schools may offer the independent subjects as listed in Table 1.1. While schools need to offer Chinese History as an independent compulsory subject, they are provided with flexibility to organise other core elements/essential content for learning. More detailed discussion can be found in Chapter 2 of this Guide.
  - PSHE core elements/essential content for learning may also be covered by Religious Education in schools with a religious background. They may also be incorporated into school assemblies and class teacher periods as part of the school moral and civic education programme.
- At the senior secondary level (Key Stage Four)
  - The six PSHE subjects, including Chinese History, Economics, Ethics and Religious Studies, Geography, History, and Tourism and Hospitality Studies, as listed in Table 1.1 for Key Stage Four, are all elective subjects of the senior secondary curriculum for students to continue studying based on their interests and aptitudes.
  - Although Economics, Ethics and Religious Studies, and Tourism and Hospitality Studies are not offered at the junior secondary level, studies in these subjects are built on the knowledge foundation, skills and values and attitudes developed in students at the junior secondary level through studying the PSHE KLA and other KLA curricula.
  - At the senior secondary level, students' studies in PSHE subjects and the core subject of Liberal Studies are complementary to each other. The enquiry into some issues in Liberal Studies is built on the knowledge foundation and perspectives developed through the study of PSHE subjects at the primary and junior secondary levels. The three Areas of Study in Liberal Studies, namely "Self and Personal Development", "Society and Culture" and "Science, Technology and the Environment", also cover broad areas of study about human conditions and the contemporary world.

### **1.3 Review of Development of the Personal, Social and Humanities Education Key Learning Area Curriculum**

Since the publication of the *PSHE KLA Curriculum Guide* in 2002, an open and flexible curriculum framework has been adopted in many subjects in the PSHE KLA, such as General Studies at the primary level, as well as Life and Society and Geography at the junior secondary level. Some subjects in the PSHE KLA have both core and elective parts, which provide choices to cater for learner diversity and allow flexible integration of modules or even subjects.

The adoption of an enquiry approach and the development of generic skills, such as creativity, critical thinking skills and communication skills, have been advocated and implemented in the curricula of different PSHE subjects.

#### **1.3.1 Good practices**

Through curriculum development visits, focus group interviews with different stakeholders conducted by the Curriculum Development Institute, reports from the Quality Assurance and School-based Support Division and other data sources, it is observed that many teachers are well aware of the objectives and directions of development in the *PSHE KLA Curriculum Guide* (CDC, 2002). Positive changes in the planning, implementation and evaluation (P-I-E) of the PSHE KLA curriculum have been taking place in many schools in Hong Kong since then, including:

- Collaboration within the PSHE KLA and across KLAs
  - Some schools have assigned a PSHE KLA co-ordinator to provide leadership in curriculum planning and management. They have helped facilitate the communication between subject panels, within and beyond the PSHE KLA, and the school management. They have also helped strengthen the collaboration among the subject panels within the PSHE KLA, for example, by coordinating the organisation of joint learning activities.
  - A collaborative culture among teachers within subject panels has been noted, as exemplified by co-planning of lessons, and co-designing and sharing of teaching materials.
- Provision of life-wide learning activities
  - Most schools are providing a wide variety of co-curricular and cross-curricular activities for the PSHE KLA, such as visits to museums and heritage sites, field trips, Mainland exchange programmes and overseas study tours, to enrich students' learning experiences.
- Adoption of varied strategies for learning, teaching and assessment
  - Some schools have drawn reference to the list of core elements/essential content for learning to restructure their PSHE KLA curricula to broaden student learning and create space for more diversified learning activities.

- Teachers have used more varied learning and teaching strategies and assessment modes to enhance teaching effectiveness. Problem solving skills are emphasised by providing opportunities for students to investigate and suggest ways to solve problems. During lessons, teachers provide timely and constructive feedback to students to help them understand concepts and develop learning skills.
- Continuous assessment, in the forms of quizzes, projects and observations of performance in class, has been commonly adopted to monitor student progress in most schools.
- Engagement in the Four Key Tasks
  - Since 2001, schools have been providing students with opportunities to engage in the Four Key Tasks, namely Moral and Civic Education, Reading to Learn, Project Learning, and Information Technology for Interactive Learning. While the Four Key Tasks have been embedded in the learning and teaching of the PSHE KLA, Project Learning, in particular, has been widely practised in individual PSHE subjects or as collaborative endeavours between PSHE subjects, or between PSHE subjects and subjects in other KLAs, with the aim of developing students' enquiry skills, broadening their learning experiences, and enabling them to apply what they have learned in different contexts.

### **1.3.2 Areas for review and improvement**

On the other hand, there are also some areas for review and improvement, including:

- In view of the importance of ensuring a smooth interface between the junior and senior secondary curricula, it is observed that more needs to be done to strengthen the interface in curriculum planning between Key Stage Three and Key Stage Four.
- In some schools, there is a discrepancy between the actual and recommended amount of lesson time for primary General Studies and junior secondary PSHE subjects as stated in the BECG and the SECG<sup>4</sup> (see Section 3.5 of this Guide, or Booklet 2 of the BECG and Booklet 2 of the SECG for the recommended time allocation).
- In some schools, the coverage of the core elements/essential content for learning in their junior secondary PSHE KLA curricula needs to be strengthened to enable students to build a solid knowledge foundation at the junior secondary

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<sup>4</sup> As indicated in the BECG, the suggested allocation of lesson time for the General Studies curriculum is 12-15% of the total lesson time allocated for the primary curriculum. In the SECG, the suggested lesson time to be allocated for the junior secondary PSHE KLA curriculum is 15-20% of the total lesson time for the junior secondary curriculum. Out of the total lesson time for the junior secondary PSHE KLA curriculum, 25%, or about two lessons per week, should be devoted to the learning and teaching of Chinese History as an independent compulsory subject (see Section 3.5 of this Guide and Booklet 2 of the SECG for details), while the remaining 75% is for learning other PSHE core elements/essential content for learning in the forms of independent PSHE subjects or integrated curricula in the PSHE KLA.

level (see Section 2.2.3 of this Guide for the list of core elements/essential content for learning).

- For further enhancement of learning and teaching, the link between assessment and curriculum planning, and the use of assessment data to inform learning and teaching could be strengthened to help deepen student learning.
- It is observed that some schools have advanced the teaching of senior secondary subjects/topics, such as Economics and Liberal Studies, at the junior secondary level. This approach has caused concerns about the possible adverse impact on time allocation and curriculum coverage of PSHE subjects at the junior secondary level, and also students' learning progression.



## **1.4 Rationale and Directions for the Updating of the Personal, Social and Humanities Education Key Learning Area Curriculum**

As indicated in the BECG and the SECG, significant changes and rapid developments have been taking place in various fields around the world, in our nation and the local community. In the context of such massive changes, the challenge to provide an all-round education with updated personal, social and humanities education to students and to nurture them as lifelong learners has become all the more acute. It is incumbent upon **everyone involved** to provide our younger generation with an education that enables them to meet the new and dynamic circumstances.

Among others, students must acquire a solid body of knowledge and develop an understanding of the humanistic dimensions in their PSHE studies. They have to be prepared for civic and social engagement to make contributions to the well-being of society. In response to changes and developments, they need to learn to think critically, creatively, empathetically and constructively from the perspective of common good as well as solve problems and tackle issues. They also need to have an in-depth understanding of themselves, the local community, our nation and the world in order to become confident, informed and responsible persons. The updating of the PSHE KLA curriculum aims to better meet the learning and development needs of students.

### **1.4.1 Key focuses for curriculum development in the PSHE KLA**

The updating of the PSHE KLA curriculum is in alignment with the ongoing renewal of the school curriculum and the Seven Learning Goals of Primary and Secondary Education as set out in the BECG and the SECG. It also takes into account the features, achievements, implementation concerns, and development of the PSHE KLA curriculum in the past decade as well as the changes in the local, national and global contexts. In the process of deliberation, **seven key focuses** are identified for ongoing curriculum development in the PSHE KLA.

The seven **key focuses** are:

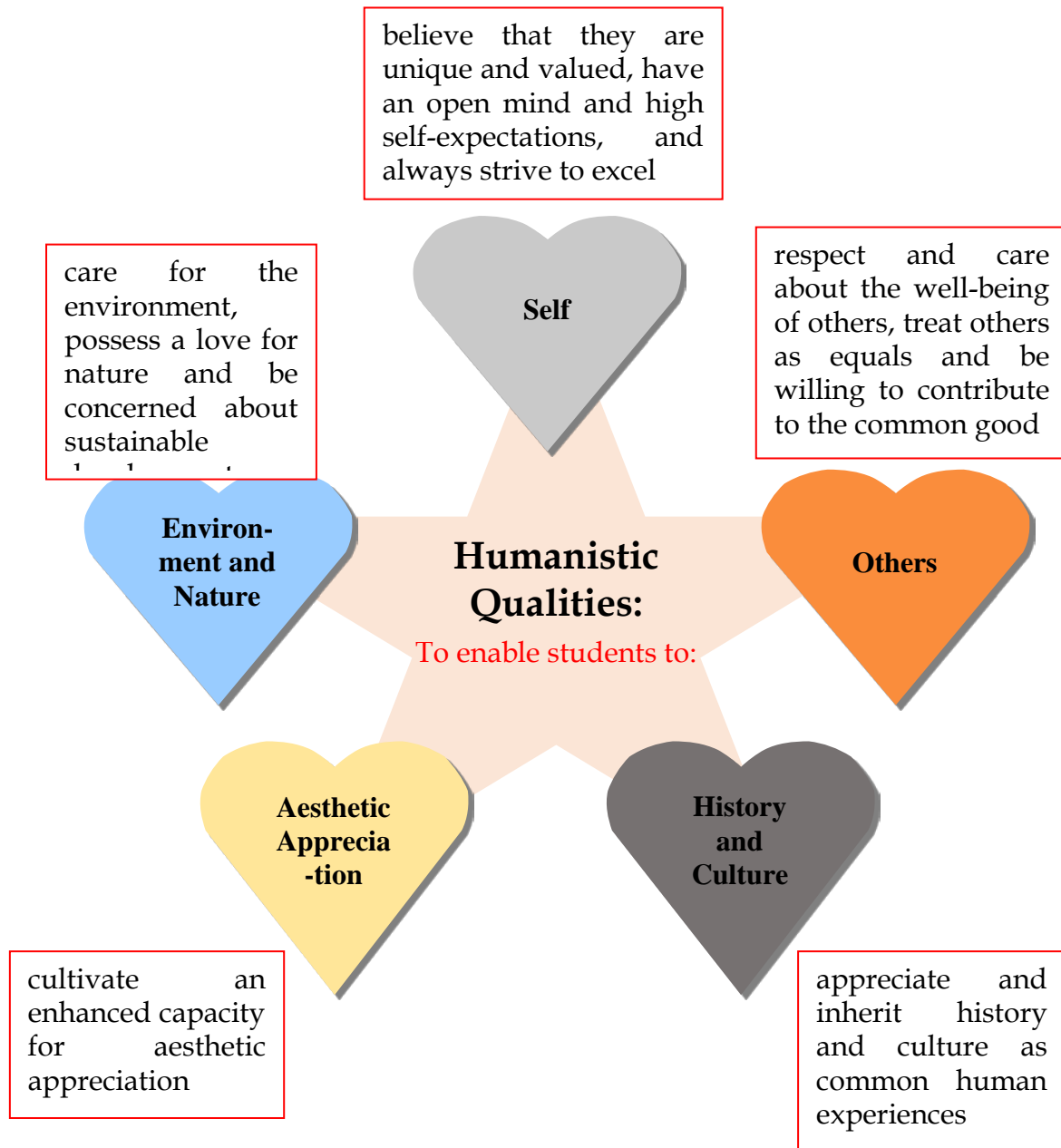
- (1) **Humanistic Qualities;**
- (2) **Entrepreneurial Spirit;**
- (3) **Values Education;**
- (4) **e-Learning;**
- (5) **Generic Skills and their Integrative Use;**
- (6) **Promotion of National and Global Understanding; and**
- (7) **Language across the Curriculum.**

These key focuses are not discrete initiatives. They can be coherently combined to guide and enhance the PSHE KLA curriculum development in schools.

### **(1) Humanistic qualities**

- The promotion of humanistic qualities is central to PSHE and emphasised in places around the world. Nurturing humanistic qualities in students for promoting whole-person development has long been an important goal of the PSHE KLA curriculum.
- Humanistic qualities help students hold themselves and others in high regard. With humanistic qualities, the value of every human individual will be respected, and self-actualisation will be pursued. Students will accept and value themselves as unique individuals, possess self-esteem and an open-minded mentality, pursue meaning in life, and strive for excellence. They will be eager to build a caring and inclusive society by treating others as equals and each other with mutual respect. Students will attach due importance to both the common good and their personal interests. They will appreciate and inherit history and culture as common human experiences and cultivate an enhanced capacity for aesthetic appreciation. With a view to making a better world for all, they will direct much of their effort to caring for the environment and nature, and promoting development that is sustainable. In view of its importance, nurturing humanistic qualities in students would continue to be a key focus for curriculum development.
- The purposes of nurturing humanistic qualities in students are listed in Figure 1.3. They are grouped into five dimensions.

**Figure 1.3 Purposes of Nurturing Humanistic Qualities in Students**



## **(2) Entrepreneurial spirit**

- The world in the 21st century is moving in waves of changing demands and uncertainties. For example, globalisation and technical advances, the digital revolution in particular, have drastically transformed the socio-economic landscape.
- To help our young people navigate their way through these changes, different countries and international organisations advocate the need to

foster in students an entrepreneurial spirit<sup>5</sup>.

- Entrepreneurial spirit includes the qualities of possessing creativity and innovativeness, taking initiatives and responsibilities, taking calculated risks, upholding perseverance in times of uncertainty and seizing the best of the opportunities ahead.
- To better equip our students, there is a need to highlight the development of entrepreneurial spirit as a key focus for curriculum development.

### **(3) Values education**

- Values education is an integral part of the PSHE KLA curriculum<sup>6</sup>. The array of values and attitudes indicated in BECG and SECG, such as perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others, are inherent in the core elements/essential content for learning of the PSHE KLA curriculum.
- Values education also includes Basic Law education, which enables students to understand the Basic Law and its application in everyday life, and reinforces the cultivation of values including the rule of law, justice, national identity, democracy, freedom, human rights, equality and rationality.
- In the PSHE KLA curriculum, the background of the principle of “one country, two systems”, as well as the importance, ideas and concepts of the Basic Law are part of the core elements/essential content for learning covered in different PSHE subjects. The teaching of PSHE subjects will enable students to learn the Basic Law from historical, geographical, social, political and economic perspectives.
- Other key focuses put forth in this Guide, including humanistic qualities, entrepreneurial spirit, e-learning, and promotion of national and global understanding, are also closely linked to the cultivation of positive values and attitudes. In view of its importance and relevance, values education remains a key focus for curriculum development in the PSHE KLA.

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<sup>5</sup> Fostering students’ entrepreneurial spirit is emphasised by the International Labour Organization (ILO) and United Nations Educational, Scientific and Cultural Organization (ILO & UNESCO) (2006). Entrepreneurship is also emphasised by the European Union (European Communities, 2007), Norway (Norway Ministry of Education and Research, Ministry of Local Government and Regional Development and Minister of Trade and Industry, 2010), the Mainland of China (PRC Ministry of Education, 2010), Alberta of Canada (Alberta Education, 2011) and the United Kingdom (Young, 2014).

<sup>6</sup> Values education is an essential and integral part of the school curriculum, and is implemented through different components in KLAs, moral and civic education, cross-curricular learning opportunities and life-wide learning experiences. According to the revised Moral and Civic Education Curriculum Framework (EDB, 2008), seven priority values and attitudes are identified, namely perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others. In the SECG, strengthening values education (including moral and civic education and Basic Law education) has been put forth as one of the MRE.

#### **(4) e-Learning**

- e-Learning refers to an open and flexible learning mode involving the use of electronic media, including the use of digital resources and communication tools to achieve learning objectives. The essence of promoting e-learning is to develop students' necessary qualities for the 21st century (e.g. self-directed learning)<sup>7</sup> through enhancing learning and teaching effectiveness in schools. Teachers may use e-learning to enhance, modify and complement existing learning and teaching strategies or break new ground in pedagogy.
- Adopting e-learning as a key focus can help enhance the effectiveness of learning and teaching in the PSHE KLA. More specifically, the use of information technologies provides easy access to information, enables learning to take place beyond the confines of the classroom and school hours, enhances engagement in learning through sharing and collaboration, facilitates the development of higher order thinking skills (e.g. critical thinking, problem solving and creativity), supports the construction and application of knowledge, and promotes self-directed learning.
- In PSHE subjects, the use of digital tools and resources to support enquiries into issues or problems will provide opportunities for students to identify information needs, to locate, evaluate, extract, organise and present information, and to integrate knowledge creatively. In the process, they learn to cope with the dynamics in the information world (such as considering intellectual property rights, protecting privacy rights of oneself and others, assessing the credibility of information sources, etc.) and use information ethically. Taken together, the aforementioned learning opportunities will contribute to the development of information literacy in students.
- As an integral part of e-learning, e-assessment enables teachers to capitalise on the advantages brought about by technology in assessment, including the provision of immediate feedback to students and personalising assessment to meet their individual needs (see Section 5.3.4 of this Guide and Booklet 4 of the SECG for details on e-assessment).

#### **(5) Generic skills and their integrative use**

- Many countries consider developing students' generic skills a vital move to prepare them for the uncertain future. As a result, new terms such as "21st century skills" and "global competence" have emerged and received great attention in the academia.
- A close examination of these new terms shows that the nine generic skills

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<sup>7</sup> It has been highlighted that information literacy "empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals" (IFLA & UNESCO, 2005). It is suggested as "a basic human right in a digital world and promotes social inclusion of all nations".

advocated in the school curriculum of Hong Kong since 2001 are still the pillars of these newly identified skills or competences.

- Nine generic skills have been identified as essential for student learning in the 21st century. They are:
  - Collaboration skills;
  - Communication skills;
  - Creativity;
  - Critical thinking skills;
  - Information technology skills;
  - Mathematical skills<sup>8</sup>;
  - Problem solving skills;
  - Self-learning skills<sup>8</sup>; and
  - Self-management skills.
- Based on the past implementation experiences, and in response to the dynamic changes in society, the development of generic skills remains very important. To add impetus, the nine generic skills are grouped into three clusters, namely Basic Skills, Thinking Skills, and Personal and Social Skills, for better understanding of their nature and application in a holistic manner (see Table 1.2 for details).

**Table 1.2      Grouping of the Nine Generic Skills into Three Clusters**

| <b>Basic Skills</b>           | <b>Thinking Skills</b>   | <b>Personal and Social Skills</b> |
|-------------------------------|--------------------------|-----------------------------------|
| Communication Skills          | Critical Thinking Skills | Self-management Skills            |
| Mathematical Skills           | Creativity               | Self-learning Skills              |
| Information Technology Skills | Problem Solving Skills   | Collaboration Skills              |

- Presenting these skills in clusters also promotes a better understanding of the relationship between individual skills and reflection on thinking habits, and avoids application of individual skills in isolation. Integrative application of generic skills, pioneered by collaborative problem solving skills and holistic thinking skills, is suggested to better equip our students for learning and other pursuits. Please refer to Section 2.2.4 of this Guide

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<sup>8</sup> “Mathematical skills” and “self-learning skills” are referred to as “numeracy skills” and “study skills” respectively in earlier curriculum documents, such as *Learning to Learn: The Way Forward in Curriculum Development – Lifelong Learning and Whole-person Development* (CDC, 2001).

for further elaboration.

## **(6) Promotion of national and global understanding**

- As Hong Kong is tied closely with our nation and the world, education in Hong Kong attaches great importance to the development of a sense of national and global identity. One of the **Seven Learning Goals of Primary Education** is for students to “understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as responsible citizens” (refer to Chapter 1 of the BECG) while one of the **Seven Learning Goals of Secondary Education** is for students to “become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society” (refer to Booklet 1 of the SECG).
- Accordingly, it is natural for our students to understand the development of the history, culture, economy, technology, political system and law of their country and to foster in them a sense of national identity. In SECG, “reinforcing the learning of Chinese history and Chinese culture” has been put forth as one of the MRE.
- Strengthening students’ global knowledge and global perspectives will facilitate their understanding of the complex, diverse and interdependent world in which they are living, as well as the opportunities and challenges found in the regional and international contexts in which our country is situated. The emphasis on strengthening students’ global knowledge and global perspectives has also been highlighted in education policies in places around the world<sup>9</sup>.
- In view of the further development of reform and opening-up on the Mainland, possessing global knowledge and a global perspective has become all the more important for people in Hong Kong. Development of a global perspective and intercultural competences (UNESCO, 2013) must be further enhanced amongst the younger generation through providing opportunities for students to participate in different projects and initiatives involving our country and the rest of the world.
- The PSHE KLA, which involves helping our students deepen their understanding of various changes in local, national and global contexts, is highly relevant and well-placed for achieving the learning goals of broadening and enhancing students’ national and global understanding.

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<sup>9</sup> These include the European Union (O’Loughlin & Wegimont, 2003), Australia (MCEETYA, 2008), Singapore (Singapore Ministry of Education, 2010), South Korea (ROK Ministry of Education, Science and Technology, 2008) and the United States of America (NCSS, 2010). The importance of fostering global perspectives to the development of the Mainland of China has also been acknowledged by the Central Committee of the Communist Party of China (2016).

## **(7) Language across the Curriculum**

- Language plays a crucial role in facilitating the learning of PSHE subjects. Students need to conceptualise the subject content through language and practise their language skills for communicating clearly about the content based on subject-specific conventions and styles. Students studying PSHE subjects will need language support in both Chinese and English to cope with demands on the use of specific language features in presenting the subject content.
- Terminologies and vocabulary used in PSHE subjects usually carry rich meanings or abstract concepts and the content is often presented in a precise and concise manner. These styles of language use may hinder student learning or make it difficult for students to present their understanding in written words. This is particularly true when the language features vary from subject to subject in this KLA.
- There has been an increased attention on providing language support to address students' needs in studying PSHE subjects in past years, particularly in the areas of terminologies/vocabulary and writing skills. There is continued need to place Language across the Curriculum as a key focus for curriculum development for enhancing students' learning effectiveness.

### **1.4.2 Organising cross-KLA learning activities to support STEM education in the PSHE KLA**

- STEM education is one of the MRE for ongoing curriculum renewal. In the local curriculum context, STEM education is promoted through the Science Education, Technology Education and Mathematics Education KLAs. Please refer to Booklets 1 and 2 of the SECG for details.
- The PSHE KLA shares the objectives of promoting STEM education, in particular strengthening students' ability to integrate and apply knowledge and skills, and developing students' creativity, collaboration and problem solving skills.
- The PSHE KLA can contribute to STEM education through cross-KLA learning activities. Teachers of the PSHE and STEM-related KLAs can collaborate and provide social contexts for students to apply knowledge and problem solving skills.
- In the process of working on learning tasks in these activities, students can explore the problems from multiple perspectives, strengthen their ability to integrate and apply knowledge and skills learned in different KLAs in meaningful contexts, and develop associated generic skills and positive values and attitudes.



## 1.5 Strategies for Curriculum Development

This section recapitulates some of the useful strategies which could be used continuously for taking forward the PSHE KLA curriculum.

### 1.5.1 Using the updated Four Key Tasks to promote the key focuses for curriculum development

In the BECG and the SECG, the Four Key Tasks are updated as:

- (1) Moral and Civic Education: Towards Values Education;
- (2) Reading to Learn: Towards Reading across the Curriculum;
- (3) Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines; and
- (4) Information Technology for Interactive Learning: Towards Self-directed Learning.

While schools continue implementing the key tasks, they could simultaneously promote the key focuses for curriculum development in the PSHE KLA to enliven learning and teaching, and help students achieve whole-person development and become self-directed learners.

#### (1) Moral and Civic Education: Towards Values Education

- This key task is closely related to the key focuses of **values education** and the **promotion of national and global understanding**. The design of a school-based curriculum or a programme for moral and civic education can also serve the purpose of promoting these key focuses.

#### (2) Reading to Learn: Towards Reading across the Curriculum

- The key focuses including **humanistic qualities** and **Language across the Curriculum** can be promoted through Reading to Learn: Towards Reading across the Curriculum. For example, teachers can ask students to read articles from the resource package *A Reader in Humanistic Literacy (Junior Secondary)* (EDB, 2009) (《性情真章——人文素養讀本（初中）》) published by the PSHE Section of the Curriculum Development Institute, and arrange different post-reading activities to help students reflect on their reading experience, and learn the relevant language skills.

#### (3) Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines

- Project learning has been very useful for deepening students' learning in the PSHE KLA and connecting their subject-based and/or cross-subject/KLA learning experiences. Building on existing strengths and experience, schools can also plan project learning with a focus on broadening students' national and global understanding, strengthening

students' integrative application of knowledge and skills (including generic skills), reading to learn, and/or e-learning within the PSHE KLA and across KLAs.

**(4) Information Technology for Interactive Learning: Towards Self-directed Learning**

- With the advent of more e-textbooks and e-resources, enhancement in students' digital awareness and information literacy, and e-learning becoming one of the key focuses for curriculum development in the PSHE KLA, this key task will continue to be emphasised in the PSHE KLA curriculum.

**1.5.2 Aligning life-wide learning with the PSHE KLA curriculum**

- Life-wide learning (LWL) broadly refers to student learning in real contexts and authentic settings to achieve learning targets that are more difficult to attain through classroom learning. Please refer to Booklet 7 of the SECG for details.
- In the PSHE KLA, LWL has already become a part of the learning and teaching. A central feature of LWL is experiential learning which involves providing opportunities for students to have first-hand experience with real-life situations in order to construct understanding of a certain theme/topic through interacting with people or the environment in those situations. The learning process requires that students take actions (e.g. interact with others, apply their knowledge, integrate theory and practice, etc.) and reflect on their actions, with the aims of deepening students' understanding of a certain learning area, broadening their horizons, promoting their whole-person development and developing their lifelong learning capabilities.
- LWL in the PSHE KLA can be provided by schools alone, the EDB, and/or in collaboration with non-governmental organisations within the community. Activities could include community studies, visits, community service and community improvement programmes in Hong Kong, on the Mainland and overseas, etc. In addition to developing an in-depth understanding of the community, our nation and the world, these LWL activities can promote key focuses, such as humanistic qualities and entrepreneurial spirit, and encourage an early start on life planning. Below are two examples of addressing the key focuses for curriculum development in the PSHE KLA through promoting LWL learning among students.

**Humanistic Qualities and Promotion of National and Global Understanding**

Schools can arrange students to participate in voluntary or humanitarian relief work on the Mainland or overseas to help develop students' humanistic qualities, sense of national identity as well as global perspectives. Students' first-hand experience with persons and objects can help clarify misunderstandings and broaden perspectives.

### **Entrepreneurial Spirit**

Some existing programmes enable schools to promote an entrepreneurial spirit as well as engage students in life planning. For example, the Business-School Partnership Programme provides the learning environment for students to understand different careers, establish right work attitudes, adapt to changes of the economy and ultimately achieve whole-person development.

### **1.5.3 Promoting the development of higher order thinking skills**

- The provision of opportunities for students to enquire from multiple perspectives and formulate alternative interpretations/solutions to historical and contemporary issues and problems during and after lessons of PSHE subjects contribute to their development of higher order thinking skills, such as critical thinking skills, problem solving skills and creativity, and application in an integrative manner.

The PSHE Section, the EDB, has distributed to all local secondary schools the *Curriculum Support Materials on Developing Higher-order Thinking Skills in PSHE Classrooms (2): Lesson Exemplars* (EDB, 2010). The examples and lesson plans provided aim to illustrate the development of students' higher order thinking skills in relevant topics in different PSHE subjects. For example, problem solving skills, reversal thinking and creative thinking could be developed in the topic "Could the First World War be avoided?", and problem solving skills and creativity could be fostered in the topic "How can land use conflicts be solved?". Another booklet *Resource Package on the Integrative Use of Generic Skills in Junior Secondary Subjects in Personal, Social and Humanities Education Key Learning Area* (EDB, 2017a) has also been made available to schools.

### **1.5.4 Developing communities of practice to promote teachers' professional development and capacity building**

- The development of a community of practice among PSHE teachers within a school will facilitate the sharing of a common vision, the engagement in reflective dialogue and shared decision making as well as the provision of a caring and productive environment.
- When communities of practice are developed among PSHE teachers beyond the school, they can facilitate the networking of like-minded PSHE teachers to explore curricular and pedagogical issues of mutual interest, exchange experiences and teaching ideas in PSHE subjects, collaborate on tasks that are aimed at improving learning and teaching practices in the PSHE KLA, and advance teachers' professional knowledge and capabilities.

## **1.6 Building the Foundation for Lifelong Learning**

In the 21st century, the rapid pace of technological development, demographic changes and globalization, etc. are transforming our society, our nation and the world. To better equip our students to face the uncertainties and challenges and make the most of opportunities brought by the changes, it is necessary to strengthen students' capacity for lifelong learning through a broad and balanced school curriculum, which will help students construct a solid knowledge foundation for progressing through the various stages of learning, foster students' whole-person development and nurture their lifelong and self-directed learning capabilities. Learning in the PSHE KLA will continue to prepare our students for meeting the demands of the changing world.

# **Chapter 2**

## **Curriculum Framework**

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## Chapter 2 Curriculum Framework

### 2.1 Curriculum Aims of the Personal, Social and Humanities Education Key Learning Area

#### 2.1.1 Overarching aims

The PSHE KLA aims to enable students to:

- understand themselves, society, our nation and the world at large;
- maintain a healthy personal development; and
- contribute to the well-being of the family, the local community, our 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 different communities;
- develop an understanding of the changing relationships of people, locations and events in the past and how they impact on the 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 appreciation and 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; and
- demonstrate active and responsible citizenship based on an understanding of and a respect for the roles, rights and responsibilities of individuals and groups, and a due concern for the importance of justice and making recommendations to tackle local, national and global issues.

**Example 9 “Learning targets of the PSHE KLA embedded with humanistic qualities and entrepreneurial spirit”** provides a diagram to illustrate the congruence between the learning targets of the PSHE KLA curriculum and the objectives of two key focuses for curriculum development in the PSHE KLA.

## **2.2 The Curriculum Framework of the Personal, Social and Humanities Education Key Learning Area**

The three major interconnected components of the curriculum framework, that is, Knowledge in KLAs, Generic Skills, and Values and Attitudes (refer to Figure 1.1 in Chapter 1 of this Guide), are to be achieved through studies in the PSHE KLA. It sets out what students should know, value and be able to do at various key stages of learning.

### **2.2.1 Strands**

- There are six strands in the PSHE KLA curriculum to specify the major concepts and knowledge to be learned and the insights and perspectives that each brings to the PSHE KLA curriculum (refer to Table 2.1). These 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
- Representing the different perspectives for enquiry in the PSHE KLA curriculum, these six strands enable schools to:
  - organise core elements/essential content for learning for the purpose of linking the development of knowledge and understanding, competence and skills as well as values and attitudes 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 promoting the concern for conserving cultural heritage;
  - integrate core elements/essential content for learning across different subject areas. For example, Strand 5 “Resources and Economic Activities” helps synthesise all the related aspects of Life and Society (Secondary 1 - 3) and Geography for enquiring into issues such as “resources utilisation in Hong Kong” at the junior secondary level; and
  - accommodate core elements/essential content for learning and new knowledge from subject areas or disciplines not normally included in conventional subjects. For example, knowledge from Psychology and Sociology can be accommodated in Strand 1 “Personal and Social Development” for the analysis of personal issues, such as peer influences on the development of values of adolescents and Internet/network addiction.



- The six strands and the core elements/essential content for learning in these strands (see Section 2.2.3 of this Guide) would help schools tackle overlapping content to strengthen coherence.

**Table 2.1 Strands, Sub-strands and Related Perspectives**

| <b>Strands</b>                       | <b>Sub-strands</b>   | <b>Perspectives</b>                             |
|--------------------------------------|--|---|
| 1. Personal and Social Development   | <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Healthy lifestyles</li> <li>• Sexuality issues</li> <li>• Self-management</li> <li>• Human relationships</li> </ul>  | People as individuals and social beings         |
| 2. Time, Continuity and Change       | <ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• Cause and effect</li> <li>• Change and continuity</li> <li>• Historical significance</li> <li>• Historical interpretations</li> </ul>  | People in relation to time                      |
| 3. Culture and Heritage              | <ul style="list-style-type: none"> <li>• Foundations and characteristics of culture</li> <li>• Customs and traditions</li> <li>• Challenges, conflicts, collaborations and repercussions of the modern world</li> <li>• Cultural globalisation, diversity and interaction</li> </ul> | People in the cultural world                    |
| 4. Place and Environment             | <ul style="list-style-type: none"> <li>• Nature of places and environments</li> <li>• Patterns and processes</li> <li>• People-environment interrelationships</li> <li>• Conservation and sustainable development</li> </ul>   | People in relation to space and the environment |
| 5. Resources and Economic Activities | <ul style="list-style-type: none"> <li>• Use of resources</li> <li>• Production and consumption</li> <li>• Role of government in an economy</li> <li>• Interdependence of economies</li> </ul>   | People in relation to the material world        |
| 6. Social Systems and Citizenship    | <ul style="list-style-type: none"> <li>• Rights, responsibilities and social values</li> <li>• Social norms, rules and law</li> <li>• Local, national and global identities</li> <li>• Social system, political system and interaction</li> </ul>                                    | People as groups                                |

### 2.2.2 Learning objectives

- The learning targets mentioned in Section 2.1.2 are translated into learning objectives arranged within the six strands of the PSHE KLA curriculum (refer to Table 2.2). These learning objectives define more specifically the knowledge, skills, and values and attitudes that students at different key stages of schooling are expected to learn under each strand.
- In this Guide, the learning objectives are updated from the 2002 *PSHE KLA Curriculum Guide* with regard to the changing social contexts, school experiences in implementation, updated knowledge in PSHE KLA-related disciplines, and views of the Curriculum Development Council Committee on Personal, Social and Humanities Education and other stakeholders, in order to enable students to keep up with the times in their learning, and cope with opportunities and challenges in the future.
- Due attention has also been paid to the promotion of the seven key focuses, including **humanistic qualities, entrepreneurial spirit, values education, e-learning, generic skills and their integrative use, promotion of national and global understanding, and Language across the Curriculum**. Owing to the varied nature of the subject matter covered by different strands, some strands are expected to provide richer contexts than others for achieving what is intended in the key focuses.
- The updated learning objectives can serve as a reference guide to assist schools in planning, designing, organising and reviewing their PSHE KLA curricula, as well as developing learning and teaching strategies, learning and teaching activities and resources, and assessment policies.

