

**Personal, Social and Humanities  
Education Key Learning Area**

**Citizenship, Economics and Society  
Curriculum Guide  
(Secondary 1-3)**

**Prepared by the Curriculum Development Council  
Recommended for use in schools by the Education Bureau, HKSARG  
2024**

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## Preamble

The *Citizenship, Economics and Society Curriculum Guide (Secondary 1-3)* is one of the series of curriculum guides prepared by the Curriculum Development Council for use at the junior secondary level. It replaces the *Life and Society Curriculum Guide (Secondary 1-3)* promulgated in 2010.

The Curriculum Development Council (CDC) is an independent advisory body appointed by the Chief Executive of the Hong Kong Special Administrative Region. It is responsible for providing advice to the Hong Kong Special Administrative Region Government on matters relating to curriculum development from the kindergarten to the senior secondary level. The CDC operates through a two-tier structure, with the first tier being the CDC and its Standing Committees, and the second tier being the Key Learning Area Committees and Functional Committees. Members of these committees include heads of schools, serving teachers, parents, employers, academics from tertiary institutions, professionals from related fields or bodies, representatives from the Hong Kong Examinations and Assessment Authority and the Vocational Training Council, as well as officers from the Education Bureau.

The development of the *Citizenship, Economics and Society Curriculum Guide (Secondary 1-3)* is undertaken by the Committee on Personal, Social and Humanities Education under the CDC, and the Ad Hoc Committee for Reviewing and Revising Life and Society (Secondary 1-3) set up by the Committee on Personal, Social and Humanities Education.

Schools are encouraged to adopt this Curriculum Guide to provide appropriate curriculum content and learning experiences for junior secondary students based on their contexts, strengths and students' needs in order to achieve the learning aims of the Personal, Social and Humanities Education Key Learning Area. Curriculum development is a collaborative and ongoing process. The CDC will periodically review and update the curriculum according to its implementation in schools and the changing needs of students and society. Feedback and suggestions on the development of the Citizenship, Economics and Society curriculum are welcome and may be sent to:

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# Chapter 1 Introduction

This chapter aims to provide the background, curriculum rationale, curriculum aims and learning objectives of the Citizenship, Economics and Society curriculum which replaces the Life and Society curriculum as a junior secondary curriculum in the Personal, Social and Humanities Education Key Learning Area.

## 1.1 Background of the Development of the Curriculum

The Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) is one of the eight KLAs<sup>1</sup> in the primary and secondary curricula. The related curriculum guide is developed in accordance with the seven learning goals of secondary education<sup>2</sup> and in alignment with the major recommendations in the *Secondary Education Curriculum Guide (Secondary 1 - 6)*. The PSHE KLA includes six learning strands:

Strand 1 “Personal and Social Development”

Strand 2 “Time, Continuity and Change”

Strand 3 “Culture and Heritage”

Strand 4 “Place and Environment”

Strand 5 “Resources and Economic Activities”

Strand 6 “Social Systems and Citizenship”

At the junior secondary level, the Citizenship, Economics and Society curriculum covers the essential learning contents of Strands 1, 5 and 6, while Chinese History, History and Geography cover those of Strands 2, 3 and 4.

Through the study of the PSHE KLA curriculum, students can acquire knowledge and skills, and cultivate proper values as well as active and positive attitudes related to

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<sup>1</sup> The other seven Key Learning Areas are: Chinese Language Education, English Language Education, Mathematics Education, Science Education, Technology Education, Arts Education and Physical Education.

<sup>2</sup> The seven learning goals of secondary education are to enable students to: (1) become an informed and responsible citizen with a sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society; (2) 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; (3) become proficient in biliterate and trilingual communication for better study and life; (4) develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work; (5) use information and information technology ethically, flexibly and effectively; (6) understand one’s own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career; and (7) lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts.

personal, social and humanities education to establish a solid foundation for their study at the senior secondary level. The aforementioned documents can be downloaded and viewed at the following websites:

*Secondary Education Curriculum Guide*

<https://www.edb.gov.hk/en/curriculum-development/renewal/guides.html>

*Personal, Social and Humanities Education Key Learning Area Curriculum Guide*

[https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/PSHE/PSHE\\_KLACG\\_P1-S6\\_Eng\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/PSHE/PSHE_KLACG_P1-S6_Eng_2017.pdf)

The junior secondary Citizenship, Economics and Society curriculum is formerly the Life and Society curriculum. Since the implementation of the Life and Society curriculum in the 2010/11 school year, significant changes and rapid development in various aspects have been taking place in the world, our country and society, bringing many challenges and opportunities to education. In the meantime, curriculum development has entered a phase of ongoing renewal. Curriculum guides for primary and secondary education have been updated accordingly. Major renewed emphases and directions<sup>3</sup> of curriculum development have also been recommended.

Besides, the optimising measures of the four senior secondary core subjects have also been implemented since the 2021/22 school year<sup>4</sup>. The *Primary Education Curriculum Guide* was also announced in July 2024<sup>5</sup>. Therefore, there is a need to review and revise the Life and Society curriculum, with the overarching aim of “Cultivate Values for Leaders of Tomorrow”, to ensure that the curriculum keeps pace with the times and aligns more closely with students’ growth and learning needs, as well as the development and changes of our country and society, so as to nurture leaders of tomorrow with both virtues and talents for our country and society. The junior secondary Citizenship, Economics and Society curriculum aims to equip students with a broad perspective to understand the development trends of the world, our country and society, and their interdependent relationships; help them develop a sense of commitment and cultivate an affection for our country, Hong Kong and their families;

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<sup>3</sup> The major renewed emphases proposed in the *Secondary Education Curriculum Guide* include: strengthening values education (including moral and civic education, and *Basic Law* education); reinforcing the learning of Chinese history and Chinese culture; extending “Reading to Learn” to “Language across the Curriculum”; promoting STEM education and ITE; fostering an entrepreneurial spirit; diversifying life-wide learning experiences (including those for VPET); stepping up gifted education; and enhancing the learning and teaching of Chinese as a second language.

<sup>4</sup> For details, please refer to the webpage of “Ongoing Renewal of the School Curriculum — Optimising the Senior Secondary Curriculum”:

[https://www.edb.gov.hk/en/curriculum-development/renewal/opt\\_core\\_subj.html](https://www.edb.gov.hk/en/curriculum-development/renewal/opt_core_subj.html)

<sup>5</sup> For details, please refer to the webpage of “*Primary Education Curriculum Guide*”:

[https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/primary/curriculum-documents/primary\\_education\\_curriculum\\_guide.html](https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/primary/curriculum-documents/primary_education_curriculum_guide.html)

and equip them with the ability to objectively analyse and face the changes and challenges of the 21st century, so as to actively seize various opportunities and contribute to the building of our country and society.

Upholding the principle of “Led by Professionals”, the Curriculum Development Council Committee on Personal, Social and Humanities Education under the Curriculum Development Council (CDC) set up the “Ad Hoc Committee for Reviewing and Revising Life and Society (Secondary 1-3)” (the Ad Hoc Committee) to revise the curriculum. The Ad Hoc Committee has all along made reference to the views of the education sector collected by the Education Bureau (EDB) via multiple channels, including school visits, professional development programmes, forums and focus group interviews. After considerable deliberation, the Ad Hoc Committee submitted the “Revised Curriculum Framework” and eight major revisions of the curriculum through the two-tier curriculum consultation mechanism to the Curriculum Development Council Committee on Personal, Social & Humanities Education, and the CDC in mid-2022.

After the Curriculum Development Council has accepted the proposals related to the revision of the Life and Society curriculum, the EDB issued a circular (EDB Circular No.12/2022) to schools on 12 October 2022 to announce the “Citizenship, Economics and Society (Secondary 1-3) Curriculum Framework” in lieu of the Life and Society curriculum which has been implemented for over ten years. The EDB recommends that the Citizenship, Economics and Society curriculum be fully implemented at Secondary 1 in all secondary schools in Hong Kong in September 2024 and also encourages schools to consider piloting the new curriculum in September 2023.

## **1.2 Major Revisions and Updates of the Curriculum**

The Ad Hoc Committee proposed the following eight major revisions and updates:

- **Renaming the curriculum as “Citizenship, Economics and Society”** to clearly reflect that the curriculum covers the learning elements of Strands 1, 5 and 6 and to state that the aims of the curriculum are to facilitate students’ personal growth and help them cultivate positive character, enable them to understand their roles and responsibilities as members of society and our country, and nurture them to become informed and responsible citizens;
- **Revising the “curriculum aims” and “learning objectives”** to highlight the roles and responsibilities of individuals in society, to strengthen students’

understanding of our country and to develop in students the sense of nationhood, as well as to develop proper values and attitudes in students and help them become informed and responsible citizens;

- **Extracting** the essential learning contents of the **29 modules of the existing curriculum** and **restructuring them into 12 modules**, as well as adding updated topics and deleting outdated and duplicated contents (Figure 1);
- **Highlighting the learning elements of values education in the curriculum** by incorporating the curriculum development initiatives proposed in the “Ongoing Renewal of the School Curriculum”<sup>6</sup>, the relevant focuses of the *Curriculum Framework of National Security Education in Hong Kong*<sup>7</sup>, the learning expectations of students outlined in the *Values Education Curriculum Framework (Pilot Version)*<sup>8</sup>, and the directions of development and major renewed emphases for the primary curriculum proposed in the *Primary Education Curriculum Guide*<sup>9</sup>, as well as covering related areas of cross-curricular values education (such as civic education, family education, health education, sex education, etc.) to help cultivate in students proper values and attitudes<sup>10</sup>, including love for our country and Hong Kong, sense of national identity, awareness of national security, law-abiding awareness, responsibility, empathy and humanistic qualities<sup>11</sup>, and good behaviours and habits so as to achieve whole-person development;

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<sup>6</sup> For details, please refer to Booklet 2 in *Secondary Education Curriculum Guide* (2017): [https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/secondary/curriculum-guides-documents/SECG\\_booklet\\_2\\_en.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/secondary/curriculum-guides-documents/SECG_booklet_2_en.pdf)

<sup>7</sup> For details, please refer to the webpage of *Curriculum Framework of National Security Education in Hong Kong*:

<https://www.edb.gov.hk/en/curriculum-development/kla/pshe/national-security-education/index.html>

<sup>8</sup> For details, please refer to *Values Education Curriculum Framework (Pilot Version)* (2021) (Chinese version only):

[https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/VE\\_CF\\_2021129\\_r.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/VE_CF_2021129_r.pdf)

<sup>9</sup> For details, please refer to *Primary Education Curriculum Guide* :

[https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/primary/curriculum-documents/primary\\_education\\_curriculum\\_guide.html](https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/primary/curriculum-documents/primary_education_curriculum_guide.html)

<sup>10</sup> Twelve priority values and attitudes: “Perseverance”, “Respect for Others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity”, “Benevolence”, “Law-abidingness”, “Empathy”, “Diligence”, “Unity” and “Filial Piety”. For details, please refer to the webpage of “Values Education”: <https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html> and EDB Circular Memorandum No. 183/2023 “Enriching the *Values Education Curriculum Framework (Pilot Version)* – Optimisation of “Priority Values and Attitudes”:

<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM23183E.pdf>

<sup>11</sup> “Humanistic Qualities” is one of the seven key focuses for curriculum development in the PSHE KLA. For details, please refer to *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)*:

[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/PSHE\\_KLACG\\_P1-S6\\_eng\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/PSHE_KLACG_P1-S6_eng_2017.pdf)

- **Strengthening the learning elements of *Constitution and Basic Law* education and national education** to help students acquire a holistic understanding of the *Constitution* and the *Basic Law*, as well as the economic and political systems of our country, so as to enable them to have a better understanding of the present situations and the future development of our country, nurture their sense of national identity and nationhood so that they will be concerned about society, our country and the world, and become citizens who are responsible, appreciative of the Chinese culture and committed to our country and society;
- **Strengthening the learning elements of national security education** to help students understand that it is the responsibility of every citizen to safeguard national security, to strengthen their law-abiding awareness and to enhance their awareness of safeguarding national sovereignty, interests and security;
- **Strengthening the learning elements of financial education** to help students acquire correct financial management knowledge, methods and skills, as well as develop appropriate values and attitudes towards money, and cultivate financial literacy; and
- **Building on the foundation of primary education and strengthening the interface with senior secondary education**, the Citizenship, Economics and Society curriculum, a junior secondary subject in the PSHE KLA, helps students further develop a solid knowledge base that align with the major updates of the primary education curriculum, particularly the strengthening of values education (including life education, national education, and national security education); further develops students' skills and cultivate proper values and attitudes to provide them with the necessary junior secondary learning experiences for senior secondary education; as well as serves as an interface with senior secondary Citizenship and Social Development and elective subjects in the PSHE KLA, such as Economics and Geography.

