

**SYLLABUSES
FOR
SECONDARY SCHOOLS**

SOCIAL STUDIES

(SECONDARY IV–V)

**PREPARED BY
THE CURRICULUM DEVELOPMENT COUNCIL
RECOMMENDED FOR USE IN SCHOOLS BY
THE EDUCATION DEPARTMENT
HONG KONG
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CONTENTS

	<i>Page</i>
PREAMBLE	5
1. INTRODUCTION	6
2. SYLLABUS AIMS AND OBJECTIVES	8
3. SYLLABUS CONTENT AND SUGGESTED TIME ALLOCATION	9
4. CURRICULUM GUIDE	11
5. GUIDELINES ON TEACHING	35
6. EVALUATION	46
7. REFERENCES	
A. PUBLICATIONS	48
B. SOURCES OF AUDIO-VISUAL MATERIALS	52

PREAMBLE

This syllabus is one of a series prepared for use in secondary schools by the Curriculum Development Council, Hong Kong. The Curriculum Development Council, together with its co-ordinating committees and subject committees, is widely representative of the local educational community, membership including heads of schools and practising teachers from government and non-government schools, lecturers from tertiary institutions and colleges of education, officers of the Hong Kong Examinations Authority, as well as those of the Curriculum Development Institute, the Advisory Inspectorate and other divisions of the Education Department. The membership of the Council also includes parents and employers.

All syllabuses prepared by the Curriculum Development Council for Secondary 1–5 and Secondary 4–5 will lead to appropriate examinations at the Certificate of Education level provided by the Hong Kong Examinations Authority.

This syllabus is recommended for use in Secondary 4 and 5 by the Education Department. Once the syllabus has been implemented, progress will be monitored by the Advisory Inspectorate and the Curriculum Development Institute of the Education Department. This will enable the Social Studies Subject Committee (Secondary) of the Curriculum Development Council to review the syllabus from time to time in the light of classroom experiences.

All comments and suggestions on the syllabus may be sent to:

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1. INTRODUCTION

Development of the Revised Syllabus for Social Studies

The syllabus for Social Studies (S4-5) was first published in 1983 and implemented as a new subject in secondary schools at Secondary 4 in September 1984. This socially relevant subject was introduced at the senior secondary level in response to the 1978 Education White Paper's recommendation to broaden the senior secondary school curriculum. It was implemented as a pilot scheme for two years beginning in 1984. The evaluation of the syllabus indicated that students, through studying this subject, could gain insight into social issues and develop awareness of and concern about local community affairs.

The continual evaluation of the syllabus after its full implementation revealed that the conceptual framework of the syllabus could be further strengthened. It is also considered that the scope of the syllabus could be narrowed down to allow for more specific and in-depth study of some local social issues. This trend has been recognized as a direction for syllabus revision, in particular when the Hong Kong society is experiencing rapid social and political changes.

The main objective of the Social Studies Syllabus is to prepare youngsters for society and to promote their individual development. This involves helping them to develop self-understanding and self-acceptance, to practise their lifeskills and to accept the responsibility they have for shaping and directing their lives. This is to be achieved through studying the importance of young people's role and purpose in family, in groups, as well as in society.

Organization and Rationale of the Syllabus

With the purpose of developing informed students who possess knowledge, skills, and attitudes that are essential for effective participation in and responsible contribution to the Hong Kong society, the content of the Syllabus for Social Studies (S4-5) has been organized into six modules which build up progressively students' understanding of the world around them. These six modules are:

1. Adolescence
2. The Family
3. Social Control and Deviancy
4. Communication and the Mass Media
5. Work
6. Social Issues

It is hoped that through the study of these six modules, students will be able

- (i) to have a better understanding of their own development as adolescents,
- (ii) to interact positively with the social environments,
- (iii) to become aware of and analyse critically and constructively the values of society, especially those reflected by rules, customs, social norms and the mass media, and
- (iv) to discuss and analyse both their own and others' ideas, attitudes and feelings that emerge from the study of social issues.

In spite of the fact that there is no continuing Social Studies course in the sixth form curriculum, this subject at S4 and S5 levels lays a good foundation for other courses of studies which demand similar study skills and approaches. As an example, sixth form students taking the subject Liberal Studies will find it beneficial if they have acquired some background knowledge and skills in Social Studies in their Secondary 4 and 5 years.

2. SYLLABUS AIMS AND OBJECTIVES

Aims

1. To strengthen the concept of man as a social being interacting with his social environment.
2. To impart knowledge and cultivate understanding of personal growth and contemporary society that are necessary for effective participation in and responsible contribution to society.
3. To develop the practical and intellectual skills necessary for the objective inquiry of personal development problems and contemporary social issues.
4. To encourage students to adopt considered attitudes and positive personal values towards social problems and making decisions about one's actions.

Objectives

1. Students are expected to have a knowledge and understanding of:
 - (a) the characteristics of adolescent growth;
 - (b) the social environment in which the adolescent grows, e.g. the family, peer groups, society; and
 - (c) the interaction between the adolescent and his or her social environment, as reflected in his or her study, work and participation as a full member of the community.
2. Students should be able to apply what they have learnt to analyse major current events and issues, to solve and make decisions about personal and social problems.
3. Students are expected to develop basic skills in:
 - (a) identifying issues, formulating hypotheses, gathering and interpreting information, evaluating evidence and alternative viewpoints and drawing conclusions;
 - (b) presenting ideas in words and in the form of statistics and diagrams.

3. SYLLABUS CONTENT AND SUGGESTED TIME ALLOCATION

An allocation of four periods per week/cycle is recommended for teaching this syllabus. Assuming that there are 28 working weeks/cycles from September to June in an academic year, time allocation for the subject should be calculated as follows:

Secondary 4 (Sept.–June)	4 periods \times 28 = 112 periods
Secondary 5 (Sept.–Mar.)	4 periods \times 17 = 68 periods
Total =	<hr/> 180 periods

The approximate total number of periods required to complete the course is therefore 180. An estimate of the number of periods for the syllabus content is given below. However teachers are advised to exercise their own discretion in the allocation of time in accordance with the needs, abilities and interests of their students.

	<i>Syllabus Content</i>	<i>No. of Periods</i>
Module I	Adolescence	
	(a) Characteristics and development of the adolescent	18
	(b) Achieving independence at adolescence	12
	Sub-total:	30
Module II	The Family	
	(a) Functions of the family	6
	(b) Family patterns and changes in family size	4
	(c) Setting up a family	6
	(d) Roles and relationships of different members of the family	8
	(e) Family problems and the ways of coping with them	6
	Sub-total:	30
Module III	Social Control and Deviancy	
	(a) Social order versus social change	7
	(b) Formal and informal social controls	7
	(c) Deviancy	9
	(d) Coping with deviant behaviour	7
	Sub-total:	30

	<i>Syllabus Content</i>	<i>No. of Periods</i>
Module IV	Communication and the Mass Media	
	(a) Basic processes of communication	7
	(b) Analysis of a message	7
	(c) The mass media	8
	(d) Communication between the people and the government in Hong Kong	8
		Sub-total: 30
Module V	Work	
	(a) The concept of work	7
	(b) The impact of work	7
	(c) Relationships in the workplace	8
	(d) Work and society with special reference to Hong Kong	8
		Sub-total: 30
Module VI	Social Issues	
	A detailed study and analysis of ONE of the following social issues is required. These issues are closely related to Modules I to V above. The focus of study should be on events and situations in Hong Kong.	
	(a) Juvenile delinquency and its prevention from the perspective of adolescents' development	
	(b) The changing family pattern and its effects on the care of the elderly and the young	
	(c) Violence and sex in the mass media and their influences on the public	
	(d) Changing industrial relations and their impact on labour, welfare, and the public.	
	(e) The influence of advertising on the lifestyle of young people in Hong Kong	
		Sub-total: 30
		Total: 180

4. CURRICULUM GUIDE

Module I: Adolescence

Module Aims:

To enable students to

1. understand the different aspects in the development of an adolescent, so as to be prepared to face the changes at adolescence and the effects of these changes.
2. develop an awareness of the importance of making appropriate adjustments during the adolescence period.
3. develop self-understanding and self-acceptance through an objective assessment of one's physical, emotional and social development.
4. acquire lifeskills pertaining to the achieving of independence at adolescence.
5. appreciate the need to plan and make wise decisions about one's purpose and behaviour in everyday life and in interpersonal relationships.