**Table 2.2 Learning Objectives under the Six Strands from Key Stage One to Key Stage Three**

**PSHE KLA LEARNING OBJECTIVES – KEY STAGE ONE**

| Strand 1  | Strand 2  | Strand 3  | Strand 4  | Strand 5  | Strand 6  |
|---|---|---|---|---|---|
| <b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>Self-esteem</li> <li>Healthy lifestyles</li> <li>Sexuality issues</li> <li>Self-management</li> <li>Human relationships</li> </ul>  | <b>Time, Continuity &amp; Change</b> <ul style="list-style-type: none"> <li>Time and chronology</li> <li>Cause and effect</li> <li>Change and continuity</li> <li>Historical significance</li> <li>Historical interpretations</li> </ul>  | <b>Culture &amp; Heritage</b> <ul style="list-style-type: none"> <li>Foundations and characteristics of culture</li> <li>Customs and traditions</li> <li>Challenges, conflicts, collaborations and repercussions of the modern world</li> <li>Cultural globalisation, diversity and interaction</li> </ul>  | <b>Place &amp; Environment</b> <ul style="list-style-type: none"> <li>Nature of places and environments</li> <li>Patterns and processes</li> <li>People-environment interrelationships</li> <li>Conservation and sustainable development</li> </ul>   | <b>Resources &amp; Economic Activities</b> <ul style="list-style-type: none"> <li>Use of resources</li> <li>Production and consumption</li> <li>Role of government in an economy</li> <li>Interdependence of economies</li> </ul>   | <b>Social Systems &amp; Citizenship</b> <ul style="list-style-type: none"> <li>Rights, responsibilities and social values</li> <li>Social norms, rules and law</li> <li>Local, national and global identities</li> <li>Social system, political system and interaction</li> </ul>   |
| <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to identify the different stages of human growth and development, and understand there are individual differences in growth and development</li> <li>to understand the harm of taking harmful substances/substance abuse</li> <li>to know the importance and ways of maintaining personal and environmental hygiene and safety</li> <li>to understand one's needs and interests, and that one's own emotions and behaviours may influence oneself as well as others</li> <li>to understand the importance of cherishing life, living a positive life, valuing one's family and</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to know the difference between time and chronology</li> <li>to know that changes have taken place in the local community in different periods of time</li> <li>to recognise some important people and events that have significant impacts on our national history</li> </ol><br><i>Skills</i> <ol style="list-style-type: none"> <li>to identify the order of events and their chronological sequence</li> <li>to know and apply broad categories of time (e.g. past, present and the future, days, weeks, months and years) in daily lives</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to understand that the local community is made up of people of different cultures</li> <li>to know the characteristics of Chinese people and important customs, traditions and features of Chinese culture</li> <li>to know the characteristics of people of different cultures and the ways in which people of different cultural groups interact</li> </ol><br><i>Skills</i> <ol style="list-style-type: none"> <li>to identify diverse customs, practices and traditions in the local community</li> <li>to identify major features</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to know the characteristics of our immediate environment</li> <li>to understand how natural and human features are located in our environment</li> <li>to understand how local human activities may affect and are affected by the natural environment</li> </ol><br><i>Skills</i> <ol style="list-style-type: none"> <li>to make careful observation of our surroundings</li> <li>to identify features on maps and photographs</li> <li>to draw pictorial maps to illustrate key features of their surroundings</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to know that goods and services produced for our consumption are insufficient to satisfy all our wants</li> <li>to understand that people manage the use of resources in different ways</li> <li>to understand that people work to get income and that there are different types of work</li> <li>to know that people meet their needs through exchanging goods and services produced in the local community or imported from other parts of the world</li> </ol><br><i>Skills</i> <ol style="list-style-type: none"> <li>to practise planning one's</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to identify one's role, rights and responsibilities in different social groups</li> <li>to know the importance of respecting the rights of others</li> <li>to have basic knowledge about "one country, two systems" and understand the importance of the Basic Law</li> <li>to know the importance of rules and regulations to the life of Hong Kong residents</li> <li>to recognise local and national symbols</li> <li>to identify facilities and services in the community</li> <li>to know some significant and special current affairs at local and national levels</li> </ol> |

| Strand 1   | Strand 2  | Strand 3  | Strand 4   | Strand 5   | Strand 6  |
|--|---|---|--|--|---|
| <p>having a loving regard for all living things</p> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to exercise self-management in personal hygiene, safety and emotion in daily life situations</li> <li>to use appropriate verbal and non-verbal means to express oneself</li> <li>to practise planning one's use of time and money</li> <li>to use the support and advice from adults to make decisions related to health</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to treasure life and make efforts to preserve health</li> <li>to be positive in achieving a healthy lifestyle with balance between diet, physical exercise, work and rest</li> <li>to observe the proper use of medicine, avoid taking harmful substances and refuse to take drugs</li> <li>to accept changes that occur as one grows and individual differences in growth and development</li> <li>to treasure harmonious relationships with family members, peers and others around</li> </ol> | <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to develop a concern for the changes and development of the local community and our country</li> <li>to appreciate the contributions made by people in the past to the local community, country and nation</li> <li>to develop a sense of belonging to the local community, country and nation</li> <li>to appreciate and respect the wide range of human experiences and perspectives</li> </ol> | <p>of the Chinese culture</p> <p>3. to observe how people perceive other cultural groupings</p> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to respect the long history and appreciate the unique features of the Chinese culture and values</li> <li>to be aware of and identify with the Chinese culture</li> <li>to appreciate that old and new as well as different cultures co-exist in the local community</li> <li>to respect people of different cultures, traditions, religions, customs, values and ways of life</li> </ol> | <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to show concern for the environment and make wise use of natural resources</li> <li>to show concern and readiness to take actions to care for and improve the environment</li> </ol> | <p>use of time and money</p> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to show concern for using scarce resources more efficiently for the betterment of oneself and one's family</li> <li>to appreciate the efforts and contributions of people who work to meet our needs and maintain a harmonious community</li> </ol> | <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to acquire the skills necessary for participating in a group</li> <li>to identify behaviours that one should practise in order to be responsible and participative citizens</li> <li>to make good use of community services and facilities</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to show respect for the rights of others</li> <li>to develop virtues (e.g. honesty, integrity) and a sense of local and national identities</li> <li>to appreciate the need for fair rules and regulations and be willing to abide by them</li> </ol> |

## PSHE KLA LEARNING OBJECTIVES – KEY STAGE TWO

| Strand 1   | Strand 2  | Strand 3  | Strand 4  | Strand 5   | Strand 6   |
|--|---|---|---|--|--|
| <b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>Self-esteem</li> <li>Healthy lifestyles</li> <li>Sexuality issues</li> <li>Self-management</li> <li>Human relationships</li> </ul>   | <b>Time, Continuity &amp; Change</b> <ul style="list-style-type: none"> <li>Time and chronology</li> <li>Cause and effect</li> <li>Change and continuity</li> <li>Historical significance</li> <li>Historical interpretations</li> </ul>  | <b>Culture &amp; Heritage</b> <ul style="list-style-type: none"> <li>Foundations and characteristics of culture</li> <li>Customs and traditions</li> <li>Challenges, conflicts, collaborations and repercussions of the modern world</li> <li>Cultural globalisation, diversity and interaction</li> </ul>  | <b>Place &amp; Environment</b> <ul style="list-style-type: none"> <li>Nature of places and environments</li> <li>Patterns and processes</li> <li>People-environment interrelationships</li> <li>Conservation and sustainable development</li> </ul>   | <b>Resources &amp; Economic Activities</b> <ul style="list-style-type: none"> <li>Use of resources</li> <li>Production and consumption</li> <li>Role of government in an economy</li> <li>Interdependence of economies</li> </ul>  | <b>Social Systems &amp; Citizenship</b> <ul style="list-style-type: none"> <li>Rights, responsibilities and social values</li> <li>Social norms, rules and law</li> <li>Local, national and global identities</li> <li>Social system, political system and interaction</li> </ul>  |
| <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to know the physical and emotional changes which occur at puberty and the ways to cope with these changes</li> <li>to know the factors affecting one's health and safety and the negative impacts of drug taking on health, family and society</li> <li>to know ways of maintaining health at personal and community levels and coping with risks</li> <li>to understand one's own needs, aspirations and strengths and ways to address one's weaknesses</li> <li>to be aware that one's actions may have positive or negative consequences on oneself and others</li> </ol><br><i>Skills</i> <ol style="list-style-type: none"> <li>to manage physical and</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to identify the causes and impacts of continuity and change on different aspects of the local community</li> <li>to understand that significant historical figures, events and viewpoints have influenced our nation in different periods of time</li> <li>to understand the interdependence of different parts of the world through the study of significant historical events</li> </ol><br><i>Skills</i> <ol style="list-style-type: none"> <li>to use chronological terms correctly</li> <li>to collect and use historical information</li> <li>to identify different viewpoints</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to understand the importance of harmony among members in different communities</li> <li>to understand the major characteristics of ancient Chinese civilisation and the uniqueness of Chinese culture</li> <li>to understand the influences of Chinese culture on the life of the local community</li> <li>to know the ways that people of different cultures interact in the global system and how such interaction has developed over time</li> </ol><br><i>Skills</i> <ol style="list-style-type: none"> <li>to analyse the impact of different cultures on daily lives</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to describe and explain the physical and human characteristics of different places</li> <li>to recognise patterns (e.g. climatic zones) created by physical and human features</li> <li>to understand how people are affected by and react to the limitations imposed by the natural environment</li> </ol><br><i>Skills</i> <ol style="list-style-type: none"> <li>to draw sketches/maps and other graphical representations based on field observation to display information about places</li> <li>to identify patterns shown on maps and other graphical representations</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to understand that the use of scarce resources involves choice and cost</li> <li>to know the ways of making rational consumer decisions</li> <li>to know the factors affecting production and consumption in the local community</li> <li>to understand the measures taken by the Government in promoting economic development</li> <li>to understand the interdependence of the local community and different parts of the world in trade</li> </ol><br><i>Skills</i> <ol style="list-style-type: none"> <li>to make rational consumer decisions</li> <li>to distinguish between fact and opinion in analysing information</li> </ol> | <i>Knowledge and understanding</i> <ol style="list-style-type: none"> <li>to identify the norms within the groups that one is engaged with, and to understand the important effects these norms exert on our daily lives</li> <li>to know the constitutional background of the Basic Law and how the rights of an individual are protected and what responsibilities are required by the Basic Law</li> <li>to have basic understanding of the relationship between the Central Authorities and the HKSAR and the political structure of the HKSAR</li> <li>to understand the functions of and major services provided by the Government and local social institutions in response to the needs and</li> </ol> |

| Strand 1   | Strand 2   | Strand 3   | Strand 4   | Strand 5   | Strand 6   |
|--|--|--|--|--|--|
| <p>emotional changes at puberty, and practise a healthy lifestyle</p> <p>2. to master the skills of managing one's emotions and rejecting temptations, and practise empathy</p> <p>3. to communicate one's anxieties, excitements and queries to family members, peers and other adults, and seek help from the elders or professionals when necessary</p> <p>4. to develop assertiveness skills and enhance relationships with family members and peers</p> <p><i>Values and attitudes</i></p> <p>1. to respect and value life, appreciate the uniqueness of individuals and show consideration for variations in their strengths and weaknesses</p> <p>2. to reject unhealthy behaviours and show commitment in promoting/ maintaining community health</p> <p>3. to value one's own body and accept individual differences in growth and development during puberty</p> <p>4. to accept sexual feelings and reactions during puberty and show proper attitudes in dealing with them</p> | <p><i>Values and attitudes</i></p> <p>1. to have an open mind and an objective attitude towards different views</p> <p>2. to develop a sense of belonging and responsibility to the local community and our nation through the understanding of national history</p> | <p>2. to identify major characteristics of ancient Chinese civilization</p> <p>3. to develop extensive reading skills for the understanding of major features of Chinese culture</p> <p><i>Values and attitudes</i></p> <p>1. to appreciate and respect the multi-cultures of the local community</p> <p>2. to develop a concern for conserving cultural heritage in the local community and our nation</p> <p>3. to develop a sense of belonging and responsibility to the local community and our nation through the understanding of our cultural heritage</p> <p>4. to appreciate the existence of different cultures in the world and show acceptance of people of different cultures</p> | <p><i>Values and attitudes</i></p> <p>1. to develop a concern for major local, national and global environmental issues</p> <p>2. to recognise the importance of environmental conservation and participate actively in it</p> | <p>collected</p> <p>3. to analyse economic issues and suggest solutions to problems</p> <p><i>Values and attitudes</i></p> <p>1. to have an awareness that economic decisions of the individual/ family/society can affect our lives as well as the environment</p> <p>2. to appreciate the contributions made by different sectors to the Hong Kong economy</p> | <p>interests of Hong Kong residents</p> <p>5. to know the trend of our country's global engagement</p> <p>6. to understand the importance of harmony among members in different communities around the world</p> <p><i>Skills</i></p> <p>1. to identify different positions in social issues and to suggest possible solutions as a basis for developing critical thinking skills, problem solving skills and creativity</p> <p>2. to reflect on the balance between conformity to social norms and personal orientation</p> <p>3. to reflect on how to strike a balance between one's rights and responsibilities in various settings and through different channels</p> <p><i>Values and attitudes</i></p> <p>1. to respect and be willing to observe the Basic Law, rules and laws</p> <p>2. to develop concern for the changes and development of the local community and to be willing to contribute to its collective interests</p> <p>3. to show concern for the development of our</p> |

| Strand 1   | Strand 2 | Strand 3 | Strand 4 | Strand 5 | Strand 6  |
|--|----------|----------|----------|----------|---|
| 5. to be sensitive and empathetic to the feelings and concerns of others |          |          |          |          | 4. country and the world<br>to be willing to get along harmoniously with others in different communities around the world |

## PSHE KLA LEARNING OBJECTIVES – KEY STAGE THREE

| Strand 1   | Strand 2   | Strand 3   | Strand 4   | Strand 5  | Strand 6   |
|--|--|--|--|---|--|
| <b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>Self-esteem</li> <li>Healthy lifestyles</li> <li>Sexuality issues</li> <li>Self-management</li> <li>Human relationships</li> </ul>   | <b>Time, Continuity &amp; Change</b> <ul style="list-style-type: none"> <li>Time and chronology</li> <li>Cause and effect</li> <li>Change and continuity</li> <li>Historical significance</li> <li>Historical interpretations</li> </ul>   | <b>Culture &amp; Heritage</b> <ul style="list-style-type: none"> <li>Foundations and characteristics of culture</li> <li>Customs and traditions</li> <li>Challenges, conflicts, collaborations and repercussions of the modern world</li> <li>Cultural globalisation, diversity and interaction</li> </ul>   | <b>Place &amp; Environment</b> <ul style="list-style-type: none"> <li>Nature of places and environments</li> <li>Patterns and processes</li> <li>People-environment interrelationships</li> <li>Conservation and sustainable development</li> </ul>  | <b>Resources &amp; Economic Activities</b> <ul style="list-style-type: none"> <li>Use of resources</li> <li>Production and consumption</li> <li>Role of government in an economy</li> <li>Interdependence of economies</li> </ul>   | <b>Social Systems &amp; Citizenship</b> <ul style="list-style-type: none"> <li>Rights, responsibilities and social values</li> <li>Social norms, rules and law</li> <li>Local, national and global identities</li> <li>Social system, political system and interaction</li> </ul>  |
| <p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to understand the importance of valuing oneself and others</li> <li>to understand the importance and strategies of maintaining a healthy and safe lifestyle in physical, emotional and social aspects</li> <li>to articulate the factors affecting one's development of sexual attitudes, interpersonal relationships and formation of values and beliefs</li> <li>to understand the ways to cope with emotional experiences that accompany sexual maturation and changes in interpersonal relationships</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to manage emotions, behaviours, time and</li> </ol> | <p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to understand key characteristics of different major historical periods and patterns of change in local, national and world history</li> <li>to understand why historical events happened, their impacts in the past and the present, and what has changed and what has remained unchanged within and across periods of time</li> <li>to understand that the past may be interpreted from different perspectives and points of view</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to master ways of constructing a sequence of major historical events, periods and developments, and to explain how the present is</li> </ol> | <p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to understand the uniqueness of our culture at the local and national levels in the light of the developments of other major cultures of the world</li> <li>to understand culture and heritage of major communities in the world and identify different ways of conserving cultural heritage</li> <li>to understand how cultural differences can be a source of conflicts and a stimulus for cultural interflows in the modern world</li> <li>to know how cultural globalisation affects our living</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to make use of different sources of information for</li> </ol> | <p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to explain how different natural and human processes shape the characteristics of different places in the world</li> <li>to understand how the interactions of natural and human processes create different regions in the world</li> <li>to understand how people influence places and the environment, and how they are influenced by them</li> <li>to articulate why people living in different places respond differently to the consequences of people-environment interaction</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to analyse and interpret patterns and processes identified in maps, photographs and other</li> </ol> | <p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to understand how individuals make use of limited resources to satisfy wants and the costs involved</li> <li>to understand how the Government makes use of limited resources to satisfy people's wants and the costs involved</li> <li>to recognise the contributions of primary, secondary and tertiary sectors to the economic development of Hong Kong and the Mainland</li> <li>to understand the economic performance of Hong Kong and the Mainland</li> <li>to understand how economies in the world are interdependent</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to interpret and analyse</li> </ol> | <p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>to deliberate on and exercise the rights and responsibilities of citizens as well as core social values</li> <li>to understand the purposes and functions of social norms, rules and law</li> <li>to understand the importance of the principle of "one country, two systems" and the Basic Law to the life of Hong Kong residents and to recognise the relationship between the National Constitution and Hong Kong residents</li> <li>to understand the basic features and dynamism of the political system at local, national and global levels</li> <li>to investigate causes, consequences and possible solutions of some</li> </ol> |



| Strand 1   | Strand 2   | Strand 3  | Strand 4   | Strand 5  | Strand 6  |
|--|--|---|--|---|---|
| <p>personal finance confidently, sensibly and reflectively</p> <ol style="list-style-type: none"> <li>to calculate risks, set realistic goals and implement scheduled plans</li> <li>to make informed, viable and responsible decisions on matters concerning one's health and relationship with others</li> <li>to clarify values and beliefs underlying one's own decisions</li> <li>to see things and think from others' perspectives</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to cultivate positive life attitudes and enhance self-esteem</li> <li>to accept one's responsibility as an individual and as member of a group</li> <li>to respect oneself and members of different groups</li> <li>to develop an attitude of mutual tolerance and appreciate diversity in perspectives</li> </ol> | <ol style="list-style-type: none"> <li>connected to the past</li> <li>to apply concepts such as cause and effect, change and continuity, historical significance so as to explore trends and developments, make connections, draw contrasts and process historical analyses</li> <li>to identify, select and use a range of historical sources, and to evaluate the sources used in order to make valid conclusions</li> <li>to distinguish between fact and opinion so as to form a better understanding and interpretation of the past</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to develop an interest in the past and relate the study of the past to daily lives</li> <li>to cultivate an enquiring mind through learning history</li> <li>to nurture a sense of balanced judgement and objectivity through an understanding of human experiences</li> </ol> | <p>the understanding and comparison of the major characteristics of different cultures</p> <ol style="list-style-type: none"> <li>to analyse how conflicts and cultural interflows arise from different cultural beliefs and ideas, and how they are addressed in different ways with different outcomes</li> <li>to evaluate the costs and challenges in heritage preservation</li> <li>to identify and analyse the impact of new technology and ideas on culture and heritage</li> </ol> <p><i>Values and Attitudes</i></p> <ol style="list-style-type: none"> <li>to support work relating to the preservation and conservation of our heritage</li> <li>to develop a sense of national identity as well as a global perspective</li> <li>to cherish and reflect our customs and traditions in our daily living</li> <li>to respect the customs and cultures of peoples from different communities and ethnic groups and of different religious backgrounds</li> </ol> | <p>relevant graphical representations</p> <ol style="list-style-type: none"> <li>to identify in the field major features of natural and human environments</li> <li>to make feasible suggestions based on analysis of the impact of people-environment interaction on society and the natural environment</li> </ol> <p><i>Values and Attitudes</i></p> <ol style="list-style-type: none"> <li>to appreciate the importance of global interdependence and collaboration</li> <li>to participate actively in promoting environmental awareness and sustainable development</li> <li>to respect diversified views on development issues and be ready to contribute to development plans for the well-being of society</li> </ol> | <p>economic data presented in textual, numerical and graphical forms</p> <ol style="list-style-type: none"> <li>to analyse problems in regard to limited resources by comparing the value and costs involved and make reasoned decisions</li> </ol> <p><i>Values and Attitudes</i></p> <ol style="list-style-type: none"> <li>to show concern for the value and costs involved when making decisions regarding the use of limited resources</li> <li>to respect the diversity of the demand for the use of resources from different stakeholders in an economy</li> <li>to appreciate the contributions of different sectors to the social and economic development of Hong Kong</li> </ol> | <p>social and political issues at local, national and global levels and to recognise the meanings of identities at respective levels</p> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>to develop enquiry skills relating to public issues/civic affairs (e.g. to identify and analyse different sources of information reflecting multiple perspectives with respect to a social or political issue to make informed judgement)</li> <li>to develop civic competency in order to participate in local affairs (e.g. to evaluate specific positions about a social or political issue based on evidence and argument provided and to be able to develop a rational position with respect to the issue)</li> </ol> <p><i>Values and attitudes</i></p> <ol style="list-style-type: none"> <li>to appreciate, respect and reflect on the core social values (e.g. rights and responsibilities, freedom, the rule of law) as well as the significance of tolerance and respecting different opinions</li> <li>to develop an attitude of open-mindedness and respect for all peoples, including their cultures, values and ways of life</li> </ol> |

| Strand 1 | Strand 2 | Strand 3 | Strand 4 | Strand 5 | Strand 6   |
|----------|----------|----------|----------|----------|--|
|          |          |          |          |          | 3. to keep informed about current affairs, and be willing to contribute to resolving problems/ issues at local, national and global levels |

### **2.2.3 Core elements/essential content for learning**

- The updated core elements/essential content for learning in the six strands of the PSHE KLA curriculum are set out in Table 2.3 for schools and their PSHE teachers to plan and review their own curricula at different key stages of learning, and provide relevant learning experiences to help students acquire the basic knowledge in the PSHE KLA curriculum.

**Table 2.3 Core Elements/Essential Content for Learning in the PSHE KLA Curriculum**

**Strand 1: Personal and Social Development**

| Key Stage One   | Key Stage Two  | Key Stage Three <sup>10</sup>   |
|---|--|---|
| <b>Sub-strands:</b> <ul style="list-style-type: none"> <li>✧ <b>Self-esteem</b></li> <li>✧ <b>Healthy lifestyles</b></li> <li>✧ <b>Sexuality issues</b></li> <li>✧ <b>Self-management</b></li> <li>✧ <b>Human relationships</b></li> </ul>  |  |   |
| <ul style="list-style-type: none"> <li>the different stages and changes of human growth and development</li> <li>uniqueness of an individual (e.g. likes and dislikes, aptitudes and abilities, thoughts and feelings)</li> <li>the harm of taking harmful substances/substance abuse (e.g. cigarettes, alcohol, drugs)</li> <li>similarities and differences between the two sexes</li> <li>personal safety (protecting the body, including the private parts)</li> <li>self-management in daily life situations (e.g. personal hygiene, emotion, time, money)</li> <li>decision making in simple dilemma situations</li> <li>conflict-resolution skills in daily life situations</li> <li>roles, rights and responsibilities of an individual in family and school</li> </ul> | <ul style="list-style-type: none"> <li>the different stages and characteristics of one's growth</li> <li>a healthy lifestyle (e.g. healthy diet, regular pattern of work and rest, avoiding Internet/network addiction)</li> <li>changes and individual differences in physical, psychological and social development of the two sexes during puberty</li> <li>puberty (e.g. sexual feelings and reactions, coping with challenges, frustrations and stresses)</li> <li>gender roles and relationships</li> <li>dealing with unfamiliar situations and new challenges</li> <li>minimising risks in daily life situations (e.g. personal safety, health, interpersonal relationships)</li> <li>managing and using money to satisfy needs</li> <li>ways to reject gambling, drug abuse, smoking, drinking and sexual requests</li> <li>enhancing interpersonal relationships and assertiveness skills</li> </ul> | <ul style="list-style-type: none"> <li>self-esteem and personal identities</li> <li>healthy lifestyles, physical and mental health issues of local teenagers (e.g. weight management and healthy diet, addictions such as substance abuse, drug taking, smoking, alcohol abuse, Internet/network addiction and gambling)</li> <li>puberty (e.g. sexual maturation, fantasy, attitude towards sexuality and related issues), essence of love and its relationship with sex</li> <li>life skills (e.g. time and finance management, ways to cope with stresses and adversities)</li> <li>social skills for developing relationships and resolving conflicts with peers, family members and people of different backgrounds (e.g. ethnicity, race, religion)</li> <li>peer pressure and popular influences from the mass media and social networks on the development of values of adolescents</li> <li>potentials and capabilities, life goals and career aspirations of adolescents</li> </ul> |

<sup>10</sup> The Curriculum Development Council introduced the Life and Society (Secondary 1 - 3) curriculum in 2010, which covers the learning of Strands 1, 5 and 6 at Key Stage Three. The curriculum also lists out ten essential learning elements for these three Strands. These essential learning elements of Life and Society (Secondary 1 - 3) are adapted and adopted in this Guide for the sake of consistency and alignment.

## Strand 2: Time, Continuity and Change<sup>11</sup>

| Key Stage One  | Key Stage Two   | Key Stage Three  |
|--|---|--|
| <b>Sub-strands:</b> <ul style="list-style-type: none"> <li>✧ Time and chronology</li> <li>✧ Cause and effect</li> <li>✧ Change and continuity</li> <li>✧ Historical significance</li> <li>✧ Historical interpretations</li> </ul>  |   |  |
| <ul style="list-style-type: none"> <li>terms relating to the passing of time (e.g. days, weeks, months, years)</li> <li>the sequence of events and objects selected from familiar settings (e.g. age of family members, events happening in school)</li> <li>the causes and results of important events in familiar settings (e.g. moving to a new home, having a new teacher)</li> <li>historical figures and events that have an important impact on local and national history</li> </ul> | <ul style="list-style-type: none"> <li>terms that describe historical periods (e.g. ancient, modern, Qing)</li> <li>the sequence of major events in the development of local and national history</li> <li>prominent historical figures and stories that have had an impact on national history</li> <li>the causes and results of significant events in local and national history (e.g. the Opium War, War of Resistance Against Japanese Aggression, establishment of the People's Republic of China, signing of the Sino-British Joint Declaration, establishment of the Hong Kong Special Administrative Region)</li> <li>the characteristics, features and changes experienced in the local community</li> <li>use of different source materials in studying the past and the present</li> <li>different ways in presenting and interpreting historical events and figures</li> </ul> | <ul style="list-style-type: none"> <li>terms used for understanding time and chronology (e.g. AD, BC, era, early and late dynasty periods)</li> <li>different important historical periods and their sequence in local, national and world history</li> <li>the causes and effects of major events and developments in local, national and world history (e.g. historical background of the principle of "one country, two systems" and the Basic Law, impacts of 1911 Revolution, causes of the two world wars)</li> <li>significance of important individuals and groups in local, national and world history</li> <li>developments of the local and the national community, and how these developments are linked with each other and with those of the wider world</li> <li>the nature of changes (e.g. progress, decline, evolution, revolution) brought by major local, national and global historical events</li> <li>different interpretations of some significant local, national and global historical events and figures</li> </ul> |

<sup>11</sup> The core elements/essential content for learning for Key Stage One and Key Stage Two are updated to align with the updating of the *General Studies Curriculum Guide for Primary Schools (Primary 1 – Primary 6)* (CDC, 2017a).

### Strand 3: Culture and Heritage<sup>12</sup>

| Key Stage One   | Key Stage Two   | Key Stage Three   |
|---|---|---|
| <b>Sub-strands:</b><br>✧ <b>Foundations and characteristics of culture</b><br>✧ <b>Customs and traditions</b><br>✧ <b>Challenges, conflicts, collaborations and repercussions of the modern world</b><br>✧ <b>Cultural globalisation, diversity and interaction</b>   |   |   |
| <ul style="list-style-type: none"> <li>the origin and migration of one's own family (e.g. family names and history)</li> <li>some unique features of Chinese culture</li> <li>diversified cultural backgrounds of Hong Kong residents – its significance and impact on the development of Hong Kong</li> <li>how old and new cultures co-exist within the local community</li> <li>characteristics and lifestyles of people of different cultures and their impact on the life of the local community</li> <li>different cultures and lifestyles of other cultural groups</li> <li>ways people communicate and interact with different cultural groups</li> </ul> | <ul style="list-style-type: none"> <li>characteristics of ancient Chinese civilisation as demonstrated in cultural heritage (e.g. archaeological finds, articles for daily use)</li> <li>maintaining harmony with members of different communities</li> <li>local customs and traditions (e.g. traditional festivals and religious practices) and those introduced from other parts of the world</li> <li>unique features of Chinese culture</li> <li>effects of cultural interaction on different cultures, societies and nations</li> <li>activities that support the conservation of culture and heritage</li> </ul> | <ul style="list-style-type: none"> <li>characteristics of our culture at local and national levels</li> <li>similarities and differences of customs and practices of people from different geographic, cultural, racial, religious and ethnic backgrounds</li> <li>the development of various cultures with regard to the changing environments and conditions</li> <li>factors (e.g. new technologies, social atmosphere, economic development) affecting the preservation and conservation of culture and heritage</li> <li>the impacts of cultural globalisation on local communities as well as the nation as a whole</li> <li>factors (e.g. traditions, customs, biases) contributing to cross-cultural understanding or posing obstacles to it</li> </ul> |

<sup>12</sup> The core elements/essential content for learning for Key Stage One and Key Stage Two are updated to align with the updating of the *General Studies Curriculum Guide for Primary Schools (Primary 1 – Primary 6)* (CDC, 2017a). For Key Stage Three, the core elements/essential content for learning are updated to keep pace with contemporary changes in the local, national and global contexts to help students understand various issues and phenomena from multiple perspectives.

## Strand 4: Place and Environment

| Key Stage One   | Key Stage Two   | Key Stage Three  |
|---|---|--|
| <b>Sub-strands:</b><br>✧ <b>Nature of places and environments</b><br>✧ <b>Patterns and processes</b><br>✧ <b>People-environment interrelationships</b><br>✧ <b>Conservation and sustainable development</b>   |   |  |
| <ul style="list-style-type: none"> <li>• characteristics of our immediate living environment</li> <li>• the location and spatial arrangement of the main features in our surrounding environment (e.g. relief features, buildings, leisure and amenities facilities)</li> <li>• the influence of the natural environment on people's lives</li> <li>• ways of protecting the local environment</li> </ul> | <ul style="list-style-type: none"> <li>• the major physical and human characteristics of the environment of Hong Kong and the Mainland</li> <li>• the distribution pattern of major physical and human features in Hong Kong and the Mainland</li> <li>• the influence of the natural environment on major human activities and the impact of human activities on the natural environment in China and the rest of the world</li> <li>• contemporary local and national environmental issues</li> </ul> | <ul style="list-style-type: none"> <li>• the natural and human processes leading to the formation of the characteristics of places (examples from Hong Kong, the Mainland and other parts of the Asia-Pacific region)</li> <li>• the reasons for the spatial distribution of major natural and human features in Hong Kong and the Mainland</li> <li>• the interaction of people with places and the environment at regional and global levels, and how different people respond to it</li> <li>• the consequences of human modification of the regional and global environment</li> </ul> |

## Strand 5: Resources and Economic Activities

| Key Stage One   | Key Stage Two   | Key Stage Three <sup>13</sup>   |
|---|---|---|
| <b>Sub-strands:</b><br>✧ Use of resources<br>✧ Production and consumption<br>✧ Role of government in an economy<br>✧ Interdependence of economies   |   |   |
| <ul style="list-style-type: none"> <li>personal and family resources are insufficient to meet all our needs</li> <li>planning the use of pocket money and making appropriate choices</li> <li>different kinds of work in the community</li> </ul> | <ul style="list-style-type: none"> <li>scarcity of resources in satisfying the needs of the whole community</li> <li>factors to consider when making rational consumer decisions (e.g. choice, cost)</li> <li>income generated from different types of economic activities</li> <li>major characteristics of the Hong Kong economy</li> <li>Government's measures in promoting economic development</li> <li>trade between Hong Kong and the Mainland and other parts of the world</li> </ul> | <ul style="list-style-type: none"> <li>factors including value and cost involved in making decisions on the use of personal resources (e.g. money and time) to satisfy unlimited wants</li> <li>economic performance of Hong Kong, employment situation of labour and the contributions of primary, secondary and tertiary sectors to the economic development of Hong Kong</li> <li>the role and policy of the HKSAR Government on the economic front</li> <li>an overview of the economy of our country, factors facilitating its economic development and the economic relationship between Hong Kong and the Mainland</li> <li>worldwide economic activities and issues (e.g. economic globalisation) and the work of some related organisations (e.g. World Trade Organization, Organisation for Economic Co-operation and Development)</li> </ul> |

<sup>13</sup> See footnote 10.