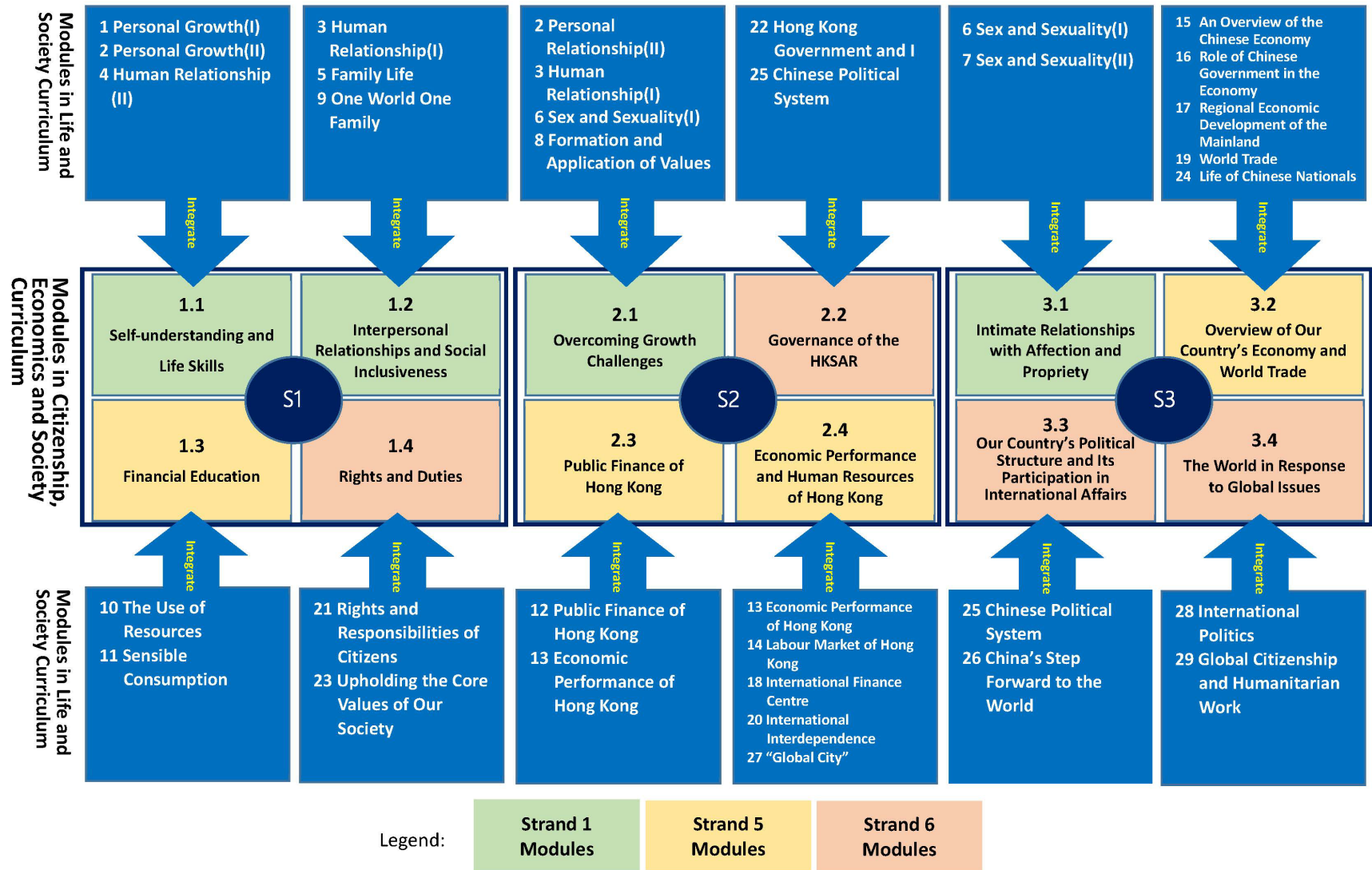


Figure 1 Curriculum Restructuring (from 29 modules to 12 modules)

### 1.3 Curriculum Name and Curriculum Rationale

The curriculum was announced under the name “Citizenship, Economics and Society” to indicate that the curriculum encompasses three major concepts – “Citizenship”, “Economics” and “Society”, which are connected to the basic knowledge, skills, and values and attitudes related to Strand 1 “Personal and Social Development”, Strand 5 “Resources and Economic Activities” and Strand 6 “Social Systems and Citizenship” of the PSHE KLA.

The learning elements of the three curriculum concepts, “Citizenship”, “Economics” and “Society”, complement each other and are in line with the curriculum aims of PSHE, to help students understand themselves, our society, our country, and the world, as well as the close interactive relationships among them. They also enable students to understand that in an interconnected and interdependent world, apart from striving for a meaningful life, they have to contribute to the common good of the world, our country and the local community to promote the building of a community with a shared future for humankind.

The learning elements of **Strand 1 “Personal and Social Development”** of the curriculum aim at catering for the needs of students’ personal growth, helping them understand, love and care for themselves, developing healthy interpersonal relationships, cultivating proper values, acquiring important life skills and ways to cope with undesirable behaviours. The above learning elements are important for promoting healthy lifestyles in students, and helping them become good citizens.

In addition to developing students’ own self-understanding and cultivating good character and humanistic qualities, the curriculum also emphasises students’ social development, helping students learn to get along and collaborate with people from different backgrounds in different units/organisations/activities in our society, to establish harmonious interpersonal relationships, to be able to consider other people’s situations and feelings empathetically, to show respect and care for others, and to join hands with others to build a diverse, inclusive and mutually beneficial society.

The curriculum also covers learning elements related to **Strand 5 “Resources and Economic Activities”** and **Strand 6 “Social Systems and Citizenship”** to help students understand that they are not only members of society but also Chinese citizens, and help them understand themselves and explore development opportunities from the perspective of members of society. Students will learn to understand the local, national

and global economic development, the operation of social systems and the interactive relationships between them from the broader perspective of our country and society as a whole. They will understand that Hong Kong, being an integral part of our country, has always been closely intertwined with and inalienable from the development of our country. In particular, Hong Kong possesses the distinctive advantage of “strong support from the motherland and close connection with the world”. Hong Kong needs to actively integrate into our country’s overall national development, enhance its development momentum, and serve as a bridge for mutual connection and access between our country and the world, contributing to the development of our country.

Furthermore, since the reform and opening up, our country’s economy has drastically developed and the livelihood of our people has been greatly improved. Our country has also actively participated in international affairs. Being members of society and our country, students need to understand the economic developments and achievements of our society and country, and our country’s participation in international affairs to review their roles and the contributions they can make in the future. The relevant modules in Strands 5 and 6 of this curriculum help promote students’ awareness of contemporary world topics and broaden their global perspective.

To summarise, the study of the learning contents of Strands 1, 5 and 6 of the PSHE KLA in the Citizenship, Economics and Society curriculum at the junior secondary level promotes students’ personal and social development, strengthens their understanding of our country and society, enables them to understand and respect the roles, the rights and the responsibilities of individuals in society and our country, and enhance their understanding of the close relationship between the Mainland and Hong Kong, so as to cultivate in students the sense of nationhood, affection for our country, and sense of national identity for the implementation of patriotic education.

The six strands of the PSHE KLA are indispensable. In the learning process, the Citizenship, Economics and Society curriculum should be complemented with other PSHE KLA subjects, such as History, Geography and Chinese History, so as to help students build knowledge foundation holistically, apply what they have learnt, develop skills, and cultivate proper values, attitudes and behaviours. This curriculum will enable students to become informed and responsible citizens who possess a sense of nationhood, global perspective and a holistic view of the overall situation, as well as contribute to the common good of our country and society.

## 1.4 Curriculum Aims

The aims of the Citizenship, Economics and Society curriculum are:

- (a) to help students develop a positive understanding of themselves and others, cultivate good character, enhance their competence to meet daily and future challenges, seize opportunities, as well as pursue their goals and realise their aspirations;
- (b) to nurture students to become informed and responsible citizens who respect the rule of law, have a sense of national identity, and contribute to the common good of society and our country;
- (c) to strengthen students' understanding of national and local economic and social affairs, and nurture their affection for our country;
- (d) to promote students' understanding of our country and strengthen their sense of nationhood and sense of belonging towards our country; and
- (e) to cultivate students' concern for local, national and contemporary world topics, help them understand how our country cooperates with other countries in responding to global issues, and broaden their global perspective.

## 1.5 Learning Objectives

The learning objectives of the Citizenship, Economics and Society curriculum are to enable students to:

### **Knowledge and Understanding**

- (a) discuss topics based on accurate information and facts so as to develop a holistic and objective understanding of the topics;
- (b) understand, accept, appreciate and care for themselves and others, and live a healthy, positive, diligent and meaningful life;
- (c) understand the roles, the rights and the responsibilities of individuals in society and our country, including respecting the rule of law, obeying the law and fulfilling civic responsibilities;
- (d) acquire correct personal financial management knowledge;
- (e) understand basic principles involved in the government's management of public resources and public finance policies;
- (f) understand the features and general situation of the national and local economies;
- (g) understand that both the *Constitution of the People's Republic of China (Constitution)* and the *Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China (Basic Law)* jointly form the constitutional basis

of the Hong Kong Special Administrative Region (HKSAR); as well as to understand the basic features of the political structure of the HKSAR as stipulated by the *Basic Law*;

- (h) understand the basic features of our country's political structure;
- (i) understand the meaning of national security and the importance of the *National Security Law* to safeguarding national security;
- (j) understand the connection and interdependence between places around the world, and understand that countries worldwide must cooperate to deal with global issues;

### **Skills**

- (k) further develop various life skills on the basis of primary education;
- (l) reflect on personal behaviours, uphold and practise proper values and strengthen their self-improvement skills;
- (m) develop skills to maintain healthy interpersonal relationships;
- (n) develop skills to manage and interpret data, statistics and information related to economic performance indicators and economic trends;
- (o) develop the ability to make informed analysis and reasoned judgements on mature contemporary topics which are related to the curriculum;
- (p) develop and apply various generic skills, including communication skills, mathematical skills, information technology skills, self-management skills, self-learning skills, collaboration skills, critical thinking skills, creativity and problem solving skills, in an integrative manner;

### **Values and Attitudes**

- (q) attach importance to family values and care for family members;
- (r) understand, respect and appreciate different cultures, views and lifestyles, and support the development of a diversified and inclusive society;
- (s) develop and nurture appropriate values and attitudes towards money and responsible financial management attitudes;
- (t) show concern for society, serve others and the community in a rational, law-abiding, honest and responsible manner, and contribute to the building and development of society in the future;
- (u) develop a sense of national identity, enhance the sense of nationhood, show concern for the development of our country, and contribute to the building and development of our country in the future;
- (v) possess global perspective and show concern for the common good of humankind; and
- (w) develop proper values and attitudes, develop humanistic qualities and become informed and responsible citizens of society, our country and the world.

## Chapter 2 Curriculum Framework

The Citizenship, Economics and Society curriculum has its content restructured and updated based on the Life and Society curriculum as the blueprint. The Citizenship, Economics and Society curriculum covers the essential learning contents of the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA):

Strand 1 “Personal and Social Development”

Strand 5 “Resources and Economic Activities”

Strand 6 “Social Systems and Citizenship”

This chapter sets out the design principles of the Citizenship, Economics and Society curriculum, essential learning contents of the curriculum, components of the modules, allocation of lesson time, organisation of the modules, as well as detailed description of the Secondary 1-3 modules. The detailed description of modules includes the knowledge, skills, and values and attitudes that students are to master from the learning of the three strands of “Personal and Social Development”, “Resources and Economic Activities” and “Social Systems and Citizenship” at the junior secondary level.

In planning for the implementation of the Citizenship, Economics and Society curriculum and arranging appropriate learning, teaching and assessment activities, schools and teachers should make reference to this curriculum framework and consider the overall arrangement of the PSHE KLA curriculum.

### 2.1 Design Principles of the Curriculum

The design principles of the Citizenship, Economics and Society curriculum are based on the major recommendations of the following curriculum documents:

*Life and Society Curriculum Guide (Secondary 1-3)* (2010)

*Secondary Education Curriculum Guide* (2017)

*Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)* (2017)

*Curriculum Framework of National Security Education in Hong Kong* (2021)

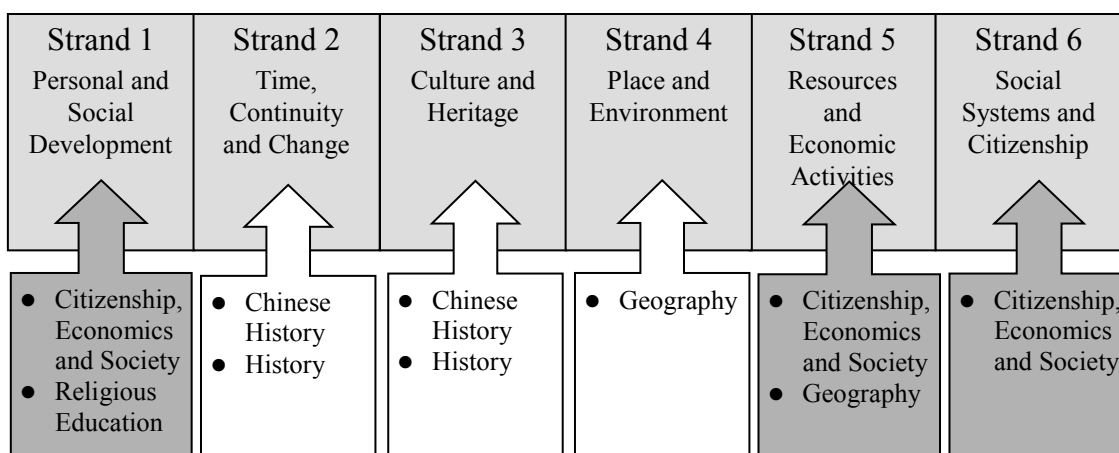
*Values Education Curriculum Framework (Pilot Version)* (2021)

### 2.1.1 Aligning with the essential learning contents of the PSHE KLA

The PSHE KLA is composed of six strands, including:

- Strand 1 “Personal and Social Development”
- Strand 2 “Time, Continuity and Change”
- Strand 3 “Culture and Heritage”
- Strand 4 “Place and Environment”
- Strand 5 “Resources and Economic Activities”
- Strand 6 “Social Systems and Citizenship”

The learning objectives of each strand are to be achieved through different humanities subjects. The Citizenship, Economics and Society curriculum covers the essential learning contents of Strands 1, 5 and 6 (Figure 2) to enable junior secondary students to build a solid knowledge foundation and broaden their global perspective through studying topics on personal and social development, as well as economic activities and social systems at the local, national and global levels.