Syllabus Content	Explanatory Notes	Learning Objectives	Suggested Learning Activities
(a) Characteristics and development of the adolescent	<p>(i) Physical development: —physical changes, sexual maturity —its social and psychological effects —the effects of early and late maturation</p> <p>(ii) Emotional characteristics e.g. fear of failure, frustration, anxiety, jealousy, instability</p> <p>(iii) Identity development e.g. self-esteem,</p>	<p>After completing the module, students should be able to</p> <ol style="list-style-type: none">1. describe the characteristics of physical development such as —the growth in weight and height —maturation of the reproductive system —development of secondary sexual characteristics2. describe the adjustments adolescents need to make due to physical changes and the emotional problems that may	<ol style="list-style-type: none">1. Conduct a survey of the weight and height of boys and girls in the age of 12–13 years old. Draw a chart to present the results and analyse the differences between boys and girls.2. Discuss in groups the criteria of 'maturity', e.g. whether a person is considered mature when he/she starts working, or when he/she stops behaving immaturely, or when he/she starts having sexual relationship.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
	<p>conformity, idol worship, sex role development, imitation</p> <p>(iv) Development in social behaviour e.g. joining peer groups, the influence of parents, peers and schools</p>	<p>arise because they are in a period of rapid changes.</p> <ol style="list-style-type: none"> 3. appreciate individual differences in physical development and develop an acceptance of one's physical appearance and that of others as well. 4. understand the impact that early or late maturation at puberty may have on an individual's behaviour, and how such impact varies with (i) boys and girls; (ii) the teenager's relationship with the family and peers. 5. describe causes of emotional problems of adolescents, such as (i) failure to meet family expectations; (ii) conflicts with family; (iii) failure to identify with their sexual roles or develop a personal moral code; (iv) inability to relate in an adult fashion to persons outside the family. 6. suggest ways to cope with negative feelings and emotional upheavals and identify sources of help. 7. analyse some ways adolescents might use to solve problems, such as use of drugs and committing suicide; and suggest alternative positive solutions. 8. illustrate with examples how and why an adolescent may 	<ol style="list-style-type: none"> 3. Write a short script on a group of teenagers teasing someone about his/her size or shape. Make it clear in the script how the person being teased feels. Role play the scene and discuss the character's feelings. 4. Look at the problem pages in some teenage magazines. Find some letters that deal with 13–15 years old whose problems are related to their figures, emotions or relationship with family members or peers. Study the advice that is given and write comments on such advice. 5. Discuss in groups to share experiences of emotions that always disturb adolescents. Find out the causes for such emotions. 6. Case study of adolescents' conflict with parents, teachers, other adults and friends. Trace the source of such conflicts and suggest ways that might help to resolve those conflicts. 7. Discussion: 'How do you feel when you make a mistake?' Share with each other such experiences and the ways to cope with ill feelings. 8. Case study of the suicide of a youngster. Analyse factors behind the case and discuss whether the reporting of the case in the media may have

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(b) Achieving independence at adolescence	Some lifeskills to be learnt at adolescence: —decision making	<p>seek his/her identity through conformity to peer groups, idol worship and imitation.</p> <p>9. appreciate the importance of building up a high self-esteem and a healthy sexual identity.</p> <p>10. discuss factors affecting an adolescent's development in social behaviour and relationship with the opposite sex.</p> <p>11. draw conclusions about the relationship between self-esteem, emotional behaviour, identity status and social development.</p> <p>1. recognize the different ways of making a decision and appreciate the implications of</p>	<p>negative impact on other young people.</p> <p>9. Discuss whether there are any common characteristics of 'idols' among adolescents and the cost of idol worship to adolescents' private and family life.</p> <p>10. List some important decisions young people have to make and discuss in a group whose advice they usually listen to when making such decisions.</p> <p>11. Take one or two teenage/entertainment magazines. Try to find out how they portray the ordinary adults (e.g. teachers, parents), the pop stars and leaders. Discuss how magazines may affect idol worship among youngsters.</p> <p>12. Make a list of popular T.V. programmes and design a rating system of the ways they present men and women, with the more positive image on the higher end. Comment on the ways of their presentation.</p> <p>13. Ask each class member to reflect on the specific areas of his/her good qualities and those that cause worries. Discuss with a best friend and seek his/her advice.</p> <p>1. List 18 objects to be included in a survival kit. Note the process of making one's own</p>

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
	<ul style="list-style-type: none"> —goal setting —assertiveness and relationship skills 	<p>individual decisions on oneself and others. Thus one can understand the importance of shouldering one's own responsibility.</p> <ol style="list-style-type: none"> 2. set realistic goals in managing one's everyday life, in studying and in planning one's career. 3. exercise assertiveness and refusal skills in everyday situations when peer pressure to conform to is high. 4. appreciate the importance of developing and applying the mentioned lifeskills in establishing one's moral codes of behaviour and positive attitudes towards life. 	<p>decision. Then compare individual list in a group and draw up an agreed list for the group. Discuss whether it is easy to make a group decision and how many members change their mind as a result of listening to others' ideas.</p> <ol style="list-style-type: none"> 2. Put down goals of changes one wants to make in study and leisure. For each goal write down plans for achieving it. Discuss in pairs whether these goals and plans are realistic, and the support available towards achieving these goals. 3. Group work: select a topic and devise a dialogue with one side persuading the other to do something while the latter tries to say 'no'. Role play the situation and let the class comment on the group's approach.

Module II: The Family

Module Aims:

To enable students to

1. understand the functions of the family, and the effects of changes in family patterns and size.
2. develop an awareness of the factors that need to be considered in setting up a family.
3. develop an awareness of the roles and responsibilities of different members of the family.
4. appreciate the importance of establishing harmonious family relationships.
5. increase awareness of the causes of family problems and to examine the ways to cope with them.
6. develop awareness of skills in planning and managing a family.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(a) Functions of the family	<p>(i) Biological: channelling of sexual desires and procreation</p> <p>(ii) Psychological: providing affection, love, care and security</p> <p>(iii) Economic: provision of basic needs such as food and shelter</p> <p>(iv) Socialization: gender role socialization, educating the young in matters such as discipline and social skills</p>	<p>After completing the module, students should be able to</p> <ol style="list-style-type: none">1. acquire knowledge and illustrate with examples the four major functions of the family;<ul style="list-style-type: none">—in controlling and satisfying human sexual needs and in the preservation of human race through reproduction;—in providing emotional support, care, security, identity and status for its members;—in providing a home and basic needs for the children, and to act as a unit of consumption in society;	<ol style="list-style-type: none">1. Write a statement to show one's viewpoint towards 'What is a family?' Compare different viewpoints in the class. Select some contrasting viewpoints and conduct a survey on opinions of the class towards these statements.2. Discuss the statement 'The family has been stripped of most of its functions in the modern society'.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(b) Family patterns and changes in family size	(i) Family patterns: the extended family, nuclear family, single-parent family (ii) Changes in family size and their effects	<p>—in the learning of one's sexual role, in transmitting social norms, customs and values, thus regulating the behaviour of its members.</p> <ol style="list-style-type: none"> 1. describe the three main patterns of family, the circumstances in which they are found and how they change with time, using Hong Kong society as an example. 2. explain the drop in average number of children born to a family and its effect on the family and society as a whole. 	<ol style="list-style-type: none"> 1. Group project: Interview a number of elderly persons. Find out their experience of and views towards family changes in Hong Kong in the past 40–50 years. Topics like courtship, marriage, family size, family relationships, family expenditures and leisure activities may be included. Present the findings in class. 2. Analyse population statistics to find out the changes in family pattern over the years. 3. Conduct a survey in class to find out the average number of children in families today. 4. Consider the physical, psychological and social needs that parents have to provide for their children at their different stages of growth. Discuss how the number of children born to a family may affect such provisions. 5. Collect newspaper cuttings and articles in magazines on the possible effect of 'one-child policy' on a country.
(c) Setting up a family	(i) Changing expectations of marriage in modern society	<ol style="list-style-type: none"> 1. develop awareness of the changing expectations of marriage in modern society in 	<ol style="list-style-type: none"> 1. Interview young married couples and single young men and women to find out their