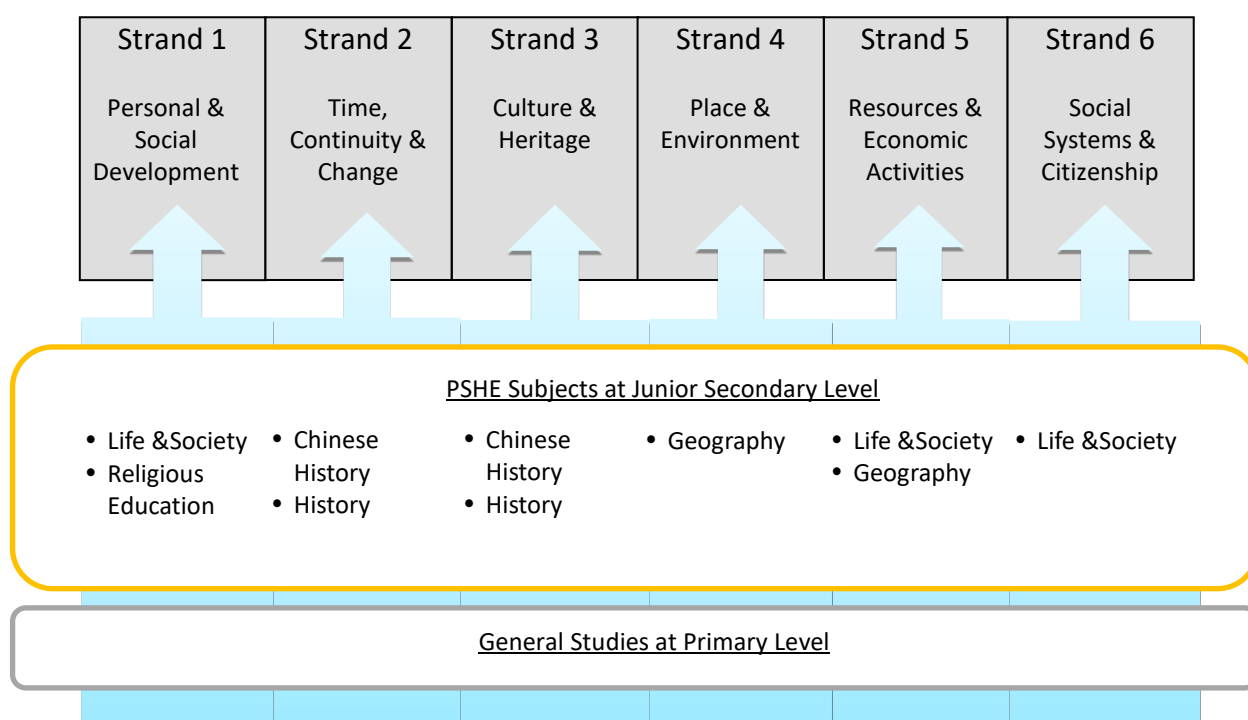
## Strand 6: Social Systems and Citizenship

| Key Stage One  | Key Stage Two  | Key Stage Three <sup>14</sup>  |
|--|--|--|
| <b>Sub-strands:</b><br><ul style="list-style-type: none"> <li>✧ <b>Rights, responsibilities and social values</b></li> <li>✧ <b>Social norms, rules and law</b></li> <li>✧ <b>Local, national and global identities</b></li> <li>✧ <b>Social system, political system and interaction</b></li> </ul>   |  |  |
| <ul style="list-style-type: none"> <li>• roles, rights and responsibilities of the individual as a member in a group (e.g. family, classroom, school, society and the nation)</li> <li>• the differences among people and the need to respect the rights of others</li> <li>• the importance of observing responsibilities and rules in different social groups</li> <li>• the importance of “one country, two systems” and the Basic Law to the life of Hong Kong residents</li> <li>• local and national symbols (e.g. flag, emblem and anthem) and their meanings</li> <li>• facilities and services in the community</li> <li>• awareness of and concern for current affairs at local and national levels</li> </ul> | <ul style="list-style-type: none"> <li>• the constitutional background of the Basic Law and the relationship between the Central Authorities and the HKSAR</li> <li>• the rights and responsibilities of Hong Kong residents</li> <li>• the importance of participating in social affairs (e.g. participating in fund-raising activities or voluntary work)</li> <li>• the importance of observing rules and laws</li> <li>• basic knowledge about the political structure of the HKSAR as well as the functions and services provided by the HKSAR Government and local social institutions</li> <li>• channels and ways to express opinions to the HKSAR Government and local social institutions</li> <li>• awareness of and concern for the changes and development of the local, national and global communities</li> <li>• the importance of maintaining harmony with members of different communities around the world</li> </ul> | <ul style="list-style-type: none"> <li>• local level <ul style="list-style-type: none"> <li>- importance of the Basic Law</li> <li>- the composition and operation of the HKSAR Government</li> <li>- the identity, rights and responsibilities of citizens</li> <li>- the development trend of society in future</li> </ul> </li> <li>• national level <ul style="list-style-type: none"> <li>- the political system and external relations of our country</li> <li>- the way of life of Chinese nationals</li> <li>- the consciousness and quality of Chinese citizenship</li> </ul> </li> <li>• global level <ul style="list-style-type: none"> <li>- basic structure of international politics</li> <li>- phenomenon of globalization</li> <li>- the consciousness and quality of global citizenship</li> </ul> </li> <li>• cross-level <ul style="list-style-type: none"> <li>- tension and integration between individual needs and common good</li> <li>- importance of justice</li> <li>- embodiment of diversity and inclusiveness</li> </ul> </li> </ul> |

<sup>14</sup> See footnote 10.

- In the school curriculum, the learning objectives and the core elements/essential content for learning under the six strands of the PSHE KLA are primarily achieved through General Studies at the primary level, and through the learning and teaching of different PSHE subjects at the junior secondary level.
- In curriculum planning and reviewing, schools should also refer to the recommendations set out in the respective curriculum guides of PSHE subjects to achieve a balanced and sufficient coverage of core elements/essential content for learning.

**Figure 2.1 Relationship between PSHE Subject Curricula at the Primary and Junior Secondary Levels and the Six Strands in the PSHE KLA**



- For whole-person development in students, students should have learning experiences in moral and civic education. Through special programmes and life-wide learning opportunities, students are expected to:
  - develop enhanced self-esteem, self-reflection and self-discipline;
  - set high and realistic goals and be able to persevere through difficult times;
  - accept responsibility as committed and contributory members of their families and different communities;
  - respect different views and the rights of others; and
  - develop a sense of national identity as well as global perspectives.

## 2.2.4 Generic skills

- Since 2001, the development of the nine generic skills has been a prominent part of student learning in the school curriculum, including the PSHE KLA curriculum. As a key focus for ongoing curriculum development, there is a need to further annotate the nine generic skills at different key stages in order to strengthen the promotion of generic skills in the PSHE KLA.
- In Appendix 2, examples of expected achievements of students for each generic skill are updated. There are also examples of generic skills in an integrative approach with expected achievements of students according to levels of mastery.
- For better integrative understanding and application of the nine skills in an integrative manner, they are grouped in three clusters of related skills, namely Basic Skills, Thinking Skills, and Personal and Social Skills (refer to Table 1.2 in Chapter 1 of this Guide).

There are ample learning activities in the Key Stage One and Key Stage Two curricula which provide nurturing ground for the development of students' generic skills in an integrative approach. **Example 11 “Decorating display boards for Mid-Autumn Festival: Developing collaborative problem solving skills and promoting national and global understanding”** provides details on how a display board decoration activity helps cultivate collaborative problem solving skills in primary students.

The PSHE KLA provides an excellent arena for nurturing students' holistic thinking skills through engaging them in group discussion on authentic personal and social issues. **Example 12 “Developing students' holistic thinking skills”** provides details on how learning and teaching activities can be structured to promote the development of holistic thinking skills in junior secondary students.

## 2.2.5 Values and attitudes

- The PSHE KLA curriculum offers many opportunities for nurturing students' positive values and attitudes (refer to Table 2.2 for the values and attitudes to be developed under each strand). More specifically, many of the related learning elements in Strand 1 “Personal and Social Development” and Strand 6 “Social Systems and Citizenship” provide learning contexts and opportunities for students to discuss and reflect on complex personal and social issues, thereby facilitating the development of positive values and attitudes.
- At each key stage of schooling, the knowledge in the six strands, including those related to the Basic Law, provides students with the foundation to form their judgements and actions. For example, when students have a good understanding of the concept of “sustainability” in Strand 4, they will be more ready to interpret the debates and matters concerning sustainability, formulate their judgements, adopt appropriate behaviours and make judicious decisions.

- Specific subjects, for example, General Studies (Primary 1 - 6), Life and Society (Secondary 1 - 3), Ethics and Religious Studies (Secondary 4 – 6), etc., provide opportunities for values education to guide students in making informed judgements and decisions.
- In addition, through enquiry learning in PSHE subjects, students learn to identify and clarify values, reflect on their own values, and make appropriate judgements and decisions with regard to personal and social issues.

#### **2.2.6 Building links between knowledge, skills and values and attitudes**

- While knowledge, skills and values and attitudes all have their own importance, they are interrelated and complement each other.
  - Knowledge construction provides a rich and meaningful context for skills development and contributes to the development of positive values and attitudes.
  - Development of generic skills (e.g. critical thinking skills) and nurturing of values and attitudes (e.g. respecting the cultures of people from different communities), in return, help enhance conceptual understanding and reflection on learning which enables deep learning to happen.
  - Development of skills and nurturing of values and attitudes also reinforce each other in the learning process. With a repertoire of skills, students are able to reflect on the values and attitudes displayed by others and endorse them consciously and judiciously rather than indiscriminately.
  - Positive values and attitudes are also important to skills development in the sense that they provide guidance to students when making judgements and decisions.
    - For example, cultivating positive values and attitudes, together with the enhancement of self-management skills and interpersonal skills, in Strand 1 “Personal and Social Development” enables students to understand personal and developmental issues in different growth phases; and helps them cope with stress and make wise decisions when facing conflicting views or values on personal issues, and challenges in a fast-changing society. Students also learn more about handling interpersonal relationships (e.g. with friends and family members) and emerging issues (e.g. respecting intellectual property rights, standing up against bullying).

To achieve the overarching aims and learning targets of the PSHE KLA curriculum, schools should endeavor to provide a broad and balanced PSHE KLA curriculum to enable students to acquire knowledge, develop skills and cultivate positive values and attitudes in a coherent and progressive manner.

## **2.3 Curriculum Organisation**

To recapitulate, the PSHE KLA curriculum framework spells out what students should know, value and be able to do at various key stages of learning. For curriculum organisation at the school level, the core elements/essential content for learning may be organised as subjects, modules, projects, etc. or a combination of the above. In making decisions on curriculum organisation, the most important consideration rests on whether it responds to students' learning and development needs, and whether varied learning experiences could be provided across all strands through primary and secondary education and within the contexts relevant to Hong Kong students.

### **2.3.1 At the primary level (Key Stage One and Key Stage Two)**

- For General Studies, a thematic approach and a life event approach are adopted, along with integration, to ensure that coherence and connection between different strands of learning in the curriculum are strengthened. With a good foundation gained at the kindergarten level, which involves exploring the environment through play and obtaining first-hand experience in understanding society and appreciating the cultural and historical features of the community, primary students are more capable of adopting an enquiry and participatory approach to learning. Project learning is a usual practice to enhance personal, social and citizenship education in General Studies.
- In nurturing positive values and attitudes, the General Studies curriculum places emphasis on affective development and values education, including managing emotions, showing empathy, recognising national identity and respecting law and order. In order to create more space for enhancing students' affective development in the PSHE strands, content overload should be avoided and strengthening multi-perspective studies is encouraged.
- To render a smooth transition from primary to secondary education, teachers of both levels are advised to gain an understanding of the curriculum contents of related key stages of learning, the respective learning and teaching contexts and teaching practices of their counterparts, and, where appropriate, share their views and experiences.

### **2.3.2 At the junior secondary level (Key Stage Three)**

- While schools should offer Chinese History as an independent compulsory subject for students to gain a systematic understanding of Chinese history and Chinese culture, flexibility is provided for schools in the organisation of other core elements/essential content for learning. For the reference and adoption of schools, two broad categories of modes of curriculum organisation are provided below:

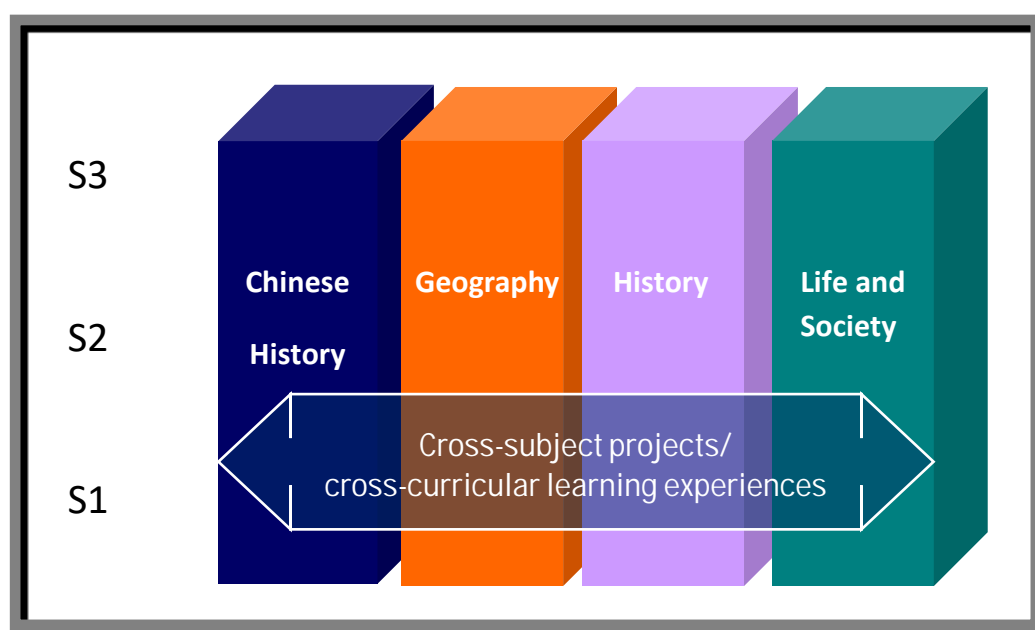
#### **(1) Independent subject mode**

- This mode refers to the arrangement that schools separately offer PSHE subjects such as Chinese History, History, Geography, Life and Society, as

well as Religious Education in some faith schools, to cover the core elements/essential content for learning and develop subject-specific and generic skills and relevant values and attitudes for achieving the learning objectives of the PSHE KLA curriculum.

- Despite adopting the independent subject mode, schools could enhance coordination and collaboration among different PSHE subject panels to explore opportunities of organising cross-subject projects/cross-curricular learning experiences to broaden the scope of learning and foster the development of students' multiple perspectives and learning skills.
- Learning elements that are interrelated could be organised around issues for enquiry in cross-subject projects. Cross-curricular learning experiences could also be provided to students through life-wide learning activities, such as field visits and service learning opportunities. Figure 2.2 below depicts an example of the independent subject mode.

**Figure 2.2 An Example of the Independent Subject Mode at the Junior Secondary Level in the PSHE KLA**

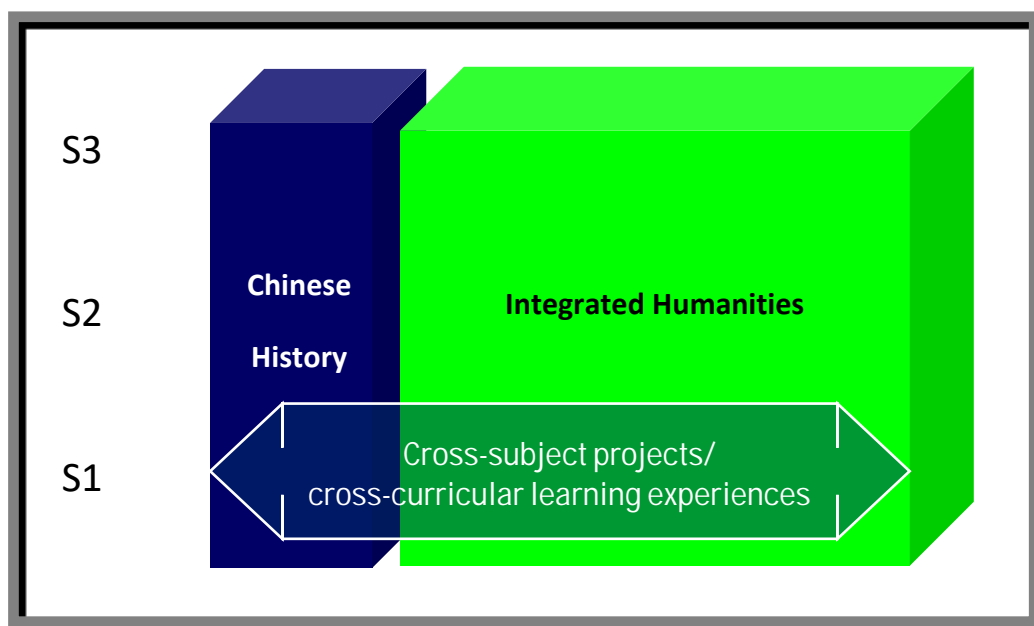


A secondary school adopts the independent subject mode that includes cross-KLA/subject projects in the PSHE KLA curriculum at the junior secondary level. Through strengthening the collaboration between different KLAs/subjects, students are helped to enquire into issues from various perspectives and develop generic skills. **Example 14 “Cross-KLA/subject project learning in independent subject mode at the junior secondary level”** provides details on how cross-KLA/subject projects have facilitated the achievement of comprehensive learning experiences in students and the establishment of a collaborative culture in the school.

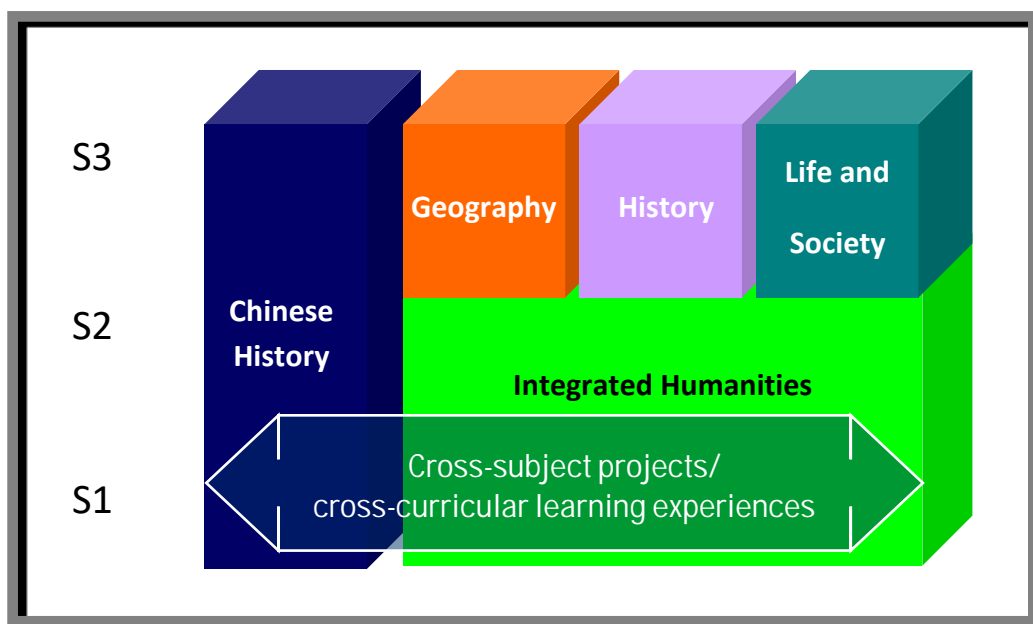
## (2) Mixed curriculum organisation mode

- This mode broadly refers to the arrangement of combining an independent subject(s) and an integrated curriculum, which is a school-based curriculum integrating core elements/essential content for learning, to help students connect and broaden learning and construct multiple perspectives.
- In developing the mixed mode curriculum, schools should take note of the following:
  - Chinese History is to be offered as an independent compulsory subject.
  - Schools may develop an integrated curriculum to cover and connect remaining core elements/essential content for learning which have not been covered in Chinese History and/or other independent subject(s) that are offered by the schools.
  - Developing an integrated curriculum involves the restructuring of the core elements/essential content for learning around significant themes, issues or problems that are worth enquiring; and the study of these themes, issues or problems requires students to draw on knowledge from different strands/subjects.
  - The development of a thoughtful, well-developed integrated curriculum requires a team of teachers to work closely to achieve the learning objectives of the PSHE KLA curriculum and coherence between the independent subject(s) and the integrated curriculum.
  - Schools should also refer to the recommendations set out in the respective curriculum guides of PSHE subjects. Examples of the mixed curriculum organisation mode are shown in Figures 2.3 and 2.4.

**Figure 2.3 An Example of the Mixed Curriculum Organisation Mode at the Junior Secondary Level in the PSHE KLA**



**Figure 2.4 Another Example of the Mixed Curriculum Organisation Mode at the Junior Secondary Level in the PSHE KLA**



### 2.3.3 At the senior secondary level (Key Stage Four)

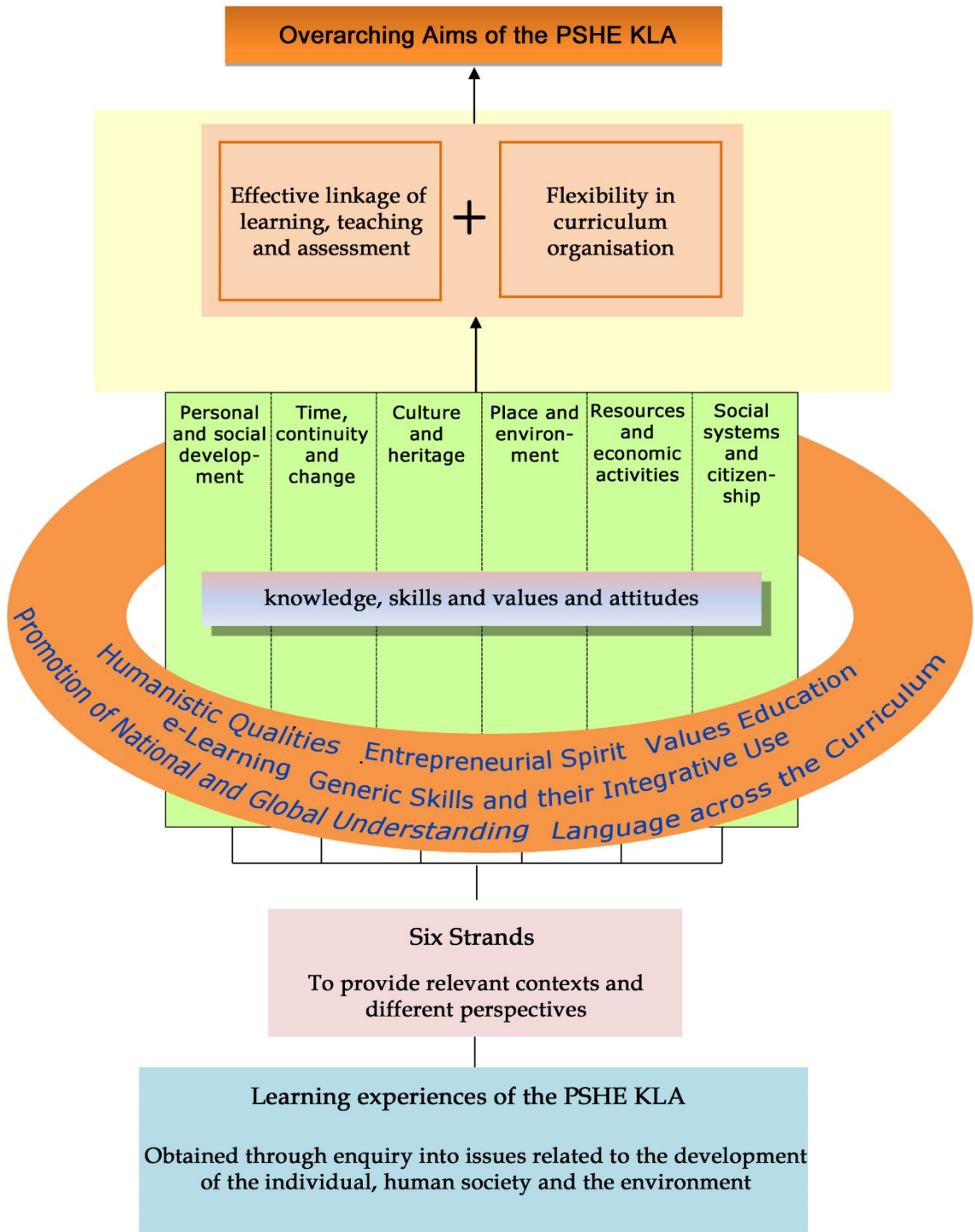
- The senior secondary PSHE KLA curriculum is an extension of the personal, social and humanities education at the primary and junior secondary levels. The senior secondary PSHE subjects, which are offered as elective subjects of the senior secondary curriculum, include Chinese History, Economics, Ethics and Religious Studies, Geography, History, and Tourism and Hospitality Studies. Teachers should refer to the respective curriculum and assessment guides of these subjects for further details. There are elective parts available for choice in most of these PSHE elective subjects to cater for learner diversity.
- The senior secondary curriculum aims to promote students' learning to learn capabilities through a broad and balanced curriculum with diversification and specialisation. Schools are encouraged to offer a range of senior secondary PSHE subjects for students to choose from in order to develop their interests and abilities, and open up opportunities for further studies and careers.

In this Chapter, we have recapitulated the overarching aims and the learning targets of the PSHE KLA curriculum, and listed out the updated learning objectives and core elements/essential content for learning of different strands.

In terms of curriculum organisation, Chinese History is to be offered as an independent compulsory subject at the junior secondary level. For other core elements/essential content for learning of the PSHE KLA curriculum, flexibility is provided for schools to adopt the independent subject mode or the mixed curriculum organisation mode with reference to school contexts and student learning needs.



**Figure 2.5**     **Diagrammatic Representation of the PSHE KLA Curriculum Framework**



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# **Chapter 3**

## **Curriculum Planning**

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## Chapter 3 Curriculum Planning

This chapter aims to discuss how the curriculum aims of the PSHE KLA and the key focuses for curriculum development in the PSHE KLA can be promoted through curriculum planning at the school level.

### 3.1 A Balanced Curriculum

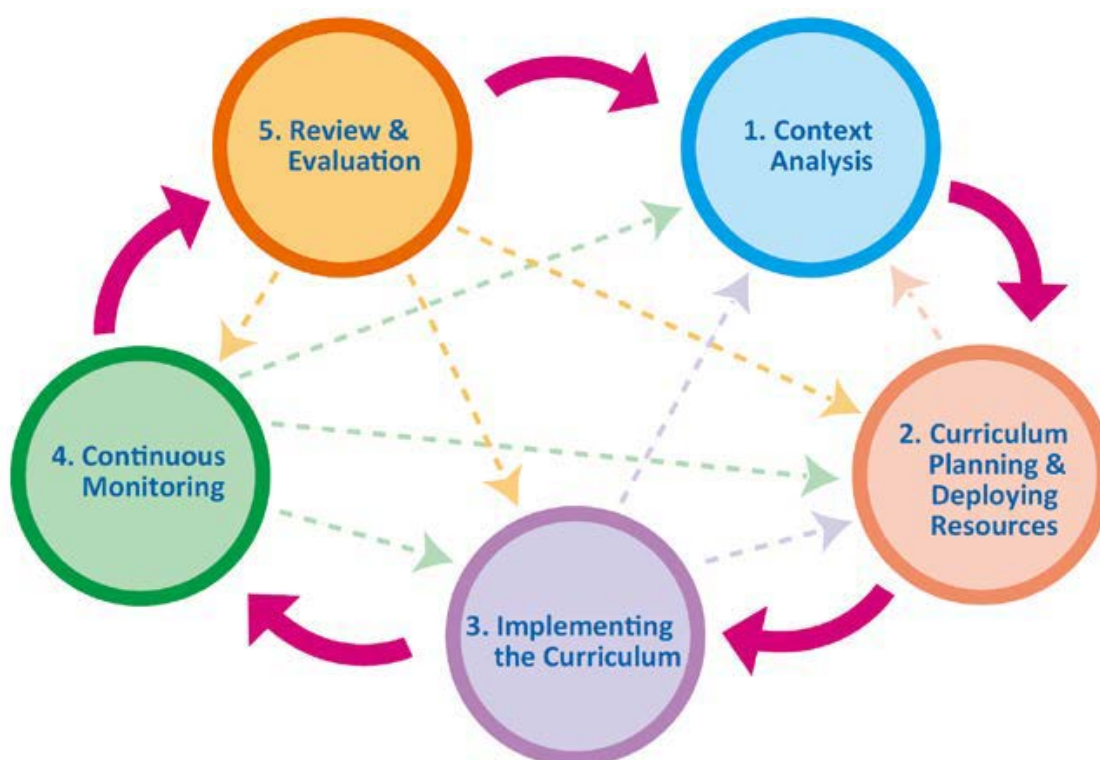
Personal, social and humanities education, which is an integral part of a balanced whole-school curriculum, plays a significant role in students' whole-person development. It is also the entitlement of every student. In accordance with the recommended time allocation as set out in the BECG and the SECG, the six strands of the PSHE KLA curriculum, namely **personal and social development; time, continuity and change; culture and heritage; place and environment; resources and economic activities; and social systems and citizenship**, provide a framework that helps schools organise the curriculum content and learning activities of the PSHE KLA to ensure balanced coverage and achieve coherence of the curriculum.

### 3.2 Five Stages of Curriculum Planning at Key Learning Area/Subject Level

A five-stage cycle of curriculum planning, which can be adopted for planning the whole-school curriculum, offers one of the ways to go about planning the PSHE KLA curriculum (refer to Figure 3.1). The five stages are:

- (1) context analysis;
- (2) curriculum planning and deploying resources;
- (3) implementing the curriculum;
- (4) continuous monitoring; and
- (5) review and evaluation.

**Figure 3.1 The Five-stage Cycle of Curriculum Planning**



The five-stage cycle is not linear or unidirectional. In the planning process, schools may revert to prior stages to fine tune planning and resources deployment in response to changing contexts or emerging needs. Schools may assign a PSHE KLA co-ordinator to facilitate the curriculum planning, coordination and collaboration among different subject panels and functional groups.

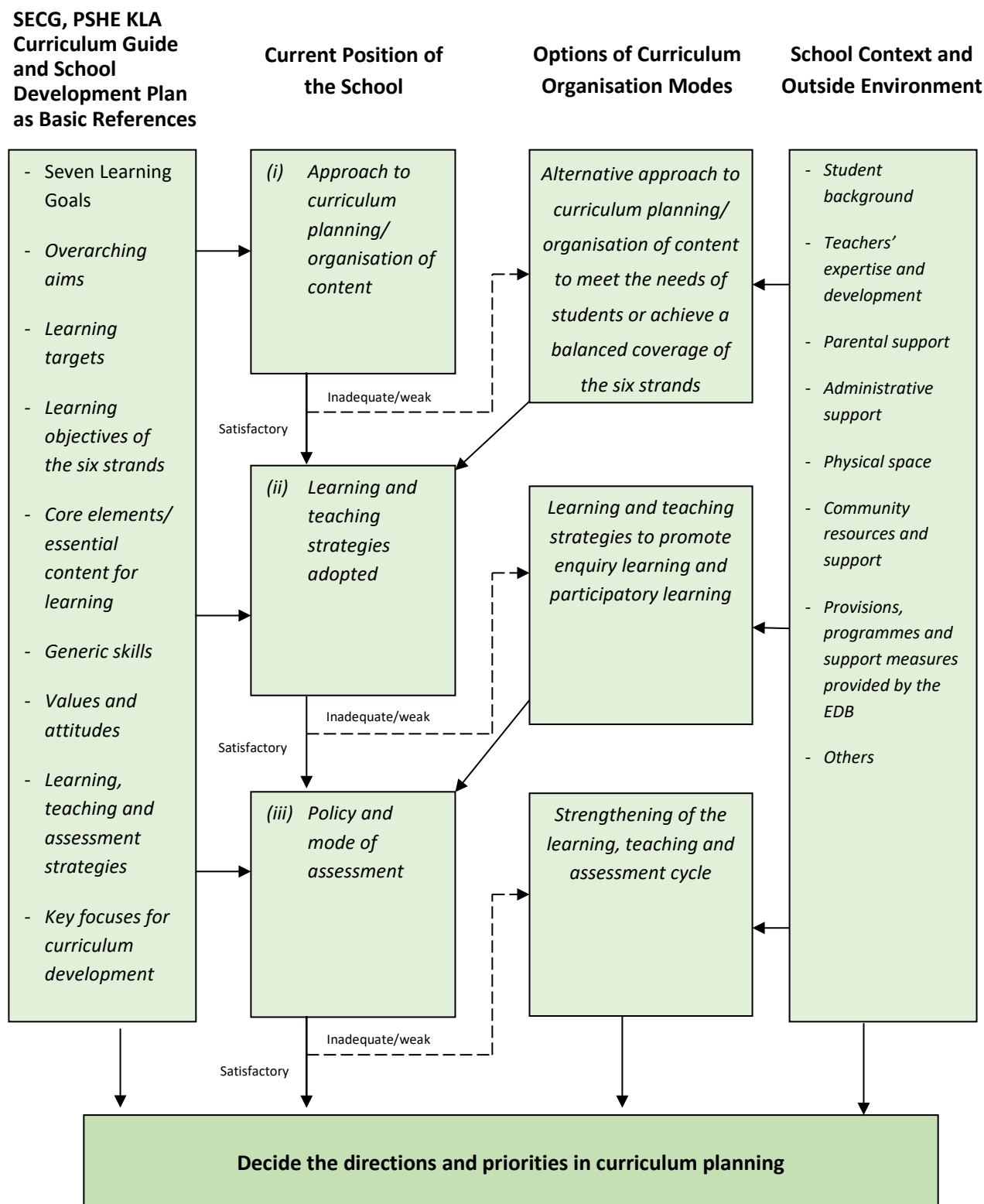
#### **Stage 1: Context analysis**

- The purposes of conducting a context analysis are to help schools obtain an overview of their current PSHE KLA curriculum practices, identify areas of strength, areas in need of improvement and emerging curriculum demands, and

set the directions and priorities in curriculum planning.