**Figure 2 Relationship between the six strands under PSHE KLA and humanities subjects at the junior secondary level**

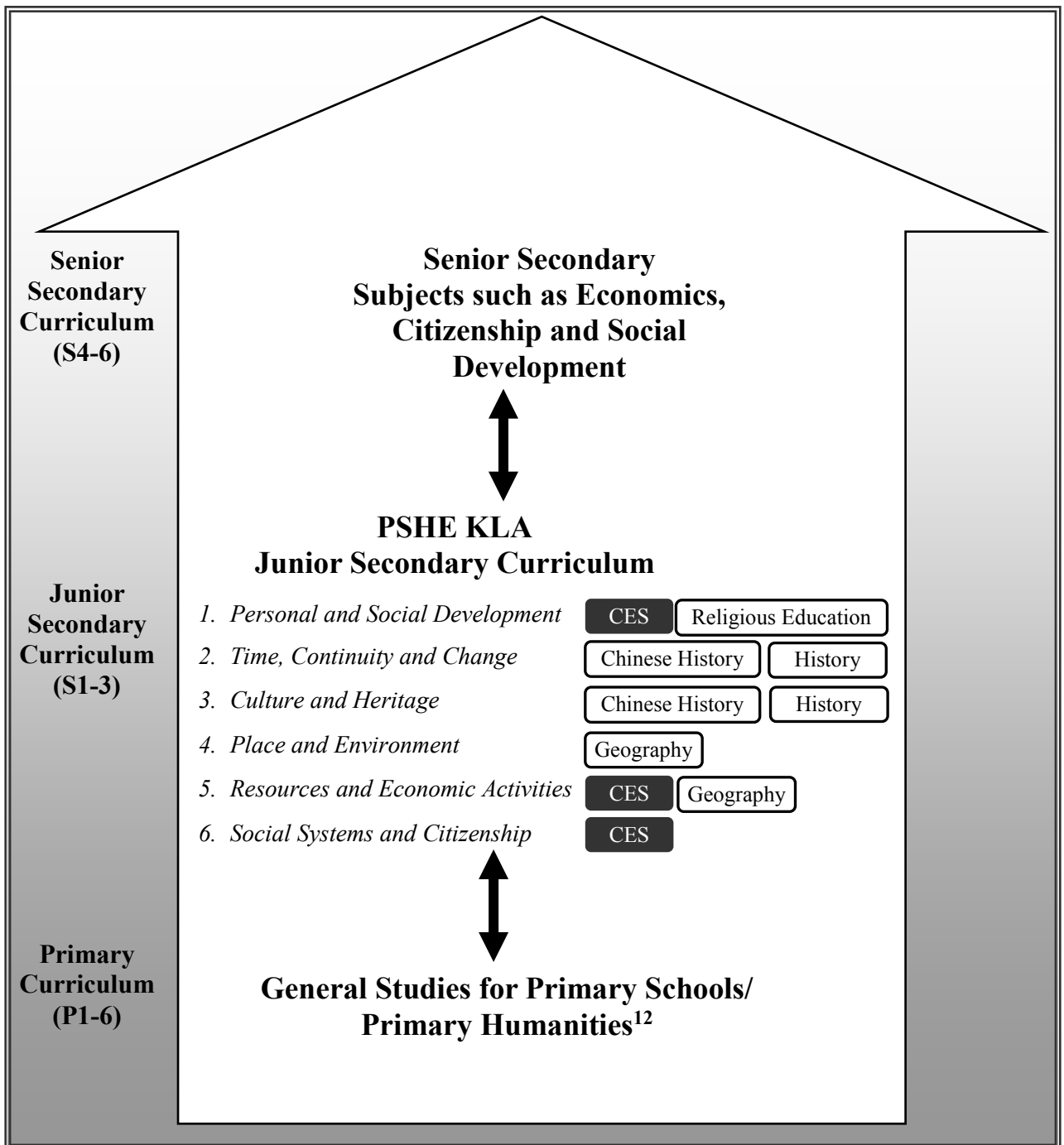
### 2.1.2 Building on the foundation of learning experiences in primary education and facilitating an effective interface with the senior secondary curriculum

The Citizenship, Economics and Society curriculum provides foundation knowledge that helps students achieve the learning objectives specified in the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide* and enhances the interfaces between different key learning stages (see Figure 3). At the junior secondary

level, this curriculum helps students understand themselves and their roles and responsibilities in society from the perspectives of individuals and members of society and our country; understand the operation of local, national and global economic activities and social systems and their inter-relationships; and broaden their global perspectives through learning global-level issues and cultivating their concern for contemporary world topics. These learning experiences help prepare junior secondary students for studying the senior secondary curriculum in terms of knowledge, skills, and values and attitudes.

The contents of the Citizenship, Economics and Society curriculum are formulated based on students' knowledge foundation acquired in the primary curriculum (especially General Studies for Primary Schools/Primary Humanities). This prior knowledge can effectively support students' learning in this curriculum and further help students build a solid knowledge foundation, develop skills and nurture proper values and attitudes.

The introduction of every module of the Citizenship, Economics and Society curriculum states clearly the prior knowledge students have acquired at the primary level, which allows teachers to cater for students' individual learning needs in a progressive manner and reduce unnecessary repetition of topics taught.



**Figure 3 Interface between the Citizenship, Economics and Society (CES) curriculum and the primary and senior secondary curricula**

<sup>12</sup> The Primary Humanities curriculum is based on the current General Studies for Primary Schools curriculum. Primary Humanities will be implemented in phases. The EDB recommends that schools, with due regard to the school context and readiness, pilot the new curriculum according to the *Primary Humanities Curriculum Framework* from the 2024/25 school year onwards. Starting from the 2025/26 school year, all primary schools in Hong Kong are required to implement Primary Humanities (starting from P1 and P4 as recommended). For details, please refer to *Primary Humanities Curriculum Framework (Final Draft)*:

[https://www.edb.gov.hk/attachment/en/curriculum-development/cross-kla-studies/ph-primary/Primary%20Humanities%20Curriculum%20Framework\\_Eng.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/cross-kla-studies/ph-primary/Primary%20Humanities%20Curriculum%20Framework_Eng.pdf)

### 2.1.3 Aligning with the development and changes of our country and society, unleashing the advantages of strong support from the Motherland

As part of our country, the development of Hong Kong is closely connected with the development of our country. Hong Kong is also a highly international city. The Citizenship, Economics and Society curriculum enables students to explore the learning elements of “Resources and Economic Activities” and “Social Systems and Citizenship” at the local, national and global levels. This helps students understand the operation of economic activities and social systems at different levels and interplay between them.

The Citizenship, Economic, and Society curriculum contains learning contents related to patriotic education, which helps students understand the development of our country and the importance of the close relationship between the Mainland and Hong Kong to the development of our society, thereby cultivating students’ sense of nationhood, affection for our country and sense of national identity. Examples of topics/learning points related to the main contents of patriotic education in the Citizenship, Economic, and Society curriculum are listed below:

<b>The main contents of patriotic education<sup>#</sup></b>	<b>Examples of topics/learning points related to the main contents of patriotic education in the Citizenship, Economic, and Society curriculum</b>
Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	The development of our country’s participation in international affairs under the leadership of the central state institutions (Module 3.3)
The socialist system with Chinese characteristics	Understanding our country’s political structure through the <i>Constitution</i> (Module 3.3)
The Constitution and laws	The constitutional order of the HKSAR as established by the <i>Constitution</i> and the <i>Basic Law</i> (Module 2.2)
	The fundamental rights and duties of Hong Kong residents prescribed by the <i>Basic Law</i> and the principles of the rule of law guaranteed by it (Module 1.4)
Knowledge and concepts of national security and national defence	Relationship between law abidingness and safeguarding national security (Module 2.2)
	Responsibility of the HKSAR to safeguard national security (Module 2.2)
Other contents with	International cooperation against drug problem and

patriotic education	contributions made by the Central People’s Government of the People’s Republic of China (Module 3.4)
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<sup>#</sup> Based on Article 6 The main contents of patriotic education of *Patriotic Education Law of the People's Republic of China*.

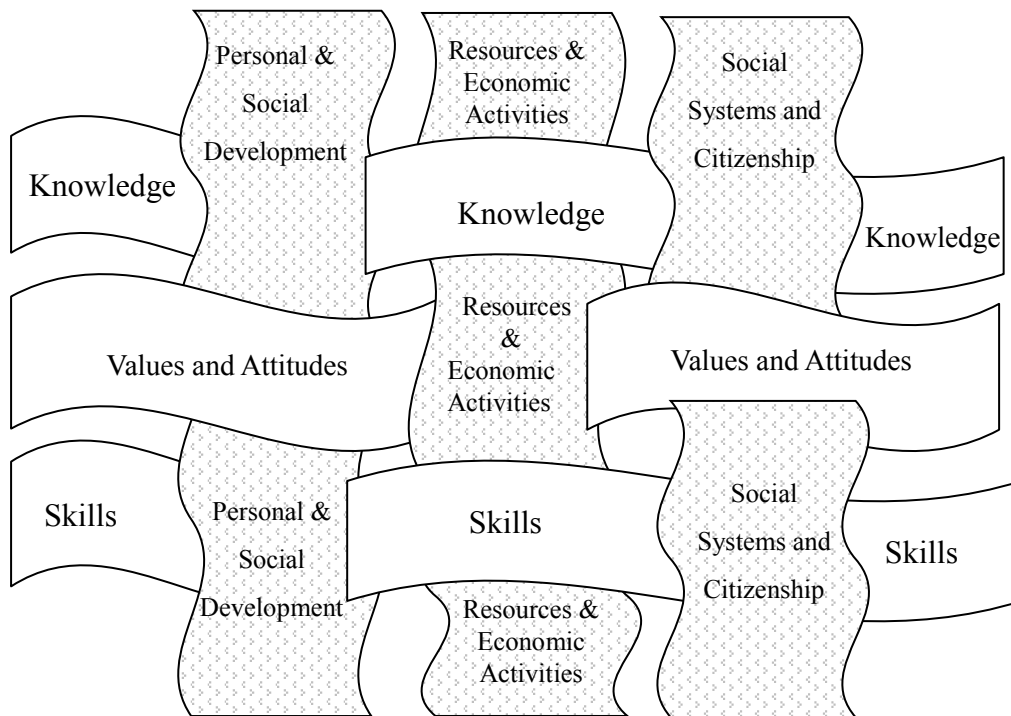
#### **2.1.4 Meeting the development and learning needs of junior secondary students, helping them become good citizens who contribute to the common good of our country and society**

This curriculum also caters for the needs of students’ personal growth, and helps students understand and care for themselves, enhance resilience, develop healthy interpersonal relationships, acquire important life skills and learn ways to prevent undesirable behaviours, etc.

As junior secondary students are at the stage of rapid growth, they are undergoing change in cognitive, psychological and physical development. During the three years of junior secondary studies, schools should follow the suggested sequence in delivering modules on “Personal and Social Development” each year so as to match students’ development needs.

#### **2.1.5 Putting emphasis on promoting students’ learning in areas of knowledge, skills, and values, attitudes and behaviours**

The Citizenship, Economics and Society curriculum provides opportunities to enable junior secondary students to construct a solid knowledge base, develop skills, and cultivate proper values and attitudes in order to prepare themselves for senior secondary studies and their career. During the learning process, students connect the learning contents with their daily lives and apply what they have learnt; develop various generic skills and subject-specific skills, such as maintaining good interpersonal relationships, managing and interpreting data, statistics and information related to economic performance indicators and trends; and reflect on personal behaviours, uphold and practise proper values and strengthen self-improvement skills (see Figure 4).



**Figure 4 Integrating the acquisition of knowledge with development of skills and cultivation of values and attitudes**

### **2.1.6 Providing guidance on the organisation of the modules to enable students to learn in a progressive and upward spiral manner**

The Citizenship, Economics and Society curriculum consists of different learning modules structured according to students’ age, maturity level, ability level, etc., and is organised using two approaches: “From Proximity to Remoteness” and “All Dimensions Every Year”. The “From Proximity to Remoteness” approach emphasises that students should start their learning from the most familiar environment and proceed progressively to unfamiliar contexts. For example, students will first learn about the local economic and socio-political systems, then those at the national and global levels. The “All Dimensions Every Year” approach emphasises that students will learn modules of Strands 1, 5 and 6 in each academic year, so that they can connect their learning in different strands more easily. Schools offering this curriculum should follow the suggested sequence to deliver the modules in each academic year to ensure continuity of the curriculum and to enable students to learn in a progressive and upward spiral manner.

## 2.2 Essential Learning Contents

The essential learning contents of the curriculum provide guidelines for schools to implement the Citizenship, Economics and Society curriculum with a view to ensuring the school curriculum can sufficiently and appropriately cover the essential contents to be learnt in the three strands, namely “Personal and Social Development”, “Resources and Economic Activities” and “Social Systems and Citizenship”, so that the curriculum aims and learning objectives can be achieved. The essential learning contents of the curriculum are listed below:

<b>Strand 1</b> <b>“Personal and Social Development”</b>	1. Factors affecting the personal growth of adolescents, and the development of a healthy lifestyle and proper values
	2. Establishing harmonious interpersonal relationships with family members, friends and people of different backgrounds
	3. Essence of love and its relationship with sex
<b>Strand 5</b> <b>“Resources and Economic Activities”</b>	4. Major factors affecting the use of personal resources
	5. Economic performance of Hong Kong, employment situation of labour, and the role and policy of the HKSAR Government on the economic front
	6. Overview of the economy of our country and factors facilitating its economic development, and Hong Kong’s close economic relationship with the Mainland
<b>Strand 6 “Social Systems and Citizenship”</b>	7. Global economic activities and issues (e.g. economic globalisation) and the work of related organisations
	8. The importance of the <i>Constitution</i> and the <i>Basic Law</i> , the composition and operation of the HKSAR Government, the identity, rights and responsibilities of citizens and the development trend of society in the future
	9. Our country’s political structure, our country’s participation in international affairs, the way of life of Chinese nationals, and the awareness and quality of Chinese citizenship
	10. The phenomenon of globalisation and how international cooperation can promote the common good of humankind

## **2.3 Components of the Modules**

The Citizenship, Economics and Society curriculum comprises 12 modules. Schools should follow the suggested sequence in delivering 4 modules in each academic year. Each module is composed of a “module introduction” and a “table of module contents”:

- The “module introduction” presents the relevant prior knowledge that students have acquired at the primary level, explains the teaching focus of each part of the module, including the content knowledge, skills, and values and attitudes, and states the students’ learning outcomes upon completing the module.
- The “table of module contents” explains in detail each teaching focus of the module, provides examples, remarks and explanations, and specifies suggested teaching time allocation for each part of the module, so that teachers can clearly understand the learning scope of each module and its depth and breadth.

## **2.4 Allocation of Lesson Time**

The total lesson time of the Citizenship, Economics and Society curriculum for three years at the junior secondary level is 100 hours, totalling 150 lessons of 40 minutes. The allocation of lesson time for Secondary 1, Secondary 2 and Secondary 3 is approximately the same, with 50 lessons for each level. The curriculum covers Strands 1, 5 and 6. The lesson time allocated for each strand should be approximately the same, each taking up 50 lessons.

## **2.5 Organisation of the Modules**

The organisation of the modules of the Citizenship, Economics and Society curriculum has been carefully considered and discussed in detail on its Ad Hoc Committee to ensure the curriculum contents match students’ age, maturity level, ability level, interest, prior knowledge, etc., so that students can learn in a progressive and upward spiral manner. Schools should thus follow the sequence of modules to deliver the curriculum in each level in order to facilitate student learning.