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(d) Roles and relationships of different members of the family	(ii) New roles to be taken on in setting up a family (iii) Family budgeting: the balance between income and expenditure (iv) Family planning: readiness for having children, birth control and the size of the family	terms of (i) the roles of husband and wife and (ii) the functions of the family. 2. identify the factors that need to be considered in setting up a family, including —the new roles to be taken up as husband and wife, possibly as father and mother in the coming few years, and the in-law relationship —financial implications 3. work out a family budget with good balance between income and expenditure. 4. decide on family planning in terms of the type of birth control to be adopted, the number of children to have and the spacing between the birth of two children.	expectation of marriage (in particular their views towards the role of husband and wife), the function of family and the management of family budget. Compare the findings with those of the interview activity (b)1 on page 16 above. 2. Find out the basic items a family requires and the monthly expenditure on such items (using student's family as a reference). Work out how the expenditure varies in a family of two persons, four persons and six persons.
	(i) Responsibilities of different members of the family (ii) The need to accept each other, respect each other's needs and have a sense of belonging in the family (iii) The relationship between parents and children (iv) Ways and means that can help strengthen family relationships and achieve unity	1. describe the responsibilities of different members of the family, in particular the role of parents, children and siblings. 2. appreciate the needs of different members of the family, the importance of developing respect for each other's needs and having a sense of belonging in the family. 3. examine the factors affecting relationship between parents and children, such as the effectiveness of the	1. Group discussion on the roles and responsibilities of different family members from the point of view of the parents and that of the children. Report and compare the expectations of different family members towards one another. 2. Based on your understanding of a member of your family, list one each of his/her immediate need and long-term need. Check answers with him/her afterwards. If there is a discrepancy in the answers,

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(e) Family problems and the ways of coping with them	<p>(i) Conflicts</p> <ul style="list-style-type: none"> —conflicts between the parents —conflicts between the parents and their teenage children —sibling rivalry <p>(ii) Divorce</p> <p>(iii) Single-parent family</p>	<p>communication between the two parties.</p> <p>4. identify some ways and means that can strengthen family relationships, e.g. to improve communication and to adopt a considerate attitude towards family members.</p> <p>1. identify sources of family conflicts such as</p> <ul style="list-style-type: none"> —the lack of understanding of the needs and roles of different family members —financial difficulties as a result of unemployment, gambling, poor money management, etc. —poor relationships with in-law and/or other relatives —jealousy between siblings and unfair treatment of parents towards their children. <p>2. state the trend of divorce</p>	<p>figure out ways to improve the relationship with him/her.</p> <p>3. Use a case study of disputes between parents and children or among siblings, examine the factors that affect such relationships and discuss ways to improve communication between the two parties concerned.</p> <p>4. Debate: 'Parents today have no control over their children'.</p> <p>5. Project: 'The family in media'. Find how families are portrayed by the mass media, probably TV or the advertisers' idea of families.</p> <p>1. Watch a film/video on family relationship (e.g. 年年有今日 / 囍 囍 from *FLERC). Identify the problems of communication between family members and discuss ways to overcome such problems.</p> <p>2. Draw a graph to show the change in divorce rate in Hong Kong in the past 10 years. Try to suggest reasons for the increase in divorce rate. Put these causes in order of importance.</p> <p>* Family Life Education Resource Centre, Social Welfare Department</p>

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
		<ol style="list-style-type: none"> identify the factors leading to a rise in divorce rate and its effect on the couple, the children or even other family members. identify the problems faced by single-parent families, e.g. the role of the single parent, financial difficulties, relationship between parents and children. develop awareness of the hardship of single parenting and the effects of single parenthood on child development. draw conclusions about influences of family life on the development of an individual. adopt positive attitudes towards family support and take up a responsible role in promoting a harmonious family relationship. 	<ol style="list-style-type: none"> Use case studies of children from divided families for discussion on the impact of divorce on children. Keep a diary of family for five to ten days. Identify from it incidents that affect emotions and behaviour of family members. Based on experiences of classmates, discuss in a group how family life may affect a person's character development. Make a collage from magazines and newspapers to illustrate different causes and effects of family conflicts and problems. Guided discussion on the problems faced by single-parent families; and the ways and assistance they may seek to deal with these problems. (Note: Teachers should exercise special care in conducting such a discussion if there are children from single-parent families in the class. Examples of worksheets and guidelines on discussion are available in the Teaching Kit on "Decisions About Sexuality" published by the Education Department.)

Module III: Social Control and Deviancy

Module Aims:

To enable students to

1. develop the concepts of social order and social change, and to examine factors leading to social change.
2. develop an awareness of the purposes of conformity to social rules.
3. examine the differences between formal and informal social controls, and the ways of enforcing them.
4. understand the concept of deviancy and examine the causes of deviant behaviour.
5. develop an awareness of the ways to cope with deviant behaviour, through both institutional means and personal development.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(a) Social order versus social change	<p>(i) The concept of social order</p> <ul style="list-style-type: none">—the need for rules—the need for conformity to social roles <p>(ii) The concept of social change</p> <ul style="list-style-type: none">—the need for social change—factors leading to social change	<p>After completing the module, students should be able to</p> <ol style="list-style-type: none">1. identify the need for rules in daily lives.2. realize one's various roles in society, e.g. students, sons or daughters, youths.3. explain the reasons for conformity to social roles.4. understand the need for social change and the factors leading to social change, using local examples.	<ol style="list-style-type: none">1. Role-play: play the roles of a school principal, teachers, students, parents of students and janitors to discuss the importance of school regulations. Use one particular regulation for illustration.
(b) Formal and informal social controls	<p>(i) Formal social control:</p> <ul style="list-style-type: none">—the rule of law and principles of justice	<ol style="list-style-type: none">1. explain with examples formal and informal social controls.2. discuss how social control is imposed on us through the	<ol style="list-style-type: none">1. Pay a visit to a court and write an account of the visit.2. Make a collage of newspaper on court cases that help to