- Figure 3.2 presents a diagrammatic representation of the considerations involved when schools conduct a context analysis.
- The basic reference materials for a context analysis for the PSHE KLA curriculum include:
  - the Seven Learning Goals of Primary Education and the Seven Learning Goals of Secondary Education;
  - the curriculum aims and curriculum framework of the PSHE KLA (see Section 2.1 and 2.2 of this Guide);
  - the key focuses for curriculum development in the PSHE KLA (see Section 1.4.1 of this Guide);
  - schools' major concerns as stated in the school development plan;
  - schools' current practices in curriculum planning, learning and teaching, and assessment in the PSHE KLA; and
  - the school context (in particular, students' backgrounds and attributes) and external environment.
- Different strategies may be employed to collect information for a context analysis. For example, schools may conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in relation to their current practices, the school context and external environment for the PSHE KLA. Schools may also conduct questionnaire surveys to collect from the stakeholders (e.g. PSHE KLA co-ordinators, PSHE subject teachers, students and parents) opinions towards the curriculum as well as learning, teaching and assessment in the PSHE KLA. (Please refer to Booklet Two of the SECG for more information on context analysis.)
- The contextual information allows schools to evaluate their current practices against the PSHE KLA curriculum requirements and recommendations, shedding further light on the possible ways to narrow the gaps between the intended curriculum and the implemented curriculum.

**Figure 3.2 Context Analysis for KLA-level Curriculum Planning**



Source: Updated from *Personal, Social and Humanities Education Key Learning Area Curriculum Guide* (CDC, 2002), p. 87



## **Stage 2: Curriculum planning and deploying resources**

### **(i) Choosing a key focus and/or an area for improvement to work on**

- Some of the strengths and inadequacies or discrepancies in current practices identified from context analysis could be chosen for curriculum development in the PSHE KLA. Some examples of strengths found in schools include the following:
  - Bridging programmes for Secondary 1 students are organised for enhancing a smooth progression from the upper primary level to the junior secondary level.
  - PSHE subject panels, such as the Geography and History panels, collaborate with the English Language subject panel to promote LaC (see Section 1.4.1 (7) of this Guide and Examples 8, 24, 25 and 26 in *Examples for School Reference* for details on promotion of LaC).
  - Panel chairpersons of integrated curricula in the PSHE KLA support e-learning through redesigning their schools' junior secondary Integrated Humanities curricula, developing interactive e-learning platforms with relevant learning activities and resources for self-directed learning, and introducing the use of mobile devices for enhancing students' learning effectiveness.
  - The Life and Society (Secondary 1 - 3)<sup>15</sup> subject panel collaborates with the school's Life-wide Learning Team to plan community services and aesthetic development activities with the aim of cultivating humanistic qualities in students.
  - Some PSHE subject panel heads are active in arranging their students to visit the Mainland and/or overseas places for enhancing their national understanding and broadening their global perspectives.
  - The Economics subject panel promotes students' entrepreneurial spirit by engaging senior Economics students in operating stalls to sell special products in the Lunar New Year fairs.
- Inadequacies or discrepancies in the current practices could also be identified for improvement. Some examples are as follows.
  - Students' prior learning at the primary level is not taken into account when planning the junior secondary PSHE KLA curriculum.

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<sup>15</sup> The Life and Society (Secondary 1 - 3) curriculum is made up of modules, which allows flexibility for schools to adopt it as a whole or in part. If adopted as a whole, these modules give the curriculum a coherent structure. If adopted in part, these modules fit in well with different modes of curriculum organisation and allow flexible and selective adoption. So Life and Society, together with Geography, Chinese History and History, forms a well-balanced junior PSHE KLA curriculum under the independent subject mode. On the other hand, schools adopting the mixed curriculum organisation mode can also enrich their curricula by incorporating some modules of Life and Society (Secondary 1 - 3) into their school-based curricula.

- Some schools adopt senior secondary topics from Economics in their junior secondary PSHE KLA curriculum. This is not desirable as this would affect the balanced and sufficient coverage of the core elements/essential content for learning at Key Stage three in the PSHE KLA curriculum.
- Subsequent to review, schools would come up with a key focus(es) and/or an area(s) to focus on in their curriculum planning and development work. Some of these areas may also be related to the seven key focuses for curriculum development identified in Section 1.4.1 of this Guide. Examples include:
  - strengthening the interface between the upper primary curriculum and the junior secondary PSHE KLA curriculum;
  - extending the promotion of LaC (including RaC) through collaborating with the Chinese Language subject panel to help students develop content knowledge as well as knowledge and skills of the Chinese language in an integrative manner;
  - enhancing self-directed learning in students through the use of e-learning strategies and e-assessment tools;
  - strengthening the collaboration of different subject panels to widen the scope and variety of cross-subject project learning and life-wide learning activities for the cultivation of humanistic qualities and the promotion of national and global understanding;
  - conducting review of the existing PSHE KLA curriculum to see if a balanced PSHE KLA curriculum has been provided; and
  - nurturing students' entrepreneurial spirit through designing learning activities focusing on various aspects of entrepreneurial spirit, and widening students' exposure to business environments and practices, and the world of work.
- To take forward schools' curriculum planning and development work, teachers are encouraged to actively participate in communities of practice, professional study tours, school-based support projects, etc. to share professional experience and exchange ideas on how to improve learning and teaching practices.

## **(ii) Setting goals**

- It is important for schools to set clear goals for curriculum development. For ongoing renewal of the PSHE KLA curriculum, the goals to be set for curriculum development should be in line with the key focuses for curriculum development. These goals serve to provide directions for key stakeholders involved, in particular curriculum leaders such as PSHE KLA co-ordinators and PSHE subject panel heads, and give them a shared sense of purpose and direction.
- At the operational level, goal statements should be clear, concise, specific and

achievable. For example, a school which has decided to focus on nurturing students' entrepreneurial spirit may formulate goal statements as follows.

#### **Examples of goals for curriculum development**

- To design learning activities that encourage students to put forward innovative ideas and turn them into actions
- To design learning activities that encourage students to take responsibilities and initiatives and uphold perseverance
- To widen students' exposure to business environments and practices
- To provide opportunities for students to experience the world of work
- To engage students in developing personal goals and planning for further studies and/or future career

#### **(iii) Developing the PSHE KLA curriculum plan**

- To recapitulate, the major elements of the school-based curriculum plan include:
  - aims and objectives (what is to be achieved, i.e. the curriculum intentions);
  - subject matter or content (what is learned to achieve the curriculum intentions);
  - learning experiences (what learning activities are organised to achieve the curriculum intentions); and
  - assessment (how learning is gauged against performance criteria to examine whether the curriculum intentions are achieved).
- Besides the above major elements, the PSHE KLA curriculum plan also includes an implementation plan which specifies the following:
  - priorities of tasks;
  - timelines;
  - strategies;
  - activities;
  - resources;
  - stakeholders involved;
  - functional group(s) involved; and
  - success criteria.

- To facilitate the formulation of the curriculum plan, a curriculum development team comprising the PSHE KLA co-ordinator and PSHE subject teachers could be set up, in which the co-ordinator provides curriculum leadership and the teachers provide professional inputs according to their professional knowledge and expertise.

### **Stage 3: Implementing the curriculum**

- Curriculum implementation is the process of putting the PSHE KLA curriculum plan in practice.
- There are factors that may affect implementation, including:
  - the roles of principals and curriculum leaders such as vice-principals responsible for learning and teaching, PSHE KLA co-ordinators, etc. in demonstrating curriculum leadership in curriculum planning and when appropriate, initiating curriculum change;
  - PSHE subject teachers' understanding of the curriculum, including the learning objectives, and the core elements/essential content for learning, their expertise and readiness to undergo continuous professional development and adopt new pedagogical practice;
  - the quality and role of textbooks in supporting learning and teaching; and
  - other factors (e.g. availability of resources for promoting e-learning and other key focuses for curriculum development in the PSHE KLA, major concerns of schools).

### **Stage 4: Continuous monitoring**

- During implementation, there are expected or unexpected, controllable or uncontrollable constraints on realising the planned curriculum. Therefore, there should be measures in place to keep track of the progress.
- Information on the progress of curriculum implementation can be collected through a wide array of channels, including lesson observations, review of school curriculum documents and students' work, analysis of assessment data, and exchanges in KLA/subject panel meetings and meetings with parents.

### **Stage 5: Review and evaluation**

- Schools can make use of the information and data collected as the basis for their judgement on their PSHE KLA curricula.
- The evaluation report may consist of the following items:
  - the extent to which the objectives of the school's PSHE KLA curriculum plan have been achieved, including how far the PSHE KLA curriculum has addressed school priorities and the key focuses for the PSHE KLA curriculum development in the school-level development plan;

- problems encountered and attempts to overcome the problems;
  - suggestions for improvement; and
  - the proposed course of action.
- Evaluation findings of curriculum implementation would form the basis for the next cycle of curriculum planning.

To deepen the existing practices and facilitate the implementation of the key focuses for curriculum development in the PSHE KLA, a secondary school plans the implementation of the key focuses by fostering the connection among these focuses and the school's major concerns. For details about the curriculum planning, please refer to **Example 16 “Planning the key focuses in the PSHE KLA curriculum”**.

Please refer to Booklet Two of the SECG for details on the five stages of whole-school curriculum planning.

### **3.3 Guiding Principles for School-based Curriculum Planning and Adaptation at Primary and Junior Secondary Levels**

The five-stage cycle of curriculum planning provides a basic road map for schools to follow in planning, implementing, evaluating and improving their PSHE KLA curricula. The following guiding principles are also proposed for schools' reference.

- Capitalising on the flexibility provided in the PSHE KLA curriculum
  - The PSHE KLA curriculum is prescriptive in certain aspects and flexible in others. For both the primary and junior secondary levels, this Guide prescribes the directions for the PSHE KLA curriculum development in schools, in particular the need to offer the core elements/essential content for learning and use diversified learning and teaching strategies to provide relevant learning experiences to students.
  - Each school, with its unique characteristics of teachers, students and school conditions, may need to vary in the organisation of core elements/essential content for learning, learning and teaching contexts, learning and teaching strategies, and criteria and modes of assessment to help students achieve the expected learning outcomes.
  - To facilitate schools' organisation of their PSHE KLA curricula, the curricula of some PSHE subjects at the junior secondary level, such as Life and Society (Secondary 1 - 3) and Geography (Secondary 1 - 3), have been organised around modules. Schools can adopt these modules as a whole or in part. If adopted as a whole, these modules give a coherent structure. If adopted in part, these modules allow schools to flexibly organise their junior secondary school-based integrated humanities curricula.
- Paying due attention to a balanced and sufficient coverage of the strands and associated core elements/essential content for learning
  - The core elements/essential content for learning are primarily covered by different PSHE subjects. Apart from Chinese History, schools may offer these learning elements through independent subjects (i.e. the independent subject mode) or the arrangement of combining an independent subject(s) and a school-based integrated curriculum (i.e. the mixed curriculum organisation mode).
  - Irrespective of the mode, the PSHE KLA curriculum at the primary and junior secondary levels in schools should cover the core elements/essential content for learning under the six strands to achieve the curriculum aims and learning objectives. Schools should refer to the lists of core elements/essential content for learning in Chapter 2 of this Guide and the relevant subject curriculum guides in parallel in the process of curriculum planning and evaluation.

- Connecting learning experiences with KLA curriculum aims
  - When planning learning experiences in the PSHE KLA, both the KLA level and subject curriculum aims should be taken into consideration to enhance coherence between learning experiences and curriculum intentions.
  - The planned learning experiences at each year level should be regularly reviewed to promote variety and connection with the curriculum intentions. A holistic and well-coordinated curriculum plan incorporating life-wide learning experiences, such as community studies, local or cross-boundary visits, community service and community improvement programmes, will help students connect the real world with the topics studied, enrich their knowledge base and foster their active involvement in the learning process.
- Adopting the seven key focuses for curriculum development in the PSHE KLA in an integrative manner
  - Most of the seven key focuses for curriculum development in the PSHE KLA have been taking place in schools in some form or other, and at both the primary and secondary levels.
  - Building on current practices of promoting these key focuses, school curriculum leaders and PSHE KLA co-ordinators and teachers could seek to further promote the key focuses in an integrative manner in their planning of the PSHE KLA curriculum.
  - For example, in the “Sensible Consumption” module of Life and Society (Secondary 1 - 3), students will learn from an economic perspective, how to spend money sensibly (related to entrepreneurial spirit); and from a social perspective, how sensible consumption can reduce waste and protect the environment and the earth’s resources (related to humanistic qualities).
  - In Geography (Secondary 1 - 3), the module “Changing Climate, Changing Environments” is expected to enhance students’ concern for the environment (related to humanistic qualities) and what our country and other countries do to tackle climate change (related to promotion of national and global understanding).
  - All strands in the PSHE KLA curriculum provide opportunities for achieving the objectives of the key focuses for curriculum development. Due to the varied nature of the subject matter in different strands in the PSHE KLA curriculum, some strands are expected to provide richer contexts than others for achieving the objectives of these key focuses. Thus, the degrees of emphasis to be placed on these key focuses in each strand needs to be prioritised, depending on the nature of the subject matter in different strands in the PSHE KLA curriculum.
- Catering for students’ learning needs and embracing learner diversity
  - To suit students’ learning needs, abilities and interests, the PSHE KLA calls

for schools to continue adopting relevant curriculum contents and a wide range of learning and teaching strategies and assessment modes in their curriculum planning.

- At the primary level, the General Studies curriculum offers a flexible framework to enable schools to provide various learning experiences to meet the diverse needs of students.
- Similarly, the curricula of PSHE subjects at the junior secondary level provide flexibility for schools to cater for learner diversity. For example, Life and Society (Secondary 1 - 3) and Geography (Secondary 1 - 3) have been organised around modules, including core and elective ones, to provide students and teachers with choice, as one way to cater for learner diversity.
- In addition, the core modules of these subjects are made up of foundation and extended parts. The foundation parts, which cover the basic knowledge and essential concepts, are intended for all students. For more able students or students who show greater interest in learning the extended parts, schools may further adopt the extended parts of the core modules or the elective modules to deepen or broaden discussions on issues related to the core modules (see Section 4.4 of this Guide for more details on learning and teaching strategies to cater for learner diversity).
- Integrating learning with assessment
  - Curriculum and assessment planning should be well- coordinated and carried out so that assessment facilitates learning. Assessment practices with diverse modes and levels of difficulty can be adopted to allow students with diverse aptitudes and abilities to exhibit their potential, and achieve the goals of assessment of learning, assessment for learning and assessment as learning.
  - Schools can use e-assessment to collect instant assessment data about students' learning progress and to adjust and review the curriculum contents and teaching strategies for enhancing learning and teaching effectiveness.
- Strengthening lateral and vertical collaboration among PSHE subjects
  - Students' meaningful learning, which promotes students' deep learning simultaneously, can be promoted by strengthening cross-subject collaboration in the PSHE KLA. The lateral links among PSHE subjects can be facilitated through building a collaborative culture in schools. Co-planning of lessons, developing and sharing of teaching materials and planning of cross-curricular PSHE activities to enrich students' learning experiences are some of the effective ways to promote professional collaboration among teachers.
  - Careful planning should also be made to enable learning to be properly



sequenced, connected and developed so that smooth progression in learning at different levels and between key stages of learning can be achieved (see Section 3.4 of this Guide for more details).

- Promoting cross-KLA links
  - The PSHE KLA can be connected to other KLAs in various ways. Through drawing on the knowledge areas, learning processes and skills in other KLAs, the PSHE learning can be enriched and broadened.
  - Examples include: personal and social issues related to different KLAs; the historical, social and cultural background of themes/issues in different KLAs; the concern for people-environment relationships and citizenship education in the contexts of different KLAs; and STEM education (see Section 1.4.2 of this Guide for details). These areas provide a basis for collaboration between the PSHE KLA and other KLAs in the organisation of learning activities and studies of an integrative nature.
- Fostering positive values and attitudes via the PSHE KLA curriculum
  - According to the revised Moral and Civic Education Curriculum Framework (2008), seven priority values and attitudes<sup>16</sup> are identified for students' whole-person development. In addition, the PSHE KLA curriculum also covers a host of positive values and attitudes. Schools are encouraged to focus on the values and attitudes that align with their school visions and missions and school contexts, and integrate them into the school curriculum. Due attention should be given to developing students' ability to apply and reflect on the positive values and attitudes in different situations when making judgements and decisions.

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<sup>16</sup> The seven priority values and attitudes are perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others.

### **3.4 Interface**

#### **3.4.1 Interface between the upper primary level and the junior secondary level**

- At the junior secondary level, learning in the PSHE KLA is mainly built on students' prior learning experiences in General Studies at the primary level.
- To help prepare primary students for learning the secondary curriculum, the following, which are already found in some schools, at the upper primary level, can be enhanced:
  - Enhancing students' overall learning capabilities by providing them with opportunities to conduct project learning, develop reading habits, access and use e-resources, ask more questions in class, etc. ;
  - Adopting a participatory and experiential learning approach in designing learning and teaching activities to enhance students' interests in learning PSHE subjects; and
  - Helping students understand that, instead of learning PSHE elements in one single subject, they may be learning a wider range of subjects in the PSHE KLA at secondary level.
- To prepare Secondary 1 students for learning PSHE subjects, junior secondary teachers could try to gain an understanding of the curriculum contents at the primary level and how General Studies is taught and learned in primary schools. The following practices, which have been adopted quite widely in schools, are conducive to facilitating students' transition from the primary to junior secondary levels:
  - Offering bridging units/programmes covering different PSHE subjects to help Secondary 1 students better adapt to the curriculum content, learning and teaching, assessment, and the medium of instruction to be used in lessons; and
  - Obtaining knowledge about Secondary 1 students' prior learning experiences as the basis for curriculum planning to promote continuity and progression in the learning and teaching of PSHE subjects. This can be done through class sharing, students' reflection of their learning experiences in General Studies projects, and/or providing pre-class activities/tasks to review students' related learning experiences. With the information, teachers can plan appropriate learning experiences to help students manage learning in Secondary 1.

#### **3.4.2 Interface between the junior secondary level and the senior secondary level**

- At the senior secondary level, independent PSHE subjects such as Chinese History, History, Economics, Geography, Ethics and Religious Studies, and Tourism and Hospitality Studies are offered as elective subjects to cater for the needs of students who have greater interest in humanities and social sciences.

- At the junior secondary level, the PSHE KLA curriculum is intended to provide students with solid foundation knowledge, skills and values and attitudes to prepare them for learning the senior secondary PSHE subjects and Liberal Studies (Secondary 4 - 6). As Liberal Studies (Secondary 4 - 6) is a subject built on students' prior learning, it is important for schools to provide junior secondary students with a broad, balanced and diversified PSHE KLA curriculum to enable them to build a solid knowledge foundation.
- Careful consideration has to be given to ensure that school-based curriculum contents at the junior secondary level are appropriate in terms of students' age and their maturity and ability levels, and that the core elements/essential content for learning of the PSHE KLA curriculum and those specified in the respective subject curriculum guides are still sufficiently and aptly covered.
- Schools should also provide students with different opportunities for the development of a range of generic skills and positive values and attitudes.
- A smooth interface with the senior secondary PSHE subjects and Liberal Studies (Secondary 4 - 6) can be enhanced when the junior secondary PSHE KLA curriculum:
  - embodies the learning objectives within and across the six strands;
  - comprises a sufficient coverage of the core elements/essential content for learning;
  - acquaints students with the enquiry approach to learning and teaching with appropriate guidance;
  - promotes the development of generic skills;
  - stresses the nurturing of positive values and attitudes; and
  - enhances students' interests in learning PSHE subjects through a variety of pedagogical strategies.
- More experience sharing on schools' "interface" practices (such as conducting Secondary 1 bridging courses, checking on students' prior knowledge) could be organised for enhancing an understanding of whether these practices are useful and how their effectiveness could be enhanced.

Please also refer to Booklet Eight of the SECG for more suggestions on enhancing interfaces between different key stages of learning.

### 3.5 Time Allocation

A summary of the suggested allocation of lesson time, as mentioned in Section 1.3.2, is provided below:

- At the primary level, schools can allocate 12% to 15% of the total lesson time to General Studies from Primary 1 to 6 (i.e. Key Stage One to Key Stage Two).
- At the junior secondary level, the suggested time allocation for the PSHE curriculum is 15% to 20% of the total lesson time over a course of three years from Secondary 1 to 3 (i.e. Key Stage Three). At this stage, 25% of the total lesson time for the PSHE KLA curriculum, or about two lessons per week, should be devoted to the learning and teaching of Chinese History as an independent compulsory subject (see Booklet Two of the SECG for details). The remaining 75% of the total lesson time should be allocated to the learning and teaching of other core elements/essential content for learning of other subjects in the junior secondary PSHE KLA curriculum. Schools should refer to the relevant PSHE subject curriculum guides for information on the suggested lesson time allocation for the PSHE subjects concerned.
- At the senior secondary level, each of the PSHE elective subjects of the senior secondary curriculum accounts for 10% of the total lesson time over a course of three years in Key Stage Four.
- As far as possible, time allocation should be evenly distributed among different year levels of a key stage to maintain the consistency and coherence of the curriculum.
- At the primary and junior secondary levels, 19% and 8% of the total lesson time respectively is reserved for flexible use at the school level. Schools may deploy the flexible lesson time to conduct cross-curricular learning activities including those involving the PSHE KLA and complementing life-wide learning to broaden students' learning experiences and facilitate their whole-person development.

### 3.6 Reflective Questions

- The following questions may be useful for the reference of schools:
  - Are all the learning objectives and core elements/essential content for learning set out in the PSHE KLA curriculum framework covered in the PSHE KLA curriculum of the school?
  - Has my school allocated sufficient lesson time for the PSHE KLA curriculum based on the lesson time allocation stipulated in the SECG?
  - How does my school organise the core elements/essential content for learning?
  - Has the Chinese History curriculum been offered as an independent compulsory subject at the junior secondary level?
  - Is the school's PSHE KLA curriculum conducive to developing students' knowledge and generic skills as well as nurturing their values and attitudes?
  - Is my school curriculum conducive to promoting the seven key focuses for curriculum development in the PSHE KLA?
  - How could the cross-curricular and life-wide learning opportunities be aligned with the PSHE KLA curriculum?

### **3.7 Curriculum Leadership and Management**

- As planning of the PSHE KLA curriculum involves the five stages of work at both the key learning area and subject levels (see Section 3.2), there is a need for curriculum leadership and management to draw together and utilise professional knowledge and expertise and other resources of the PSHE KLA to handle the different aspects of work, for example, planning a balanced and sufficient coverage of core elements/essential content for learning, cascading schools' major concerns to KLA/subject level, promoting key focuses of curriculum development, managing resources, facilitating collaboration among KLAs/subject panels/functional groups.
- To enhance curriculum planning, implementation and evaluation (P-I-E) of the PSHE KLA curriculum, in particular as the curriculum framework of the PSHE KLA provides flexibility for collaboration and coordination at different key stages, it is recommended that schools assign a PSHE KLA co-ordinator to provide curriculum leadership to strengthen schools' capacity to meet various curriculum requirements. In line with the school contexts, schools may consider deploying a senior staff member to perform this role as he/she could handle various tasks from a more macro perspective and implement learning and teaching initiatives which involve staff from different panels/teams.
- In some schools, a PSHE KLA co-ordinator has been assigned to facilitate coordination and collaboration among different subject panels and functional groups, in organising learning activities. Some of the PSHE KLA co-ordinators have also played a more explicit role in curriculum development, for example, designing school-based integrated curricula, promoting project learning, etc. The positive effects of their work are clear.

# **Chapter 4**

## **Learning and Teaching**

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## Chapter 4 Learning and Teaching

While the PSHE KLA curriculum can be organised in a number of ways, the content chosen should be closely linked to daily life and societal developments, and students' learning space, which extends beyond the classroom setting. This chapter aims to discuss and provide suggestions for effective learning and teaching in the PSHE KLA. As seven key focuses (see Section 1.4.1 for details) have been identified for curriculum development, discussion with regard to promoting them via the learning and teaching of the PSHE KLA is also made in this chapter.

### 4.1 Guiding Principles

The following recapitulates some general guiding principles for the effective learning and teaching of PSHE subjects:

- **“Fit for purpose”:** The key principle for choosing suitable pedagogies is “fit for purpose”. The pedagogies selected should best match the learning objectives of the teaching plans. They should also match the abilities and needs of students and aim to enable students to think and act flexibly as active learners based on prior knowledge.
- **Building on teachers' professional strengths:** Teachers have accumulated valuable experience in using a wide range of teaching strategies in the past decade. Teachers can build on these strengths to sharpen their pedagogical skills in the PSHE classrooms, in particular those strategies which help stimulate students' learning interest and motivation, as well as develop in them self-directed learning skills and positive attitudes.
- **Keeping abreast of changes in student learning needs:** Against the background of rapid and dynamic changes in society and technology, it is incumbent upon teachers to employ diverse and effective learning and teaching strategies to equip students with updated knowledge, skills and values and attitudes, and nurture them with the necessary qualities, including humanistic qualities and entrepreneurial spirit, to enable them to cope with new challenges and seize the opportunities ahead.
- **Catering for learner diversity:** In view that students have different abilities, learning styles, aspirations, interests and potential, there is a need for teachers to continue paying due regard to students' diversity in experience and exposure in the formulation of lesson objectives and planning of learning and teaching activities. A wide repertoire of learning and teaching strategies can then be adopted to cater for learner diversity and to develop students' potential in different aspects.

## **4.2. Embedding the Seven Key Focuses for Curriculum Development in the Personal, Social and Humanities Education Key Learning Area in Learning and Teaching**

- The seven key focuses are not “add-ons”. As elements of these key focuses have been embedded in different PSHE subject curricula or initiatives, they are identified and highlighted for guiding the ongoing development of the PSHE KLA curriculum. The learning and teaching of knowledge, skills and positive values and attitudes in the PSHE KLA curriculum (as listed in Chapter 2) and the implementation of these key focuses should go hand in hand.
- In addition, the key focuses are interconnected with one another. With careful planning, different key focuses can be effectively covered in a single learning and teaching activity, which may take place inside or outside the classroom. For example, project learning and life-wide learning are effective strategies widely adopted by schools for the learning and teaching of the PSHE KLA curriculum. Capitalising on schools’ strengths and experiences, these strategies can be adopted to support the implementation of the key focuses.
- For each key focus, school examples are listed for better illustrating how schools promote and implement the respective key focuses in the PSHE KLA. (Please refer to *Examples for School Reference: Inspirational Practices in Hong Kong Schools* (EDB, 2017b) at: <http://www.edb.gov.hk/en/curriculum-development/kla/pshe/curriculum-documents/examples-for-school-reference.html>.)

### **4.2.1 Humanistic qualities**

- Central to humanistic qualities are valuing oneself, caring for the well-being of others, appreciating and inheriting history and culture as common human experiences, appreciating beauty, and caring for the environment and possessing a love of nature.
- In the learning and teaching in the PSHE KLA, opportunities could be provided for students to understand the different dimensions of humanistic qualities; as well as reflect on their own beliefs, values and behaviours in order to promote whole-person development in them.
- To nurture humanistic qualities in students, the learning and teaching should focus on enabling students to:
  - believe that they are unique and valued, have an open mind and high self-expectations, and always strive to excel;
  - respect and care about the well-being of others, treat others as equals, and be willing to contribute to the common good;
  - appreciate and inherit history and culture as common human experiences;
  - cultivate an enhanced capacity for aesthetic appreciation; and

- care for the environment, possess a love for nature and be concerned about sustainable development.
- Humanistic qualities in students can be nurtured via different approaches and activities such as learning and teaching activities within the classroom, fieldwork and life-wide learning activities. Schools can also strengthen humanistic qualities in them through making good use of school facilities as well as promoting Reading across the Curriculum (RaC) (see Section 1.5.1 for details).

The PSHE KLA provides a rich and meaningful learning context for the cultivation of humanistic qualities in students for their whole-person development. For example, in the General Studies curriculum at the primary level, the strand “People and the Environment” provides opportunities for students to understand the preciousness of life and learn to treasure life through topics concerning taking care of animals and plants.

For examples of topics in PSHE subjects at the junior secondary level which are conducive to the cultivation of humanistic qualities, please refer to **Example 1 “Nurturing humanistic qualities in students through learning and teaching of PSHE subjects at the junior secondary level”**.

**Example 13 “Nurturing junior secondary students’ positive values and attitudes in Chinese History: Understanding ‘integrity’ and ‘caring’ from Sun Yat-sen”** (Chinese version only) provides details on how a Chinese History teacher makes use of the Secondary 3 topic related to the history of Sun Yat-sen's resignation from the presidency to nurture students’ “integrity” and “caring” which are essential elements of humanistic qualities.

A secondary school has organised an experiential learning tour to the Mainland to help students develop a concern for the well-being of people living in poverty areas through personal experience, reflect on their values and attitudes towards life, and cultivate contentment and a grateful heart. For details, please refer to **Example 17 “Nurturing humanistic qualities in students through an experiential tour to a mountainous region on the Mainland”**.

The Geography teacher of a secondary school enhances his students’ humanistic qualities through fieldwork and collaboration in group activities. For details, please refer to **Example 18 “Nurturing humanistic qualities in students through fieldwork in Geography”**.

A secondary school, which has been established for more than 120 years, takes advantage of the school’s long history and campus facilities to promote history learning and cultivate historical literacy, which is one of the purposes of nurturing humanistic qualities in

students. For details, please refer to **Example 50 “Promoting history learning and cultivating historical literacy through campus facilities”**.

#### 4.2.2 Entrepreneurial spirit

- In the 21st century, our students need to have an entrepreneurial spirit to cope with uncertainties and turn challenges into opportunities.
- In terms of learning and teaching, promoting an entrepreneurial spirit should not be confined to teaching students to start and run new businesses. It focuses on developing values and attitudes, skills and knowledge which will benefit students in their personal development, as well as future endeavours as business owners, managers of social enterprises, project team members, employees, freelancers or innovators.
- The PSHE KLA curriculum provides many learning opportunities for students to develop the essential qualities associated with entrepreneurial spirit, and offers them learning opportunities to think critically and creatively and come up with fresh problem solving ideas that can be applied in simulated situations and/or authentic contexts.
- Students’ entrepreneurial spirit can be developed through the learning and teaching of Economics and cross-curricular activities, which require their application of knowledge acquired not limited from various PSHE subjects but also other KLAs. In addition, through collaboration with each other in tackling authentic social problems, students’ awareness of the needs of the people in the community, creativity, innovativeness, communication skills and perseverance can be developed.
- The EDB has produced learning and teaching resources on developing students’ entrepreneurial spirit through the learning and teaching of Economics as well as cross-curricular activities. For details, please refer to the learning platform <http://es.camplus.hk/en>.

Many topics in the Economics curriculum are conducive to the development of an entrepreneurial spirit. An Economics teacher provides opportunities for her students to apply economic concepts in analysing a business case study so as to nurture their entrepreneurial spirit in an authentic context. For details, please refer to **Example 19 “Nurturing students’ entrepreneurial spirit through a case study competition in Economics”**.

A learning activity which involves students in setting up and running mini-stalls in school to sell dessert can be designed for the senior secondary PSHE elective subject Economics (S4 - 6) to help students develop entrepreneurial spirit. For details, please refer to **Example 2 “Nurturing students’ entrepreneurial spirit through an Economics activity”**.

### 4.2.3 Values education

- The learning and teaching of the PSHE KLA curriculum provide a rich and relevant context for nurturing students' positive values and attitudes.
- Under the guidance of teachers, students learn to develop their abilities to identify the values embedded in different issues they may encounter at different developmental stages, analyse these values objectively and make reasoned judgements. In the process, students develop positive values, including perseverance, respect for others and responsibility, through engaging in relevant learning experiences.

The strand “Science and Technology in Everyday life” of the General Studies curriculum at the primary level provides learning experiences for students to learn to face challenges and uphold perseverance when participating in Science, Technology, Engineering and Mathematics (STEM) education activities.

Source: Adapted from *General Studies Curriculum Guide for Primary Schools (Primary 1 – Primary 6)* (CDC, 2017a).

A primary school attaches great importance to values education in their General Studies curriculum. The school places emphasis on developing students' knowledge and skills, which are essential for making informed decisions, alongside their effort in nurturing their positive values and attitudes. For details, please refer to **Example 31 “Nurturing students' positive values through learning and teaching of General Studies for Primary Schools”**.

**Example 13 “Nurturing junior secondary students' positive values and attitudes in Chinese History: Understanding ‘integrity’ and ‘caring’ from Sun Yat-sen”** (Chinese version only) depicts a secondary school which places emphasis not only on developing students' understanding of historical events and their generic skills, but also on nurturing their positive values and attitudes in Chinese History.

**Example 20 “Building on strengths: Synergy between religious and values education”** shows two of the many effective ways to synergise values education and religious education by nurturing perseverance through mindfulness programmes, and the spirit of serving others and humility through a religious ceremony.

- As a part of values education, Basic Law education is inherent in the learning and teaching of PSHE subjects. The background of the principle of “one country, two systems”, as well as the importance, ideas and concepts of the Basic Law are part of the core elements/essential content for learning covered in PSHE subjects, including Chinese History, History, Geography, and Life and Society

at the junior secondary level. When teaching relevant topics, teachers of relevant subjects can adopt diverse learning and teaching strategies (such as e-learning; experiential and participatory learning; and placing emphasis on making reasoned judgement) to make natural connection to the Basic Law to enhance students' understanding from historical, economic, social, geographical, and political perspectives<sup>17</sup>.

**Figure 4.1 Examples of Topics / Learning Elements of Junior Secondary PSHE Subjects Relevant to Basic Law Education**



<sup>17</sup> (For reference only) Based on the latest available curriculum documents of these four subjects, the total lesson hours involved in teaching topics relevant to Basic Law education in the PSHE KLA at the junior secondary level are about 51 hours. The lesson hours related to Basic Law education are derived from the study of Chinese History (an independent compulsory subject) (about 24 hours based on the most up-to-date *Chinese History Curriculum Guide (Secondary 1-3)* recommended by the CDC), Life and Society (about 15 hours), History (about 10 hours based on the most up-to-date *History Curriculum Guide (Secondary 1-3)* recommended by the CDC) and Geography (about 2 hours). For schools that do not offer Life and Society; or in cases where Basic Law-related modules or contents are not taught in Life and Society, or in their junior secondary school-based curricula, a 15-hour independent "Constitution and the Basic Law" module with ready-to-use learning and teaching resources (Chinese version only) has been developed for schools' adoption (available at <http://www.edb.gov.hk/pshe/constitution-basiciaw>). These schools are required to teach this module as part of moral and civic education, or as a standalone module in the timetable, and/or part of the school-based curriculum in the PSHE KLA (e.g. Integrated Humanities) according to their school contexts. As curriculum renewal is an ongoing process, schools should implement the most recent PSHE subject curriculum guides prepared by the Curriculum Development Council for providing Basic Law education at different key stages of learning.