<b>Secondary 1</b>	<b>Suggested no. of lessons</b>	<b>Secondary 2</b>	<b>Suggested no. of lessons</b>	<b>Secondary 3</b>	<b>Suggested no. of lessons</b>
Module 1.1 Self-understanding and Life Skills	18	Module 2.1 Overcoming Growth Challenges	7	Module 3.1 Intimate Relationships with Affection and Propriety	9
Module 1.2 Interpersonal Relationships and Social Inclusiveness	12	Module 2.2 Governance of the HKSAR	15	Module 3.2 Overview of Our Country's Economy and World Trade	21
Module 1.3 Financial Education	10	Module 2.3 Public Finance of Hong Kong	8	Module 3.3 Our Country's Political Structure and Its Participation in International Affairs	12
Module 1.4 Rights and Duties	10	Module 2.4 Economic Performance and Human Resources of Hong Kong	20	Module 3.4 The World in Response to Global Issues	8
<b>Suggested total no. of lessons at each level:</b>	<b>50</b>		<b>50</b>		<b>50</b>

## **2.6 Detailed Description of Secondary 1-3 Modules**

### **Module 1.1 Self-understanding and Life Skills**

#### **Students' Prior Knowledge and Skills**

It is essential for junior secondary students to understand, accept and appreciate themselves in a positive manner, raise their self-esteem, build self-confidence and acquire important life skills. These will help them seize opportunities and tackle challenges along their growth journey confidently and proactively. Students have gained some basic self-management skills at the primary level, including keeping a balanced diet, exercising regularly, and maintaining a healthy lifestyle. In General Studies for Primary Schools/Primary Humanities, students have learnt relevant topics including “basic personal hygiene habits”, “the importance of food, physical exercises and rest to health”, “managing oneself in everyday life”, “healthy lifestyles”, “dealing with stress and frustration” as well as using and managing time and money. Building on these learning experiences, junior secondary students will further develop different life skills. Among others, life skills covered in this module including emotion management, time management, media and information literacy, and life planning, together with financial education in Module 1.3, can address students' development needs. These are important life skills which students should acquire at the junior secondary level. This module aims to help students develop a proactive and healthy lifestyle, promote balanced physical and mental development and enhance their resilience to tackle challenges along their growth journey, which include facing possible difficulties, setbacks, temptations and traps. The learning experiences will help students seize different opportunities with an optimistic, perseverant and proactive attitude to build a better future for themselves and society.

#### **Module Contents**

This module consists of two parts. In the first part, students will learn to understand, accept, appreciate and cherish themselves from different perspectives and gradually develop a positive self-concept, raise self-esteem and build self-confidence. In the second part, students will learn how to master different life skills and put them into practice in everyday life with positive attitudes. These life skills include (1) emotion management, which involves learning to cope with pressure and anxiety; (2) time management, which involves learning to plan the daily schedule; (3) media and information literacy, which involves learning to verify the accuracy and judge the trustworthiness of information to select credible media and objective and impartial information, to understand that the media's position will affect its reporting, perspective and stance, to be alert to the impact of disinformation on individuals and society. Teachers should remind students that the cyber world is not without regulation and students should learn how to use media and information technology properly, safely, ethically and legally. They should be aware of the impact of improper use of the Internet on individuals and society, and raise their awareness of national security (cyber security) and law-abidingness; and (4) life planning, which involves learning to set goals, to develop interests, abilities, aspirations and potential, to plan and prepare for future studies and

development, to seize opportunities brought by personal growth and development of society, and to strive for a meaningful life and the common good of society.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- develop self-understanding, accept and appreciate themselves, develop a positive self-concept, raise self-esteem and build self-confidence;
- master important life skills, develop a proactive and healthy lifestyle, promote balanced physical and mental development and enhance resilience, as well as adopt an optimistic, perseverant and positive attitude to seize different opportunities and tackle challenges along their growth journey;
- cultivate media and information literacy, use media and information technology properly, safely, ethically and legally, understand the impact of improper use of the Internet on individuals and society, and enhance their awareness of national security (cyber security) and law-abidingness;
- understand and develop their interests, abilities, aspirations and potential, plan for future studies and development, seize opportunities arising from personal growth and development of society, and strive for a meaningful life and the common good of society; and
- cultivate gratitude and cherishment, modesty and appreciation, optimism and perseverance, and critical thinking.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 1.1 Self-understanding and Life Skills (18 lessons)	<ul style="list-style-type: none"> <li>● Promoting the healthy growth of adolescents by developing self-understanding, raising self-esteem and building self-confidence (4 lessons)               <ul style="list-style-type: none"> <li>– Importance of self-concept, self-esteem and self-confidence to personal growth</li> <li>– Ways to develop a positive self-concept, raise self-esteem and build self-confidence</li> </ul> </li> <li>● Strengthening life skills, developing a proactive and healthy lifestyle, promoting balanced physical and mental development and enhancing resilience in adolescents as well as adopting an optimistic, perseverant and positive attitude in seizing different opportunities, striving for a better future for themselves and society, and tackling challenges along their growth journey, including possible difficulties, setbacks, temptations and traps. Important life skills to be mastered by adolescents include: (14 lessons)               <ul style="list-style-type: none"> <li>– Emotion management                   <ul style="list-style-type: none"> <li>■ positive and negative emotions</li> <li>■ benefits of appropriate expression of emotions to individuals, interpersonal relationships and society</li> <li>■ dealing with anxiety and pressure (including doing moderate exercises; participating in activities beneficial to physical and mental health such as group activities, art activities; reading inspiring books and articles; and seeking help such as talking to the school social worker)</li> <li>■ facing failure and frustration, learning to be grateful, cherishing, humble and appreciative, and learning from failures</li> </ul> </li> <li>– Time management                   <ul style="list-style-type: none"> <li>■ importance of time management</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Self-management skills               <ul style="list-style-type: none"> <li>▪ Be sure of and uphold self-worth</li> <li>▪ Build self-confidence</li> <li>▪ Develop resilience and adaptability</li> <li>▪ Express emotions appropriately</li> <li>▪ Set goals and review progress</li> </ul> </li> <li>– Information technology skills               <ul style="list-style-type: none"> <li>▪ Verify and judge the accuracy and creditability of information</li> </ul> </li> <li>– Seek assistance actively</li> </ul>	<ul style="list-style-type: none"> <li>– Perseverance</li> <li>– Responsibility</li> <li>– Law-abidingness</li> <li>– Diligence</li> <li>– Respect for others</li> <li>– Commitment</li> <li>– Cherish life</li> <li>– Individuality</li> <li>– Self-discipline</li> <li>– Self-reflection</li> <li>– Optimism</li> <li>– Proactivity</li> <li>– Critical thinking</li> <li>– Aspiration</li> <li>– Gratitude</li> <li>– Modesty</li> <li>– Appreciation</li> </ul>

	<ul style="list-style-type: none"> <li>■ effective time management strategies</li> <li>- Media and information literacy <ul style="list-style-type: none"> <li>■ role of media in our life</li> <li>■ benefits and risks of media information</li> <li>■ importance of media and information literacy <ul style="list-style-type: none"> <li>▪ the meaning of media and information literacy <ul style="list-style-type: none"> <li>◇ examine, analyse and evaluate information contents carefully and rationally</li> <li>◇ select credible media as well as objective and impartial information</li> <li>◇ maintain rational thinking, and avoid making misjudgement or engaging in improper behaviours under the influence of emotion (e.g. casually believing in and forwarding unverified information)</li> </ul> </li> <li>▪ using media (especially social media) and information technology properly, safely, ethically and legally to help maintain the orderly operation of the Internet, safeguard social stability and heighten awareness of national security (cyber security) and law-abidingness</li> </ul> </li> </ul> </li> <li>- Life planning <ul style="list-style-type: none"> <li>■ understanding and developing personal interests, abilities, aspirations and potential</li> <li>■ having a preliminary understanding of employment trends and related opportunities in further studies, and recognition of qualifications</li> <li>■ attempting to set short-term and long-term life goals, seizing opportunities, tackling future challenges and striving for a meaningful life and the common good of society</li> </ul> </li> </ul>		
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## **Module 1.2 Interpersonal Relationships and Social Inclusiveness**

### **Students' Prior Knowledge and Skills**

Learning and developing healthy interpersonal relationships are essential for adolescents' social development. At the primary level, students have acquired a basic understanding of the importance of family and school to individuals. They have learnt to fulfil filial responsibility to parents and respect teachers. In General Studies for Primary Schools/Primary Humanities, students have learnt topics related to interpersonal relationships, including “getting along with friends and family members”, “the need to express feelings and emotions which would influence oneself and others”, “conflict resolution skills in everyday life”, “enhancing relationships and assertiveness skills”, “the strategies of managing and minimising risks in everyday life”, and upholding a positive attitude by being caring and inclusive. At the junior secondary level, students need to further acquire strategies and skills to get along with people of different backgrounds and develop proper values, attitudes and behaviours.

### **Module Contents**

This module consists of three parts. In the first part, students will learn the importance of family to personal growth, the skills to resolve interpersonal conflicts and the strategies of maintaining harmonious relationships with family members and enhancing family cohesion. In the second part, students will learn to master the skills of establishing and maintaining peer relationships and coping with peer pressure. In the third part, students will learn proper attitudes and behaviours when getting along with people of different backgrounds, including respecting, accepting, and appreciating differences; considering other people's situations and feelings from different perspectives with empathy; and being mutually inclusive and accepting each other. Students will also learn to show respect and care for others in daily life and join hands in building a diverse and inclusive society.

When teaching this module, teachers should encourage students to participate in diversified learning activities within and beyond the classroom in order to widen their horizons, help them learn and respect that different people may have different values, guide them to get along with people without any prejudice and with an empathetic attitude, nurture them to put good behaviours into practice, and prepare them to contribute to the building of harmonious, caring, diverse and inclusive society.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand the changing roles as they grow up and the need to take up greater responsibilities;

- understand that they need to manage various interpersonal relationships as they grow up, including relationships with family members, peers and people of different backgrounds in society;
- acquire the skills of building and maintaining harmonious interpersonal relationships;
- acquire the skills of resolving interpersonal conflicts;
- understand the importance of social inclusiveness and join hands in building a diverse and inclusive society; and
- develop proper values and attitudes such as respect, inclusiveness, benevolence and empathy, and put them into practice in daily life.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 1.2 Interpersonal Relationships and Social Inclusiveness (12 lessons)	<ul style="list-style-type: none"> <li>● Maintaining harmonious relationships between adolescents and family members (4 lessons)               <ul style="list-style-type: none"> <li>– Importance of family to personal growth</li> <li>– Factors leading to family conflicts and skills for resolving them</li> <li>– Ways of enhancing family cohesion and adolescents’ proactive roles in it</li> </ul> </li> <li>● Promoting personal growth and development of adolescents through building healthy social relationships (4 lessons)               <ul style="list-style-type: none"> <li>– Importance of friendship to personal growth</li> <li>– Building and maintaining friendship</li> <li>– Principles (including critical thinking and abiding by the law) and ways (including leaving the scene and seeking help) to cope with peer and conformity pressure</li> </ul> </li> <li>● Contributing to the building of diverse and inclusive society by adolescents (4 lessons)               <ul style="list-style-type: none"> <li>– Benefits of a diverse and inclusive society and the consequences of loss of social inclusiveness</li> <li>– Proper attitudes and behaviours (e.g. being respectful, inclusive, caring, appreciative, empathetic) when getting along with people of different backgrounds (e.g. between the physically disabled and able-bodied, different occupations, ethnicities, religious beliefs)</li> <li>– Joining hands among adolescents to build diverse and inclusive society (e.g. promoting unity and harmony on campus at the school level and caring for the disadvantaged groups at the community level)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Communication skills               <ul style="list-style-type: none"> <li>▪ Use appropriate ways of communication to express opinions and feelings</li> <li>▪ Discuss with others to solve problems</li> </ul> </li> <li>– Critical thinking skills               <ul style="list-style-type: none"> <li>▪ Identify the key issue at stake</li> <li>▪ Understand that the views expressed in various materials might be influenced by people’s value orientations</li> <li>▪ Admit one’s own limitations, as well as the shortcomings or</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Benevolence</li> <li>– Empathy</li> <li>– Law-abidingness</li> <li>– Respect for others</li> <li>– Respect for different ways of life, beliefs and opinions</li> <li>– Filial piety</li> <li>– Courage</li> <li>– Self-reflection</li> <li>– Trust</li> <li>– Honesty</li> <li>– Openness</li> <li>– Inclusiveness</li> <li>– Rationality</li> <li>– Proactivity</li> <li>– Gratitude</li> <li>– Cherishment</li> <li>– Appreciation</li> <li>– Elimination of bias</li> </ul>

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
		<p>errors in the thinking process</p> <ul style="list-style-type: none"> <li>- Holistic thinking skills <ul style="list-style-type: none"> <li>▪ Analyse and compare different solutions, mediate opposing viewpoints to resolve conflicts</li> </ul> </li> </ul>	

## **Module 1.3 Financial Education**

### **Students' Prior Knowledge and Skills**

The focus of financial education is to cultivate students' financial literacy, helping them acquire the correct financial management knowledge, methods and skills as well as develop proper values and attitudes towards money and financial management. At the primary level, through different subjects (e.g. General Studies for Primary Schools/Primary Humanities, Mathematics) and through cross-curricular learning (e.g. class teacher periods, values education activities), students have learnt how to manage money. Related learning contents from General Studies for Primary Schools/Primary Humanities include “to know the ways of making sensible consumer decisions” (e.g. understanding the rights and obligations of consumers, factors affecting choices of goods/services), “managing and using money” (e.g. planning how to make good use of one's money, making good use of money: use of red packet money and Octopus Card) and “making good use of resources and practising green living” (e.g. reduce waste at source, saving energy). Together with the knowledge and skills acquired from different topics in Mathematics, students are able to apply flexibly the knowledge and skills of financial management to daily life situations. For example, when students learn the topic “to know the ways of making sensible consumer decisions” in General Studies for Primary Schools/Primary Humanities, they can integrate the learning contents in the topics “currency” and “four arithmetic operations” in Mathematics to preliminarily identify the differences between “needs” and “wants”, as well as cultivate a proper attitude towards consumption through shopping activities. Another example is that when learning the topic “pie charts” in Mathematics, students are able to connect it with the learning contents in the topic “managing and using money” in General Studies for Primary Schools/Primary Humanities. They would be able to show how to allocate the use of pocket money through drawing pie charts, plan their spending and savings, as well as set up saving goals and cultivate a good habit of saving. Knowledge, skills, values and attitudes that students have acquired at the primary level will provide a foundation for their further study of financial management at the junior secondary level.