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(c) Deviancy	<ul style="list-style-type: none"> —types of law in Hong Kong, criminal and civil laws —regulations <p>(ii) Informal social control</p> <ul style="list-style-type: none"> —the role of customs and social norms —the influence of Chinese values on Hong Kong society 	<p>agencies of the family, the school, the peer group, the mass media, the workplace, the legal system and/or customs/traditions/religion.</p> <ol style="list-style-type: none"> explain what is meant by the rule of law and the principles of justice. illustrate how the principle of justice and rule of law work in Hong Kong. appreciate the importance of the principles of justice and the rule of law in Hong Kong. identify the two major types of law, criminal and civil, in Hong Kong that help to maintain social order. appreciate the need for reviewing and modifying rules. illustrate with examples how Chinese values such as filial piety, modesty, diligence, influence the behaviour of Hong Kong people. 	<p>illustrate the working of criminal and civil laws.</p> <ol style="list-style-type: none"> Make a list of social norms and customs adopted by people of Hong Kong. Identify the source of socialization from which the norm or custom is learnt. Project: 'A comparison of customs, social norm and values between China and other countries.' Group discussion on the influences of traditional Chinese values and western values on the Hong Kong society. Select a custom such as ancestor worship and make a study of the form and practice adopted in 3 to 4 families. Make a comparison of these and try to find out sources of influences.
	<p>(i) The concept of deviancy</p> <p>(ii) The causes of deviant behaviour—social, economic, psychological, physiological, hereditary</p>	<ol style="list-style-type: none"> understand the meaning of deviant behaviour and differentiate 'normal' and 'deviant' behaviours. distinguish the difference between a deviant act and a delinquent act. list examples of deviant behaviour. 	<ol style="list-style-type: none"> Discuss the issue: 'Is deviant behaviour equivalent to crime?' List examples of deviant behaviour. Case study of deviant behaviour and analyse causes that may attribute to such behaviour.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
	(iii) Crime as an example of deviant behaviour	<ol style="list-style-type: none"> 4. explain with examples how the following may lead to deviant behaviour: <ul style="list-style-type: none"> —rapid social and economic changes —the coexistence of different and conflicting cultures —refusal to accept existing social norms —the conflicts between goals set by society and the approved means of achieving them —‘labelling effect’ may attribute to deviant behaviour —genetically-based personality traits 5. explain the ‘positive’ and ‘negative’ consequences of deviant behaviour on individual and society. 6. understand that controversies do exist in the discussion about the causes of deviant behaviour. 7. develop objective and non-judgemental attitudes towards those behaviours considered deviant. 8. identify different types of deviant behaviour and understand that crime is only an example of them. 9. identify different factors leading to crime with reference to the local context. 	<ol style="list-style-type: none"> 4. Based on figures on pupils’ unruly behaviour, discuss and analyse causes for such behaviour. 5. Make a list of crimes commonly appearing in news headlines. Rank them according to degree of seriousness. Compare the lists made by different individuals and discuss why different rankings are found. 6. Collect newspaper reports on various types of crime. Divide them according to the types of offence. Analyse them to find out if there is any evidence of labelling and the use of emotive language. 7. Study statistics of reported criminal cases of Hong Kong. Find out if there is a pattern of the reported criminal cases and discuss why such pattern is revealed locally. Discuss why crimes are not always reported to the police and the consequences of such a phenomenon.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(d) Coping with deviant behaviour	(i) Self-discipline, self-acceptance, tolerance of others (ii) Law enforcement, punishment, rehabilitation and prevention	1. understand what self-discipline is. 2. explain the importance of self-discipline and tolerance of others. 3. increase awareness of the desirability of being reflective and rational in making one's decisions. 4. recognize how self-acceptance may help to cope with deviant behaviour. 5. adopt positive attitudes towards one's behaviour. 6. identify different institutes of law enforcement and how informal social control helps prevent deviant behaviour. 7. show awareness of the importance of 'rehabilitation' and 'prevention' and how 'education' is essential in coping with deviant behaviour.	1. Visit a correctional centre in Hong Kong and write a report on the visit. 2. Discussion: 'Are there better alternatives of punishment to imprisonment?'

Module IV: Communication and the Mass Media

Module Aims:

To enable students to

1. understand the basic processes of communication.
2. develop the skills of analysing messages critically.
3. identify the types, functions and limitations of mass media and to appreciate the impact of mass media on young people.
4. increase awareness of the need for effective communication between the people and the government in Hong Kong.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(a) Basic processes of communication	<p>(i) Communication as a basic element in social life.</p> <p>(ii) Basic components of communication: the sender, message, medium, receiver and feedback.</p> <p>(iii) Encoding, transmitting, and decoding a message.</p> <p>(iv) Feedback —its role —ways of giving feedback</p> <p>(v) Factors affecting the interpretation of a message.</p>	<p>After completing the module, students should be able to</p> <ol style="list-style-type: none">1. distinguish different forms of communication that may be used consciously or unconsciously in our daily life.2. appreciate communication as a basic element in our social life.3. understand the basic communication processes and all the basic components involved.4. distinguish between one-way and two-way communication, appreciate the importance of feedback in an effective communication and know how to give and receive feedback.	<ol style="list-style-type: none">1. Brainstorm ideas about the word "COMMUNICATION".2. Select different forms of communication (verbal, written, gestures, visual, etc.) and discuss in groups the importance of each in our social life.3. Based on some situations in daily life, e.g. dining in a restaurant, buying and selling in a market place, demonstrate how communication is being carried out in social life.4. Compare two pictures drawn by two different students but conveying the same message, one drawn with the teacher's continuous advice and one without.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(b) Analysis of a message	<p>(i) The need for and ways of determining the accuracy of a message</p> <p>(ii) Identifying the value judgement of a message</p> <p>(iii) The validity of arguments and reasoning in a message, e.g. using an inappropriate authority, over-generalisation</p>	<p>5. identify different factors affecting the interpretation of a message such as the selection and organization of the content, style of presentation, choice of channels, difference in opinion/attitude between sender and receiver, preconceived ideas, physical environment, etc.</p> <p>6. improve their communication skills.</p> <p>1. explain why we have to determine the accuracy of information in certain messages.</p> <p>2. identify the ways that determine the accuracy of information such as source, evidence, etc.</p> <p>3. distinguish between facts and opinion, inference and value judgement.</p> <p>4. decide whether the arguments and reasoning in a message are logical based on evidence and whether the viewpoint in the message can be adopted.</p>	<p>5. Play the recording of a talk on a specific topic to be followed by a class discussion on the talk to see if there are different factors affecting its interpretation.</p> <p>1. Make an analysis of the message conveyed by an advertisement/reader's column/report of a local survey.</p> <p>2. Read the 'Letters to the Editor' column in newspapers and trace the development of an issue from different view points. Analyse the arguments and reasoning conveyed and decide on their validity.</p>
(c) The mass media	<p>(i) Types, functions and limitations</p> <p>(ii) The impact on young people, e.g. attitude, behaviour and character formation</p>	<p>1. name the major types of mass media in H.K.: radio, film, television, newspapers, magazines, books, posters, sound and visual recordings etc.</p>	<p>1. Collect programmes of a certain T.V./radio channel for a week, classify the programmes by the four functions and explain whether you are satisfied with the balance.</p>