The EDB has produced different resources to support the implementation of Basic Law education in PSHE subjects at the junior secondary level, and provided online assessment question banks for students and teachers. For details, please refer to **Example 3 “Values education: Basic Law education in the PSHE KLA at junior secondary level - Learning and teaching resources produced by the EDB”**.

Since the 2013/14 school year, a secondary school has flexibly adopted learning activities from a learning package developed by the EDB to promote students’ understanding of the Basic Law in the learning contexts of Life and Society (Secondary 1 - 3). For details, please refer to **Example 21 “Values Education: Promoting Basic Law education by adopting classroom activities in *Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary)*”**.

- At the senior secondary level (S4 - 6), students will continue to learn about the Basic Law in the core subject of Liberal Studies as well as in relevant elective PSHE subjects such as Chinese History, Economics, Geography and History.
- In alignment with the PSHE KLA curriculum, values education, including Basic Law education, could also be promoted through different modes such as cross-curricular studies/activities, theme-based forums, exhibitions, competitions, summer camps, and non-local visits/exchange programmes conducted on the Mainland.
- Through organising relevant life-wide learning activities that are organically integrated with respective PSHE subjects, teachers can help students learn about the applications of the Basic Law in daily lives; develop the integrative use of generic skills, in particular critical thinking skills and problem solving skills; as well as cultivate positive values and attitudes, including the rule of law, justice, sense of national identity, democracy, freedom, human rights, equality and rationality.
- The effectiveness of values education relies very much on the interaction between teachers and students in an atmosphere of open-mindedness, inclusiveness and mutual respect. Teachers should create such an atmosphere in class so that students can learn to identify and understand different views and to reflect on their own personal values and attitudes.
- Teachers should demonstrate and provide opportunities for students to experience how positive values embedded in different contexts can be manifested, put into actions and upheld. While it is important for teachers to be open-minded and to embrace and respect different views, they should not hesitate to clarify misconceptions. There may be possibilities that a careless statement or tone of voice may cause dispute and antagonism in the course of discussion. When encountering such a situation, teachers should help students calm down, regain the focus of the discussion and guide the discussion towards a more fruitful direction.

#### 4.2.4 e-Learning

- Rapid technological advances and the popular use of mobile devices to access information have promoted an open and flexible mode of learning. With the development of mobile apps, e-textbooks and other e-devices, e-learning resources have proliferated over the past few years. Learning modes which are quite impossible in the past (such as online interactions, virtual field trips, computer assisted data analysis and projection, illustration of ideas through multimedia, etc.) can now be facilitated by information technology.
- The integration of technology in PSHE learning and teaching facilitates knowledge creation and self-directed learning in students and accelerates the process of deep learning (Fullan & Langworthy, 2014).
- The benefits of using digital tools and resources in PSHE learning and teaching include:
  - providing easy access to information;
  - enabling learning to take place beyond the classroom and school hours;
  - facilitating the setting up of learning communities and partnerships;
  - supporting knowledge construction and different ways of presenting understanding;
  - facilitating the use of knowledge to solve real-life issues or problems; and
  - allowing students to be more in control of their learning process.
- In addition, the promotion of e-learning can help enhance, modify and complement existing PSHE learning and teaching strategies, leading to the enhancement of learning and teaching effectiveness, and development of students as self-directed learners.
- The benefits of integrating technology in learning and teaching in PSHE subjects can be shown in the following examples.
  - Before the lesson, students can access pre-lesson reading materials and perform tasks for lesson preparation. During the lesson, students' responses in classroom activities can be shared to facilitate peer learning, and the teacher can assess students' learning progress and provide instant feedback on students' performance. After the lesson, carefully structured extended learning activities can strengthen students' capabilities for self-directed learning.
  - Virtual field trips, which are adopted in PSHE subjects such as Chinese History, Geography, History, and Life and Society, provide a good alternative to conventional field trips when the latter are not feasible due to time and resource constraints, liability and safety concerns, or adverse weather conditions.



- The use of augmented reality (AR) devices and apps can effectively support student learning in PSHE subjects. For instance, in Geography, the AR Sandbox allows students to create topographic models and experience the formation of relief rain and the impact of topography on the flow of rainwater. In History, the use of an AR app, which helps students experience the Cheung Chau Jiao Festival on non-festival days, creatively incorporates field trips into the learning and teaching of intangible cultural heritage (ICH) and enhance students' understanding of ICH. Students can experience the Jiao Festival by using AR to visit the festival area (a playground) on non-festival days and view the composite-scene parade in the streets which are too crowded for field study during the festival days.

A primary school teacher uses e-learning to promote interactive and self-directed learning in General Studies to teach the topic “Hong Kong under the Japanese Occupation”. For details, please refer to **Example 4 “Enhancing the learning effectiveness of General Studies for Primary Schools through e-learning”**.

A secondary school adopts a learning management system commonly used by local schools to set up an interactive learning platform for the learning and teaching of PSHE subjects. For details, please refer to **Example 5 “Using e-learning to facilitate enquiry learning approach in PSHE subjects”**.

- In PSHE subjects, the use of digital tools and resources to support enquiries into issues or problems will provide opportunities for students to identify information needs, to locate, evaluate, extract, organise and present information, and to integrate knowledge creatively. In the learning process, they need to cope with the dynamics in the information world (such as considering intellectual property rights, protecting privacy rights of oneself and others, assessing the credibility of information sources, etc.) and use information ethically. Taken together, the aforementioned learning opportunities will contribute to the development of information literacy in students.

#### 4.2.5 Generic skills and their integrative use

- The PSHE KLA curriculum has been providing different contexts for the development of generic skills alongside the KLA-/ subject-specific skills.
- To enhance the development of generic skills and their integrative use, schools should provide more learning experiences that enable students to integratively apply generic skills, in particular, collaborative problem solving skills and holistic thinking skills (see Section 2.2.4 and Appendix 2 of this Guide for details).
- Related theories, learning activities and lesson plans can be found in a booklet titled “Resource package on the Integrative Use of Generic Skills in Junior Secondary Subjects in Personal, Social and Humanities Education Key Learning Area” published in 2017.

Details on developing students' holistic thinking skills in Integrated Humanities are presented in **Example 6 “Developing Secondary 1 students’ generic skills through “Thinking Education”**.

For details on developing students' generic skills in an integrative approach in the PSHE KLA at the primary or secondary level, please refer to **Example 10 “A teacher’s reflection on cultivating students’ critical thinking skills”** (secondary level), **Example 11 “Decorating display boards for the Mid-Autumn Festival: Developing collaborative problem solving skills and promoting national and global understanding”** (primary level) and **Example 12 “Developing students’ holistic thinking skills”** (secondary level).

#### 4.2.6 Promotion of national and global understanding

- The PSHE KLA curriculum contains rich learning elements on the historical, economic, social and political aspects of our country and other countries, which will facilitate the strengthening of national understanding and global knowledge and perspectives, and stimulate a sense of responsibility in students to make contributions to our country, culture and humanity.
- PSHE subjects, such as General Studies at the primary level and Chinese History, Geography, History and Life and Society at the junior secondary level, help enhance students' understanding of Chinese history and Chinese culture, as well as contemporary developments of our country. The learning and teaching of these PSHE subjects inside and outside the classroom aims to foster a sense of national identity and appreciation of the Chinese culture. In line with the MRE<sup>18</sup>, the PSHE KLA curriculum reiterates the following:
  - “National Identity and Chinese Culture” and “Community and Citizenship” are two of the six strands in the curriculum framework for General Studies throughout the six years of primary education.
  - “Time, Continuity and Change” and “Culture and Heritage” are two of the six strands in the curriculum framework for the PSHE KLA throughout the three years of junior secondary education.
  - Students in publicly-funded schools adopting the local curriculum will study Chinese history, which is part of the core elements/essential content for learning in the PSHE KLA curriculum, in a structured and systematic manner.
  - **Chinese History should be taught as an independent compulsory subject in Key Stage Three (i.e. junior secondary level) and as an independent elective subject in Key Stage Four (i.e. senior secondary**

<sup>18</sup> Please refer to Booklet Two of the SECG for more details on reinforcing the learning of Chinese history and Chinese culture as one of the MRE of the ongoing renewal of the school curriculum.

**level).** Schools should devote a quarter (25%) of the total curriculum time allocated to the PSHE KLA, or about two lessons per week, to the learning and teaching of Chinese history at junior secondary level.

- Chinese should be used as the medium of instruction for the learning and teaching of Chinese History in secondary schools.
- The learning elements of Chinese culture are inherent in the Chinese History curriculum on the one hand, and are covered in other KLAs on the other, for example, “Chinese Culture” being one of the strands in the Chinese Language Education KLA, and Chinese music and arts in the Arts Education KLA.
- Student's global knowledge and global perspectives can also be strengthened through PSHE subjects by studying the world from different perspectives. Through enquiring into issues of the complex, diverse and interdependent world they live in, as well as the opportunities and challenges posed by the regional and international contexts in which our country is located, students' international perspectives can be broadened.
- Cross-curricular learning activities that aim at strengthening students' national understanding and global knowledge and perspectives also provide opportunities for students to connect relevant learning elements they have acquired in different areas of learning. Schools can also engage students in project learning or visits to cities on the Mainland and in other countries, with the aim of deepening students' understanding of cultures and developments in other communities, including those in the Belt and Road countries and regions, so as to broaden students' national and global knowledge and perspectives, and enhance their understanding of the Belt and Road Initiative and its related opportunities and challenges.

The General Studies teachers of a primary school design a display board decoration activity to cultivate collaborative problem solving skills in their Key Stage One and Key Stage Two students and promote their national and global understanding. For details, please refer to **Example 11 “Decorating display boards for the Mid-Autumn Festival: Developing collaborative problem solving skills and promoting national and global understanding”**.

A primary school promotes historical and cultural education by designing cross-KLA field trips to deepen students' understanding of the history and culture of our country, broaden their perspectives and provide meaningful learning experiences. For details, please refer to **Example 22 “Promoting national understanding through a cross-KLA field trip to the Mainland”**.

A secondary school organises a variety of visits to the Mainland to provide opportunities for students to achieve a better understanding of our country and cultivate their concerns

about its affairs and development. A summary of the school's experience is presented in **Example 7 “Understanding our country: From reading books to first-hand experience”**.

**Example 15 “Understanding our world through life-wide learning activities of geography and the PSHE KLA”** shows two schools' efforts in giving their geography/PSHE KLA students opportunities to engage in overseas field trips. Through immersing students in the culture and environments of different countries, students could learn knowledge outside classroom in Hong Kong, expand their interpersonal networks, strengthen their social skills, and cultivate new perspectives.

A school helps students with special educational needs construct knowledge in specific contexts, and apply the knowledge and skills they have learned in their daily lives. The school organises a wide range of learning activities to promote national understanding from multiple perspectives. **Example 23 “Promoting the national understanding of students with special educational needs”** provides details on how visits and experiential learning conducted outside the school, and thematic and project learning conducted inside the school are used to help students extend their understanding from the community they are familiar with to the latest developments in our country, and to strengthen their sense of belonging to our country and promote a sense of national identity.

#### 4.2.7 Language across the Curriculum

- To provide language support to facilitate student learning, PSHE teachers may consider the following suggestions:
  - Identify the language demands in the teaching materials and consider students' language abilities.
  - Provide students who need more language support with extra assistance such as:
    - Simplifying the subject matter and language and adjusting the teaching pace at the beginning of a school term to support students' content learning and acquisition of subject-specific language knowledge and skills;
    - Making use of visual aids such as graphic organisers to enhance students' understanding of the materials; and
    - Providing examples of using vocabulary in context, and scaffolding students' mastery of subject-specific writing skills from vocabulary to sentence structures to text types.
  - Promote RaC, in particular reading books and magazines with themes

related to PSHE subjects, to increase students' exposure to the use of subject-specific vocabulary and text types.

- The Language across the Curriculum (LaC) approach, which integrates language learning and content learning, can be adopted in the PSHE KLA curriculum for students to explore knowledge and develop skills of the Chinese or English language in a comprehensive and integrative manner.
- PSHE teachers can collaborate with Chinese/English Language teachers to facilitate LaC through:
  - Identifying the entry points, setting realistic goals and drawing up a plan or schedule of work to facilitate the transfer of Chinese/English language knowledge and skills;
  - Developing learning, teaching and assessment materials and activities that connect students' learning experiences;
  - Identifying common topics in the PSHE and Chinese/English Language Education KLAs and preparing tasks in which students are required to read and discuss materials on these common topics, as well as designing extended learning activities on these common topics to broaden students' learning experiences outside the classroom;
  - Providing students with exposure to the text types typical of the PSHE KLA curriculum (e.g. expositions); and
  - Teaching PSHE KLA-specific language functions (e.g. comparing and contrasting, giving explanations) explicitly to facilitate the completion of PSHE-related tasks.
- While Chinese/English Language teachers focus on helping students master the accurate use of the language (e.g. vocabulary and grammar) as well as recognising the importance of coherence, cohesion and appropriacy in texts, PSHE teachers can facilitate the transfer of the Chinese/English language knowledge and skills by emphasising the use of relevant language features for presenting the subject content and providing assignments or tasks for students to apply relevant language knowledge and skills to demonstrate their understanding of the PSHE KLA curriculum content.
- In some schools which adopt English as the medium of instruction for PSHE subjects, collaboration between the English Language subject panel and the PSHE subject panels has been strengthened when organising co-curricular activities, arranging cross-subject peer lesson observations, as well as designing learning and teaching materials with due consideration given to both language and subject knowledge. There has also been more collaboration between the PSHE KLA panel and the school library, such as conducting joint programmes to promote RaC.

Collaboration across KLAs helps promote Reading across the Curriculum (RaC) in General Studies. Taking the topic “Health and I” as an example, General Studies, language subjects and Music can jointly compile a set of reading materials related to the topic and make contributions to Reading across the Curriculum as suggested below:

- General Studies: Through browsing webpages, watching videos, reading brochures and posters, students learn appropriate methods of washing hands and using masks, and cultivate a habit of maintaining personal hygiene.
  - Examples of reading materials: Educational Television Programme – “Be Clean, Children”, posters of “5 Steps for Proper Handwashing” and “Maintain Cough Manners”, videos of “Correct Handwashing Method” and “Wearing Masks” produced by Department of Health, and adapted contents of webpages of the Department of Health.
- Language subjects: Teachers guide students to read the relevant picture books and use different reading strategies, including reading aloud, making use of illustrations to infer the meanings of the texts and sequencing the contents. They also guide students to connect the learning contents with their personal habits in life to cultivate the proper attitudes and positive values.
  - Examples of reading materials: Children's stories or picture books, articles of “World Handwashing Day”.
- Music: By singing “Handwashing Song” and matching the lyrics with actions, students learn the steps of washing hands in an interesting way.

Source: Adapted from *General Studies Curriculum Guide for Primary Schools (Primary 1 – Primary 6)* (CDC, 2017a).

Teachers of the PSHE Panel of a secondary school plan and implement LaC at the junior secondary level to strengthen students’ answering skills in English which helps facilitate their learning at the senior secondary level. For details, please refer to **Example 8 “Promoting Language across the Curriculum in the PSHE KLA: Sharing on an integrated curriculum at Secondary 1 - 3”**.

A secondary school adopts the strategy of LaC in the Chinese History and History subjects in Secondary 1 to enhance students’ language proficiency in the aspects of vocabulary and text organisation, to reduce their frustration, and to increase their learning interest and sense of achievement. For details, please refer to **Example 24 “Language across the Curriculum: Helping Secondary 1 students with weaker language ability to learn Chinese History”** (Chinese version only).

To nurture students’ interest in learning History and develop relevant writing and communication skills for studying History, a secondary school organises a range of cross-curricular language activities to enable students to explore and understand History, experience the joy in learning History and strengthen their language proficiency. For

details, please refer to **Example 25 “Language across the Curriculum: A letter to a historical figure”** (Chinese version only).

With a view to improving students’ English language skills and familiarising them with the vocabulary and language patterns commonly used in History, Geography, Integrated Science and Computer and Information Technology, a secondary school has set up a LaC Committee to conduct curriculum mapping and identify target language forms and grammar items for LaC lessons. For details, please refer to **Example 26 “Adopting a whole-school approach to promoting Language across the Curriculum at junior secondary level”**.

### **4.3 Major Pedagogical Strategies to Enhance Learning and Teaching**

The pedagogical strategies recapitulated or suggested in this section could be strengthened for students:

- to develop as active learners and contribute their own ideas, experience and expertise in the learning process;
- to connect their learning in PSHE classrooms with their real lives and aspirations;
- to apply knowledge and generic skills in an integrative manner to solve real-life problems;
- to reflect on learning to achieve deep learning;
- to cultivate their sensitivity, interests and concern for social issues; and
- to develop positive values and attitudes, such as open-mindedness, respect for peoples of different backgrounds, a sense of belonging and responsibility to society, etc.

#### **4.3.1 Continue using a wide spectrum of learning and teaching strategies**

- PSHE teachers have been using a wide spectrum of learning and teaching strategies, including direct instruction, enquiry learning and co-construction, in accordance with the nature of topics, learning objectives of lessons as well as abilities, styles and needs of students, to optimise students' learning outcomes.
- With the concerted efforts of schools and teachers in the past decade, some encouraging changes have been observed regarding the learning and teaching of the PSHE KLA curriculum, including:
  - the adoption of diversified learning and teaching strategies;
  - the building of a strengthened partnership between teachers and students;
  - the placing of emphasis on entrusting students with greater responsibility for their own learning; and
  - the planning and organising of more life-wide learning activities outside the classroom.
- To enhance learning and teaching effectiveness, the key remains that the various strategies are continuously used in an intertwined, complementary and flexible manner in different parts of the learning and teaching process.

#### **4.3.2 Teachers taking on multiple roles**

- To facilitate effective learning and teaching, teachers are performing multiple roles, motivating, guiding, monitoring, optimizing and maximising student



learning. The table below shows some of the roles that a PSHE teacher is playing.

| Role of a Teacher        | Examples  |
|--------------------------|---|
| Transmitter of Knowledge | <ul style="list-style-type: none"> <li>Giving a brief lecture on the background of the issue to be explored</li> </ul>  |
| Demonstrator             | <ul style="list-style-type: none"> <li>Showing students the task requirements and expectations</li> </ul>   |
| Resource Person          | <ul style="list-style-type: none"> <li>Providing advice on sources of information</li> </ul>  |
| Facilitator of Learning  | <ul style="list-style-type: none"> <li>Helping students formulate appropriate learning goals and identify the most appropriate means of achieving them</li> <li>Assisting students to develop positive learning habits, master learning strategies and develop meta-cognitive skills</li> <li>Creating stimulating and motivating contexts for learning</li> <li>Developing a mutually supportive, tolerant and accepting learning community</li> </ul> |
| Assessor                 | <ul style="list-style-type: none"> <li>Monitoring and assessing student learning</li> <li>Conducting a debriefing and providing feedback on students' strengths and weaknesses</li> </ul>   |
| Co-learner               | <ul style="list-style-type: none"> <li>Learning alongside students</li> </ul>   |

PSHE teachers often play different roles in the learning and teaching process. **Example 27 “Multiple roles of teachers”** provides analysis and demonstration of the roles of a teacher of Life and Society (Secondary 1 - 3) in the learning and teaching of the topic “Poverty Issue in Hong Kong”.

#### 4.3.3 Emphasising knowledge construction through enquiry learning

- The enquiry approach is emphasised in the implementation of the PSHE KLA curriculum. Students are encouraged to devise and review their own learning plans, ask questions, seek answers and share their findings and recommendations on the issues under study with the teacher and their peers.
- Teachers have a significant facilitator role to play in students' enquiry process. On the one hand, they provide opportunities for students to practise and develop self-directed learning capabilities and habits through well-planned learning activities. On the other hand, they give suitable guidance and feedback to students in the learning process. With reference to schools' experiences and good practices, some positive actions to be taken by PSHE teachers in adopting enquiry learning are recapitulated below:
  - Guiding students in choosing curriculum-related enquiry questions;
  - Providing advice on the feasibility of proposed data collection methods and the availability of resources;

- Helping students organise systematically the information gathered, which are at times fragmented and incoherent, by providing them with thinking tools or a framework for analysis;
- Monitoring students' progress at different stages of enquiry to ensure that students, especially those from Key Stages One to Three, are meeting the objectives set for the different stages;
- Providing an open learning environment for students' active participation in individual enquiries, group discussions and presentations of different views, as well as collaboration in solving problems;
- Posing thoughtful and open-ended questions to guide students' thinking and seek clarification from students to help them reconceptualise their views;
- Encouraging peer interaction among students by providing opportunities for them to co-learn and work in pairs or groups, ask questions and give feedback to each other;
- Providing debriefings to students to help them organise the learning points in a coherent and appropriate way and guide them to reflect on their own learning;
- Giving formative and summative feedback to help students better connect the enquiries with the lesson content learned; and
- Withholding ideas until students have aired their views.

A teacher of a secondary school adopts an enquiry approach in a Secondary 3 Integrated Humanities lesson to help her students understand the impact of World War I on the countries involved and the content of the Treaty of Versailles. For details, please refer to **Example 28 “Learning through enquiry in a junior secondary Integrated Humanities lesson”**.

A teacher of a secondary school relates students' learning in Economics with their daily lives with the aim of raising students' learning motivation and exposing them to the explanatory power and limitations of Economics in real-world situations. For details, please refer to **Example 29 “Enhancing learning motivation and learning effectiveness through enquiry into daily-life situations in Secondary 5 Economics”**.

A History teacher adopts enquiry learning in teaching a controversial topic “The Reasons behind Ethnic Conflicts between Israeli and the Arabs” in senior secondary History. Students' prior knowledge, diversified learning activities, ready-to-use learning and teaching resources, and teachers' supportive roles are most critical. For details, please

refer to **Example 30 “Teaching controversial issues through enquiry learning in senior secondary History”**.

#### 4.3.4 Strategies for teaching controversial issues

- In the PSHE KLA curriculum, some topics involve enquiring controversial issues. These issues often involve different perspectives, values and interests, with the result that it is hard to reach a consensus on many of them. Examples include the formulation of retirement protection policy and standard working hours in Hong Kong.
- With teachers’ careful planning, support, and emphasis on making rational judgement, discussion on controversial issues related to the PSHE KLA curriculum can facilitate students’ understanding of the complexities and controversies of the issues, as well as the views and values that underpin the decisions of different stakeholders concerned. Through well-organised learning activities involving discussion and sharing, students’ perspectives can be broadened and their understanding of society can be deepened. With teachers’ skillful guidance, the key focus of nurturing students’ humanistic qualities, such as care for others and respect for different values, can also be effectively promoted.
- The following are some principles for the learning and teaching of controversial issues:
  - **Selecting issues:** The issues selected for enquiry should be related to the PSHE KLA curriculum to facilitate students’ application of what they have learned in interpreting new information and constructing new knowledge and understanding. Attention needs to be given to students’ maturity and ability levels and interests so that learning can be built on students’ prior knowledge, experiences and capabilities. Where applicable, teachers could also select global issues for discussion and/or comparison to deepen students’ understanding of their society and broaden their international perspectives.
  - **Adapting learning and teaching materials:** Teachers should select trustworthy and well-documented materials which provide sufficient background information on the issue being studied. The materials should include views and concerns of different stakeholders on the issue to provide students with multiple perspectives. Adaptation of learning and teaching materials may be needed to ensure that they are comprehensible to students. Students should also be encouraged to search and read a wider variety of resource materials, including books, documentaries, etc.
  - **Cultivating positive classroom atmosphere:** Teachers play a vital role in fostering a positive classroom atmosphere which is receptive to and supportive of students’ views and values, and where peer learning is emphasised.

- **Encouraging students to make recommendations:** Teachers have a key role to play in guiding students to identify the key questions about the issue, to review the evidence collected, and to understand and analyse the views of different stakeholders and the values they cherish. **Teachers should also help students make informed judgements, provide opportunities for them to explore different possibilities to solve problems, and make feasible suggestions to tackle the issue.**
- **Providing debriefing for consolidation of learning:** While it may not be likely for students to reach a consensus, teachers should conclude the lesson to consolidate what students have discussed, and what remains to be probed further.
- Through this enquiry process, students' holistic thinking skills (i.e. the integrative use of critical thinking skills, creativity and problem solving skills) can be fostered and their humanistic qualities, such as an open-mindedness and respect for different opinions, can be nurtured.
- Teachers' professional guidance, feedback, and input are of paramount importance to encourage students to analyse events and issues in a rational and objective manner, and adopt positive values and attitudes as one of the guiding principles to make judgements and decisions. Teachers should refrain from the dissemination of information, or expression of opinion, of a clearly biased political nature in schools. Moreover, it is the professional duty of teachers to clarify students' misunderstandings and misconceptions and provide positive guidance.

Many modules in Life and Society (Secondary 1 - 3) involve controversial issues, for example, standard working hours and retirement protection. A Life and Society teacher shares his experience and provides some tips on teaching controversial issues. For details, please refer to **Example 32 “Teaching controversial issues: Reflection of a Life and Society (Secondary 1 - 3) teacher”**.

## 4.4 Embracing Learner Diversity

With better understanding of students' diversity in backgrounds, abilities, interests and needs, teachers can devise appropriate strategies to cater for diverse learning needs of students.

### 4.4.1 Being positive about student diversity

- Student diversity is sometimes considered as challenges for learning and teaching in class. From a positive angle, the diversity in students can be seen as valuable learning resources to enrich students' learning experiences which are conducive to expanding their learning capacity and creating synergy as students complement each other in the learning process.

### 4.4.2 Employing a wide repertoire of pedagogical strategies

- In face of learner diversity, teachers need to develop a wide repertoire of pedagogical strategies to enhance the effectiveness of learning and teaching. The following are some examples of pedagogical strategies for PSHE teachers.
  - **Adopting mastery learning**<sup>19</sup>: Certain concepts in Economics and Geography are presented in a stepwise or sequential manner. Without mastering the previous steps, students may have difficulty acquiring further understanding of the concepts. To cater for learner diversity, some Economics teachers adopt mastery learning to help students of different ability levels master each step of learning concretely. Students are given different amounts of time to learn and different sets of instructions, so that individual students can learn at their own pace and receive appropriate support in learning. Throughout the instructional sequence, students are given feedback from teachers on their learning progress.
  - **Promoting collaboration in learning**: Students' diverse backgrounds and perspectives are valuable resources that can be tapped to enrich discussions, stimulate creativity and offer multiple perspectives. In heterogeneous groups, students of different backgrounds and/or abilities exchange views on the assigned tasks and collaborate to complete the tasks, thus increasing the learning capacity of the whole group. In many cases, learning in groups enhances the development of multiple intelligences among different group members, and often helps build their self-esteem because everyone contributes in one way or another.
  - **Providing different learning tasks to students with different abilities, interests and needs**: Differentiated instruction is becoming more

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<sup>19</sup> Mastery learning involves the breaking up of the content of a course into discrete learning units or phases, each with clearly specified learning objectives. Phases are arranged in order of difficulty. A diagnostic test is administered at the end of each phase to establish whether students have mastered its content or not, and to identify the areas in which they experienced difficulty. Those who have mastered the particular unit or phase move on to the next one. Those who have not are given the curricular materials and support to overcome their difficulties. Thus, students acquire the necessary foundation knowledge at each phase before moving on to the next. See Education Commission Report No.4 (Education Commission, 1990).

commonly used in schools to address the different learning styles, interests and strengths of students. Teachers and students set learning goals together, and different learning and assessment tasks are designed to address students' varying levels of readiness to learn so that all students are making progress in learning (Roberts & Inman, 2015).

- **Harnessing information technology:** The advent of information technology has generated new modes of learning which support student learning and cater for learner diversity. Flipped learning<sup>20</sup> is an instructional strategy that has become increasingly popular among teachers. Student learning is no longer confined to the lesson time and the classroom. With the help of information technology, the learning content is delivered, often online, to students individually so that students can study the content prior to the class period outside the classroom. This arrangement allows the lesson time to be freed up to engage students in more in-depth exploration of topics (Bergmann & Sams, 2014). In flipped learning, teachers' interaction with students can be more individualised, thus simultaneously allowing for highly differentiated instruction to cater for learner diversity.

The Geography and History teachers of three secondary schools adopt a wide repertoire of strategies including Frayer Model, RAFT (Role, Audience, Format, Topic) and Learning Menu to address their students' diverse needs in learning the two subjects. For details on these teachers' practices, please refer to **Example 33 “Catering for learner diversity when teaching map reading skills in Secondary 1 Geography lessons”, Example 34 “Catering for learner diversity in a Secondary 1 History lesson using Frayer Model and Equaliser”** and **Example 35 “Catering for learner diversity using RAFT and Equaliser in a Secondary 3 History lesson”**.

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<sup>20</sup> Flipped classroom is a learning model in which students make preparation at home and then engage in face-to-face discussions during the lesson time at school. Students have access to online tools and resources, work at their own pace and adopt their preferred style of learning at home, while teachers have more time to interact with students individually and allow students to work collaboratively in class. This approach supports students' self-directed learning" (CDC, 2017c).

# **Chapter 5**

## **Assessment**

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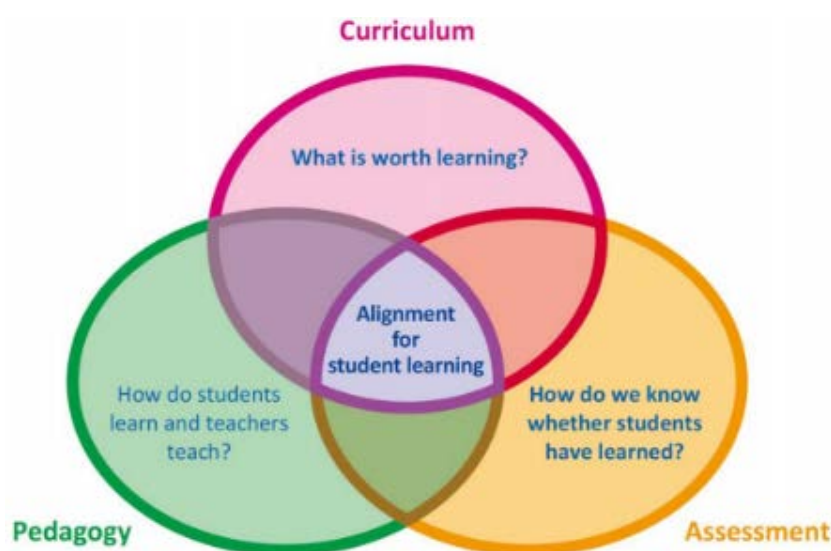
## Chapter 5 Assessment

### 5.1 Introduction

Learning, teaching and assessment are interconnected. “What is worth learning” determines “what should be taught”, and in turn leads to “what should be assessed”. Assessment provides not only marks and grades, but also useful feedback to teachers, students and the school as a basis for making decisions on how to improve learning and teaching. This understanding of assessment is particularly important in the learning and teaching of the PSHE KLA curriculum which places emphasis on enquiry learning.

As an integral part of the curriculum, pedagogy and assessment cycle, good assessment provides opportunities for improving learning rather than merely measuring achievement. Figure 5.1 is a diagram showing the interlocking relationships between curriculum, pedagogy and assessment.

**Figure 5.1 Interlocking Relationships between Curriculum, Pedagogy and Assessment**



Recent developments in assessment all over the world have been influenced strongly by new understanding of learning. Meaningful and deep learning occurs when learners are actively involved and are allowed to take charge of their own learning. As such, assessment should be able to reflect what students have achieved, and more importantly, how they could progress further. It should also emphasise providing quality feedback to students, promoting metacognition, facilitating self-assessment and peer assessment, and enhancing students' competency to transfer their learning to new settings.

For Hong Kong, the development of the school curriculum has advanced into a new phase of ongoing curriculum renewal and updating. In addition to implementing Assessment of Learning and Assessment for Learning, schools are recommended to

also promote Assessment as Learning (see Section 5.3.1 of this Guide) to foster students' independent and self-directed learning capabilities. e-Assessment (see Section 5.3.4 of this Guide) is also encouraged so that teachers can capitalise on the advantages brought about by technology in implementing assessment.

## 5.2 General Principles

- The purposes of assessment are manifold, but the prime purpose of assessment should always be for **facilitating and improving student learning**. Assessment is underpinned by the notion that all students can learn and that assessment can contribute to better learning. Suitable and multifarious assessment modes should be developed to collect evidence about the process as well as the product of learning.
- Assessment provides information to improve both learning and teaching. Instead of being viewed as add-on or independent activities, assessment should be **closely integrated into the learning and teaching process**. The following are two examples illustrating how assessment can be an integral part of daily learning and teaching in the PSHE classroom.

### Question & Answer

In a whole-class discussion on a social issue, a teacher can assess the progress or performance of students when they respond to the questions raised. The question-and-answer process also enables students to grasp what they know and guide them to probe deeper into the social issue being studied.

### Dialogue

When a teacher guides students in a study project on urban decay, the dialogue between the teacher and the students can provide information to assess student performance. The formal or informal feedback in the dialogue helps stimulate students' critical reflection and improve their learning.

- There should always be ample opportunities for both teachers and students to review the assessment data either individually or together. Teachers should adjust and improve teaching in the light of the assessment results. Students who cannot reach the minimum standards in specific aspects should be given timely and appropriate support, such as in-depth diagnoses of learning needs and recommendations on the use of suitable learning strategies.
- Students should receive **timely and constructive feedback** through a variety of means. Such feedback helps students sustain their momentum in learning and identify their strengths and weaknesses that will guide their future learning. Further discussion on quality feedback is provided in Section 5.4.3 of this Guide.
- Assessment practices which inhibit or narrow learning opportunities should be avoided. Examples of such undesirable practices include: (a) emphasis on the quantity rather than the quality of testing; (b) marking systems and grading styles that lower students' self-esteem; (c) negative comments that demoralise students; and (d) overgeneralised comments which do not provide clues on the strengths of the answer or areas to be beefed up; (e) returning marked answers and scripts to students without indicating correct answers and why they are correct.