### **Module Contents**

This module consists of three parts. In the first part, apart from learning how to make informed, rational and responsible decisions on money management and act accordingly, students also need to understand the responsibilities, costs and risks of borrowing. Although students should not need to borrow at the junior secondary level, they still have to understand at this stage that they need to give careful consideration (including critically evaluating their financial situation and ability of repayment, carefully studying the loan terms and calculating the interest payment on a loan) if they need to borrow in the future to achieve goals in different life stages (e.g. pursuing further studies, purchasing a property). At the same time, students should understand the importance of saving and cultivate a habit of saving. They will also have a preliminary understanding of the general financial services provided by banks and other financial institutions (e.g. deposits, insurance, loan

services, investment<sup>1</sup>) so as to establish the concept of wealth accumulation and be prepared to make use of savings for investment in the future. They also need to understand that investment involves risks and they should not believe in the claim of “low risk, high return” investments in order to avoid investment scams. Besides, students should understand that they must earn money in a legal and proper way, as well as be cautious of offers of making easy money. Last but not least, students should understand that the use of money can not only meet one’s own consumption needs but it can also help people in need. This helps students develop a caring attitude towards others.

In the second part, students will learn the points to note about online shopping. With the increasing popularity of the Internet, online shopping has become a trend. While enjoying the convenience brought by online shopping, students should also be aware of various potential risks and traps involved in online consumption and enhance their awareness of cyber security<sup>2</sup> to avoid being deceived. When shopping online and conducting online transactions, apart from observing legal requirements and exercising self-discipline and self-control, students should pay attention to the protection of personal data and respect intellectual property rights. They need to enhance their awareness of potential cyber infrastructure security risks and threats such as cybercrime. Besides, they need to avoid bearing debts due to overspending.

Apart from learning how to spend money rationally and responsibly from an individual perspective, in the third part of this module, students will learn, from a social perspective, how to reduce waste, protect the environment and conserve resources of the earth by practising green consumption. Through encouraging students to practise green consumption, their environmental awareness and civic responsibilities can be fostered.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- know the different uses of money and make informed, rational and responsible money management decisions and act accordingly;
- understand the importance of saving and cultivate a habit of saving;
- understand that one needs to bear responsibilities, costs and risks when borrowing;
- understand the importance of prudent financial management and the need to give careful consideration before borrowing;

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<sup>1</sup> Teachers only need to briefly point out some common financial products (e.g. stocks and bonds) and their level of risks and returns. They do not need to have an in-depth introduction of the detailed characteristics of these financial products.

<sup>2</sup> When teaching this part, teachers should help students understand the importance of proper use of the Internet to the normal operation of society. A network which operates properly is closely related to the orderly functioning of society (e.g. online shopping, financial services). This will enable students to recognise the impacts of improper use of the Internet and even cybercrime on the general public.

- recognise the general financial services provided by banks and other financial institutions;
- establish the concept of wealth accumulation, and understand that investment involves risks and the need to balance risks and returns when making an investment;
- understand that one has to earn money in a legal and proper way and be aware of claims of ways to make easy money;
- understand and be aware of the potential risks and traps of online shopping, and enhance the awareness of cyber security;
- practise green consumption in daily life so as to help reduce waste, care for the environment and conserve resources of the earth; and
- develop and cultivate proper values and attitudes towards money and financial management, including rationality, responsibility, benevolence, diligence and cherishment.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 1.3 Financial Education (10 lessons)	<ul style="list-style-type: none"> <li>● Factors for consideration in making informed, rational and responsible money management decisions and developing corresponding behaviours (6 lessons) <ul style="list-style-type: none"> <li>– Different uses of money (including consumption, savings, investment and donations)</li> <li>– Setting priorities and budgets for consumption items, making choices accordingly and paying particular attention to avoid overspending</li> <li>– Responsibilities, costs and risks to be borne when borrowing<sup>3</sup> (e.g. the responsibility of repaying the principal and interest, the cost of interest, the risk of being unable to repay the debts, the stress brought by owing a debt)</li> <li>– General financial services provided by banks and other financial institutions (e.g. deposits, insurance, loan services, investment<sup>4</sup>)</li> <li>– Brief understanding of investment risks and returns, so as to avoid investment scams, and caution against claims of ways to make easy money</li> </ul> </li> <li>● Points to note about online shopping (2 lessons) <ul style="list-style-type: none"> <li>– Potential risks and traps of online shopping (e.g. credibility of online shopping websites, security of payment methods, protection of personal data on the Internet, respect for intellectual property rights, leading to overspending easily or even getting into debt), which help students understand the impacts of improper use of the Internet and cyber-crimes on the general public as well as enhance their awareness of national security (cyber security)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills <ul style="list-style-type: none"> <li>▪ Analyse and compare consumption items, set priorities and make choices, spend within our means, practise green consumption</li> <li>▪ Assess the advantages and limitations of different solutions from multiple perspectives</li> </ul> </li> <li>– Mathematical skills <ul style="list-style-type: none"> <li>▪ Perform numerical manipulations, e.g. percentage changes, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Benevolence</li> <li>– Responsibility</li> <li>– Diligence</li> <li>– Law-abidingness</li> <li>– Integrity</li> <li>– Rationality</li> <li>– Self-discipline</li> <li>– Simplicity</li> <li>– Prudence</li> <li>– Cherishment</li> <li>– Care for the environment</li> <li>– Protecting oneself and one’s family</li> <li>– Common good</li> <li>– Sustainable development</li> </ul>

<sup>3</sup> Including brief understanding of loans through credit card consumption.

<sup>4</sup> Students only need to have a brief understanding of common financial products (e.g. stocks and bonds) and their risks and returns. They do not need to have a thorough understanding of the detailed characteristics of these financial products.

	<ul style="list-style-type: none"> <li>• Green consumption (2 lessons) <ul style="list-style-type: none"> <li>- Factors that advocates of green consumption consider when they make consumption decisions (e.g. taking into consideration of individual needs, environmental conservation, sustainable development, and protection of livelihood and health of the next generation)</li> <li>- Practising green consumption in daily consumption</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>perform estimations of interest payments with appropriate strategies</li> <li>- Self-management skills <ul style="list-style-type: none"> <li>▪ Manage personal resources (e.g. money) properly</li> </ul> </li> <li>- Information technology skills <ul style="list-style-type: none"> <li>▪ Verify and evaluate the accuracy and credibility of information</li> </ul> </li> </ul>	
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## Module 1.4 Rights and Duties

### Students' Prior Knowledge and Skills

As residents of the Hong Kong Special Administrative Region (HKSAR) (hereafter “Hong Kong residents”, including permanent residents and non-permanent residents), students should learn from an early age that the basis of the *Basic Law* is derived from the authorisation of the *Constitution*, and the rights of Hong Kong residents are protected by the *Constitution*, the *Basic Law* and the local legal system. They should also understand that they need to fulfil their civic responsibilities. At the primary level, through various subjects (e.g. General Studies for Primary Schools/Primary Humanities) and cross-curricular learning (e.g. class teacher periods, values education activities), students have learnt about the rights to be enjoyed and duties to be performed by Hong Kong residents, the importance of respecting the rule of law and rights of others, and the necessity of respecting and observing the *Constitution*, the *Basic Law* and local laws. The learning contents of General Studies for Primary Schools/Primary Humanities are particularly relevant, which include “differences among people and the need to respect the rights of others”, “the importance of the *Basic Law* to the lives of Hong Kong residents”, “rights and responsibilities of Hong Kong residents according to the *Basic Law*” and “the importance of observing law and order”.

As part of our country, Hong Kong has the responsibility to contribute to the strength and prosperity of our country. Everyone in Hong Kong has the obligation to maintain Hong Kong’s long-term prosperity and stability, and ensure the practice of “one country, two systems” advances in the right direction in a sound and sustained manner. Students should have an understanding of the *Constitution* from an early age. Through the primary school curriculum, especially General Studies for Primary Schools/Primary Humanities<sup>5</sup>, students understood that the *Basic Law* is the constitutional document of the HKSAR, and it was enacted by the National People’s Congress in accordance with the *Constitution*. It prescribes the systems to be practised in the HKSAR, in order to ensure the implementation of our country’s basic policies regarding Hong Kong, including the implementation of “one country, two systems”, “Hong Kong people administering Hong Kong” and a high degree of autonomy. Students should also understand that the HKSAR, which is an inalienable part of the People’s Republic of China and a local administrative region of the People’s Republic of China, shall enjoy a high degree of autonomy and come directly under the Central People’s Government. Students should develop a sense of national identity from an early age and willingly respect and uphold the fundamental system of our country, so as to correctly understand that maintaining Hong Kong’s distinctive status and advantages can ensure the practice of “one country, two systems” advances in the right direction in a sound and sustained manner.

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<sup>5</sup> Related topics in General Studies for Primary Schools/Primary Humanities include “origin of the *Basic Law* and ‘one country, two systems’” and “the constitutional background of the *Basic Law* and ‘one country, two systems’”, as well as the *General Studies Curriculum Framework of National Security Education*.

## Module Contents

This module consists of three parts. In the first part, students will learn about the key focuses of the fundamental rights and obligations of citizens prescribed in Chapter II of the *Constitution*, as well as Article 11 of the *Basic Law*, which states: “In accordance with Article 31 of the *Constitution of the People’s Republic of China*, the systems and policies practised in the Hong Kong Special Administrative Region (HKSAR), including the social and economic systems, the system for safeguarding the fundamental rights and freedoms of its residents, the executive, legislative and judicial systems, and the relevant policies, shall be based on the provisions of this Law.”

The second part focuses on the fundamental rights and duties of Hong Kong residents under the *Basic Law*. Students should understand that “one country, two systems” and the *Basic Law* are the cornerstones of Hong Kong’s social system. “One country” is the prerequisite, foundation and core on which “two systems” is implemented. Without “one country”, there will not be “two systems”. The *Basic Law*, which is the constitutional document of the HKSAR, ensures the principles of the rule of law (including equality before the law, all persons having to abide by the law, the power of the government and all of its servants deriving from law, and judicial independence) and thus students will understand the importance of the rule of law to the development of society. In addition, students should understand that as members of society which upholds the rule of law, their rights and freedoms are protected by the *Constitution*, the *Basic Law* and the local legal system. At the same time, they have the obligation to abide by the *Constitution*, the *Basic Law* and the laws. Students should understand that the enjoyment of rights and freedoms carries with it responsibilities. The exercise of rights is not without boundary. They need to consider the overall interests of society. For instance, the exercise of relevant rights may be subject to certain restrictions as provided by law which are necessary for respecting the rights or reputations of others, or for the protection of national security or of public order, or of public health or morals. Students should also understand the necessity of abiding by relevant regulations, and its importance to maintaining social stability and safeguarding national security.

In the second part of this module, students have learnt about the basic rights and duties of Hong Kong residents stipulated by the *Basic Law*, including Article 39 of the *Basic Law* and should have already understood how international agreements relating to rights and responsibilities apply to the HKSAR<sup>6</sup>. In the third part, students will further learn about the key focuses of rights and responsibilities<sup>7</sup> covered in international agreements which are related to children’s rights and the elimination of prejudice and discrimination (including the *Convention on the Rights of the Child*, the *International Convention on the Elimination of All Forms*

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<sup>6</sup> Article 39 of the *Basic Law* prescribes that “The provisions of the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, and the international labour conventions as applied to Hong Kong shall remain in force and shall be implemented through the laws of the HKSAR. The rights and freedoms enjoyed by Hong Kong residents shall not be restricted unless as prescribed by law. Such restrictions shall not contravene the provisions of the preceding paragraph of this Article.”

<sup>7</sup> Students only need to have a brief understanding of the relevant international agreements and do not need to memorise the content of the provisions.

of *Racial Discrimination*, the *Convention on the Elimination of All Forms of Discrimination against Women*, and the *Convention on the Rights of Persons with Disabilities*<sup>8</sup>), as well as understand how international agreements apply to the HKSAR in accordance with the provisions of the *Basic Law*.

## Learning Outcomes

After completing this module, students are expected to be able to:

- learn about the key focuses of the fundamental rights and obligations of citizens prescribed in Chapter II of the *Constitution*;
- understand that Article 11 of the *Basic Law* prescribes that in accordance with Article 31 of the *Constitution*, the system for safeguarding the fundamental rights and freedoms of Hong Kong residents, and the relevant policies practised in the HKSAR, shall be based on the provisions of the *Basic Law*;
- understand how the *Basic Law* and the rule of law guaranteed by it protect the rights and freedoms of Hong Kong residents and prescribe that Hong Kong residents shall have the obligation to abide by the laws, as well as the importance of the rule of law to the development of society;
- understand the responsibilities and importance of being a good citizen, including understanding that the exercise of rights and freedoms carries with it duties and responsibilities; the need to respect the rights of others; the need to consider the overall interests of society, including national security, public safety, public order, public health or morals; as well as understanding the necessity of abiding by relevant laws and regulations, and the importance of law-abidingness to maintaining social stability and safeguarding national security;
- understand that Paragraph 1 of Article 153 of the *Basic Law* prescribes that “The application to the Hong Kong Special Administrative Region of international agreements to which the People’s Republic of China is or becomes a party shall be decided by the Central People’s Government, in accordance with the circumstances and needs of the Region, and after seeking the views of the government of the Region”;
- strengthen law-abiding awareness and respect for the rule of law, recognise that abiding by laws and rules is the basic responsibility of citizens, as well as know how to abide by laws and rules and put it into practice, so as to protect the interests of the general public and maintain harmony with members of society; and
- develop a sense of national identity, support the implementation of the principle of “one country, two systems”, and willingly respect and uphold the fundamental system of our country, so that they can correctly understand that maintaining Hong Kong’s distinctive status and advantages can ensure the practice of “one country, two systems” advances in the right direction in a sound and sustained manner.