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
	(iii) The effects of advertising	<ol style="list-style-type: none"> explain the educational, publicity, informative and entertaining functions of the mass media. explain the limitations of the mass media: <ul style="list-style-type: none"> —lack of immediate feedback —lack of personal contact —possible misinterpretation of message —limited choice of material describe the positive and negative influence of the mass media on young people's social norms, values, fashion (e.g. clothing, speech patterns, lifestyles) etc. identify undesirable or biased elements in the message from the mass media. describe the functions of advertising: information and persuasion. appreciate the influence of advertisement on people. make wiser decisions as a consumer. 	<ol style="list-style-type: none"> Debate: "T.V. has replaced books/newspapers in providing information/news to the public". Group project: collect newspaper or magazine articles on the influence of the mass media on young people, analyse the author's viewpoints and write a report. Analyse TV programmes or films and assess their influence on young people's way of thinking and behaviour. Analyse some T.V. advertisements and write a report on how they affect the consumer behaviour of young people. Conduct a survey among a group of young people on their favourite brand of soft drink/sports shoes and the reasons for their choice. Invite an Officer of the Consumer Council to talk on how to become a wise consumer.
(d) Communication between the people and the government in Hong Kong	<ol style="list-style-type: none"> The need for communication The nature, formation and value of public opinion The channels of communication 	<ol style="list-style-type: none"> explain the importance of communication in bridging the gap between the people and the government, facilitating the execution of government policy and enabling the government to review its policy according to public opinion. 	<ol style="list-style-type: none"> Attend a District Board/Legislative Council meeting and write a brief report on the issues discussed in the meeting.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
	(iv) The effectiveness of the channels of communication	<ol style="list-style-type: none"> differentiate between 'individual opinion' and 'public opinion'. describe the process in the formation of public opinion. understand the value of public opinion in reflecting majority views, and initiate changes (political, social, economic and cultural). list the formal channels e.g. the District Board, Urban and Regional Councils, Government Information Services Department, Office of Members of the Legislative Council, etc, and the informal channels e.g. interest/pressure groups, the mass media, petition, public gatherings, strikes, etc. describe the achievements and limitations of these channels in the communication between the people and the H.K. Government. 	<ol style="list-style-type: none"> Follow a current issue on government policy and <ol style="list-style-type: none"> report on what public opinions are; describe the channels used in reflecting public opinions; analyse how far the government policy has been affected by public opinions. Make a scrap book of newspaper cuttings of "Letters to the Editor" on government policy. Collect photos and views of some famous opinion leaders in Hong Kong. Write an essay on the arguments for and against freedom of speech.

Module V: Work

Module Aims:

To enable students to

1. understand the meaning of work and the impact of work on different aspects of life.
2. be aware of the probable relationships and conflicts existing in the workplace, examine factors leading to such relationships and conflicts and suggest possible resolutions.
3. identify the changes in the work world and how one should face them.
4. acquire knowledge of employment pattern, job training opportunities and related services in the special context of Hong Kong as necessary preparation for work.
5. develop a positive attitude towards work.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(a) The concept of work	<p>(i) The meaning of work in human life e.g. to earn an income, to contribute to society, to self actualize</p> <p>(ii) The changing nature of work as a result of technological advances</p>	<p>After completing the module, students should be able to</p> <ol style="list-style-type: none">1. identify the importance of work to one's life as<ul style="list-style-type: none">—a source of income to support and secure a living, gain independence and social status;—a means of raising the overall productivity of a society, thus improving the living standard and maintaining the stability of the society;—an opportunity to develop skills, creativity and potentiality; and—a way to realize personal goals, obtain job satisfaction and a sense of achievement.	<ol style="list-style-type: none">1. Interview: talk to working relatives to find out the reasons why people work. Find out their working conditions, prospects, salary, etc. Make a report and compare findings with other classmates.2. Analyse the job advertisements in a newspaper or magazine to find out the 'skills' an applicant is expected to possess.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(b) The impact of work	The impact on an individual's health, leisure, family relationships, finance and social status	<ol style="list-style-type: none"> 2. describe the changing nature of work and the structural changes of work pattern in recent years. 3. examine the factors leading to the changes such as the introduction of automation, data processing and robot, and the consequences of such changes on society. 4. describe the advantages and the problems of adopting new technology in work such as <ul style="list-style-type: none"> —increased efficiency; —deskilling and alienation. 1. describe with examples the positive and negative impact of work on a person such as <ul style="list-style-type: none"> —self-actualization, self esteem and job satisfaction —noise, stress, pollution on mental and physical health; —opposition, extension or neutrality type of leisure patterns; —disrupting family lives because of insufficient time for effective communication between parents and children; —improve financial situations; —high or low social status accorded to different jobs. 2. discuss ways by which workers may cope with boring jobs. 	<ol style="list-style-type: none"> 1. A talk to be given by the careers teachers or officials from the Careers Advisory Service of the Labour Department. 2. List five things a person might expect to get out of his/her job. Compare the lists of different individuals in class. 3. Based on the experience of school work or a part-time job, list out possible ways to combat boring feelings at work.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(c) Relationships in the workplace	(i) Relationships with superiors, colleagues and clients (ii) Conflicts and resolutions between employers and employees (iii) Attitudes towards work	1. examine the factors affecting the relationships in work with superiors, colleagues, and clients in terms of performance expectations, job duties, type of interpersonal contact, communication. 2. identify some ways and means that can strengthen relationships in the workplace, e.g. to understand the expectations of the superiors, to appreciate comment and advice from colleagues, to be ready to give and take, and to have a sense of humour. 3. identify sources of industrial conflicts such as —bargaining for increases in wages and better working conditions; —unreasonable dismissal; —misunderstanding. 4. discuss the common resolutions adopted in Hong Kong like —industrial actions, e.g. strike, work-to-rule; —appeal to unions or the Labour Department; —Labour Tribunal/court. 5. appreciate the importance of developing positive attitudes towards work.	1. Interview parents, friends and relatives who are at work and find out some situations that might have encountered dealing with relationships with superiors, colleagues or clients. Role play the situation and discuss how relationship at work may be improved. 2. Debate: 'staging of strikes' or 'work-to-rule' is the best way to settle conflicts with the superiors. 3. Find in the newspapers a current issue of industrial conflicts. Analyse the case and suggest resolutions. 4. Comment on a controversial local issue such as long-time service award, the import of labour and relocation of factories to China.

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
(d) Work and society with special reference to Hong Kong	<p>(i) Changing employment patterns —in terms of industries —in terms of occupations</p> <p>(ii) Manpower planning and vocational training</p> <p>(iii) Services relating to employment: the work of government and voluntary organizations</p>	<p>6. recognize that positive attitudes towards work contribute to good relationships in the workplace.</p> <p>1. acquire knowledge of the labour market in Hong Kong.</p> <p>2. identify the local changing employment patterns.</p> <p>3. explain the causes of changing employment patterns and predict future changes.</p> <p>4. realize the functions of manpower planning and vocational training, e.g. training a suitable quantity of qualified workforce to meet the demand of society.</p> <p>5. understand the situations of manpower planning and vocational training organizations in Hong Kong as the basis for choosing one's job or career.</p> <p>6. obtain information and services about careers when needed and decide on where to seek help when need arises.</p>	<p>1. Based on data provided by the Census and Statistics Department or newspapers, draw a pie chart to show employment patterns in Hong Kong. Try to find reasons behind the change in employment pattern.</p> <p>2. Group study of different types of industries. Analyse the skills required and the change in pattern in recent years.</p> <p>3. Pay visits to career exhibitions.</p> <p>4. A talk given by lecturers of technical institutes or vocational training schools.</p> <p>5. Pay visits to technical institutes, vocational training schools or big commercial firms in Hong Kong.</p> <p>6. Hold a seminar chaired by the career master/mistress of the school.</p> <p>7. Collect and compare data from the Census and Statistics Department showing the different employment pattern in the major sectors.</p>

Module VI: Social Issues

Module Aims:

To enable students to

1. increase awareness of and develop a spirit of inquiry into social issues that have impact on daily lives.
2. develop skills of enquiry into issues as a means of solving problems and making decisions.
3. obtain opportunities for the formation of considered attitudes towards social and moral values, and interpersonal relationships.