### **Complaints from Teachers**

Have you ever heard similar complaints in your staff room?

*“I can’t remember how many times I have gone through this concept with my junior secondary students in class, how many homework assignments I have given to help them consolidate their learning, and how many quizzes, tests and examination questions I have set on the concept to urge them to revise thoroughly. To my disappointment, when my students are promoted to Secondary 4, I discover that nearly all of them still get the concept all wrong.”*

*“I guess I need to arrange a few more extra lessons for my Secondary 4 students on this topic in the weeks to come. Alas! Another big fight for the limited time after school.”*

Will these complaints disappear as a result of a few more extra lessons?

The answer can be “Yes” or “No”. In many cases the only result of extra lessons is making teachers and students exhausted, and yet the problem of “failing to learn” is still not solved. What really matters is whether we know why our students are unable to learn and what makes them fail to learn.

So how can we know more about student learning? Understanding the role of “assessment” in learning and teaching can be of great help. Please refer to Sections 5.3 and 5.4 of this Guide for details.

### 5.3 Formative and Summative Assessment

**Summative assessment** involves the collection of evidence of learning outcomes. It is usually carried out at the end of a teaching unit or school term/year to make judgements about students' performance so that reports of attainment and achievement can be provided.

**Formative assessment** focuses on the ongoing evaluation of students' performance and abilities, and the provision of feedback to help them make improvement. It can be informal and carried out during the learning process. It provides students with information about where they are in their learning and what step they should take next.

#### **Improving student learning through formative assessment**

History teachers are familiar with data-based questions, but in many cases these questions are only used in tests and examinations for summative purpose. A number of History teachers have made use of diagrams and photos in the design of historical enquiry questions to clearly spell out the historical skills to be assessed. These questions are then used in lessons to assess students' historical skills formatively.

The following is an example of using historical enquiry questions in Secondary 3 Chinese History to assess students' abilities: (1) to interpret the meaning of the cartoon; (2) to analyse the reliability of the cartoon; and (3) to evaluate the pros and cons of using cartoons for the study of history. Through classroom discussion or post-lesson exercise, teachers can identify at an early stage the level of learning achieved by students, so as to give immediate feedback and modify the teaching content to help students improve their learning (e.g. incorporating cartoons in the delivery of lessons on different topics).

#### 5.3.1 Purposes of assessment

Assessment serves three major purposes, namely Assessment of Learning, Assessment for Learning and Assessment as Learning.

- Assessment of Learning is summative in nature and involves the collection of evidence of student learning on what and how well they have achieved. It describes the level a student has attained in learning and shows what a student knows and can do by the end of a period of instruction. It gives an overview of the previous learning of a student, and is used to certify learning for reporting to students, parents, teachers, schools and the education system.
- Assessment for Learning integrates assessment into learning and teaching. It is formative in nature and aims at assisting students to understand what they are learning, what they have attained and what is expected of them. Assessment for learning also provides teachers with evidence of students' learning, enabling them to evaluate and improve their curriculum planning and teaching strategies.

It focuses more on developing, instead of only assessing, students' knowledge and understanding in an ongoing and dynamic manner.

- Assessment as Learning is sometimes viewed as an extension of or complement to Assessment for Learning. It engages students in reflecting on and monitoring their progress of learning through establishing their roles and responsibilities in relation to learning and assessment. Students use feedback from reflection and monitoring to make adaptations and adjustments to the learning objectives and strategies.

Teachers of Life and Society (Secondary 1 – 3) of a secondary school change students' perception of assessment by revising the design of assessment papers. This arrangement helps identify the strengths and weaknesses of students. It enables teachers to provide timely feedback and support to students. It also enables students to make use of the assessment data to improve their own learning. Please refer to **Example 36 “Reshaping students' understanding of assessment”**.

An Economics teacher incorporates Assessment as Learning into the design of pedagogical and assessment practices for a Secondary 4 class to enable students to better understand their learning progress and achievements. In particular, the students are guided to understand clearly what they need to achieve to make improvement in learning and set their targets for the next stage of learning. For details, please refer to **Example 37 “Engaging students in assessing their own learning”**.

### 5.3.2 Formative use of summative assessment in the PSHE KLA

- When summative assessment is aligned to the PSHE KLA curriculum and student learning experience, it can fit well into the curriculum-pedagogy-assessment cycle and becomes a useful tool for improving student learning rather than merely measuring it.
- The timing is important with regard to formative use of summative assessment. A test administered at the beginning of a unit can reveal what the students have already acquired and are able to do. This information helps teachers structure how the unit should be taught. A test conducted mid-way through a unit can reveal the gaps in student understanding. This information allows teachers to adjust their teaching for the remaining part of the unit to fit the needs of their students.
- There should be opportunities for students to revise their work. PSHE teachers can allow students to revise their incorrect responses in their assignments, and award them partial credit if they can improve their answers. Through this revision process, students can gain a deeper understanding of the learning elements the question is assessing. This practice turns an assessment into a learning opportunity.

- Due consideration should be given to making good use of assessment data. Teachers can carefully analyse the results of a summative assessment and use the information to improve class instructions with a view to improving students' learning, either through reiterating those parts that students have performed unsatisfactorily, or by changing the delivery of those parts in future lessons.

### 5.3.3 Diversified modes of assessment

A diversity of assessment modes should be employed in the PSHE KLA according to different purposes and processes of learning throughout the school year. For example, written tests and examinations can be an effective mode of summative assessment of students' cognitive development in a given subject area. Independent learning abilities and other learning skills are better reflected by formative assessment. Peer assessment and self-assessment are powerful tools for evaluating affective and moral development.

#### (a) Tests and examinations

- In designing test and examination items, it is necessary to include a wide range of questions types and response formats. There should also be a balance in the assessment of conceptual understanding, factual knowledge, and generic and subject-specific skills. PSHE teachers should constantly refer to the curriculum aims and objectives when setting test and examination items. For example, teachers may use data-response questions or data-based questions to assess students' mastery of skills.

#### **Assessing generic skills in a uniform test**

A Geography teacher helps students develop holistic thinking skills by designing a group discussion followed by a class debate on the choice of appropriate waste management strategy in Hong Kong. The teacher sets data-response questions in the uniform test requesting students to discuss the pros and cons of establishing a fourth nuclear power plant in Taiwan, with the last question asking students to express their preferences with justifications.

This example demonstrates how holistic thinking skills can be assessed both formatively and summatively in school. The group discussion requires students to deploy critical thinking skills to assess the validity of the information, and creativity to explore all possible strategies in waste management, while the debate requires students to apply problem solving skills to determine the best possible solution. The last question requires students to apply the holistic thinking skills in another scenario and develop their own judgement on the choice of appropriate waste management strategy in Hong Kong.

(b) Self-assessment and peer assessment

- Self-assessment and peer assessment enable students to develop better understanding of their own learning and to learn from their peers. They are particularly crucial to lifelong learning. From the outset of a series of lessons on the same theme/topic, the learning goals 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. They can also receive useful feedback about their learning from their peers.

To promote self-directed learning and enhance a smooth transition between kindergarten and junior primary education, two General Studies teachers introduce “self-management” to project learning in the lower primary curriculum. The focuses are on the use of self-assessment and peer assessment, as well as the involvement of parents in assessing students’ performance in project work. For details, please refer to **Example 38 “Involving parents in assessment”**.

A Geography teacher incorporates peer assessment into group learning tasks to support the learning and teaching of the subject. He also develops a handbook on peer assessment to guide his students in making good use of the proposed strategies, including steps for giving comments and proper use of expressions for giving praises, pointing out mistakes and giving suggestions. For details, please refer to **Example 39 “Using peer assessment to enhance student learning”**.

(c) Project

- Project work provides a range of learning experiences relevant to the PSHE KLA and is an effective mode of formative assessment. The procedures and the criteria involved in assessing the performance in project learning need to be made explicit to students. The assessment criteria might involve the choice of project title and 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 the assessment criteria provide them with important support in the planning and process of project work.

**Assessing information literacy through project work**

A Secondary 1 History teacher asks her students to carry out a group project on ancient Greco-Roman civilisation. In groups of four, students are to develop a website to introduce different aspects of the civilisation (e.g. architecture, religion, art and philosophy) based on the information they have collected. In addition to assessing a range of IT skills (e.g. searching and evaluating information, building websites and preparing computer presentations), the assessment rubrics of the project work also include items on evaluating students’ ethical use of information (e.g. making proper quotation of source of



information when copyrighted works is used and avoiding direct copy-and-paste of information from the Internet).

(d) Coursework

- Coursework of PSHE subjects are assignments with the function of assessing what students have mastered, as well as providing evidence of how well they have learned. The design of the coursework and the quality of feedback on students' work are crucial to the collection of such evidence of learning. For more details, please refer to Sections 5.4.2 and 5.4.3 of this Guide.

### 5.3.4 e-Assessment

- e-Assessment, in its broadest sense, is the use of information technology devices, primarily computers, to assess students' achievement in learning. It involves the use of information technology devices to construct, deliver, store and grade assessment tasks, and provide responses and feedback. It is also an integral part of e-learning.
- e-Assessment is much more than automatic checking for multiple choice answers. It can be conducted through an online discussion platform, a blog or a chat-room that allows teachers to assess students' learning progress and detect their learning problems. It can also be a digital graphic organiser or a mind map creator for teachers to understand how their students construct knowledge and develop conceptual understanding of their learning progress.
- e-Assessment is a useful tool for a variety of reasons, such as convenience, flexibility and generating quicker results than traditional paper and pencil methods. Most important of all, it can facilitate Assessment of Learning, Assessment for Learning and Assessment as Learning, and bring forth the following benefits to learning and teaching.
  - By means of e-assessment, students can receive instant feedback while they are working on their tasks. Similarly, teachers can access information about students' understanding while instruction is in progress.
  - Technology enables assessment data to be readily available and to be shared easily among stakeholders for gauging the progress of learning and teaching.
  - Technology makes it easier for tracking individual students' performance, and identifying their strengths and weaknesses, so that appropriate and prompt support could be provided.
  - Technology-based tools also allow teachers to collect a broader sample of information from their students.

- When technology is used in formative assessment, teachers need to clearly communicate the assessment requirements to students. This is even more important if students are expected to complete assessment after class.

A school uses cloud-based service in designing and implementing e-assessment in the subject. In addition to the provision of instant feedback through online interactive discussion platform on students' work and performance during lesson, the teacher makes use of the platform to introduce self-assessment and peer assessment. For details, please refer to **Example 40 “Enhancing learning and teaching via e-assessment”**.

A secondary school makes use of an interactive learning platform to facilitate e-learning in the teaching of PSHE subjects in class and to assist teachers in assessing students' learning progress and performance through online assessment tasks and quizzes. For details, please refer to **Example 41 “Instant feedback on learning progress via e-assessment”**.

## 5.4 Internal Assessment

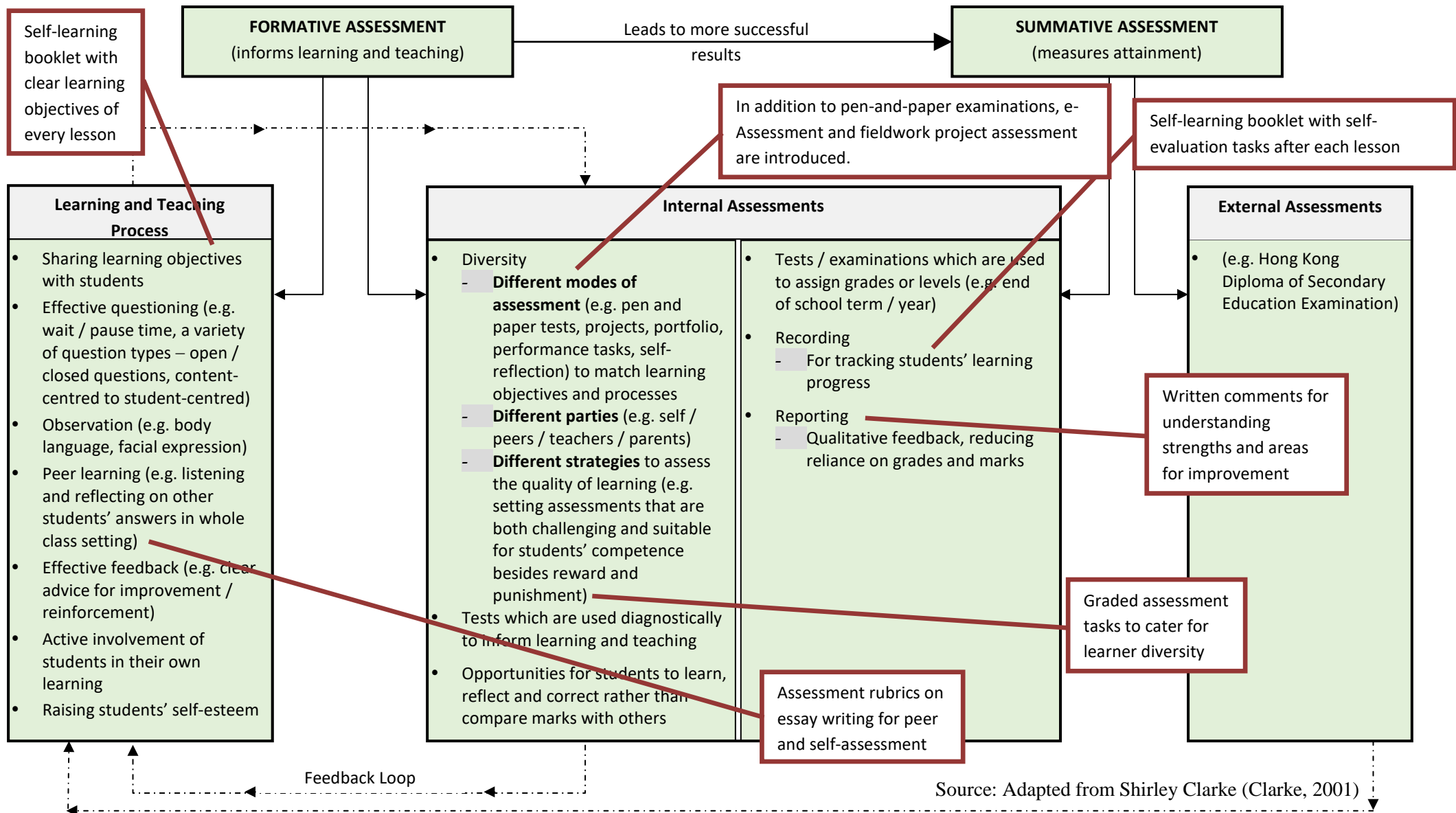
In line with the internal assessment policy of the school, the internal assessment policy of the PSHE KLA enables teachers: (1) to review and track the progress of student learning; (2) to modify and improve teaching strategies to cater for the needs and interests of students; and (3) to ascertain that the curriculum goals of the school are achieved.

### 5.4.1 Guidelines on designing internal assessment

- Teachers should note the following points in designing their internal assessment.
  - There should be continued emphasis on **Assessment for Learning** as an integral part of the learning, teaching and assessment cycle.
  - It is essential that the assessment practices align with the aims, objectives and intended learning outcomes of the PSHE KLA curriculum, and the learning and teaching strategies adopted to achieve them. Moreover, the assessment of key learning dimensions, including knowledge, skills and values and attitudes, should be covered in appropriate proportion.
  - As internal assessment is not a one-off exercise, schools are advised to develop an internal assessment mechanism that can track students' learning progress over time. There should be a clear connection between the day-to-day (e.g. classroom quizzes), periodic (e.g. term tests) and annual (e.g. end-of-year examinations) assessments so that students and teachers are well-informed of the learning progress.
  - A **variety of assessment strategies** should be used to collect data about student learning outcomes as each assessment strategy has its own strengths and limitations. It is therefore advisable for teachers to adopt a variety of assessment modes to comprehensively reflect students' performance or progress in specific areas. For instance, written examinations may not be able to fully reflect students' performance in field work, their collaborative skills and their development in values and attitudes.
  - Students should be able to receive feedback through a variety of means, such as constructive verbal comments during class activities and written remarks on classwork and homework assignments.
  - Summative assessment conducted in schools can serve the formative purpose of improving student learning when feedback on student performance is provided together with tests and examination results.
  - Manageability and affordability are critical to the effective implementation of school assessment as assessment practices can become too complicated, too frequent and too demanding.
- Figure 5.2 shows a framework for organising school assessment in the PSHE KLA, highlighting the interrelationship of formative and summative

assessments in school, and the connection among learning and teaching, internal assessment and public assessment.

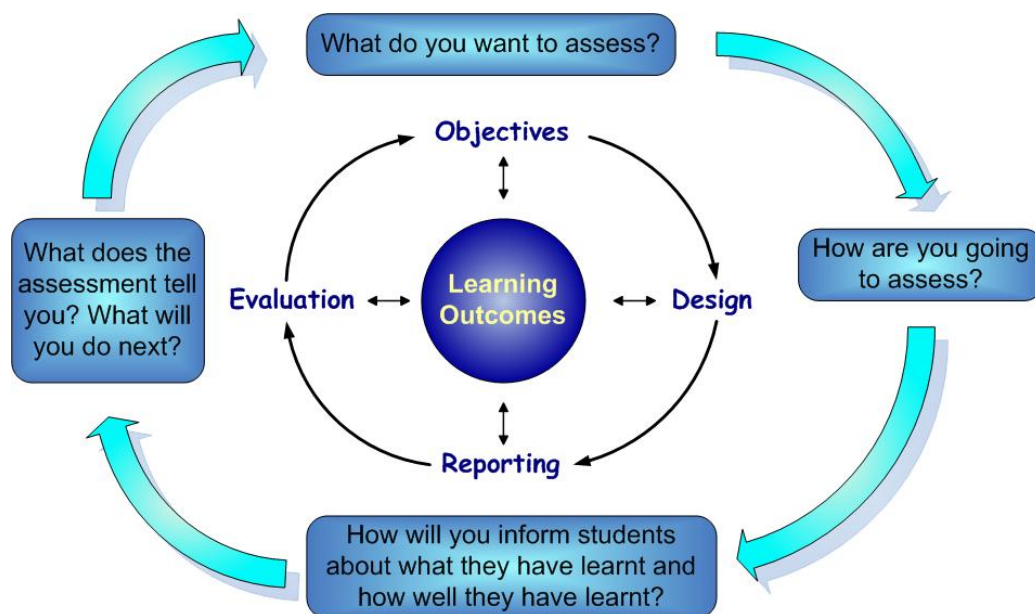
**Figure 5.2 A Framework of School Assessment Practices with School Examples in the PSHE KLA**



## 5.4.2 Designing assessment activities

- There are numerous models of designing assessment activities. Two commonly asked questions include: “What do I want to assess through this activity?” and “Why is the activity designed in this way?” Figure 5.3 is a simple model to remind teachers, including PSHE teachers of a few important points in developing assessment activities. The model emphasises:
  - that learning outcomes are central to decisions teachers make about assessment;
  - the importance of gathering evidence about student learning outcomes;
  - how teachers use evidence to determine how well students are achieving in relation to learning objectives;
  - the importance of feedback; and
  - how evidence of student performance informs future learning and teaching.

**Figure 5.3 A Model for Developing Assessment Activities**



Source: Adapted from the diagram in the web-based article “Advice on Assessment” (NSW Board of Studies, 2012)

## 5.4.3 Quality feedback

- Quality feedback is precise and concrete advice that can be understood by students for making improvement, and for modifying their personal learning strategies.
- The following are some general points to note:

- Feedback is most effective when it can clearly identify areas of strengths and weaknesses and explicitly point out how to make improvement.
- Feedback should be positive and constructive so that it enhances students' motivation, for example, highlighting areas where the students have shown improvement, and specifying or implying a better way to accomplish what they have not yet achieved.
- Feedback should be unthreatening. It should focus on the work/performance of students, rather than making a comparison with other students. It should also facilitate the creation of a culture of success, and encourage students to take risks, not to be afraid of making mistakes and using these occasions as learning opportunities.
- Feedback should facilitate exchanges of ideas, both among students and between teachers and students. It should be adaptable to respective learning needs when different suggestions are received.
- Feedback should be timely. Delay in providing feedback to students, in many cases, will diminish its value for learning. The importance of oral feedback and positive reinforcement in the classroom should also be emphasised.

**The following are some general guidelines on the timing of feedback.**

- Immediate feedback:
  - is better for supporting the learning of procedural and conceptual knowledge;
  - is better when students are learning a new task; and
  - has profound positive impact on the learning of low-achievers when they are learning new concepts or skills they find difficult.
- Providing feedback to students when they are actively engaged in the task may not be appropriate.
- When students are involved in more difficult tasks that require a lot of processing, delayed feedback may be preferred this time as it provides more opportunities for students to process the tasks.

- Marking of assignments can provide quality feedback to students when it is conducted with an aim to enable students to identify what they have achieved, what they have missed, and what should be done to make improvement. Marking methods and criteria, thus, should be in line with the learning targets set for the assignments.
- There are some points to note regarding marking of assignments:
  - Giving only a mark or a grade to students' assignment does not help students know adequately what is good or wrong with their work and how they can make improvement. Teachers are advised to provide concise explanatory comments to students so that students would be able to know

what is good or not so good and why.

- Ongoing marking is one of the methods to adapt conventional summative assessment practices to achieve formative purposes and provide quality feedback to students. It involves dividing the marking of an assignment into several stages. Feedback is given to students after each part of the work is completed. With clear assessment criteria set and consistently applied, this approach helps students understand what and how to improve. Such marking practices can also engage teachers and students in a fruitful dialogue, and set targets for further improvement.
- In cases when detailed marking is not feasible, teachers may consider “comment-only marking”. Teachers only give comments on: (a) what the students have done correctly; (b) the weaknesses detected in their work; and (c) what should be done to make improvement. This method also avoids students from being distracted by the marks/grades given and not paying sufficient attention to teachers’ comments on their learning.



## 5.5 Public Assessment

- Following up the implementation of the three-year senior secondary curriculum and assessment since 2009, various surveys and studies conducted by the EDB have indicated that the public assessment policies and modes have, in general, been accepted by teachers, students and other stakeholders.
- On the other hand, observations from curriculum development visits and school inspections have indicated that many teachers still over-emphasise drilling to familiarise students with the public examination format and content. There are also cases where senior secondary curriculum contents and HKDSE examination formats, in particular those related to the core subject of Liberal Studies, are advanced to the curriculum and assessment at the junior secondary level. This is also evident in the PSHE KLA.
- As the public examination format and content are designed to assess the performance of students who have completed their senior secondary education, the practice of advancing curriculum content and assessment to the junior secondary level is beyond the capabilities of most junior secondary students. Other possible adverse effects would include reducing PSHE learning and teaching time at junior secondary level, increasing teachers' workload unnecessarily, and putting unnecessary pressure on students.
- To align internal assessment practices properly with public examinations, schools should focus more on helping senior students understand the curriculum goals, the expected learning outcomes and assessment requirements of the senior secondary curriculum so that students can have a better understanding of what they are expected to learn and how their learning is assessed.
- To familiarise junior secondary students with public examination requirements and formats, schools are advised to plan their assessment policy carefully throughout the six-year secondary education, so that students are given tasks of nature and format similar to those in the public examination, but with level of difficulty and complexity adjusted to suit their abilities and learning progression. With a reasonable portion of the public examination format being incorporated into the internal assessment practices in a gradual and progressive manner, students will be able to develop their skills and understanding of the public examination requirements progressively.

A Geography teacher develops an assessment plan for her senior secondary students to master the basic skills of answering short essay questions in a progressive manner. For details, please refer to **Example 42 “Implementation of progressive assessment practices”**.

## **5.6 Professional Development for Assessment Literacy**

- Due to the close relationship between assessment and student learning, it is inevitable that teachers play multiple roles in promoting assessment of learning, assessment for learning and assessment as learning. It is therefore recommended that school curriculum leaders and teachers consider enhancing their professional development in assessment literacy for promoting assessment of learning, assessment for learning, and assessment as learning.

# **Chapter 6**

## **Learning and Teaching Resources**

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## Chapter 6 Learning and Teaching Resources

In a rapidly changing world, everyone must learn to deal with changing conditions and demands, and to engage in learning whenever and wherever it is required.

For the PSHE KLA, the learning place has long been extended beyond the classroom. While textbooks continue to be a useful resource and source of information, learning and teaching resources for the PSHE KLA have already covered a wider range of types and modes. Among others, electronic resources such as PowerPoint presentations, and websites, etc. are being used widely in relevant lessons and learning activities, and have effectively enhanced learning and teaching.

To enrich and extend student learning and to promote the seven key focuses for curriculum development, the learning and teaching of the PSHE KLA curriculum would continue to call for the development of updated curriculum resources to achieve these aims, and to support teachers as facilitators of learning and students as self-directed learners.

As “harnessing IT in the school curriculum is the key to strengthening and facilitating learning and teaching in the 21st century”<sup>21</sup>, more emphasis would be placed on resources which facilitate e-learning, which is one of the key focuses for curriculum development in the PSHE KLA.

To promote e-learning, a secondary school arranged for an experienced Chinese History teacher to be seconded to the EDB and develop strategies for implementing e-learning in the subject. The teacher shared with other Chinese History teachers on his tryout experience in incorporating e-learning into appropriate topics in Chinese History and invited them to collaborate with him for tryout of e-learning strategies in their school. For details, please refer to **Example 49 “Making good use of teacher resources to promote e-learning in Chinese History: An experience sharing of a secondary school”**.

### 6.1 Purpose and Functions of Learning and Teaching Resources

The purpose of learning and teaching resources is to provide a basis for learning experiences. Different kinds of resources should be drawn upon to help students learn, broaden their learning experiences and meet a variety of learning needs.

Learning and teaching resources help students construct knowledge for themselves and develop learning strategies, generic skills, positive values and attitudes. Teachers can also make use of learning resources to provide scaffolding for knowledge construction that goes beyond their confines and support the process of learning to learn. Effective use of learning and teaching resources can facilitate the provision of a variety of learning experiences for students, deepen students’ learning of the subject matter, and foster the development of enquiry skills and promote an

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<sup>21</sup> Refer to Booklet Six D of the SECG.

integrative use of generic skills; as well as strengthen their self-directed learning and lifelong learning capabilities.

In the PSHE KLA, learning and teaching resources can also play a significant role in shaping students' views about themselves, the community, our nation and the world. Therefore, it is important that these resources should basically cover different valid sources and carry multiple perspectives to help students develop multiple-perspectives, objective thinking habits, as well as positive values and attitudes.

## 6.2 Types of Learning and Teaching Resources

Learning and teaching resources include not only textbooks, workbooks, and audio-visual teaching aids produced by the Education Bureau or other organisations, but also web-based learning materials, IT software, the Internet, the media, resources in the natural environment, libraries, and even people themselves. Learning and teaching resources commonly employed in the PSHE KLA include:

- printed resources like books, newspapers, pictures, maps and charts;
- audio-visual resources like movies, TV or radio programmes, sound recordings and educational softwares;
- internet resources like websites of public bodies and professional institutions, textual information, statistical data, images, sound clips and video clips;
- human resources like teachers, family members, and other people in the community such as neighbours and professionals; and
- community-based resources like libraries, museums, artifacts, historical monuments, natural and human landscapes, as well as various government departments, non-governmental organisations and business organisations.

Based on professional judgement, teachers should select and where applicable, adapt the resources during the teaching process to keep in line with the teaching objectives and different pedagogies, as well as to cater for the needs of different students.

With regard to textual materials or resources, they will inevitably exhibit different information, data, categories, analyses, views, opinions, ideologies, worldviews, values, perspectives and paradigms. In the PSHE KLA, there are multiple opportunities of learning and teaching personal and social topics; teachers can introduce different sources of information so that students can be exposed to a diversity of views and perspectives. The authenticity, accuracy, completeness, sufficiency or timeliness of data is to be complemented and cross-checked against information from different sources. Any piece of information should be seen as providing one of a number of possible perspectives on a topic, instead of the only perspective.

A teacher from a secondary school makes use of community resources and designs a fieldwork with mobile learning to provide an invaluable experience for students to develop a practical understanding of sustainable tourism development concept. For details, please refer to **Example 43 “Turning community resources into valuable learning and teaching resources”**.

### **A visit to a government department**

Some government departments provide not only a range of useful facilities and publications, but also authentic learning experiences and materials which lend opportunities to enrich students' learning experiences. By making use of these resources,

schools can provide students with experiential learning opportunities to apply the knowledge and skills learned in schools in real contexts and authentic settings. For example, a visit to the Kowloon Bay Pilot Composting Plant operated by the Environmental Protection Department will enhance students' understanding of the linkage between environmental preservation and business sustainability with respect to resources utilisation, pollution management and overall environmental management in the food and beverage sector.

### 6.2.1 e-learning resources

- As noted earlier, advances in information technology have enabled the development of varied electronic resources for the implementation of a more interactive and student-centred approach to learning and teaching. In the PSHE KLA, interactive digital platforms, mobile learning devices and applications (apps) could be the common types of electronic resources for promoting e-learning.
- A wider application of information technology in PSHE can also facilitate students' interaction with learning contents in PSHE subjects and support the development of competencies and expertise that prepare students for living and working in the 21st century, for example:
  - Creativity: Students are able to use technology and their existing knowledge to generate new ideas, products or processes.
  - Communication and collaboration: Students are able to work collaboratively and to communicate ideas effectively to multiple audiences using new media both in person and at a distance.

A teacher of a secondary school uses an online platform to empower students to acquire relevant subject knowledge and work collaboratively to complete assigned tasks. For details, please refer to **Example 44 “Using an online platform to develop Tourism and Hospitality Studies students’ collaboration skills”**.

- Problem solving: Students are able to define problems, identify solutions/make appropriate decisions using digital tools and resources.
- Information literacy: According to the framework described in *Information Literacy for Hong Kong Students 2016* (EDB, 2016a), information literacy develops students' abilities to locate, evaluate, extract, organise and present information; and to cope with the dynamics in our information world. With more e-learning opportunities, students' information literacy would be enhanced.



- In terms of learning and teaching, electronic resources and tools can<sup>22</sup>:
  - offer a large quantity of up-to-date and useful information to strengthen students' acquisition of relevant knowledge;
  - enhance students' enquiry learning;
  - facilitate students' better understanding of abstract concepts;
  - facilitate learning beyond the limitations of time and space;
  - create opportunities for deeper learning;
  - facilitate self-directed and collaborative learning;
  - enhance interactive co-construction of knowledge between teachers and students; and
  - enhance students' learning motivation and interest.
- The following are common types of electronic resources for the learning and teaching of PSHE subjects.
  - (a) Internet resources such as:
 

website contents of public bodies and professional institutions, textual information, statistical data, images, animations, sound clips, video clips, geographic information system (GIS) data and Keyhole Markup Language Zipped files.
  - (b) e-book directories such as:
 

Hong Kong Public Libraries – HyRead ebook  
(<https://www.hkpl.gov.hk/en/e-resources/e-books/description/89392/hyread-ebook>);

EdBookShelf  
(<https://edbookshelf.hkedcity.net/>);

UPenn Digital Library – The Online Books Page  
(<http://onlinebooks.library.upenn.edu/lists.html>);

Directory of Open Access Books – DOAB  
(<http://www.doabooks.org/>); and

Only2clicks  
(<http://www.only2clicks.com/pages/joycevalenza/350887>).

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<sup>22</sup> Please refer to Booklet Six D of the SECG.

A teacher from a secondary school makes use of visual media to offer his students, who are visual learners, a stimulating and motivating environment to understand the concept of food safety, which is difficult to explain verbally. For details, please refer to **Example 45 “Use of visual media in Tourism and Hospitality Studies to cater for the needs of visual learners”**.

(c) Online tools and platforms such as:

EDB One-stop Portal for Learning and Teaching Resources  
(<http://www.hkedcity.net/edbosp/>); and

Resources Depository - ETV, the EDB  
([http://resources.hkedcity.net/etv/?chg\\_lang=1](http://resources.hkedcity.net/etv/?chg_lang=1)).

(d) Apps such as:

ETV Mobile Application, History Trip Go Easy , EasyMeasure, BookCreator, Idea Sketch, Mindomo, EdBookShelf and iBooks Author;

iPads for Learning – History Calendar  
(<http://www.ipadsforeducation.vic.edu.au/curriculum/history/history>); and

EduVenture, UNESCO World Heritage, Digitized Learning Platform for Service Enhancement in Tourism Service Industry, educational software such as GIS.

The use of virtual reality (VR) and augmented reality (AR) devices and apps is promoted in PSHE subjects to enhance learning and teaching effectiveness. Teachers of Geography and History from two secondary schools use these technologies to engage students in virtual field trips to achieve various learning objectives. While students have convenient access to remote locations, teachers can provide relevant learning experiences without the need for concerns regarding safety issues, time and financial constraints. For details, please refer to **Example 46 “Using virtual reality and augmented reality technologies to support learning and teaching in PSHE subjects”**.

Fieldwork is valuable for students to develop a practical understanding of concepts and theories in PSHE subjects. The versatility of mobile technology can transform conventional Geography fieldwork and facilitate different learning and teaching activities. For details, please refer to **Example 47 “Fieldwork with mobile devices for students of Geography”**.

- When using e-learning resources, it is important that teachers and students are well-equipped with relevant copyright knowledge to avoid unintentionally committing plagiarism. For more details on copyright issues, please refer to

“e-Learning Copyright Information Channel”

(<http://resources.edb.gov.hk/ecopyright/ecr/landingPage.php?lang=en>). The website provides the following relevant information:

- Teachers’ digital copyright training information;
  - Learning and teaching materials of digital copyright;
  - Introduction to Creative Commons and related resources;
  - Open Educational Resources; and
  - Other copyright related links.
- Students should learn the appropriate, responsible and ethical use of technology, information and digital tools, including:
    - protecting the privacy rights of oneself and the others;
    - guarding against the possible dangers and risks on the Internet;
    - communicating information properly in relevant contexts;
    - knowing, practising, reflecting and behaving ethically in applying information technology in information processing;
    - being able to use a variety of criteria (e.g. clarity, accuracy, effectiveness, perceptions and relevance) to evaluate the information;
    - understanding that information providers should act ethically and lawfully;
    - recognising that some information providers in society do not act properly; and
    - recognising the values and stereotypes in information.