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<sup>8</sup> Before resuming the exercise of sovereignty over Hong Kong, the Chinese government issued letters to inform the Secretary-General of the United Nations that the *Convention on the Rights of the Child*, the *International Convention on the Elimination of All Forms of Racial Discrimination* and the *Convention on the Elimination of All Forms of Discrimination against Women* would apply to the HKSAR with effect from July 1, 1997. After the People’s Republic of China signed the *Convention on the Rights of Persons with Disabilities* in 2007, the Chinese government made a statement to the Secretary-General of the United Nations on August 1, 2008, stating that the Convention shall apply to the HKSAR.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 1.4 Rights and Duties (10 lessons)	<ul style="list-style-type: none"> <li>● Fundamental rights and obligations of citizens prescribed by the <i>Constitution</i> in its Chapter II (3 lessons) <ul style="list-style-type: none"> <li>– Key focuses of the fundamental rights<sup>9</sup></li> <li>– Key focuses of the obligations<sup>10</sup></li> <li>– Under the principle of “one country, two systems” and according to the <i>Constitution</i>, the <i>Basic Law</i> makes a special provision <ul style="list-style-type: none"> <li>■ Article 11 of the <i>Basic Law</i> states that in accordance with Article 31 of the <i>Constitution</i>, the system for safeguarding the fundamental rights and freedoms of the residents of the HKSAR, and the relevant policies practised in the HKSAR shall be based on the provisions of the <i>Basic Law</i></li> </ul> </li> </ul> </li> <li>● The fundamental rights and duties of Hong Kong residents prescribed by the <i>Basic Law</i> and the principles of the rule of law guaranteed by it (4 lessons) <ul style="list-style-type: none"> <li>– Fundamental rights to be enjoyed and duties to be performed by Hong Kong</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Critical thinking skills <ul style="list-style-type: none"> <li>▪ Analyse the importance of rights and duties</li> <li>▪ Analyse the social values underpinning relevant international agreements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Human rights and responsibilities</li> <li>– Law-abidingness</li> <li>– Respect for the rule of law</li> <li>– Respect for others</li> <li>– Equality</li> <li>– Justice</li> <li>– Freedom</li> <li>– Common good</li> </ul>

<sup>9</sup> The key focuses of the fundamental rights of citizens prescribed by the *Constitution* include (1) shall enjoy the rights prescribed by the *Constitution* and the law; (2) are equal before the law; (3) shall have the right to vote and stand for election; (4) shall enjoy freedom of speech, the press, assembly, association, procession and demonstration; (5) shall enjoy freedom of religious belief; (6) personal freedom and personal dignity shall not be violated, and homes are inviolable; (7) freedom and confidentiality of correspondence shall be protected by law; (8) shall have the right to criticise and make suggestions regarding any state organ or state employee; (9) shall have the right to work, and working people shall have the right to rest; (10) shall have the right to receive education; (11) shall enjoy the freedom to engage in scientific research, literary and artistic creation, and other cultural pursuits; and (12) women shall enjoy equal rights with men in all spheres of life: political, economic, cultural, social and familial.

<sup>10</sup> The key focuses of citizens’ obligations prescribed by the *Constitution* include (1) must fulfill the obligations prescribed by the *Constitution* and the law; (2) when exercising the freedoms and rights, citizens of the People’s Republic of China shall not undermine the interests of the state, society or collectives, or infringe upon the lawful freedoms and rights of other citizens; (3) shall have the obligation to safeguard national unity and the solidarity of all the country’s ethnic groups; (4) must abide by the *Constitution* and the law, keep state secrets, protect public property, observe discipline in the workplace, observe public order, and respect social morality; (5) shall have the obligation to safeguard the security, honor and interests of the motherland; they must not behave in any way that endangers the motherland’s security, honor or interests; (6) it is the sacred duty of every citizen of the People’s Republic of China to defend the motherland and resist aggression; it is an honorable obligation of citizens of the People’s Republic of China to perform military service or join the militia in accordance with law; (7) shall have the obligation to pay taxes in accordance with law; and (8) shall have the obligation to work.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p>residents</p> <ul style="list-style-type: none"> <li>- How the principles of the rule of law (including equality before the law, all persons having to abide by the law, the power of the government and all of its servants being derived from law, and judicial independence) protect the rights and freedoms of Hong Kong residents and prescribe their duty to abide by the law, and the importance of the rule of law to the development of society</li> <li>- The exercise of rights and freedoms carries with its responsibilities; the exercise of rights is not without boundary; one needs to respect the rights of others, consider the overall interests of society and abide by the law (e.g. the exercise of rights may be subject to certain restrictions as provided by law which are necessary for respect of the rights or reputations of others, or for the protection of national security or of public order, or of public health or morals) <ul style="list-style-type: none"> <li>■ Taking protection of public order and public health as examples to help students understand that the exercise of rights and freedoms carries with it responsibilities, the relationship between protection of human rights and freedoms and safeguard of national security, as well as the importance of safeguarding national security</li> </ul> </li> <li>• The <i>Basic Law</i> prescribes how international agreements apply to the HKSAR; and through relevant international agreements to understand rights and duties related to the rights of the child, and the elimination of prejudice and discrimination (3 lessons) <ul style="list-style-type: none"> <li>- Paragraph 1 of Article 153 of the <i>Basic Law</i> prescribes that “The application to the Hong Kong Special Administrative Region of international agreements</li> </ul> </li> </ul>		

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p>to which the People’s Republic of China is or becomes a party shall be decided by the Central People’s Government, in accordance with the circumstances and needs of the Region, and after seeking the views of the government of the Region”</p> <ul style="list-style-type: none"> <li>- The rights of the child and the restrictions on the exercise of certain rights<sup>11</sup></li> <li>- Rights and duties related to the elimination of prejudice and discrimination<sup>12</sup></li> </ul>		

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<sup>11</sup> The rights of the child and related restrictions include (1) the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth; (2) have basic rights to life, such as adequate nutritious food, housing, clean drinking water and necessary medical assistance; (3) the right to education, leisure, participation in cultural activities and understanding their basic rights; (4) the right to be protected from any form of abuse, neglect and exploitation; (5) the right to freedom of expression, association and peaceful assembly; the exercise of related freedom may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary for respect of the rights or reputations of others, or for the protection of national security, public order, or public health or morals; and (6) the right to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.

<sup>12</sup> The rights and obligations related to the elimination of prejudice and discrimination include (1) all persons are equal before the law and are entitled without any discrimination to the equal protection and equal benefit of the law against any discrimination; (2) measures to promote diversity and inclusion, including the identification and elimination of obstacles and barriers to accessibility; (3) comply with relevant laws and restrictions; and (4) respect and accept different people, actively integrate into society, and promote social harmony.

## **Module 2.1 Overcoming Growth Challenges**

### **Students' Prior Knowledge and Skills**

Students should develop a positive, proactive and healthy lifestyle, cultivate good behaviours and the habit of devoting to the public good, and overcome different challenges along their growth journey so that they can seize opportunities as they grow up. At the primary level, through learning different topics such as “healthy lifestyle” and “the harm of taking harmful substances and drug” in General Studies for Primary Schools/Primary Humanities, class teacher periods and values education activities, students have learnt to develop a healthy lifestyle and eating habit, understood the harm of inappropriate behaviours and learnt to say “NO” to gambling, drug abuse, smoking, drinking and sexual requests. As students advance to the junior secondary level and expand their social circle to meet people of different backgrounds, chances are that they will encounter temptations and traps involving undesirable behaviours. Therefore, they need to have a firm understanding of the norms of community life (such as in school and society), think prudently before acting, and avoid being affected by peers easily. At the junior secondary level, students will deepen their learning in related topics, including recognising the common causes undesirable behaviours of adolescents, the possible legal liabilities and remedial strategies for getting back on track. Teachers can use the knowledge and skills that students have learnt in Module 1.1 (including the development of a positive self-concept, strategies for developing positive emotions and coping with anxiety and pressure, and self-management skills) as the foundation in guiding them to connect with what they have learnt in Module 1.2 “Interpersonal Relationships and Social Inclusiveness” and apply the principles and ways of coping with peer or conformity pressure, thereby deepening and consolidating their learning so as to help them choose friends carefully and avoid the negative impacts from bad friends and undesirable trends in society.

### **Module Contents**

In this module, students will recognise the importance of a healthy and meaningful lifestyle, as well as optimistic, perseverant, proactive and positive beliefs to resisting temptations and rejecting undesirable behaviours. Building on this foundation, students will recognise the general features of undesirable behaviours of adolescents (especially addictive behaviours), the causes of such undesirable behaviours, as well as the irreversible and serious consequences of such undesirable behaviours on themselves, their families, friends and society. By participating in healthy group activities, sports activities and community services, students can develop their talents and gain a sense of achievement and satisfaction, and stay away from undesirable behaviours. Teachers should help students master the effective ways to prevent and cope with undesirable behaviours (e.g. seeking help from family members, social workers and teachers) so that they can maintain a proactive attitude, protect themselves, uphold proper values, abide by the law, reject undesirable behaviours and lead a fulfilling life when facing difficulties, temptation and traps.

## **Learning Outcomes**

After completing this module, students are expected to be able to:

- recognise the importance of a healthy and meaningful lifestyle, and understand the importance of optimistic, perseverant, proactive and positive beliefs to living a fulfilling life;
- exercise caution when making friends and make more good friends proactively;
- recognise the features of undesirable behaviours of adolescents (especially addictive behaviours);
- recognise the causes of undesirable behaviours of adolescents;
- understand the serious consequences of undesirable behaviours, including the negative impacts on personal prospects and the legal liabilities to bear;
- stay alert for and reject undesirable behaviours;
- acquire the strategies for preventing undesirable behaviours and remedial strategies for getting back on track; and
- develop and cultivate proper values, attitudes and behaviours such as self-discipline, responsibility and law-abidingness.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 2.1 Overcoming Growth Challenges (7 lessons)	<ul style="list-style-type: none"> <li>● Developing proper values and self-management capability in adolescents to overcome growth challenges, reject and stay away from undesirable behaviours (7 lessons) <ul style="list-style-type: none"> <li>– Importance of a healthy and meaningful lifestyle and optimistic, perseverant, proactive and positive beliefs to living a fulfilling life and resisting undesirable behaviours<sup>13</sup> <ul style="list-style-type: none"> <li>■ A fulfilling life manifests itself in different ways, meaning everyone can have the possibility and expectation of a fulfilling life</li> <li>■ Realising one’s potential and striving for one’s goals and the good of others leads to a fulfilling life</li> <li>■ Challenges and setbacks are common during growth and one must deal with them with proper attitudes and strategies</li> <li>■ Turning to undesirable behaviours due to ignorance or weaknesses ruins a fulfilling life</li> <li>■ Overcoming challenges along their growth journey with proper attitudes and self-management skills is an inevitable stage for transitioning from adolescence to adulthood</li> </ul> </li> <li>– Features of undesirable behaviours of adolescents (especially addictive behaviours)</li> <li>– Causes of undesirable behaviours of adolescents (including escaping from reality, satisfying various desires and succumbing to peer pressure)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Self-management skills <ul style="list-style-type: none"> <li>▪ Exercise self-control when facing undesirable behaviours (especially addictive behaviours)</li> <li>▪ Nurture the habit of self-reflection</li> </ul> </li> <li>– Critical thinking skills <ul style="list-style-type: none"> <li>▪ Recognise and understand the motives behind instigating people’s undesirable behaviours</li> <li>▪ Understand the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Responsibility</li> <li>– Benevolence</li> <li>– Law-abidingness</li> <li>– Respect for others</li> <li>– Perseverance</li> <li>– Respect for self</li> <li>– Self-reflection</li> <li>– Self-discipline</li> <li>– Integrity</li> <li>– Rationality</li> <li>– Proactivity</li> <li>– Critical thinking</li> <li>– Courage to seek help</li> </ul>

<sup>13</sup> When teaching this module, teachers should guide students to naturally connect with their learning in Module 1.1, that is, everyone can develop a positive and healthy self-concept, and people of different characters and abilities should have an aspiration of pursuing a good life. The cohesive family life, mutually supportive friendship stated in Module 1.2 and seizing personal as well as social development opportunities should be the main theme of personal growth of adolescents. Adolescents should be alert to and reject all forms of undesirable behaviours lest their fulfilling lives are ruined.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<ul style="list-style-type: none"> <li>- Serious impacts of undesirable behaviours on adolescents, their families, friends and society (including the negative impacts on personal prospects and legal liabilities)</li> <li>- Ways to prevent undesirable behaviours and remedial strategies for getting back on track (including seeking help from family members, social workers and teachers, participating in counselling programmes, adjusting values and behaviours, developing talents and gaining a sense of achievement and satisfaction through participation in healthy group activities, sports activities and community services)</li> <li>- Undesirable behaviours of adolescents including<sup>14</sup>: (The following three topics must be covered. ) <ul style="list-style-type: none"> <li>■ bullying (including cyber-bullying)</li> <li>■ sexual harassment</li> <li>■ drug abuse</li> </ul>           (For the following common undesirable behaviours of adolescents, teachers should adjust the breadth and depth of teaching according to the school context and students' needs. ) <ul style="list-style-type: none"> <li>■ smoking (including electronic smoking products, heated tobacco products and herbal cigarettes)</li> <li>■ gambling</li> <li>■ Internet addiction (especially online and mobile games which involve</li> </ul> </li> </ul>	<p>possible consequences of undesirable behaviours</p> <ul style="list-style-type: none"> <li>= Communication skills <ul style="list-style-type: none"> <li>▪ Reject temptations clearly and resolutely</li> </ul> </li> <li>- Holistic thinking skills <ul style="list-style-type: none"> <li>▪ Execute plans to get back on track, review the progress and make reflection</li> </ul> </li> </ul>	

<sup>14</sup> New forms of undesirable behaviours (especially addictive behaviours) may arise with social change. Teachers should master characteristics of undesirable behaviours and make professional judgement according to real-life contexts and students' needs. Through studying selected examples and learning and teaching arrangements (e.g. jigsaw learning on different addictive behaviours), students learn the characteristics of undesirable behaviours (especially addictive behaviours) and the ways to lead a healthy, positive and meaningful life.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	sex, violence or in-game purchases) <ul style="list-style-type: none"> <li>■ pornography addiction</li> <li>■ compensated dating</li> <li>■ naked chat, etc.</li> </ul>		

## Module 2.2 Governance of the HKSAR

### Students' Prior Knowledge and Skills

As Hong Kong residents, students should learn from an early age that the *Constitution* and the *Basic Law* jointly form the constitutional basis of the HKSAR. Through the primary school curriculum, especially General Studies for Primary Schools/Primary Humanities<sup>15</sup> and cross-curricular learning (e.g. class teacher periods, values education activities), students understood that the National People's Congress formulated the *Basic Law* in accordance with the *Constitution*, and the *Basic Law* is the constitutional document of the HKSAR. The *Basic Law* prescribes the systems to be practised in the HKSAR, and ensures the implementation of the basic policies of the People's Republic of China regarding Hong Kong, including the implementation of “one country, two systems,” “Hong Kong people administering Hong Kong” and a high degree of autonomy. Students need to understand that the HKSAR is an inalienable part of the People's Republic of China and has been authorised by the National People's Congress to exercise a high degree of autonomy in accordance with the *Basic Law*. The HKSAR is a local administrative region of the People's Republic of China, which shall enjoy a high degree of autonomy and come directly under the Central People's Government.