Syllabus Content	Explanatory Notes	Learning Objectives	Suggested Learning Activities
<p>A detailed study and analysis of ONE of the following social issues is required. These issues are closely related to Modules I to V above. The focus of study should be on events and situations in Hong Kong.</p> <p>(a) Juvenile delinquency and its prevention from the perspective of adolescents' development</p> <p>(b) Roles and functions of the mass media in the 21st century</p> <p>(c) Information technology and their impact on labour, welfare, and the public</p>	<p>Students should have a general knowledge of some social issues to help them better understand the society in which they live. The emphasis should be on the process of inquiry and decision-making, and on developing appropriate skills and attitudes rather than on the memorization of facts and data.</p> <p>Suggested framework for approaching the social issues:</p> <p>(i) identify the problems related to the issue and their causes</p> <p>(ii) identify different values embedded in the issue</p> <p>(iii) recognize the impact of the problems on the individual and society</p>	<p>After completing the module, students should be able to</p> <ol style="list-style-type: none"> 1. present the importance and relevance of the social issue studied to the individual and society. 2. state the major problems of the social issue studied. 3. formulate questions about social issues. 4. comment on the suitability of the questions chosen for study. 5. decide the kinds of information required in understanding the major questions identified. 6. identify the sources of information required. 7. apply data collection skills such as interviewing, designing simple questionnaire, observing, and library search to gather first hand and second 	<ol style="list-style-type: none"> 1. Prepare a set of newspaper cuttings or show a video programme on the social issue chosen for study. Ask students to identify the key problems of the social issue. 2. Searching relevant information: Ask students to dig out relevant materials in the school library or public library with reference to a reading list supplied by the teacher. It is always easier to start with the school library. 3. Interview: Ask students to suggest interviewees who can provide useful information. After designing interview questions, students can try to interview the identified respondents. 4. Group work and presentation: Divide students into groups of three or four. Each group is responsible for studying

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
<p>(d) The influence of advertising on the lifestyle of young people in Hong Kong</p> <p>(e) Ageing population and its implication for Hong Kong in the 21st century</p>	<p>(iv) describe and justify the role of the citizens, the government and various social groups in resolving the problems</p> <p>(v) assess the achievement in solving the problems to date</p> <p>—in meeting the expectations of the individual/social groups</p> <p>—in terms of the effectiveness of policies/programmes undertaken</p> <p>(vi) investigate alternative measures and assess the possible consequences in view of</p> <p>—conflicting interests among groups and sectors</p> <p>—the limitation of resources</p> <p>(vii) examine one's own value-base and integrate different perspectives so as to arrive at one's own judgement on an issue for possible action.</p> <p>(Note: Teachers and students should be aware</p>	<p>hand information needed in analyzing the social issue.</p> <p>8. differentiate the relevance of information.</p> <p>9. describe the value stances of the various interest groups involved in the social issue.</p> <p>10. appreciate that the complexity of social issue is related to the different value stances of the interest groups.</p> <p>11. list the factors and explain the processes shaping the social issue based on the information and evidence gathered and analyzed.</p> <p>12. describe the impact of the social issue on individual, interest groups and society.</p> <p>13. name the measures taken by the government to resolve the social issue studied.</p> <p>14. explain the difficulties in resolving social issues such as the conflict of interest between various groups, the limited resources available, the economic and political environment in Hong Kong.</p> <p>15. realise that there are alternative means to solve a social problem.</p> <p>16. suggest possible ways of alleviating the undesirable effects of the social issue</p>	<p>materials on a hypothesis or question. They can take turn to present their major findings of their study to the whole class.</p> <p>5. Role play: Assign students to roles of interest groups involved in a social issue. Ask them to step into the shoes of the roles assigned and present their views on the causes and/or possible solutions to the social issue studied.</p> <p>6. Drama: Ask students to play a drama to express the causes of the social problem and impact of the social problem on individuals or the various interest groups.</p> <p>7. Visit: Teacher can arrange visits to some institutions for students to gather first hand information and experience about the social problems. For example, visiting a home for the aged to know the feelings of old people.</p>

<i>Syllabus Content</i>	<i>Explanatory Notes</i>	<i>Learning Objectives</i>	<i>Suggested Learning Activities</i>
	that there are other equally valid and useful frameworks for approaching the social issues, and should feel free to adopt their own preferred framework. It should be borne in mind, however, that those following alternative approaches should not lose sight of the importance of fulfilling the aim of Module VI, viz., helping students to develop appropriate skills and attitudes in analysing social issues.)	<p>studied based on the analysis of the evidence collected and the situation in Hong Kong.</p> <p>17. recognise the contribution of individuals to the solution of social problems.</p> <p>18. present one's value stance(s) towards a value issue.</p> <p>19. appreciate the importance of exploring social issue in an open climate and with an objective mind.</p>	

5. GUIDELINES ON TEACHING

Teaching Approach

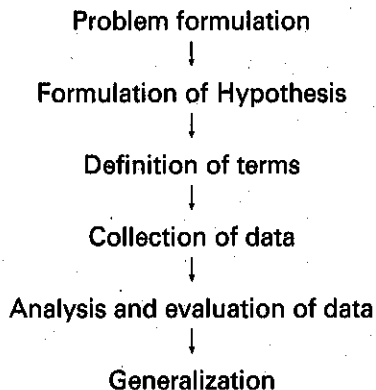
1. The essence of teaching social studies is to facilitate pupils to be *effective learners* who can take responsibility of their own learning. A *student-centred approach* should thus be adopted so that learning activities can be designed in line with students' personal experiences and abilities. The learning processes should promote a spirit of inquiry in the study of relevant knowledge and social issues. The processes of inquiry necessitate and lead to the development of practical and intellectual skills, illuminating the interactive characteristics of knowledge, skills and values.
2. One common approach of teaching social studies is *social inquiry*. It helps the building of concepts and knowledge, with which students can apply in their social and future lives. The topic of "Characteristics and development of the adolescent" in the syllabus is chosen to illustrate the procedures of social inquiry below.

Procedures:

- (1) Teachers can begin with sensitizing students to the topic by telling a story or showing a video about an adolescent. The purpose is to arouse the concern of students to the topic which is selected on the basis of social relevance to them. Students can thus *formulate problems* about the topic by asking questions like:
 - (a) What is the physical appearance of the adolescent?
 - (b) What are his/her emotional characteristics?
 - (c) Who influence the behaviour of an adolescent?
- (2) Teachers may ask students to relate their own experiences or prior knowledge of other adolescents to the story or video. Students are thus encouraged to *formulate hypothesis* in the form of simple probable statements to answer those questions or to solve the problem. Some examples of these statements are:
 - (a) Physical sexual characteristics begin to appear in adolescence.
 - (b) Adolescents are frustrated, anxious and jealous easily.
 - (c) They conform to the behaviour of peer groups.
- (3) Students should be guided to *define* major terms like physical development, identity development and social behaviour explicitly leading to the development of concepts.
- (4) In this stage, students can further *explore* more about the hypotheses made previously by looking at its implications. For instance, the conformity to peer group behaviour can be considered a means of reducing anxiety.

- (5) *Collection of data* is the key to inquiry learning for pupils to answer identified questions and test hypotheses. Activities like sample survey, case study, library research are useful as they provide the necessary practical skills in the pursuit of knowledge. For instance, students can conduct a survey on their classmates about the influence of peers on their daily behaviour. However since students may not have the necessary skills or may not have access to certain sources of information, teachers may have to provide relevant information when necessary.
- (6) When the previous procedure is completed, intellectual skills like *analysis and evaluation* of data should be used to determine whether the hypotheses are valid expressions of the solutions of problems. For instance, students should decide whether the hypothesis that adolescents are frustrated, anxious and jealous easily answers the question: "What are the emotional characteristics of adolescents?"
- (7) If the hypothesis provides valid answer to the problem question, it is a *generalization* statement, and becomes part of students' knowledge. Applying this, students are able to see problems clearly and find means to solve them. The procedures of social inquiry are summarized by the diagram below. If the hypothesis is not accepted, inquiry has to start anew.