### **6.2.2 Textbooks – printed textbooks and e-textbooks**

- Textbooks will play an important role in student learning. Quality textbooks are needed for consolidating the knowledge developed and developing creativity and other generic skills through providing interesting and accurate information and stimulating activities for students’ active participation. Textbooks are not only materials for use during lesson time by students and teachers, but also materials for students’ reference when engaging in lesson preparation, revision and self-directed learning. Effective use of textbooks can help students learn, enhance their learning effectiveness, broaden their knowledge and develop their ability of learning to learn.
- As the PSHE KLA emphasises enquiry learning and participatory learning, textbooks for PSHE subjects should be oriented to facilitating students’ acquisition of knowledge for enquiry learning, as well as development of

subject-specific and generic skills and positive values and attitudes. Schools should select textbooks that provide balanced and well-organised accounts of topics, incorporate a wide range of learning activities that foster students' construction of knowledge, enquiry and classroom interaction, engage them in values exploration, stimulate their motivation and imagination, offer suggestions for catering for learner diversity, and provide meaningful extended learning tasks for nurturing students as self-directed learners.

- Teachers must be cautious in the selection of textbooks. A textbook's coverage and presentation of concepts has to be gauged in the light of students' language ability, motivation, understanding of graphics and figures, etc. Furthermore, the content of textbooks should be accurate and closely in line with what is set out in the related curriculum guides, including the objectives, targets, learning themes/topics, and recommended time allocation, etc., prepared by the Curriculum Development Council. In selecting printed textbooks or e-textbooks for their students, teachers should refer to the following documents (available at <http://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/index.html>):
  - Recommended Textbook Lists (Printed Textbooks and e-Textbooks);
  - Guiding Principles for Quality Textbooks; and
  - Textbooks Selection Criteria (Printed Textbooks and e-Textbooks).
- Teachers should also take note of the following considerations when using textbooks:
  - Textbooks are only tools to bring about learning. They are not the curriculum itself. Teachers should exercise professional judgement, and take into account the teaching objectives as well as students' needs and abilities, before deciding on whether to cover all the materials in the textbooks.
  - Teachers should select relevant materials from textbooks to cover the essential learning elements and to achieve the learning objectives of the curriculum.
  - Teachers should avoid using workbooks / supplementary exercises associated with particular textbooks indiscriminately; they should allow students space to engage in a range of meaningful learning activities.

### **6.2.3 Materials from different organisations or sources**

- Learning and teaching resources also include a host of reference materials produced by different bodies or organisations, including resources developed by the Education Bureau, other government departments, non-governmental organisations, individuals, commercial and professional bodies and different media, school-based materials, and also materials found or produced by students themselves.

#### **6.2.4 Books – printed books and e-books**

- For promoting the key focus of LaC, including RaC, teachers can encourage students to read books of biographies, social documentary, travel, humanities, culture and foreign countries as they can complement the PSHE KLA curriculum to provide rich information regarding the economic, social and political aspects of issues at local, national and global levels. They can enrich students' knowledge, heighten their interest in those topics, and also sharpen their language skills.

### 6.3 Resource Management in Schools

Schools should maximise the use of relevant funds for purchasing appropriate equipment, acquiring quality printed materials and electronic resources for enriching and diversifying the schools' resources, including library collection, and updating existing information technology facilities to keep pace with the ongoing renewal of the school curriculum as well as address the needs of students.

Effective resource management will assist students in finding quality and relevant information and reference materials for enhancing learning effectiveness, as well as strengthening students' self-directed learning capability.

#### 6.3.1 School library

- A library is more than just a place in the school where students have access to physical resources. It has a virtual aspect because more and more learning resources come in a virtual form or digital format.
- The roles of a teacher-librarian to support student learning in the PSHE KLA in the digital age include:
  - taking on a supporting role in the promotion of information literacy through collaboration with teachers to help students learn essential skills such as the skills of verifying and determining accuracy of information, using appropriate strategies to find, analyse, synthesise and evaluate information, presenting their work in a coherent and logical way, and acknowledging source of information; and
  - helping students find updated information technology resources to meet their needs in the virtual learning environment.

The library of a secondary school has been renovated to provide a 21st century learning environment and resource centre for students. For details, please refer to **Example 48 “Facilitating enquiry learning in the PSHE KLA: A digital-age library”**.

#### 6.3.2 Sharing of learning and teaching resources

- Schools should try a variety of means to make learning resources easy for both students and teachers to obtain and use. A school library often serves as a hub for finding both traditional printed resources placed on shelves and electronic resources through the Internet and intranet. In addition, mobile learning devices with PSHE-related apps should be easily accessible to students for independent and collaborative learning. A few examples of such PSHE-related apps for both students and teachers include History Trip Go Easy, ETV Mobile Application, EasyMeasure, UNESCO World Heritage and EduVenture.
- Teachers of PSHE subjects can collaborate with teacher-librarians to develop appropriate teaching materials designed to support and enhance the

effectiveness of learning and teaching. In addition, resources developed by students individually or collaboratively, including project learning reports and field studies reports, could also be available in the library for students' reference.

- The sharing of learning and teaching resources among PSHE subjects can facilitate students' understanding of the different perspectives in the six strands of the PSHE KLA curriculum; and helps students attain the learning objectives in terms of knowledge, skills and values and attitudes.
- In addition, students' work is also a valuable resource which teachers can tactually and skillfully use for demonstrating and applauding student learning.

### **6.3.3 Community resources**

- In general, schools already have rich experience in making use of community resources such as museums, charity centres and sites, to provide life-wide learning and service learning opportunities to their students. Besides, some non-governmental organisations and tertiary institutions provide outdoor learning venues (for example, historical premises, eco-parks or exhibition centres) and guided tours to facilitate schools in their organisation of life-wide learning activities.
- To further enrich the relevant learning experiences, efforts could be made to align life-wide learning programmes or activities with the learning elements of the curriculum, with pre-visit preparation work and follow-up tasks for consolidation and extended learning.
- Schools may extend students' experience through organising or participating in joint school events or competitions. They may also solicit the help of community groups to provide more varied learning experience for their students. Through organising or participating in collaborative programs, and engaging in liaison and cooperation with professional bodies or non-governmental organisations, schools can strengthen their professional capacity and networks.

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# Appendices

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## **Appendices**

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| 2 | Generic Skills and Personal, Social and Humanities Education | 138 |

## Seven Learning Goals of Primary and Secondary Education

The two sets of learning goals for primary and secondary education updated in 2014 and 2017 respectively respond to the latest changes from a natural continuum of progressive milestones that students are expected to achieve upon completion of the two levels of education based on the seven areas covering knowledge, skills, and values and attitudes for lifelong learning and whole-person development. The learning goals at the two levels are defined using slightly different diction and sequences due to consideration of the students' developmental and growth needs and learning experiences.

| <b>Seven Learning Goals of Secondary Education</b><br><i>Secondary Education Curriculum Guide (Secondary 1-6) (CDC, 2017c)</i>   |
|--|
| <p>To enable students to</p> <ul style="list-style-type: none"> <li>• become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society</li> <li>• acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels</li> <li>• become proficient in biliterate and trilingual communication for better study and life</li> <li>• develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work</li> <li>• use information and information technology ethically, flexibly and effectively</li> <li>• understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career</li> <li>• lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts</li> </ul> |

| <b>Seven Learning Goals of Primary Education</b><br><i>Basic Education Curriculum Guide (Primary 1-6) (CDC, 2014)</i>  |
|--|
| <ol style="list-style-type: none"> <li>1. Know how to distinguish right from wrong, fulfil their duties as members in the family, society and the nation, and show acceptance and tolerance towards pluralistic values;</li> <li>2. Understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as a responsible citizen;</li> </ol> |

3. Develop an interest in reading extensively and cultivate a habit of reading;
4. Actively communicate with others in English and Chinese (including Putonghua);
5. Develop independent learning skills, especially self-management skills and collaboration skills;
6. Master the basics of the eight Key Learning Areas to prepare for studying in secondary schools; and
7. Lead a healthy lifestyle and develop an interest in aesthetic and physical activities and an ability to appreciate these activities.

## Generic Skills and Personal, Social and Humanities Education

- I. The nine generic skills, which have been identified as essential for student learning in the 21st century, are:
- Collaboration skills;
  - Communication skills;
  - Creativity;
  - Critical thinking skills;
  - Information technology skills;
  - Mathematical skills<sup>23</sup>;
  - Problem solving skills;
  - Self-learning skills<sup>23</sup>; and
  - Self-management skills.
- II. The nine generic skills are grouped into three clusters, namely Basic Skills, Thinking Skills, and Personal and Social Skills, for better understanding of their nature, and application in a holistic manner.

| Basic Skills                  | Thinking Skills          | Personal and Social Skills |
|-------------------------------|--------------------------|----------------------------|
| Communication Skills          | Critical Thinking Skills | Self-management Skills     |
| Mathematical Skills           | Creativity               | Self-learning Skills       |
| Information Technology Skills | Problem Solving Skills   | Collaboration Skills       |

- III. Descriptors of Expected Achievements across the School Curriculum and Examples of Implementation in Personal, Social and Humanities Education

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<sup>23</sup> “Mathematical skills” and “self-learning skills” are referred to as “numeracy skills” and “study skills” respectively in earlier curriculum documents, such as *Learning to Learn: The Way Forward in Curriculum Development – Lifelong Learning and Whole-person Development* (CDC, 2001).

## Communication Skills

Communication skills refer to the abilities to achieve the desired outcomes or goals in a process where two or more people interact (be it in a face-to-face or virtual context) through expressing or receiving messages using verbal and non-verbal means. To communicate effectively, students should learn to listen, speak, read and write competently. Not only should they express themselves in an accurate, organised and proper manner, but they should also understand and respect others' views and expectations, and use appropriate information and means to convey a message in accordance with the purpose, context and audience. They should also evaluate the effectiveness of their communication and identify areas for improvement to achieve the best results.

| Descriptors of Expected Achievements across the School Curriculum   | Examples of Implementation in Personal, Social and Humanities Education  |
|---|--|
| <p><b>Key Stage One (Primary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>comprehend and act appropriately on spoken instructions</li> <li>comprehend the explicit messages conveyed in information from different media</li> <li>use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings</li> <li>work and discuss with others to accomplish simple tasks</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>comprehend instructions on personal safety (e.g. home safety, road safety, meeting strangers and sexual harassment)</li> <li>comprehend instructions to perform tasks by collecting and selecting information from various sources on good grooming, healthy diet and environmental conservation in schools</li> <li>express own feeling towards significant people and events in national history</li> <li>describe and comment on the features of the living environment and neighbouring areas</li> <li>take an active role in group discussions and learning tasks</li> </ol> |
| <p><b>Key Stage Two (Primary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>comprehend and respond to different</li> </ul>  | <p>Students</p> <ol style="list-style-type: none"> <li>read an article from a local newspaper</li> </ol>   |

|  |   |
|--|---|
| <p>types of texts</p> <ul style="list-style-type: none"> <li>comprehend and infer the messages conveyed in information from different media</li> <li>use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas</li> <li>work and negotiate with others to develop ideas and accomplish tasks</li> </ul>   | <p>and distinguish fact from opinion</p> <ol style="list-style-type: none"> <li>infer messages from different media to analyse family, school, social and economic issues</li> <li>explain in simple language how humans are affected by the natural environment and their adaptation to climate changes</li> <li>convey information as well as opinions and explain ideas (e.g. using role plays to show some of the similarities and differences between own culture and other major cultures of the world)</li> <li>work and negotiate with fellow students (e.g. electing a class monitor, protecting and conserving the school premises, up-cycling domestic products)</li> </ol>                          |
| <p><b>Key Stage Three (Secondary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>understand, analyse, evaluate and respond to a range of different types of texts</li> <li>synthesise the messages conveyed in information from different media</li> <li>use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings</li> <li>work and negotiate with others to solve problems and accomplish tasks</li> <li>reflect and improve on the effectiveness of their own communication</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>use different written and non-written historical sources to construct an understanding of the past</li> <li>analyse and evaluate different types of advertisement and make sensible consumer decisions</li> <li>synthesise information from different sources so as to make a holistic judgement of a single incident</li> <li>comment on the impact of the development of new technology and ideas on culture and heritage</li> <li>present different perspectives on the causes and effects of social and political issues locally, nationally and globally</li> <li>accept and evaluate comments on a project concerning cultural heritage</li> </ol> |



|   |   |
|---|---|
|   | <p>conservation</p> <ol style="list-style-type: none"> <li>work and negotiate with project group members to implement a plan (e.g. conduct an environmental improvement scheme in the school)</li> <li>reflect and improve on the effectiveness of their own communication as exhibited in any of the above</li> </ol>  |
| <p><b>Key Stage Four (Secondary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>listen and read critically, evaluate the messages conveyed in information from different media and express ideas fluently in accordance with the audience and reader</li> <li>use appropriate means of communication to inform, entertain, persuade and argue to achieve expected outcomes</li> <li>resolve conflicts and solve problems with others to accomplish tasks</li> <li>evaluate the effectiveness of their communication with others from different perspectives for further improvement</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>debate on the effectiveness of government measures in stabilising the price of residential flats</li> <li>write an article to explain one's stance (e.g. explain to an "outsider" the meaning of one's own culture)</li> <li>evaluate the effectiveness of their own communication as exhibited in 2 and develop alternative strategies from different perspectives to promote their messages</li> <li>resolve conflicts among different stakeholders arising from the advocacy of using alternative energy sources by power companies in a role play activity</li> <li>analyse and evaluate different views on social morality in class and try to promote a consensual view on them among fellow classmates</li> </ol> |

## Mathematical Skills<sup>24</sup>

Mathematical skills include the ability to perform computations and estimations of numbers in various forms, to describe spatial relationships between objects, to perform measurements, to manage data, to employ logical reasoning for drawing valid conclusions, and to apply mathematical concepts in different contexts.

| Descriptors of Expected Achievements across the School Curriculum   | Examples of Implementation in Personal, Social and Humanities Education   |
|---|---|
| <p><b>Key Stage One (Primary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• perform comparison and basic computations of whole numbers</li> <li>• describe shapes, sizes and positions</li> <li>• apply the knowledge of measurement and use appropriate units and tools for measurement</li> <li>• present data by means of and retrieve information from simple charts and graphs</li> <li>• perform simple deductions with the use of basic logical concepts, such as “and”, “or”, “all”, “some”, “because”, “if ... then” and “contradiction”</li> <li>• apply simple mathematical knowledge in daily life</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. draw simple bar graphs to show class statistics of family structure, hobbies and interest as well as means of transportation to school</li> <li>2. describe the size of population and the location of the local community</li> <li>3. learn to be a wise consumer by doing simple calculations to find out the total price of shopping items</li> <li>4. draw simple time lines to show the chronological positions of various historical buildings, organisations or archaeological findings so as to establish time sense</li> <li>5. use appropriate weather instruments for recording weather conditions and choose appropriate measurement units</li> <li>6. identify the causes and effects of a historical event</li> <li>7. apply relevant skills when designing and making products, such as measurement in making a cube or a building; using shapes to design toys</li> </ol> |

<sup>24</sup> In the context of generic skills, mathematical skills refer to the ability to apply mathematics in different KLAs and subjects. The concepts and skills of the Mathematics subject to be applied are only those generally applicable to various disciplines.

|  |   |
|--|---|
| <p><b>Key Stage Two (Primary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>perform computations and simple estimations involving whole numbers, fractions, decimals and percentages, such as estimating expenses</li> <li>use simple geometric properties, such as symmetry, parallel and perpendicular, to describe shapes, sizes and positions more accurately</li> <li>apply strategies and formulae in measurement</li> <li>collect and process data, present data by means of suitable charts and graphs and retrieve information from charts and graphs</li> <li>perform deductions, such as syllogism and provide counter examples</li> <li>apply mathematical concepts in daily life</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>describe and explain patterns and trends, in graphs and tables, of the population of Hong Kong</li> <li>make rational consumer decisions in shopping and using calculations of estimation and discounts</li> <li>read and use simple two-dimensional (2-D) and three-dimensional (3-D) diagrams showing features of a place (e.g. the relief of Hong Kong)</li> <li>handle their own pocket money and manage personal time in daily-life experiences</li> <li>use suitable graphical techniques to represent data collected from various sources in projects, such as yearly survey results and experiment findings</li> <li>apply relevant mathematics skills in STEM education projects, such as designing shoes with Global Positioning System (GPS) features for the elderly, and decorating a sitting room</li> </ol> |
| <p><b>Key Stage Three (Secondary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>handle very large or very small numbers and negative numbers with a sense of scale</li> <li>perform numerical manipulations, such as percentage changes, and perform estimations with appropriate strategies</li> <li>describe the rules of arrangement of objects or occurrence of events, such as the pattern formed by a set of shapes and the trend of population</li> </ul>   | <p>Students</p> <ol style="list-style-type: none"> <li>collect data about poverty in different countries</li> <li>analyse and make use of the statistical data relating to the economic development of the local community</li> <li>collect data and describe the trend of economic development of China</li> <li>use formulae to analyse measurements collected from fieldwork (e.g. slope, channel characteristics, natural</li> </ol>  |

|  |   |
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| <p>growth</p> <ul style="list-style-type: none"> <li>• describe spatial relationships between objects using distance, angle, scale, bearings and gradient</li> <li>• choose appropriate tools and strategies to find measurements according to the degree of accuracy required by the specific purpose</li> <li>• use different methods for handling (i.e. collecting, organising, analysing, and presenting) quantitative information and make reasonable interpretation of the results</li> <li>• estimate risks and chances through the use of elementary probability</li> <li>• perform deductions and verifications, and check their validity</li> <li>• apply various mathematical concepts in authentic situations</li> </ul> | <p>vegetation and micro-climate)</p> <ol style="list-style-type: none"> <li>5. measure the average temperatures of a district before and after the completion of wall-like buildings, and compare them with the mean temperatures of Hong Kong</li> <li>6. interpret statistical data and graphs to understand the economic situation of Hong Kong</li> <li>7. apply the knowledge of simple interest and compound interest to calculate the respective interest amount of a loan and estimate the risk of default on repayment of loan</li> <li>8. obtain indices of development of a place from digital sources and summarise the data in tabular form</li> <li>9. collect arguments from various stakeholders and identify illogical inferences in a social controversy</li> </ol> |
| <p><b>Key Stage Four (Secondary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of tools and strategies for handling quantitative information</li> <li>• use quantitative information for making informed decisions in different contexts</li> <li>• evaluate processes of deductions to avoid committing logical fallacies</li> <li>• apply various mathematical concepts in different contexts with appropriate strategies and be aware of the need to make adaptations in new situations</li> </ul>   | <p>Students</p> <ol style="list-style-type: none"> <li>1. organise numerical information in flow charts, comparison charts, timelines, etc. to support logic and reasoning for generalisation on a particular theme</li> <li>2. review the accuracy of the data on power production and consumption of a country, and suggest ways to handle the issue of data accuracy</li> <li>3. evaluate the methodologies used to analyse quantitative data in an environment assessment study to see if any logical fallacies exist</li> <li>4. determine the profit-maximising output of a firm given the price and marginal cost schedules</li> <li>5. use quantitative information for self-</li> </ol>  |

|  |  |
|--|--|
|  | <p>organisation and career planning</p> <ol style="list-style-type: none"> <li>6. analyse public and economic issues such as national income and the taxation system by using quantitative information</li> <li>7. engage in a debate, write a personal reflective journal on own and opposite arguments, with evidence taken from quantitative information</li> <li>8. select appropriate numerical information and survey methodologies to enquire into socio-economic controversy such as site selection of incineration plant and waste charging scheme</li> </ol> |
|--|--|

## Information Technology Skills

Information technology (IT) skills are the ability to use IT critically to search, select, analyse, manage and share information. Mastery of IT skills facilitates collaborative learning, problem solving and self-directed learning.

| Descriptors of Expected Achievements across the School Curriculum   | Examples of Implementation in Personal, Social and Humanities Education  |
|---|--|
| <p><b>Key Stage One (Primary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>operate computers or mobile devices</li> <li>input Chinese characters</li> <li>use e-resources to support learning with the help of teachers</li> <li>recognise some methods to locate and access information with given search criteria</li> <li>generate, present, and safely share ideas with IT tools in learning activities</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>locate and collect information from recommended media sources (e.g. Internet, CD-ROMs, e-resources) on local social issues</li> <li>communicate with family members, friends and classmates via Internets or intranets, using handwriting devices</li> <li>extend the learning of a significant person or event in national history, using electronic or web devices</li> <li>retrieve and select relevant information from recommended media sources (e.g. i-clouds) to complete tasks (e.g. coding activities), with the assistance of teachers and/or parents</li> </ol> |
| <p><b>Key Stage Two (Primary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>use a variety of software packages for word-processing, calculation, image-processing and other learning activities</li> <li>produce multimedia presentations with simple design</li> <li>search, select and prudently share information via computer networks and other media</li> <li>process information and produce user-</li> </ul>    | <p>Students</p> <ol style="list-style-type: none"> <li>identify and extract information for a specific learning theme (e.g. structure of HKSAR Government) on their own from a variety of electronic sources using different IT tools or devices</li> <li>produce multimedia presentation on an enquiry project (e.g. household residues, paper recycling)</li> <li>process information and data on major cultures of the world using suitable IT tools and/or software and produce</li> </ol>   |

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| <p>generated content<sup>25</sup> using IT tools</p>   | <p>multimedia presentation with simple design (e.g. text, graphs, pictures, diagrams and sound)</p> <ol style="list-style-type: none"> <li>4. use appropriate IT tools and/or software via computer network (e.g. emails and i-clouds) to communicate ideas and information</li> <li>5. process information collected and trim it to a presentable and user-friendly learning outcome (e.g. a report on the cholera epidemic as a historical event in Hong Kong, a report on a visit to the Life Education Activity Programme (LEAP))</li> </ol>   |
| <p><b>Key Stage Three (Secondary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• use appropriate IT tools to facilitate learning</li> <li>• use IT tools and strategies for processing and presenting information</li> <li>• produce multimedia presentations with appropriate design for different purposes</li> <li>• communicate and collaborate with others via computer networks and other media</li> <li>• verify and evaluate the accuracy and reliability of information</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. develop an effective and efficient searching strategy to acquire accurate and relevant information on local, national and global social as well as political issues from a variety of electronic sources</li> <li>2. analyse and evaluate the accuracy, reliability and plausibility of information collected through electronic means on historical events</li> <li>3. produce multimedia presentations to explain people-environment interdependence by using appropriate IT tools and software to generate and integrate different forms of information and data (e.g. animation, background music, sound effect, video clips and real-time images)</li> <li>4. communicate, exchange and discuss ideas as well as information on environmental conservation via a variety of electronic means (e.g. e-mail, Facebook, WhatsApp, WeChat)</li> </ol> |

<sup>25</sup> User-generated content refers to content that is produced and shared by end-users of digital media.

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|   | <p>and SMS)</p> <ol style="list-style-type: none"> <li>recognise the limitations of specific types of IT tools and/or software in collecting, processing, analysing and presenting socio-economic data and information, and suggest a feasible alternative</li> </ol>   |
| <p><b>Key Stage Four (Secondary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>strengthen capability in IT usage for lifelong learning</li> <li>analyse and ethically use information from different sources for specific purposes</li> <li>compare the effectiveness of various ways, including the use of IT tools, to solve a given problem</li> <li>select and apply appropriate IT tools in different aspects of study, including processing information, generating and communicating original ideas artfully to audience with different backgrounds</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>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 political systems in the local, national and global contexts</li> <li>select appropriate IT tools and information sources for analysing and evaluating the impact of exploiting natural resources on individuals, societies and the environment</li> <li>develop different strategies for integrating the use of different IT tools in information collection, processing and analysis to meet the different requirements of specific tasks in personal, social and humanities education</li> <li>consider the social, economic and ethical implications of using a particular IT tool</li> </ol> |



## Critical Thinking Skills

Critical thinking is drawing out meaning from available data or statements, and examining and questioning their accuracy and credibility in order to establish one's views and evaluate the arguments put forward by oneself and others.

| Descriptors of Expected Achievements across the School Curriculum  | Examples of Implementation in Personal, Social and Humanities Education   |
|--|---|
| <p><b>Key Stage One (Primary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• extract, classify and organise information</li> <li>• identify and express main ideas, problems or core issues</li> <li>• understand straightforward cause-and-effect relationships</li> <li>• distinguish between obvious fact and opinion</li> <li>• notice obvious contradictions, seek clarifications and make simple predictions</li> <li>• draw simple but logical conclusions not contradictory to given data and evidence</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. study simplified text versions, stories and comics about the Basic Law and report some main ideas or principles of the document in their own words</li> <li>2. select a case in their daily life and tell how their behaviour may have consequences for themselves and others</li> <li>3. examine a time line and identify possible straightforward cause-and-effect relationships</li> <li>4. visit local sites to identify the cause-and-effect relationship between local human activities and the natural environment</li> <li>5. discuss local news and distinguish obvious fact from opinion</li> <li>6. conduct interviews to find out how their classmates manage their money and make simple interpretation on the data collected</li> </ol> |
| <p><b>Key Stage Two (Primary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• make inductions/inferences from sources</li> <li>• cross-reference other sources to</li> </ul>   | <p>Students</p> <ol style="list-style-type: none"> <li>1. read books/magazines/news on health issues and identify factors affecting people's health</li> <li>2. collect news of a local event from</li> </ol>   |

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| <p>determine the reliability of a source</p> <ul style="list-style-type: none"> <li>• understand the concepts of relevance and irrelevance</li> <li>• distinguish between fact and opinion as well as source and evidence</li> <li>• recognise obvious inconsistencies, omissions, assumptions, stereotypes and biases</li> <li>• formulate appropriate questions, and make reasonable predictions and hypotheses</li> <li>• draw logical conclusions based on adequate data and evidence, and make predictions about consequences</li> </ul>  | <p>various sources, including local and overseas, and cross-reference these materials to find out their reliabilities</p> <ol style="list-style-type: none"> <li>3. collect and compare food advertisements to identify omissions, assumptions, stereotypes and biases</li> <li>4. examine pamphlets on the promotion of a tourist site and distinguish fact and opinion</li> <li>5. select relevant information from vast sources to complete assigned projects and tasks</li> <li>6. draw logical conclusions from the provided data and evidence on the conditions of a given natural environment and make predictions on its future development</li> </ol>  |
| <p><b>Key Stage Three (Secondary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• identify the issue at stake</li> <li>• clarify and define key words to guide thinking</li> <li>• compare information from different sources, note contrasts and similarities, and determine its reliability</li> <li>• differentiate between fact, opinion and reasoned judgement</li> <li>• recognise that information providers' value orientations and ideologies would affect the perspectives or judgements of sources</li> <li>• recognise and challenge stereotypes, emotional factors, propaganda and fallacies</li> <li>• draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. suggest the issue at stake of a social controversy and compare the choice of words used by other students in expressing ideas</li> <li>2. compare different sources on health issues and make informed and responsible decisions on matters related to their health</li> <li>3. study different interpretations of a historical event and explain the reasons for these differences</li> <li>4. examine different sources to identify the impact of the spread of new technology on daily life and the environment, and predict probable consequences of using and not using such technology</li> <li>5. recognise and challenge stereotypes, emotional factors, propaganda and fallacies of advertisements for making</li> </ol> |

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| <p>consequences</p> <ul style="list-style-type: none"> <li>• admit their own limitations, shortcomings or errors of the thinking process</li> </ul>  | <p>sensible consumer decisions</p> <ol style="list-style-type: none"> <li>6. analyse the importance of rights, responsibilities and social morality from specified sources, identifying the different value orientations and perspectives behind each source</li> <li>7. select a site to investigate land use conflict. Identify reasonable alternatives in land development and predict probable consequences</li> <li>8. write a reflective journal after engaging in a debate</li> </ol>  |
| <p><b>Key Stage Four (Secondary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• differentiate between real and stated issues, false and accurate representations, and relevant and irrelevant evidence</li> <li>• differentiate between sophisticated fact, opinion and reasoned judgement</li> <li>• recognise and challenge subtle or fundamental assumptions, permeating value orientations and ideologies</li> <li>• recognise that the selection and deployment of information/facts are affected by personal perspective</li> <li>• draw warranted conclusions, predict and assess probable consequences and make reasoned judgement in reading, writing, and speech</li> <li>• apply appropriate thinking skills to evaluate and reflect on their thinking process and suggest ways for improvement</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. analyse the arguments for or against a moral dilemma, verify if the concepts involved are accurately applied</li> <li>2. identify the personal view or standpoint of a historian by analysing the ways historical sources are selected and arranged in his/her writing</li> <li>3. evaluate arguments in support of cultural or social bias and challenge the false images portrayed and inconsistencies hidden</li> <li>4. recognise the policy concerns, such as equalising income or equalising opportunities, of a certain economic policy</li> <li>5. analyse the different views of individuals and groups on the sustainable use of the local environment and identify the personal and group interests, as well as different value orientations behind the issue</li> <li>6. collect common logical fallacies in groups, use them to evaluate the work of each other, and suggest ways to improve own essay based on the</li> </ol> |

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The term “critical thinking skills” has become a buzzword since the Learning to Learn curriculum reform. As schools and teachers have accumulated implementation experiences and reflections on their practices, some teachers have gained a refreshed understanding of this popular term. For a full description, please refer to **Example 10 “A teacher’s reflection on critical thinking skills”**.

## Creativity

Creativity brings in changes or transformations and is manifested in new ideas, acts or products. It emerges spontaneously or through deliberate processes of divergent and convergent thinking. It involves the integration of general or domain-specific knowledge for a meaningful purpose.

Although the expected achievements of the students in this generic skill cannot be suitably classified according to Key Stages, development of creativity involves the following *abilities, dispositions* and *favourable factors for nurturing creativity*.

### 1. Abilities

| Abilities   | Descriptions  | Activities to demonstrate Creativity in the PSHE KLA Learning Contexts                       |
|-------------|---|--|
| Sensitivity | To discern details from observation and quickly respond to stimulus | Detect the moral dilemma/controversies in a social issue                                     |
| Fluency     | To generate numerous ideas promptly                                 | Consider the various causes of a social problem and generate multiple solutions to tackle it |
| Flexibility | To adapt varied ideas and to initiate new thoughts for action       | Accommodate alternate explanations or viewpoints while exploring a social issue or problem   |
| Originality | To produce unusual, novel and unique ideas                          | Propose new ideas or innovative methods to solve a social problem                            |
| Elaboration | To expand, refine and embellish ideas                               | Add details to a proposed solution to increase its feasibility                               |

### 2. Dispositions

| Dispositions | Descriptions  |
|--------------|---|
| Curiosity    | To show interest and desire to find out more                                |
| Risk-taking  | To show courage and determination to deal with uncertainties or ambiguities |
| Imagination  | To enjoy fantasising and generating new ideas                               |
| Complexity   | To be attracted to intricacies and novelty; to embrace challenges           |

### 3. Favourable Factors for Nurturing Creativity<sup>26</sup>

| Factors | Corresponding actions  |
|---------|--|
| Place   | <ul style="list-style-type: none"> <li>To foster a supportive environment (open, inviting and accepting atmosphere; resourceful, safe yet stimulating environment)</li> </ul>  |
| Person  | <ul style="list-style-type: none"> <li>To recognise and accommodate the wide range of attributes and dispositions of students (strengths, weaknesses, learning styles, learning needs, motivation and readiness)</li> <li>To identify and develop students' potential for creative acts</li> </ul>   |
| Process | <ul style="list-style-type: none"> <li>To open up alternatives for students to explore personal interest</li> <li>To provide interesting and stimulating themes conducive to arousing creative acts and satisfying a craving</li> <li>To expose students to various stages of creating new ideas, acts or products (preparation, incubation, illumination and verification)</li> <li>To value attempts to present new ideas and encourage further refinements</li> </ul> |
| Product | <ul style="list-style-type: none"> <li>To encourage creative actions and output (ideas, plans, methods, solutions, products, theories)</li> <li>To value the creative experience and celebrate students' creative output</li> <li>To encourage students to persuade others (especially experts in the field) to accept the creative output</li> </ul>  |

<sup>26</sup> Mooney, R. L. (1975). A conceptual model for integrating four approaches to the identification of creative talent. In C. W. Taylor & F. Barron (Eds.), *Scientific Creativity: Its Recognition and Development* (pp.331-340). New York: Robert E. Krieger.