### Module Contents

This module consists of three parts. Students will deepen their understanding of the Central Authorities' overall jurisdiction while securing the SARs' high degree of autonomy. Since Hong Kong's return to the Motherland, it was re-integrated into China's governance system, and a constitutional order has been established with the “one country, two systems” principle as its fundamental guideline. The Central Authorities' overall jurisdiction over the SARs underpins their high degree of autonomy, and such autonomy bestowed by the law is fully respected and resolutely safeguarded by the Central Authorities. The first part of the learning content includes: (1) the *Constitution* and the *Basic Law* jointly form the constitutional basis of the HKSAR; (2) the *Constitution* and the *Basic Law* entrust the Central Authorities to exercise overall jurisdiction over the HKSAR; (3) the powers directly exercised by the Central Authorities and its power of supervision over the high degree of autonomy of the HKSAR are stipulated in the *Basic Law*; and (4) the HKSAR is authorised by the National People's Congress to exercise a high degree of autonomy in accordance with the provisions of the *Basic Law*.

In the second part, students will learn the constitutional order of the HKSAR as established by the *Constitution* and the *Basic Law*. They will also learn as stipulated by the *Basic Law*, the political structure of the HKSAR is an executive-led system, in which the Chief Executive is vested with the dual role and has dual accountability, and the executive, legislative and judicial branches perform their duties in accordance with the *Basic Law* and other relevant laws. The

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<sup>15</sup> Related topics in General Studies for Primary Schools/Primary Humanities include “origin of the *Basic Law* and ‘one country, two systems’” and “the constitutional background of the *Basic Law* and ‘one country, two systems’”, as well as the *General Studies Curriculum Framework of National Security Education*.

executive and legislative branches check and balance and cooperate with each other while the judiciary exercises its power independently. At the same time, students will learn the direction of development for the methods of selecting the Chief Executive and forming the legislature, including improving the electoral system of the HKSAR and ensuring the implementation of the principle of “patriots administering Hong Kong”.

In the third part, students will understand the provisions of the *Constitution* on safeguarding national security and that national security is a matter within the purview of the Central Authorities. Students will also understand that the Central People’s Government has an overarching responsibility for national security affairs related to the HKSAR, and the HKSAR has the constitutional duty to safeguard national security. Students will recognise the “holistic view of national security” and the four types of crimes that endanger national security as regulated by the *National Security Law*, and understand the importance of the *National Security Law* to safeguarding national security (homeland security, political security), and put the idea of “national security is our shared responsibility and everyone has a role to play” into practice.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand that the *Constitution* comes first before the *Basic Law*, and the *Constitution* is the “parent law” while the *Basic Law* is the “branch law”; and that the *Constitution* and the *Basic Law* jointly form the constitutional basis of the HKSAR;
- understand that “one country” is the foundation and prerequisite for “two systems”; and that the *Constitution* and the *Basic Law* entrust the Central Authorities to exercise overall jurisdiction over the HKSAR;
- understand the powers directly exercised by the Central Authorities and its power of supervision over the high degree of autonomy of the HKSAR as stipulated by the *Basic Law*;
- understand that the HKSAR is authorised by the National People’s Congress to exercise a high degree of autonomy in accordance with the provisions of the *Basic Law*;
- understand that the constitutional order of the HKSAR is established by the *Constitution* and the *Basic Law*, and that the *Basic Law* stipulates that the political structure of the HKSAR is an executive-led system;
- understand the direction of development for the methods of selecting the Chief Executive and forming the legislature, including improving the electoral system of the HKSAR and ensuring the implementation of the principle of “patriots administering Hong Kong”;
- understand that the Central People’s Government has an overarching responsibility for national security affairs related to the HKSAR, and the Government of the HKSAR has the constitutional duty to safeguard national security;

- understand the “holistic view of national security”;
- understand the importance of the *National Security Law* to safeguarding national security (homeland security, political security);
- understand and put into practice the idea that “national security is our shared responsibility and everyone has a role to play”; and
- develop a sense of national identity, support the implementation of the principle of “one country, two systems”, and willingly respect and uphold the fundamental system of our country, so as to correctly understand that maintaining Hong Kong’s distinctive status and advantages of strong support from the Motherland and close connection with the world can ensure the practice of “one country, two systems” advances in the right direction in a sound and sustained manner.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 2.2 Governance of the HKSAR (15 lessons)	<ul style="list-style-type: none"> <li>● The relationship between the Central Authorities and the HKSAR as prescribed by the <i>Basic Law</i> (5 lessons) <ul style="list-style-type: none"> <li>– The <i>Constitution</i> and the <i>Basic Law</i> jointly forming the constitutional basis of the HKSAR <ul style="list-style-type: none"> <li>■ The <i>Constitution</i> is the fundamental law of our country, has supreme legal force and is applicable to the whole country; the <i>Constitution</i> comes before the <i>Basic Law</i>, and the <i>Constitution</i> is the parent law while the <i>Basic Law</i> is the branch law<sup>16</sup></li> </ul> </li> <li>– The principle of “one country, two systems”: “one country” as the prerequisite and foundation for “two systems” <ul style="list-style-type: none"> <li>■ the <i>Constitution</i> and the <i>Basic Law</i> entrust the Central Authorities to exercise overall jurisdiction over the HKSAR: <ul style="list-style-type: none"> <li>▪ the powers directly exercised by the Central Authorities and its power of supervision over the high degree of autonomy of the HKSAR<sup>17</sup> [Supplemented by the powers of the corresponding state institutions such as the National People’s Congress, the Standing Committee of the National People’s Congress, the State Council,</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills <ul style="list-style-type: none"> <li>▪ Understand from different perspectives the constraints the government faces when formulating policies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Law-abidingness</li> <li>– Respect for the rule of law</li> <li>– Responsibility</li> <li>– Fairness</li> </ul>

<sup>16</sup> The second paragraph of the preamble to the *Basic Law* states that “the People’s Republic of China has decided that upon China’s resumption of the exercise of sovereignty over Hong Kong, a Hong Kong Special Administrative Region will be established in accordance with the provisions of Article 31 of the *Constitution* of the People’s Republic of China”; and the third paragraph states that “In accordance with the *Constitution* of the People’s Republic of China, the National People’s Congress hereby enacts the Basic Law of the Hong Kong Special Administrative Region of the People’s Republic of China, prescribing the systems to be practised in the Hong Kong Special Administrative Region, in order to ensure the implementation of the basic policies of the People’s Republic of China regarding Hong Kong”.

<sup>17</sup> These include the constitutional powers of the establishment of the special administrative region (SAR), deciding on the systems to be instituted there, the establishment of the governance structure in the SAR, the management of foreign affairs relating to the SAR, the management of the defence of the SAR, the appointment of the Chief Executive and principal officials, archiving and reviewing legislation of the SAR, and the amendment and interpretation of the *Basic Law*, etc.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p>etc., in the <i>Constitution</i> to help students understand that the relevant provisions of the <i>Basic Law</i> are derived from the <i>Constitution</i>]</p> <ul style="list-style-type: none"> <li>▪ the authorisation of the HKSAR to exercise a high degree of autonomy and enjoy executive, legislative and independent judicial powers, including that of final adjudication, in accordance with the provisions of the <i>Basic Law</i> by National People’s Congress</li> <li>• The constitutional order of the HKSAR as established by the <i>Constitution</i> and the <i>Basic Law</i>, the characteristics of the political structure of the HKSAR, and the direction of development for the methods of selecting the Chief Executive and forming the legislature (6 lessons) <ul style="list-style-type: none"> <li>– The HKSAR as an inalienable part of the People’s Republic of China</li> <li>– The HKSAR as a local administrative region of the People’s Republic of China, which shall enjoy a high degree of autonomy and come directly under the Central People’s Government</li> <li>– The executive-led system <ul style="list-style-type: none"> <li>▪ The Chief Executive is vested with the dual role<sup>18</sup> and has dual accountability<sup>19</sup>; and the powers and functions of the Chief Executive include leading the Government of the HKSAR, signing bills, deciding on government policies, etc.<sup>20</sup>, showing that the political structure of the</li> </ul> </li> </ul> </li> </ul>		

<sup>18</sup> Paragraph 1 of Article 43 of the *Basic Law* stipulates that “The Chief Executive of the Hong Kong Special Administrative Region shall be the head of the Hong Kong Special Administrative Region and shall represent the Region.”; while Paragraph 1 of Article 60 stipulates that “The head of the Government of the Hong Kong Special Administrative Region shall be the Chief Executive of the Region”.

<sup>19</sup> Paragraph 2 of Article 43 of the *Basic Law* stipulates that “The Chief Executive of the Hong Kong Special Administrative Region shall be accountable to the Central People’s Government and the Hong Kong Special Administrative Region in accordance with the provisions of this Law”.

<sup>20</sup> Refer to Article 48 of the *Basic Law*.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p>HKSAR is an executive-led system</p> <ul style="list-style-type: none"> <li>■ The <i>Basic Law</i> prescribes that the political structure of the HKSAR is an executive-led system, in which the executive, legislative and judicial branches perform their duties in accordance with the <i>Basic Law</i> and other relevant laws; the executive and legislative branches check and balance and cooperate with each other while the judiciary exercises its power independently</li> </ul> <p>– The direction of development for the methods of selecting the Chief Executive and forming the legislature</p> <ul style="list-style-type: none"> <li>■ Improving the electoral system of the HKSAR and ensuring the implementation of the principle of “patriots administering Hong Kong”, the National People’s Congress authorised its Standing Committee to amend Annex I and Annex II to the <i>Basic Law</i><sup>21</sup></li> <li>■ In accordance with the <i>Constitution</i>, the <i>Basic Law</i> and the relevant decisions of the National People’s Congress and its Standing Committee, and after listening to the opinions of all sectors of Hong Kong society, the Central People’s Government will ultimately implement the objectives set out in paragraph 2 of Article 45 and paragraph 2 of Article 68 of the <i>Basic Law</i><sup>22</sup></li> </ul>		

<sup>21</sup> The focuses of the improvement of the electoral system of the HKSAR include (1) ensuring “Hong Kong people administering Hong Kong” with patriots as the main body, effectively improving the governance efficacy of the HKSAR; (2) establishing an Election Committee which is broadly representative, suited to the HKSAR’s realities, and representative of the overall interests of its society; (3) the Chief Executive to be elected by the Election Committee and appointed by the Central People’s Government; (4) members of the Legislative Council to include members returned by the Election Committee, those returned by functional constituencies, and those by geographical constituencies through direct elections; and (5) establishing Candidate Eligibility Review Committee in the HKSAR.

<sup>22</sup> Paragraph 2 of Article 45 of the *Basic Law* stipulates that “The method for selecting the Chief Executive shall be specified in the light of the actual situation in the Hong Kong Special Administrative Region and in accordance with the principle of gradual and orderly progress. The ultimate aim is the selection of the Chief Executive by universal suffrage upon nomination by a broadly representative nominating committee in accordance with democratic procedures”. Paragraph 2 of Article 68 stipulates that “The method

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<ul style="list-style-type: none"> <li>● Responsibility of the HKSAR to safeguard national security (4 lessons) <ul style="list-style-type: none"> <li>– The provisions of the <i>Constitution</i> on safeguarding national security; national security as a matter under the purview of the Central Authorities</li> <li>– The overarching responsibility of the Central People’s Government for national security affairs relating to the HKSAR, and the constitutional duty of the HKSAR to safeguard national security</li> <li>– National security as our shared responsibility with everyone having a role to play <ul style="list-style-type: none"> <li>■ Understanding the meaning of national security (“holistic view of national security”)</li> <li>■ Understanding the importance of safeguarding national security</li> </ul> </li> <li>– The importance of the <i>National Security Law</i> to safeguarding national security <ul style="list-style-type: none"> <li>■ The background of the legislation and drafting process of the <i>National Security Law</i></li> <li>■ The duties and the government bodies of the HKSAR for safeguarding national security, and the mandate of the Office for Safeguarding National Security of the Central People’s Government in the HKSAR</li> <li>■ The details of the four types of offences endangering national security as regulated by the <i>National Security Law</i>, and the importance of the <i>National Security Law</i> to safeguarding national security (homeland security, political security)</li> </ul> </li> </ul> </li> </ul>		

for forming the Legislative Council shall be specified in the light of the actual situation in the Hong Kong Special Administrative Region and in accordance with the principle of gradual and orderly progress. The ultimate aim is the election of all the members of the Legislative Council by universal suffrage.”

## **Module 2.3 Public Finance of Hong Kong**

### **Students' Prior Knowledge and Skills**

The use of public finance directly affects people's livelihood and the development of society, and is closely related to our daily lives. At the primary level, students have learnt to understand their community and develop a concern for community affairs. They have also understood the rights and responsibilities of individuals. Relevant learning contents of General Studies for Primary Schools/Primary Humanities include “to recognise that economic decisions of the society can affect our lives as well as the environment”, “our rights and responsibilities as consumers of goods and services and in using community facilities” and “to reflect on the balance between one's rights and responsibilities”. At the junior secondary level, students have learnt to use money rationally and responsibly from an individual perspective in Module 1.3 “Financial Education”. The above foundation helps facilitate students' learning of this module. They will understand how the government uses limited resources to meet citizens' needs and the costs involved from the perspective of the overall well-being of society.