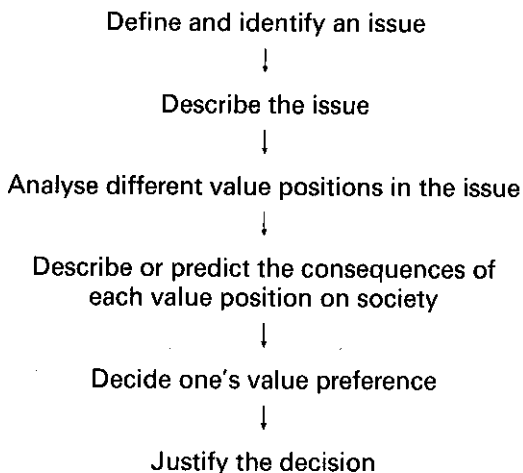
PROCEDURES OF SOCIAL INQUIRY



Teachers do not have to follow all these procedures for all topics taught. They simply provide a possible framework over which students' knowledge, concepts and skills can be built up. Teachers can integrate them into other learning activities flexibly and logically, or adapt other learning activities to these procedures where necessary.

3. Social issues are value-laden. Knowing the value stances of the interest groups involved in the social issues can enhance students' understanding of the issues studied. Through studying about value problems of the social issues, students will be able to develop the valuing skills and make rational value decisions. Therefore, teaching about values should be treated as an integrated component of social inquiry. The process of value inquiry can be summarised into a simple model below. Learning activities like role-play, simulation games, class or group discussion and debate are useful in enabling students to understand the values of different people, the impact of these values and to make their own judgements.

A SIMPLE MODEL OF VALUE-INQUIRY



Suggested learning activities

4. Many learning activities can be applied to the inquiry approaches of teaching social studies. It is crucial that the choice of learning activities should suit the classroom or school setting, as well as the needs, abilities and experiences of students. The specific objectives and procedures of the major teaching methods are described below for teachers' quick reference. These include brainstorming, debate, group/open discussion, information analysis - critical listening and reading, project/social survey/research, role play and visit. Each of these activities can help to achieve the objectives laid out in the Curriculum Guide in Chapter 4. Each activity is accompanied by a situation in the context of the syllabus where it can be applied. More examples of how these activities can be used are listed in Chapter 4.

A. *Brainstorming*

Specific objectives:

To help students to

- (1) develop awareness of the theme or issue concerned;
- (2) present ideas openly in written or oral form;
- (3) respect opinions and judgements of others.

Procedures:

- (1) Introduce the topic or issue concerned by focusing on the key word or topic word. This can be done by writing the key word or topic word on the blackboard or using an object such as a picture or model that can symbolize it.
- (2) Ask students to give all their ideas about the word and comment on what the word means to different people. While the students are delivering their ideas, the teacher should write all ideas on the blackboard, but should not make comment or interfere until they have finished.
- (3) The teacher is going to categorize or classify the ideas using relevant organizing concepts. Students are expected to copy them or write a summary of these ideas.
- (4) The brainstorm functions as an effective sensitizing agent for students to develop awareness of the theme or issue concerned. This provides students with a scenario for inquiry into the theme or issue. It should thus be immediately followed by other activities to facilitate the inquiry processes.

Situation:

Topic—Communication and the mass media (a) Basic processes of communication

Write the word "COMMUNICATION" on the blackboard. Ask students to brainstorm all their ideas about this word and comment on what the word means to different people. Categorize all ideas into different aspects of communication. Use the information to introduce the concept of one-way communication (e.g. mass media) and two-way communication (interpersonal communication) as well as the basic components of the communication process, sender, receiver, purpose of communication, message, etc.

B. *Information analysis—critical listening and reading*

Specific objectives:

To help students to

- (1) acquire information related to a theme or issue directly by listening to oral presentation or reading written materials;

- (2) identify the factors determining the accuracy of information;
- (3) distinguish between facts, opinions, inferences and judgements;
- (4) decide whether the arguments and reasoning given in the information are logical and based on evidence;
- (5) make one's personal judgement whether the information is acceptable.

Procedures:

- (1) Depending on the appropriateness and availability of resources, the teacher can choose either ways of presenting information relevant to a theme or issue—listening to oral presentation or reading written materials. Oral presentation can take the form of a lecture, talk, etc., while written materials can include extracts from books, reports, news articles, advertisements, letters to the editors and such like.
- (2) An alternative way of doing this is to encourage students to find relevant information from different sources, and use it as their own learning resources. For talks, they can be tape-recorded first.
- (3) Ask students to pay attention to the following questions before listening or reading, and take notes if needed

Guided questions for listening or reading:

- a. What are the main points given in the message?
Distinguish factual information from opinions.
 - b. Is the information supported by evidence?
 - c. What is the speaker or writer's goal in the information delivered?
 - d. What are the emotive or propagandizing words?
 - e. What are the underlying attitudes or values on which the message is based?
 - f. What are the important inferences I would accept if I believe or do what the speaker or writer says?
 - g. Is the message acceptable to me?
- (4) After the students have finished reading or listening, discuss in groups the questions above for several minutes.
 - (5) Have a class discussion on the key ideas on the message and to see if there are different ways of interpreting the message. The teacher should at this point emphasize the criteria of analysing a message.

Situation:

Topic—Communication and the mass media (b) Analysis of a message; (c) The mass media

- (1) Select a current newspaper advertisement that seems appealing to students.
- (2) Divide the class into groups of 4-5 and appoint a leader in each group.
- (3) Give each group a copy of the advertisement.
- (4) Ask them to discuss the advertisement using the guided questions in procedure (3) a to g on page 39.
- (5) Ask each group to present its major points of discussion and invite comments from other groups.
- (6) During the presentation session, the teacher should guide the students to identify the different factors affecting the interpretation of messages and appreciate the effects of mass media.

C. *Debate*

Specific objectives:

To help students to

- (1) understand alternative viewpoints in an issue;
- (2) support certain viewpoints with evidence;
- (3) develop oral communication skills;
- (4) accept challenge of one's opinions by others.

Procedures:

- (1) Determine a motion related to a highly controversial issue.
- (2) Divide the class into two groups, one for the motion and the other against the motion.
- (3) Select participants of debate for each group, each with the following composition:
 - 1 affirmative speaker—to define and outline the main points;
 - 1 or 2 partners—to expand the points and refute arguments of the opposition;
 - 1 principal speaker—to confirm the points of the affirmative speaker, refute arguments of the opposition and repair damage to the affirmative arguments.
- (4) Allow students some time to prepare the arguments in class or at home. Students can be encouraged to search information themselves.

- (5) The teacher, as chairperson of the debate, should explain the rules clearly and be the time-keeper. Each speaker is allowed to speak the same length of time, with speakers alternating from each side. Students in the audience should be encouraged to listen attentively and take note of the arguments presented. Before the principal speakers speak, the debate is opened to the floor, and students should be given the opportunity to express their opinions on the arguments.
- (6) When the debate ends, the teacher or the students can decide who wins the debate based on criteria such as the presentation styles, the clarity, justification and logic of arguments presented.
- (7) The teacher should summarize the main points and analyse how they can withstand the arguments of the opposition. Students may also be asked to write a short passage about the content of the debate as a follow-up activity.

Situation:

Topic—Communication and the mass media (c) The mass media

Debate the motion: "Cigarette advertisements should not be prohibited".

D. *Group/open discussion*

Specific objectives:

To help students to

- (1) express personal opinions;
- (2) share ideas so that they can learn from one another;
- (3) develop respect for the opinions of others.