## Problem Solving Skills

Problem solving involves using various skills to resolve a difficulty. The process includes investigating the problem, synthesising information and generating ideas to determine the best course of action. Students need to adjust and evaluate strategies, as well as consolidate experience for knowledge construction.

| Descriptors of Expected Achievements across the School Curriculum  | Examples of Implementation in Personal, Social and Humanities Education  |
|--|--|
| <p><b>Key Stage One (Primary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• develop ideas about the problem and identify related sources of information</li> <li>• identify, under guidance, one or more ways of tackling the problem</li> <li>• choose and implement a solution plan, using support and advice given</li> <li>• follow the given step-by-step methods to check and describe the outcomes</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. recognise some safety problems at home or in the community, identify the causes and suggest precautions</li> <li>2. understand an environmental problem in their neighbouring areas from various sources of information (e.g. photographs, newspaper, parent's comments) and suggest methods to improve the situation</li> <li>3. understand a personal problem (e.g. emotional, physical or homework) and identify sources of help (e.g. someone trustworthy, someone who has expertise in solving the particular problem)</li> <li>4. identify, under guidance, different ways of maintaining harmonious relationships with family members, peers and social groups in the community</li> <li>5. use support and advice given to make personal decisions (e.g. on emotional, time and financial management)</li> <li>6. follow the given step-by-step methods to describe how to keep pets and grow plants</li> <li>7. follow given step-by-step methods to describe features of the natural environment of local community and</li> </ol> |

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|   | how people adapt to it   |
| <p><b>Key Stage Two (Primary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• identify the problem and describe its main features</li> <li>• propose alternative courses of action for solving it</li> <li>• plan and try out the selected option, obtain support and make changes when needed</li> <li>• develop an appropriate method to measure the effectiveness of the solution plan adopted</li> <li>• gain insights from the problem solving process</li> </ul>                                | <p>Students</p> <ol style="list-style-type: none"> <li>1. identify the problems generated by computer game addiction</li> <li>2. identify population problems of a city and describe its main features</li> <li>3. explain the cause-and-effect relationship of a health problem (e.g. obesity, tuberculosis, dengue fever) to personal and community health; and propose possible actions to solve it</li> <li>4. design and carry out a budget plan to control the monthly personal expenditure; and invite feedback from parents and peers on the effectiveness of the plan used; and make changes when needed</li> <li>5. are guided to reflect on their project-based learning aimed at solving an environmental problem, including insights into the problem that has been solved and future problems</li> </ol> |
| <p><b>Key Stage Three (Secondary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• explore the problem and identify its main focus</li> <li>• suggest and compare the possible outcomes of each alternative course of action and justify the option selected</li> <li>• execute the planned strategy, monitor the progress and make adjustment when necessary</li> <li>• evaluate against established criteria the quality of outcomes, and review the effectiveness of the problem solving</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. explore problems in one cultural conservation project and identify its main focus</li> <li>2. compare the possible outcomes of different courses of action on youth employment issue and justify the option selected</li> <li>3. prepare a plan for the conservation of cultural heritage in the local community</li> <li>4. execute a planned strategy for organising a programme to protect the natural environment, monitor the</li> </ol>  |



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| <p>process</p> <ul style="list-style-type: none"> <li>• formulate personal views, and paraphrase or construct analogies to explain how the problem is solved</li> </ul>   | <p>progress and revise the approach when necessary</p> <ol style="list-style-type: none"> <li>5. evaluate against established criteria for the quality of outcomes of the strategy of an individual school on sex education and review its effectiveness</li> <li>6. write a reflection article on the problem solving process and evaluate the effectiveness of the method used</li> </ol>  |
| <p><b>Key Stage Four (Secondary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• recognise the complexity of the problem and search for appropriate information required to solve it</li> <li>• formulate feasible strategies to achieve optimal results, considering both long and short term objectives</li> <li>• modify objectives or strategies and suggest remedial or enhancing measures to cope with circumstantial changes or difficulties</li> <li>• evaluate the overall strategy and outcomes, and anticipate future problems that may be incurred</li> <li>• consolidate experience on problem solving for knowledge construction</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. recognise the complexity of conflicts among different stakeholders of a social controversy, and examine the appropriateness of different sources of information</li> <li>2. recognise the complexity and importance of making choices for future careers of an adolescent and conduct appropriate research for information required in the decision making process</li> <li>3. formulate feasible strategies that include long term and short term objectives to achieve optimal results in promoting environmental awareness and protection</li> <li>4. monitor and critically reflect on progress in solving problems related to conflict between rights of different social groups</li> <li>5. evaluate a personal crisis management strategy for coping with changes (e.g. failing in the examination, passing away of close relatives) and anticipate possible problems</li> <li>6. formulate a framework of problem solving processes and try to apply it to solve other similar problems</li> </ol> |

## Self-management Skills

Self-management skills comprise essential life skills and desirable personal qualities such as maintaining emotional stability, making decisions and exercising self-discipline. Self-management skills enable students to embrace challenges encountered on a personal or team basis.

The expected achievements of the students in this generic skill are classified according to different levels of mastery.

| <b>Elements of Self-management Skills</b> | <b>Beginning -----</b><br>Students will learn to  | <b>Developing -----</b>   | <b>Mastering</b>  |
|---|---|---|---|
| Self-worth                                | <ul style="list-style-type: none"> <li>express positive statements about themselves</li> </ul>  | <ul style="list-style-type: none"> <li>identify and apply personal skills, values and attitudes to overcome challenges</li> </ul>   | <ul style="list-style-type: none"> <li>uphold, synthesise and renew their own beliefs and values</li> </ul>   |
| Goal setting and tracking                 | <ul style="list-style-type: none"> <li>set goals to assist their learning and personal development</li> </ul>                                   | <ul style="list-style-type: none"> <li>set and keep track of realistic goals</li> </ul>   | <ul style="list-style-type: none"> <li>set, keep track of, and be reflective on and accountable for goals which work towards excellence in life</li> </ul>                  |
| Decision making                           | <ul style="list-style-type: none"> <li>make decisions in daily life situations with supporting reasons</li> </ul>                               | <ul style="list-style-type: none"> <li>list out and evaluate the pros and cons of a suggestion, and make prediction about the consequences of a decision</li> </ul>   | <ul style="list-style-type: none"> <li>consider all factors, such as technical, ethical, resource and community considerations before making a decision</li> </ul>          |
| Confidence, resilience and adaptability   | <ul style="list-style-type: none"> <li>develop confidence and resilience in performing simple tasks and appreciate the progress made</li> </ul> | <ul style="list-style-type: none"> <li>demonstrate motivation, confidence, commitment and adaptability when faced with new or difficult situations, and derive satisfaction from accomplishments</li> </ul> | <ul style="list-style-type: none"> <li>demonstrate confidence and adaptability in adversities, tolerate ambiguities and appreciate lessons learned from mistakes</li> </ul> |

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|                                    |   | and efforts  |  |
| Appropriate expression of emotions | <ul style="list-style-type: none"> <li>understand, accept and appropriately express emotions</li> </ul>   | <ul style="list-style-type: none"> <li>describe their feelings such as joy and disappointment, and identify factors contributing to these feelings</li> </ul>                | <ul style="list-style-type: none"> <li>use appropriate means to contain or release their emotions</li> </ul>   |
| Managing resources                 | <ul style="list-style-type: none"> <li>demonstrate care for personal properties and shared resources</li> </ul>   | <ul style="list-style-type: none"> <li>treasure and make good use of time, money and other resources</li> </ul>  | <ul style="list-style-type: none"> <li>suggest ways for effective, equitable and ethical use of resources</li> </ul>   |
| Keeping promises to others         | <ul style="list-style-type: none"> <li>keep promises and fulfil obligations</li> </ul>  | <ul style="list-style-type: none"> <li>assess feasibility before making promises</li> </ul>  | <ul style="list-style-type: none"> <li>make determined efforts to keep promises</li> <li>take responsibility and make up for broken promises obliged by circumstances</li> </ul> |
| Self-discipline                    | <ul style="list-style-type: none"> <li>exercise self-control against distractions, and focus on and complete tasks at hand within a given time</li> </ul> | <ul style="list-style-type: none"> <li>extend self-control in scope and duration over personal impulses through developing positive thinking and self-affirmation</li> </ul> | <ul style="list-style-type: none"> <li>exercise self-control naturally as a habit of mind</li> </ul>   |
| Reflective practice                | <ul style="list-style-type: none"> <li>review their learning readily to know more about themselves and how they work</li> </ul>                           | <ul style="list-style-type: none"> <li>form habits of reviewing their learning and identify factors that contribute to or hinder their learning effectiveness</li> </ul>     | <ul style="list-style-type: none"> <li>sustain self-improvement by paying attention to and making judicious use of feedback</li> </ul>   |

| Elements of Self-management Skills  | Examples of Implementation in Personal, Social and Humanities Education  |
|---|--|
| <ul style="list-style-type: none"> <li>• Self-worth</li> <li>• Goal setting and tracking</li> <li>• Decision making</li> <li>• Confidence, resilience and adaptability</li> <li>• Appropriate expression of emotions</li> <li>• Managing resources</li> <li>• Keeping promises to others</li> <li>• Self-discipline</li> <li>• Reflective practice</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. learn to understand one's uniqueness and how to apply one's personal qualities to overcome daily challenges (e.g. reflect on an experience of applying one's strength to cope with a difficult situation)</li> <li>2. learn to set achievable goals and keep track of the progress (e.g. list 3 things one would like to change in one's habits; make plans to achieve them; evaluate the progress and make adjustments to the plans regularly)</li> <li>3. establish framework of decision making processes, with due consideration of all factors and all perspectives (e.g. collect views from and listen to different stakeholders and prioritise actions accordingly)</li> <li>4. develop strategies to build confidence, resilience and adaptability in adversities, and derive satisfaction from progress, accomplishments and efforts (e.g. investigate cases of how senior members of the society cope with changes and adversities)</li> <li>5. recognise the nature of different emotions and effects of emotional state; and learn to take appropriate actions to calm down or release one's emotions (e.g. write an article on the adverse effects of the loss of self-control against temptations)</li> <li>6. develop strategies to make good use of time, money and other resources in effective, equitable and ethical ways (e.g. draft a plan for how to use an open area meaningfully; participate in experiential learning activities in time/financial management)</li> <li>7. recognise the importance of assessing feasibility before making promises, and the responsibilities to make determined efforts to keep them (e.g. reflect on personal experiences of being disappointed or</li> </ol> |

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|  | <p>disappointing others by breaking promises)</p> <ol style="list-style-type: none"> <li>8. develop strategies to exercise and extend self-control in various aspects in life (e.g. encourage oneself to make determined efforts to achieve goals through self-affirmation and positive thinking)</li> <li>9. develop habits to review oneself and be open to comments and feedback to sustain self-improvement (e.g. review regularly through writing learning log or diary)</li> </ol> |
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## Self-learning Skills

Self-learning skills refer to the ability to initiate, plan, carry out, evaluate and adjust learning activities autonomously. Students with advanced self-learning skills can select or design effective strategies for in-depth learning. These skills help students enhance their academic performance and self-efficacy. Self-learning skills form the core part of lifelong learning and help students acquire new knowledge to adapt to the fast changing world.

| Descriptors of Expected Achievements across the School Curriculum   | Examples of Implementation in Personal, Social and Humanities Education  |
|---|--|
| <p><b>Key Stage One (Primary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• consciously listen and read to learn; and actively present their learning</li> <li>• concentrate and pay attention to instructions</li> <li>• identify and retain main ideas</li> <li>• collect information from given sources and organise it into pre-determined categories</li> <li>• try out different means to present ideas and demonstrate learning</li> <li>• develop simple learning plans to meet short term targets</li> <li>• show interest in enquiring further</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. read related story books of a theme (e.g. historic heroes, tourist spots) and identify their main features</li> <li>2. follow instructions to locate important cities on a map</li> <li>3. collect pictures of national costumes or scenic spots from various sources and categorise them according to some chosen occasions and share with peers the similarities and differences of these collections</li> <li>4. follow the teacher's guidance to record daily temperatures within a week and compare the temperature changes</li> <li>5. discuss with parents to develop simple plans for time, emotional or money management</li> <li>6. take initiative to ask questions and collect information on domestic waste management</li> </ol> |
| <p><b>Key Stage Two (Primary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• take initiative in the enquiry learning areas selected by themselves</li> </ul>   | <p>Students</p> <ol style="list-style-type: none"> <li>1. take initiative to extend classroom learning by searching for information about an endangered species to find</li> </ol>   |

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| <ul style="list-style-type: none"> <li>• actively locate required information from different media</li> <li>• take initiative in identifying and organising main points from different sources (e.g. note-taking, mind mapping)</li> <li>• decide on the most suitable means to present ideas and demonstrate learning</li> <li>• seek help appropriately when necessary</li> <li>• manage time to complete tasks according to a plan</li> <li>• make use of feedback to reflect on the effectiveness of different learning tactics</li> </ul> | <p>out their origins, factors threatening their lives and how they can be protected</p> <ol style="list-style-type: none"> <li>2. collect information about the work of non-governmental organisations in a recent natural disaster from various media sources, including newspaper, magazines, documentary and web-based resources, etc.</li> <li>3. jot down and organise the main points from a learning activity (e.g. school assembly, visit to the museum, field trip)</li> <li>4. use the most suitable means (e.g. diagram, concept map) to demonstrate their learning on children's rights</li> <li>5. seek advice from the teacher when formulating a project topic</li> <li>6. develop and follow a schedule to complete a project on a health issue</li> <li>7. consider the teacher's feedback and consolidate the learning points of a project on equal opportunities</li> </ol> |
| <p><b>Key Stage Three (Secondary 1 - 3)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• initiate learning activities and apply relevant personal strengths to overcome challenges</li> <li>• set learning plans with stage-wise goals</li> <li>• identify lines of reasoning and possible hidden ideas in sources</li> <li>• function effectively in a group to achieve the learning goals</li> <li>• decide on the most suitable means to manage and present knowledge</li> </ul>                                 | <p>Students</p> <ol style="list-style-type: none"> <li>1. initiate a research topic and an outline for a group project on environmental issues and apply leadership skills to unite the team</li> <li>2. set stage-wise goals for a group project such as data collection, analysis, text writing and presentation</li> <li>3. analyse a lawmaker's speech on waste management</li> <li>4. encourage and collaborate with other team members in a project group</li> <li>5. choose appropriate diagrams to present findings such as pie charts to show</li> </ol>  |

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| <ul style="list-style-type: none"> <li>• adjust the learning strategies to improve learning effectiveness</li> </ul>  | <p>proportions, line graphs to show trends, comparison tables to show differences, etc.</p> <p>6. timely review and adjust the data collection methods such as from direct observation to referring to government statistics</p>   |
| <p><b>Key Stage Four (Secondary 4 - 6)</b><br/>Students will learn to</p> <ul style="list-style-type: none"> <li>• initiate challenging learning activities and develop relevant personal strengths to overcome challenges</li> <li>• plan and set goals for self-initiated enquiries</li> <li>• autonomously select or design more effective learning strategies for in-depth learning</li> <li>• evaluate key ideas, opinions and arguments identified from different sources independently, and synthesise them to construct and develop their own interpretation</li> <li>• evaluate and suggest ways to improve the effectiveness of learning strategies</li> <li>• learn beyond the prescribed curriculum and apply knowledge in a variety of contexts</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>1. initiate an experiential learning activity such as providing voluntary service to a group of physically challenged children and equip oneself with the necessary techniques for communicating with them</li> <li>2. plan and set stage-wise goals to investigate a humanitarian issue in the contemporary world</li> <li>3. use relevant equipment and research skills to carry out fieldwork</li> <li>4. evaluate the importance of a historic character</li> <li>5. conduct an “after action review” when completing a group project</li> <li>6. bid and run a stall in the Lunar New Year Fair</li> </ol> |



## Collaboration Skills

Problem solving, planning and making decisions in a small group require collaboration skills, namely the skills of communication, appreciation, negotiation, making compromises and asserting leadership. Students with these skills will be able to effectively engage in and contribute to tasks involving teamwork.

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

| 1. Understanding the nature of group work<br>Students will learn to  | Examples of Implementation in<br>Personal, Social and Humanities<br>Education  |
|--|--|
| <ul style="list-style-type: none"> <li>recognise the need for teamwork and that the team has a shared responsibility</li> <li>recognise that individuals as well as the team have to take the consequences for their own actions</li> </ul>  | <ul style="list-style-type: none"> <li>respect viewpoints from individuals, collaborate with team members to accomplish tasks and make judgement according to team consensus</li> <li>analyse and evaluate the norms within the groups that students are engaged with</li> <li>analyse and evaluate the importance of the rights and responsibilities of individuals within groups and appraise alternative views on respective rights and responsibilities</li> </ul> |
| 2. Desirable dispositions for group work<br>Students will learn to   | Examples of Implementation in<br>Personal, Social and Humanities<br>Education  |
| <ul style="list-style-type: none"> <li>be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others</li> <li>be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas</li> <li>recognise and avoid stereotyping;</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>understand the role of the individual within the family and peer groups and take an active part in maintaining harmonious relationships with family members and peers</li> <li>empathise with the feelings of people with different cultural backgrounds in groupings under</li> </ol>  |

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| <p>withhold premature judgement until the facts are known</p> <ul style="list-style-type: none"> <li>be willing to adjust their own behaviour to fit the dynamics of various groups and situations</li> </ul> | <p>different exchange programmes or field trips</p> <ol style="list-style-type: none"> <li>respect minority viewpoints within groups</li> <li>evaluate the efficiency and effectiveness of the groups and reorganise the structure of the groups when necessary</li> </ol> |
|---|--|

| 3. Skills for group work |  | Examples of Implementation in Personal, Social and Humanities Education   |
|--------------------------|--|---|
| Students will learn to   |  | Students  |
| <b>Goal setting</b>      | <ul style="list-style-type: none"> <li>select a strategy and plan co-operatively to complete a task in a team</li> </ul>   | <ol style="list-style-type: none"> <li>select a learning strategy through collective planning (e.g. through discussion or voting)</li> </ol>  |
| <b>Role taking</b>       | <ul style="list-style-type: none"> <li>understand the strengths and weaknesses of members and maximise the potential of the team</li> <li>clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules</li> </ul> | <ol style="list-style-type: none"> <li>arrange tasks of a project according to the strengths and weaknesses of team members</li> <li>analyse and evaluate the consequences of the behaviours of team members and others within groups and recognise the beneficial effects of living in responsible ways that reflect a loving regard for all life</li> </ol>   |
| <b>Synergising</b>       | <ul style="list-style-type: none"> <li>liaise with members for views and resources</li> <li>negotiate and compromise with others</li> </ul>  | <p>Students</p> <ol style="list-style-type: none"> <li>work and negotiate with others, bearing in mind both collective and individual interests, to fulfil the common aspirations of the groups</li> <li>adopt a multi-pronged strategy to improve internal group relationships, including: <ul style="list-style-type: none"> <li>conducting a fund-raising scheme to help the needy at the local, national or global</li> </ul> </li> </ol> |

|                   |   |   |
|-------------------|---|---|
|                   |   | <p>level</p> <ul style="list-style-type: none"> <li>organising an environmental improvement scheme for the student association/a local community organisation in the school/the neighbourhood</li> <li>arranging and participating in voluntary work through a social service group</li> <li>organising a field visit/an interflow camp for the student association to the Mainland/other parts of the world</li> </ul> |
| <b>Reflection</b> | <ul style="list-style-type: none"> <li>reflect on and evaluate the strategy used by the group and make necessary adjustments</li> </ul> | <p>Students</p> <ol style="list-style-type: none"> <li>reflect on the strategy adopted by the group and make necessary adjustments in different circumstances (e.g. choose either sales promotion or price markup to boost sales revenue in the Lunar New Year Fair)</li> </ol>   |

## Collaborative Problem Solving Skills

Collaborative problem solving skills, an example of the integrative use of generic skills, refer to students' ability to solve problems with synergised efforts through effective division of labour, as well as incorporation of information from multiple sources of knowledge, perspectives and experiences. When compared to individual problem solving, collaborative problem solving has distinct advantages because it enhances the creativity and quality of solutions through stimulation brought by the ideas of other group members<sup>27</sup>. In the 21st century, it is particularly important for people with different perspectives and talents to solve problem as a team with the effective use of communication technology.

The expected achievements of the students in collaborative problem solving skills are classified according to levels of mastery.

Students will learn to:

| Beginning   | Developing   | Mastering  |
|---|--|--|
| Collaboration   |  |  |
| <ul style="list-style-type: none"> <li>be ready to act responsively and reach the goals with team members</li> <li>follow the rules and instructions set for the team work</li> <li>participate actively in the team and contribute to achievement of the team goals</li> </ul> | <ul style="list-style-type: none"> <li>share other team members' perspectives on the problem and establish a common understanding</li> <li>identify and capitalise on the talents and potential of members</li> <li>be able to work with different people and accept the adjustments to plans or roles in changing situations</li> </ul> | <ul style="list-style-type: none"> <li>treasure working as a team and take initiative to foster synergy for attaining the team goals</li> <li>show mutual respect and support when dealing with difficult people and situations</li> <li>take initiative to propose plans or make adjustments to the plans and roles in changing situations</li> </ul> |
| Communication   |  |  |
| <ul style="list-style-type: none"> <li>comprehend messages with an open mind and ask questions to identify the problem and team goals</li> <li>express oneself clearly to team members by verbal and/or non-</li> </ul>   | <ul style="list-style-type: none"> <li>ask meaningful questions that clarify the vision, goals and viewpoints for better solutions</li> <li>respond specifically to queries raised during the problem solving</li> </ul>   | <ul style="list-style-type: none"> <li>negotiate for consensus and foster a cooperative atmosphere to resolve conflicts</li> <li>take the initiative in introducing new resources and</li> </ul>   |

<sup>27</sup> Source: Adapted from PISA 2015 Collaborative Problem-solving Framework (OECD, 2015).

|  |  |   |
|--|--|---|
| <p>verbal means</p> <ul style="list-style-type: none"> <li>• show courage in sharing new or unconventional ideas</li> </ul>  | <p>process</p> <ul style="list-style-type: none"> <li>• enhance mutual understanding through effective means and with a respectful attitude</li> </ul>   | <p>exploring further ideas to facilitate the team to progress further</p>   |
| <b>Problem Solving</b>   |  |   |
| <ul style="list-style-type: none"> <li>• propose solutions or strategies to solve a problem</li> <li>• complete the task assigned to one's role in the team</li> </ul> | <ul style="list-style-type: none"> <li>• select a problem solving strategy and develop an action plan</li> <li>• execute actions that comply with the planned distribution of roles and make adjustments when necessary</li> </ul> | <ul style="list-style-type: none"> <li>• select a problem solving strategy and prepare alternative plans</li> <li>• monitor and evaluate individual and team effectiveness</li> </ul> |

## Holistic Thinking Skills

Critical thinking skills, creativity and problem solving skills are conventionally categorised as higher order thinking skills. These three skills can be combined and employed integratively as holistic thinking skills to deal with complex issues. Holistic thinking skills enable students to deploy critical thinking skills to assess the validity of given information, creativity to explore other possibilities, and problem solving skills to examine the feasibility of each alternative.

The expected achievements of the students in holistic thinking skills are classified according to different levels of mastery.

Students will learn to:

| Holistic Thinking Skills  |   |   |
|---|---|---|
| Beginning   | Developing  | Mastering   |
| <b>Critical Thinking: enquiring and assessing</b>   |   |   |
| <ul style="list-style-type: none"> <li>ask questions to explore matters that attract interest</li> <li>identify main ideas and clarify meaning in information</li> </ul>                    | <ul style="list-style-type: none"> <li>pose questions to explore issues related to their immediate contexts</li> <li>comprehend complementary and contradictory information</li> </ul>  | <ul style="list-style-type: none"> <li>pose questions that probe complex and abstract ideas about issues beyond local context and contemporary period</li> <li>synthesise points from complementary and contradictory information</li> </ul>  |
| <b>Creativity: generating</b>   |   |   |
| <ul style="list-style-type: none"> <li>come up with new ideas by linking imagination and reality</li> <li>create analogies by matching two ideas</li> <li>brainstorm suggestions</li> </ul> | <ul style="list-style-type: none"> <li>draw parallels between known and new scenarios and use ideas, patterns and trends to consider new possibilities</li> <li>produce alternative or unconventional solutions</li> <li>suspend judgement to consider alternative ideas and actions</li> </ul> | <ul style="list-style-type: none"> <li>generate a large number of raw ideas</li> <li>combine good ideas to make even better ideas</li> <li>use existing knowledge in a novel way</li> <li>temporarily suspend pragmatic and rational thinking to allow new possibilities to emerge</li> </ul> |

| <b>Critical Thinking and Problem Solving: analysing and comparing</b>   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>realise real world constraints in drafting solutions</li> <li>compare advantages and limitations of various solutions</li> </ul>   | <ul style="list-style-type: none"> <li>estimate the cost and benefit of possible solutions from multiple perspectives</li> <li>rate and select solutions according to criteria such as feasibility, desirability and ethical considerations</li> </ul>              | <ul style="list-style-type: none"> <li>compare the possible outcomes of each solution against both their own and prevailing values</li> <li>mediate opposing viewpoints and acknowledge the limitations of one's view</li> <li>synthesise different considerations into a solution</li> </ul> |
| <b>Creativity and Problem Solving: predicting and fine-tuning</b>   |   |   |
| <ul style="list-style-type: none"> <li>ask "what if" questions</li> <li>consider ways of tackling possible consequences</li> </ul>  | <ul style="list-style-type: none"> <li>make adjustments to avoid possible pitfalls (e.g. ambiguity, stereotyping and misunderstandings) in planning and presentation of solutions</li> <li>consider alternative courses of action in changing situations</li> </ul> | <ul style="list-style-type: none"> <li>fine tune plans with reference to new developments</li> <li>be sensitive to stakeholders' reactions</li> <li>anticipate adverse impacts and suggest precautionary or compensatory measures accordingly</li> </ul>                                      |
| <b>Problem Solving: executing and monitoring</b>  |   |   |
| <ul style="list-style-type: none"> <li>choose a solution and devise an implementation plan, using support and advice given</li> <li>turn the plan into workable parts with measures for implementation</li> </ul> | <ul style="list-style-type: none"> <li>execute the plan, monitor progress and revise the strategies when necessary</li> <li>realise the adverse effect of over-reacting and using emotional words</li> </ul>  | <ul style="list-style-type: none"> <li>monitor the progress with established check points or criteria</li> <li>suggest ways to catch up with delays or optimise the results</li> <li>manage over-reactions and strong emotions</li> </ul>   |

| Problem Solving and Critical Thinking: evaluating and reflecting  |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• reflect on whether the task is accomplished</li> <li>• be open to comments and feedback</li> </ul> | <ul style="list-style-type: none"> <li>• evaluate the quality of outcomes and the solution process</li> <li>• invite and evaluate feedback</li> </ul> | <ul style="list-style-type: none"> <li>• evaluate the effectiveness of solutions with due regard for positive values</li> <li>• anticipate possible problems arising from the solution</li> <li>• make judicious use of comments and feedback</li> </ul> |



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# Membership List

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**Membership of the Curriculum Development Council Committee on  
Personal, Social and Humanities Education  
(from 1 September 2017)**

|   |   |                                 |
|---|---|---------------------------------|
| Chairperson:  | Dr. WONG Chung-leung<br>Heung To Middle School                      |                                 |
| Vice-chairperson:   | Mr. KONG Siu-cheuk<br>PSHE Section, CDI, EDB                        | (from 3.9.2018)                 |
|   | Ms. CHAN Pik-wa, Gloria<br>PSHE Section, CDI, EDB                   | (from 1.9.2017 to<br>2.9.2018)  |
| Members from Tertiary<br>Institutions:                    | Dr. LAW Kam-yee<br>The Education University of Hong<br>Kong         |                                 |
|   | Prof. MAK King-sang<br>Hong Kong Baptist University                 |                                 |
|   | Dr. PANG Ming-fai<br>The University of Hong Kong                    |                                 |
| Members from Related<br>Professional Bodies:              | Mr. KWOK Kwong-fai<br>Baptist Oi Kwan Social Service                |                                 |
|   | Dr. LEE Hoey, Simon<br>Basic Law Promotion Steering<br>Committee    |                                 |
| Member from<br>Committee on Special<br>Educational Needs: | Ms. LEE Suk-chau<br>Hong Chi Morninglight School, Yuen<br>Long      | (from 3.9.2018)                 |
|   | Ms. KWOK Kam-lin<br>Evangelize China Fellowship Holy<br>Word School | (from 1.9.2017 to<br>31.8.2018) |

|                     |   |
|---------------------|---|
| School Heads:       | Ms. CHAN Shuk-man<br>Po Kok Secondary School  |
|                     | Dr. TAN Kang, John<br>Pun U Association Wah Yan Primary School                        |
|                     | Mr. YIP Wai-yee<br>Buddhist Wong Wan Tin College                                      |
| School Teachers:    | Mr. FUNG Hon-yin<br>Heung To Secondary School (Tseung Kwan O)                         |
|                     | Miss HO Shuk-yee, Suky<br>Pentecostal School  |
|                     | Ms. MA Bik-man<br>HKTA The Yuen Yuen Institute No.3 Secondary School                  |
|                     | Ms. NG Wai-yin<br>Shatin Wai Dr. Catherine F. Woo Memorial School                     |
|                     | Ms. WU Fung-king<br>H.K. & Kowloon Kaifong Women's Association Sun Fong Chung College |
|                     | Mr. YIP Tin-chi<br>Fung Kai No.1 Secondary School                                     |
| Co-opted Members:   | Prof. LEUNG Yuen-sang<br>The Chinese University of Hong Kong                          |
|                     | Mr. LI Chung-hung<br>Savantas Liberal Arts Academy                                    |
| Ex-officio Members: | Mr. LEE Ming-kin<br>QA Sections, QASBSD, EDB  |

Mr. OR Chuen-san, Albert  
Hong Kong Examinations and  
Assessment Authority

Secretary:

Mr. TSE To-fun  
PSHE Section, CDI, EDB

(from 3.9.2018)

Mr. KONG Siu-cheuk  
PSHE Section, CDI, EDB

(from 1.9.2017 to  
2.9.2018)

**Membership of the Curriculum Development Council Committee on  
Personal, Social and Humanities Education  
(from 1 September 2015 to 31 August 2017)**

|   |   |                                  |
|---|---|----------------------------------|
| Chairperson:  | Ms. AU YEUNG Wai-yin, Amy<br>Cognitio College (Kowloon)             |                                  |
| Vice-chairperson:   | Ms. CHAN Pik-wa, Gloria<br>PSHE Section, CDI, EDB                   | (from 29.11.2016)                |
|   | Mr. LEE Chi-hung<br>PSHE Section, CDI, EDB                          | (from 1.9.2015 to<br>28.11.2016) |
| Members from Tertiary<br>Institutions:                    | Prof. MAK King-sang<br>Hong Kong Baptist University                 |                                  |
|   | Dr. PANG Ming-fai<br>The University of Hong Kong                    |                                  |
|   | Dr. YIU Kai-bun<br>The Education University of Hong<br>Kong         |                                  |
| Members from Related<br>Professional Bodies:              | Mr. KWOK Kwong-fai<br>Baptist Oi Kwan Social Service                |                                  |
|   | Dr. LEE Hoey, Simon<br>Basic Law Promotion Steering<br>Committee    |                                  |
| Member from<br>Committee on Special<br>Educational Needs: | Ms. KWOK Kam-lin<br>Evangelize China Fellowship Holy<br>Word School |                                  |
| School Heads:   | Mr. TAI Tak-ching<br>SKH Tang Shiu Kin Secondary<br>School          |                                  |
|   | Dr. TAN Kang, John<br>Pun U Association Wah Yan Primary<br>School   |                                  |

Dr. WONG Chung-leung  
Heung To Middle School

School Teachers: Ms LAU Tuen-hung  
SKH Li Fook Hing Secondary School

Mr. LEUNG Wing-kin  
Po Leung Kuk Laws Foundation  
College

Mr. TSE Chun-hung  
QESOSA Tong Kwok Wah  
Secondary School

Mr. WONG Wai-chung  
HKUGA Primary School

Ms. WU Fung-king  
H.K. & Kowloon Kaifong Women's  
Association Sun Fong Chung College

Ms. YU Nga-lai  
Cognitio College (HK)

Co-opted Members: Prof. LEUNG Yuen-sang  
The Chinese University of Hong  
Kong

Mr. LI Chung-hung  
Savantas Liberal Arts Academy

Ex-officio Members: Mr. LEE Ming-kin (from 12.4.2017)  
QA Sections, QASBSD, EDB

Mrs. CHOW Dik Suk-wan (from 1.9.2015 to  
QA Sections, QASBSD, EDB 11.4.2017)

Mr. TSUI Lik-hong (from 1.9.2016)  
Hong Kong Examinations and  
Assessment Authority

Mr. TAM Lui-ming  
Hong Kong Examinations and  
Assessment Authority

(from 1.9.2015 to  
31.8.2016)

Secretary:

Mr. KONG Siu-cheuk  
PSHE Section, CDI, EDB

**Membership of the Curriculum Development Council Committee on  
Personal, Social and Humanities Education  
(from 1 September 2013 to 31 August 2015)**

|   |  |
|---|--|
| Chairperson:  | Ms. AU YEUNG Wai-yin, Amy<br>Cognitio College (Kowloon)  |
| Vice-chairperson:   | Mr. LEE Chi-hung<br>PSHE Section, CDI, EDB   |
| Members from Tertiary<br>Institutions:                    | Prof. LO Shiu-hing, Sonny<br>The Hong Kong Institute of Education<br><br>Prof. MAK King-sang<br>Hong Kong Baptist University<br><br>Dr. PANG Ming-fai<br>The University of Hong Kong             |
| Members from Related<br>Professional Bodies:              | Mr. KWOK Kwong-fai<br>Baptist Oi Kwan Social Service<br><br>Dr. LEE Hoey, Simon<br>Basic Law Promotion Steering<br>Committee   |
| Member from<br>Committee on Special<br>Educational Needs: | Ms. KWOK Kam-lin<br>Evangelize China Fellowship Holy<br>Word School  |
| School Heads:   | Ms. CHENG Ka-lee, Kelly<br>SKH St. Mary's Church Mok Hing<br>Yiu College<br><br>Mr. TAI Tak-ching<br>SKH Tang Shiu Kin Secondary<br>School<br><br>Dr. WONG Chung-leung<br>Heung To Middle School |

|                     |  |                              |
|---------------------|--|------------------------------|
| School Teachers:    | Mr. FONG Yiu-fai<br>Ho Lap College (Sponsored by Sik Sik Yuen)         |                              |
|                     | Mr. FOO Yun-wai<br>Yan Chai Hospital Wong Wha San Secondary School     |                              |
|                     | Mr. LEUNG Wing-kin<br>Po Leung Kuk Laws Foundation College             |                              |
|                     | Ms. NG Kam-fong, Fanny<br>CCC Fung Leung Kit Memorial Secondary School |                              |
|                     | Mr. TSE Chun-hung<br>QESOSA Tong Kwok Wah Secondary School             |                              |
|                     | Mr. WONG Wai-chung<br>HKUGA Primary School                             |                              |
| Co-opted Members:   | Prof. LEUNG Yuen-sang<br>The Chinese University of Hong Kong           |                              |
|                     | Mr. LI Chung-hung<br>Savantas Liberal Arts Academy                     |                              |
| Ex-officio Members: | Mrs. CHOW Dik Suk-wan<br>QA Sections, QASBSD, EDB                      |                              |
|                     | Mr. TAM Lui-ming<br>Hong Kong Examinations and Assessment Authority    | (from 1.9.2014)              |
|                     | Mr. LEUNG Yat-sum<br>Hong Kong Examinations and Assessment Authority   | (from 1.9.2013 to 31.8.2014) |



|            |  |                                  |
|------------|--|----------------------------------|
| Secretary: | Mr. KONG Siu-cheuk<br>PSHE Section, CDI, EDB         | (from 24.11.2014)                |
|            | Dr. WONG Siu-ping, Sincere<br>PSHE Section, CDI, EDB | (from 1.9.2014 to<br>23.11.2014) |
|            | Mr. YIP Wai-yee<br>PSHE Section, CDI, EDB            | (from 1.9.2013 to<br>31.8.2014)  |

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