Procedures:

- (1) stimulate the interest of students by using questioning, brainstorming, or presenting resource materials like news articles, videos, pictures, etc.
- (2) Provide structured or open-ended questions for discussion.
- (3) If group discussion is used, divide the class into groups of not more than five or six. Ask students to elect a group leader for each group to note the main points of discussion.
- (4) Allow students a fixed period of time, say, 15 minutes, to discuss the questions.
- (5) During the discussion time, visit each group and give supervision to ensure that the discussion proceeds smoothly.

- (6) When the discussion ends, ask each group leader to present the viewpoints of group members and draw a short conclusion.
- (7) After the presentation session, sum up and comment on the important points. Provide supplementary information to the discussion if necessary.

Situation:

Topic—Adolescence (a) Characteristics and development of the adolescent.

Ask students to use their own experiences to discuss the pros and cons of idol worship as a way of identity development.

E. *Project/Social Survey/Research*

Specific objectives:

To help students to

- (1) promote self-initiative in independent study;
- (2) develop skills of data collection, interpretation, analysis and evaluation;
- (3) select and present ideas systematically and logically in words, and in the form of statistics and diagrams;
- (4) achieve satisfaction of completion.

Procedures:

- (1) Select a topic or issue of interest to students or let students choose their own topic or issue.
- (2) Guide students to adopt the following steps:
 - a. Define and identify the problem or issue.
 - b. Decide the objectives of study.
 - c. Formulate research questions/hypotheses (optional).
 - d. Decide the methods of data and information collection, e.g. questionnaire, interviewing, library research, observation, etc.
 - e. Collect data and information in the field.
 - f. Classify the information, compile and tabulate the data.
 - g. Analyse and evaluate the data and information.
 - h. Derive at generalizations or test the research questions/hypotheses.
 - i. Present the data and information in written form, or in the form of diagrams and statistics.
 - j. Write up a report presenting all your findings.

- (3) The teacher should ask students to submit their reports and evaluate them based on criteria like effort, appropriateness of methods, quality of presentation, etc..

Situation:

Topic—Work (d) Work and society with special reference to Hong Kong

Ask students to conduct a project on work opportunities and vocational training available in the industrial sector, utilizing the services provided by the government and voluntary organizations.

F. *Role-play*

Specific objectives:

To help students to

- (1) develop interest in the reality of things;
- (2) become more thoughtful about one aspect of a problem;
- (3) explore personal values and behaviour;
- (4) develop empathy for others;
- (5) develop problem solving skills.

Procedures:

- (1) Introduce the topic or issue by briefly describing the areas that pupils need to learn, or sensitize pupils to a related problem so that they feel like exploring.
- (2) Explain the procedures of role-play clearly.
- (3) Prepare and distribute role cards for each role to several students, the number of which depends on the number of roles and size of class.
- (4) Ask students to prepare their role plays by getting together into single role groups to discuss and exchange ideas. The discussion time may last for 10–15 minutes.
- (5) Allow the students to form role play groups, one person from each type of roles, and to hold their “case-conference” in their own roles. It may last for 20–30 minutes. The teacher may visit each group to ensure that the discussion is on the right track.
- (6) Ask each group to elect a reporter to write up the conference and report back on the viewpoints of different roles, conflicts and possible solutions.
- (7) After reporting is finished, conduct a whole-class discussion, collect the group reports and ask students to write a short summary about the main points and arguments of discussion.

Situation:

Topic—The family (d) Roles and relationships of different members of the family; (e) Family problems and the ways of coping with them.

Set a scene of a conflict over the choice of television programmes in a family with grand parents, parents, daughters and sons. Assign students to different roles in this family. Ask them to step into the shoes of the family roles assigned, present their views towards the conflict and suggest possible solutions of resolving the conflict.

G. Visit

Specific objectives:

To help students to

- (1) obtain first hand and updated information;
- (2) develop ideas upon direct experiences.

Procedures:

- (1) The teacher should first decide the nature of an intended visit that can be made an integral part of inquiry learning. If so, the teacher should visit the site beforehand and contact the person responsible for attending the visitors. The purpose is to ensure the aims of the visit can be achieved.
- (2) Brief the students clearly the following points before they set out for the visits:
 - a. the aims of the visit;
 - b. guiding questions that help students to look for useful information during the visit;
 - c. resources needed for the visit, e.g. writing board, worksheets;
 - d. grouping arrangement;
 - e. time and venue of assembly and dismissal;
 - f. transport arrangement;
 - g. code of conduct during the visit.
- (3) Conduct a class discussion on the information and experiences obtained from the visit after students have returned to school. Ask students to write a group report of the visit.

Situation:

Topic—Social issue (a) The changing family pattern and its effects on the care of the elderly and the young

Arrange a visit to a home for the aged in Hong Kong. After the visit, ask students to discuss the following questions : Why are the

elderlies housed in the home for the aged? What are the needs of the old people? Do they like to stay in the home for the aged? How do you feel in the visit? Through the discussion, students are able to recognize the impact of changing family pattern on society and individual.

Role of the teacher

5. Effective social studies teachers are willing to participate with students as equals in the inquiry processes. On the one hand, they plan, select and direct the inquiry procedures and learning activities. On the other hand, they encourage and tolerate the expression of all relevant ideas and views, leading to students' self-development. They are responsive to students' varying needs, abilities and experiences in adapting learning activities both inside and outside the classroom flexibly. They are resourceful in guiding students in the search for information by updating themselves. All in all, they provide an open classroom climate in which students can become informed citizens in society and can see their own roles in matters or issues of social concern.

6. EVALUATION

Purpose of evaluation

1. Evaluation of students' learning outcome is meaningful. It reflects the effectiveness of teaching, providing feedback upon which the social studies teacher can provide further operational targets for students and make adjustment in teaching. Students also benefit from it as their progress reflects their effort and achievement in studies.

Methods of evaluation

2. Written assessment in the form of tests and examination is commonly used by social studies teachers. It can be easily designed and conveniently conducted in school settings. There are some conventional techniques of written assessment.
 - a. Short or structured question
Structured questions provide students with some guidance as to the lines of thinking and answering. They are suitable for assessing abilities related to interpretation of data, analysis of information or making decisions so that the application of knowledge, concepts and some inquiry skills can be tested.
 - b. Open-ended questions or essays
Essays allow students to develop ideas and express opinions freely, but they require a good command of language.
 - c. Matching statements
This technique is useful for testing the ability of analysing relationships.
 - d. Multiple choice questions
Multiple choice questions can be answered in a short time and yet can have a wide coverage of knowledge and concepts. They suit students of any level of ability and they are easily marked.

The test and examination results can be used, not only for summative purposes, but also for formative functions. Teachers can identify the strengths and weaknesses as well as the progress of the students. Based on this, they can plan their course and teaching accordingly.

3. Students' coursework provides very useful formative evaluation information. In line with the inquiry approaches of teaching social studies, students' coursework can take the form of essays, projects, exercises on information analysis, summary reports of discussion, debate, role play and other learning activities.

4. The development of students' personal qualities is emphasized in the teaching of social studies but it cannot be easily measured by written assessment and coursework. *Profiling* of the desired qualities like awareness, ability of oral communication, interpersonal relationships, level of interest, initiative, independent thinking and power of decision making offers useful feedback to both teachers and students. The teacher can grade the performance of these qualities that the students have shown in various learning activities both inside and outside the classroom. The grading can be kept in a record card specially designed for this purpose or translated into a description of performance in the students' report cards. Teachers can conduct formal or informal observations to collect information for profiling. Students' own reflection can also be included in the profile.
5. Evaluation should be consistent with the rationale of the social studies curriculum. It should also be conducted continuously. Most important of all, the results of evaluation should be made known to students so that they know their strength and weaknesses, the basis for improving themselves. Social studies teachers should also make use of the results of evaluation for adjusting teaching approaches and learning activities in order to raise the effectiveness of teaching.