### **Module Contents**

This module consists of three parts. In the first part, students will have a preliminary understanding of the major items of government revenue and expenditure. They will understand the simple and low tax system of Hong Kong (including differences in taxes and tax rates among the HKSAR, the Chinese Mainland and other developed countries). In the second part, students will learn about the objectives of public finance as well as factors to be considered by the government when managing public finance and the constraints it faces. Through acquiring basic knowledge of public finance, students will be able to make objective and evidence-based analyses of the Government Budget. Besides, students will further develop their data analysis skills by understanding the statistics, charts and graphs of public finance<sup>23</sup>.

In the third part, students will learn the relationship between public finance and citizens. They will understand that citizens have the obligation to pay taxes and the right to social welfare in accordance with the law. Besides, students should learn that while people in society have different views on the government revenue and expenditure policy, they should analyse different stakeholders' views on the policy in a rational and responsible manner. After understanding the needs of different people in society, students should learn to express their views on the Government Budget through appropriate channels, and in so doing they will develop a concern for social affairs, and analyse the government's public finance policies from the perspective of the overall well-being of society.

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<sup>23</sup> In Mathematics at the primary level, students have learnt to collect and process data, use appropriate charts and graphs to show data and extract information from charts and graphs.

## **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand the major items of government revenue and expenditure;
- recognise the simple and low tax system of Hong Kong;
- recognise the objectives of public finance;
- understand the factors to be considered by the government when managing public finance as well as the constraints it faces;
- understand the impacts of government revenue and expenditure on society and the economy;
- identify the major sources of government revenue and items of expenditure from relevant information sources and analyse data, charts and graphs related to public finance;
- understand that residents have the obligation to pay taxes and the right to social welfare in accordance with the law; and
- develop a concern for social affairs through understanding the public finance of Hong Kong, as well as analyse the government's public finance policies from the perspective of the overall well-being of society.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 2.3 Public Finance of Hong Kong (8 lessons)	<ul style="list-style-type: none"> <li>● As the manager of public resources, the government’s major items of revenue and expenditure (2 lessons)               <ul style="list-style-type: none"> <li>– Major items of government revenue and expenditure</li> <li>– Simple and low tax system of Hong Kong (including differences in taxes and tax rates among the HKSAR, the Chinese Mainland and other developed countries)</li> </ul> </li> <li>● Factors that the government will consider when managing public finance as well as the constraints it faces (4 lessons)               <ul style="list-style-type: none"> <li>– Objectives of public finance (e.g. re-distributing income; driving economic development; responding to social needs such as poverty alleviation, catering for the housing needs of the public and tackling an ageing population)</li> <li>– In accordance with the principles underlying the government’s management of public finance enshrined in the <i>Basic Law</i></li> <li>– In accordance with the policy direction of the government</li> </ul> </li> <li>● Relationship between public finance and citizens (2 lessons)               <ul style="list-style-type: none"> <li>– The obligation to pay taxes and the right to social welfare in accordance with the law</li> <li>– Showing a concern for social affairs (including understanding the needs of different people in society, knowing the use of appropriate channels to express views on the Government Budget), as well as attempting to analyse the public finance policies of the government from the perspective of the overall well-being of society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills               <ul style="list-style-type: none"> <li>▪ Analyse the intended effects of government expenditure on different policy domains</li> </ul> </li> <li>– Mathematical skills               <ul style="list-style-type: none"> <li>▪ Collect, organise, analyse and interpret economic data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Responsibility</li> <li>– Benevolence</li> <li>– Empathy</li> <li>– Rationality</li> <li>– Common good</li> <li>– Critical thinking</li> </ul>

## **Module 2.4 Economic Performance and Human Resources of Hong Kong**

### **Students' Prior Knowledge and Skills**

At the primary level, students have acquired a basic understanding of the major characteristics and development of the Hong Kong economy. Relevant learning contents in General Studies for Primary Schools/Primary Humanities include “different occupations in the local community”, “major economic activities in Hong Kong”, “factors affecting the economic development in Hong Kong”, “major and emerging industries in Hong Kong”, as well as trade between Hong Kong and the Mainland as well as other parts of the world. Regarding mathematical skills, students have learnt to collect and process data, being able to use appropriate charts and graphs to show the data and extract information from them. Building on their learning at the primary level, students at the junior secondary level should deepen and broaden the aforementioned knowledge and skills, and further understand the characteristics of the Hong Kong economy and recognise opportunities and challenges for youth employment brought by economic ups and downs and the development of industries.

### **Module Contents**

This module consists of three parts. In the first part, students will learn the basic knowledge of some common economic indicators and industrial structures. Through interpreting statistics, charts and graphs related to these common economic indicators, students should be able to understand and briefly describe the general situation of the Hong Kong economy and the changes and trends of its development in the past decade or so. Students should recognise that the fluctuation of the economic performance of Hong Kong is always affected by external factors, which is a characteristic of the Hong Kong economy as highly externally oriented and open; and that the stability of the Hong Kong economy is related to economic security<sup>24</sup>. The aforementioned learning contents on the common economic indicators will also help students develop an in-depth understanding of the effectiveness of public finance policies in Module 2.3 “Public Finance of Hong Kong”. At the same time, students should recognise that as part of our country, Hong Kong’s economic development is closely connected with the development of our country. They should also understand how Hong Kong has seized the opportunities brought by the reform and opening up of our country and contributed to its development, so as to enhance their sense of belonging towards our country and national identity.

The second part will focus on exploring the phenomenon of economic globalisation. First, students will learn about the meaning of economic globalisation, factors contributing to economic globalisation and its impacts. They will then understand the opportunities and challenges that economic globalisation has brought to the

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<sup>24</sup> Economic security includes the security of the economic system, economic order, economic sovereignty and economic development, and is the foundation of national security and development.

Hong Kong economy, including the status of Hong Kong as an international financial centre<sup>25</sup> under economic globalisation and the role of Hong Kong in the economic development of our country. These help students understand that strong support from the Motherland and close connection with the world are Hong Kong's distinctive advantage; and how Hong Kong integrates itself into our country's overall development and serves well as the bridge between our country and the world for mutual connection and access. These will help students become the active forces driving the development of Hong Kong.

In the third part, students will learn about the opportunities and challenges brought for youth employment by the ups and downs of the economy and the development of industries. Examples include the emergence of new industries and changes in the mode of employment worldwide, and the availability of entrepreneurial and employment opportunities in the Guangdong-Hong Kong-Macao Greater Bay Area. Students will also learn about the statistics of the labour market in Hong Kong, as well as changes in the number of employed persons in different industries, which serves as the basis for discussions on related topics. The above learning contents help cultivate students' entrepreneurial spirit<sup>26</sup>, and encourage them to equip themselves early, be diligent and contribute to society, our country and the world.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- recognise some common economic performance indicators;
- recognise the classification of industrial structures (including the definition of primary, secondary and tertiary industries);
- recognise the characteristics of the Hong Kong economy as highly externally oriented and open, identify some major economic events in the past which caused ups and downs in the Hong Kong economy (e.g. “Asian Financial Crisis”, “Global Financial Crisis”) and understand their impacts on the Hong Kong economy;
- understand that the economic development of Hong Kong is closely connected with the development of our country, as well as how Hong Kong has seized the opportunities brought by the reform and opening up of our country and at the same time contributed to its development, so as to develop students' sense of belonging towards our country and national identity;
- understand the meaning of economic globalisation, factors leading to economic globalisation and its impacts;
- understand the opportunities and challenges brought by economic globalisation to the status of Hong Kong as an international financial centre;

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<sup>25</sup> Refer to related articles in the *Basic Law*, such as Article 109, Article 110 and Article 112.

<sup>26</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.

- understand the role of Hong Kong in the economic development of our country under economic globalisation, Hong Kong's distinctive advantage with strong support from the Motherland and close connection with the world, as well as the need for Hong Kong to enhance its development momentum and serve well as the bridge between our country and the world for mutual connection and access;
- recognise the opportunities and challenges for youth employment brought by ups and downs in the economy, recent changes and future trends of the development of industries;
- use appropriate statistics, charts and graphs to describe the economic performance of Hong Kong in different periods and analyse the economic situation of Hong Kong (including the labour market);
- make informed analysis and judgement on topics and policies related to employment; and
- develop an entrepreneurial spirit and the virtue of diligence, broaden their global perspective, so as to contribute to society, our country and the world.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 2.4 Economic Performance and Human Resources of Hong Kong (20 lessons)	<ul style="list-style-type: none"> <li>● Economic performance of Hong Kong (9 lessons)               <ul style="list-style-type: none"> <li>– Economic performance indicators (including Gross Domestic Product<sup>27,28</sup>, per capita Gross Domestic Product, unemployment rate, inflation rate) and classification of industrial structures (including the definition of primary, secondary and tertiary industries)</li> <li>– Changes and trends of economic performance indicators for Hong Kong in the past decade</li> <li>– The characteristics of the Hong Kong economy as highly externally oriented and open; the connection between economic ups and downs in Hong Kong and regional and global events (e.g. “Asian Financial Crisis”, “Global Financial Crisis”); and the importance of stabilising the Hong Kong economy to national economic security<sup>29</sup></li> <li>– Close connection between the economic development of Hong Kong and the development of our country (including the overview of the economic development of Hong Kong after the Second World War, how Hong Kong has seized the opportunities brought by the reform and opening up of our country and at the same time contributed to its development, the increasingly close economic ties between the Mainland and Hong Kong)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills               <ul style="list-style-type: none"> <li>▪ Analyse and compare different information (especially data), and make evidence-based judgement</li> </ul> </li> <li>– Mathematical skills               <ul style="list-style-type: none"> <li>▪ Collect, organise, analyse and interpret economic data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Diligence</li> <li>– Perseverance</li> <li>– Rationality</li> <li>– Aspiration</li> <li>– Proactivity</li> <li>– Confidence</li> <li>– Eagerness to attempt</li> <li>– Plurality</li> <li>– Interdependence</li> <li>– Critical thinking</li> </ul>

<sup>27</sup> Gross Domestic Product can be translated as “國內生產總值” (term used by the National Bureau of Statistics of China) or “本地生產總值” (term used by Census and Statistics Department, HKSAR).

<sup>28</sup> Students are only required to have a preliminary understanding of the indicators. They do not need to learn the methods of GDP calculation (i.e. “production approach”, “income approach” and “expenditure approach”).

<sup>29</sup> Teachers can use the “Asian Financial Crisis” as an example to briefly describe that Hong Kong’s financial market was impacted by the event and the HKSAR Government had taken measures to defend the economy at that time. As the case study involves complicated economic knowledge (e.g. the operation of the Hong Kong’s Linked Exchange Rate System), teachers can adopt a narrative method to briefly explain the event based on students’ abilities. Teachers should not include economic concepts and theories which are beyond students’ abilities and the scope of the curriculum.

	<ul style="list-style-type: none"> <li>● Opportunities and challenges brought by economic globalisation to Hong Kong (7 lessons) <ul style="list-style-type: none"> <li>– Meaning of economic globalisation and factors contributing to economic globalisation</li> <li>– Impacts of economic globalisation</li> <li>– Opportunities and challenges brought by economic globalisation to Hong Kong as an international financial centre (including the characteristics of an international financial centre, the reasons for the development of Hong Kong into an international financial centre)</li> <li>– The role of Hong Kong in the economic development of our country under economic globalisation</li> </ul> </li> <li>● Opportunities and challenges for youth employment brought by economic ups and downs and the development of industries (4 lessons) <ul style="list-style-type: none"> <li>– Recent employment situation in Hong Kong (including the changes in the number of employed persons in different industries)</li> <li>– Opportunities and challenges for youth employment brought by economic ups and downs, recent changes and future trends of development of industries (e.g. emergence of new industries and changes in the mode of employment worldwide, availability of entrepreneurial and employment opportunities in the Guangdong-Hong Kong-Macao Greater Bay Area)</li> </ul> </li> </ul>		
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## **Module 3.1 Intimate Relationships with Affection and Propriety**

### **Students' Prior Knowledge and Skills**

Entering puberty, students need to know that longing for intimate relationships is a natural development but such affection has to be bounded by propriety. At the primary level, students have learnt about the physical, psychological and social changes during puberty. In General Studies for Primary Schools/Primary Humanities, they have learnt relevant topics including “different stages and characteristics of one’s growth”, “gender roles and relationships” and “sexual feelings and reactions, and ways to deal with them”. At the junior secondary level, students enter the sexual maturity stage and may feel curious about love relationships. This module aims to help students develop a holistic understanding of gender concepts that are based on mutual respect, and assist them in upholding proper values and attitudes and properly handling life issues related to sex and intimate relationships. Teachers can use the contents of Module 1.2, which are related to the development of healthy interpersonal relationships and handling of interpersonal conflicts, as the basis to deepen the learning and teaching of this module.

### **Module Contents**

This module consists of two parts. In the first part, students will learn to distinguish the differences between friendship and love, recognise the elements of love (intimacy, passion and commitment), the goals of love, and proper attitudes towards love (e.g. focusing on spiritual communication, mutual support, equality and respect, care and cherishment, rationality, responsibility). They will understand the importance and ways of setting limits of intimacy, factors leading to the ending of a love relationship and appropriate ways to handle it. In the second part, students will explore values related to sex (e.g. sex must be based on love with solid foundation and commitment; rejecting pre-marital sex; the different ways to express love in which sex is only one of the ways). Students will also learn ways of coping with sexual fantasies and impulses, and understand the consequences of improper handling of intimate relationships.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- distinguish the differences between friendship and love;
- understand what love is and the goals of love, and proper attitudes towards love;
- understand the importance and ways of setting limits of intimacy;
- understand the factors leading to the ending of a love relationship and appropriate ways to handle it;
- acquire the ways to cope with sexual fantasies and impulses;
- understand the possible consequences of improper handling of intimate relationships; and
- develop proper values and attitudes including law-abidingness, rationality, responsibility and respect for others

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 3.1 Intimate Relationships with Affection and Propriety (9 lessons)	<ul style="list-style-type: none"> <li>● Proper understanding of love in adolescents (4 lessons)               <ul style="list-style-type: none"> <li>– Similarities and differences between friendship and love</li> <li>– Elements of love (intimacy, passion and commitment), goals of love and proper attitudes towards love (e.g. focusing on spiritual communication, mutual support, equality and respect, care and cherishment, rationality, responsibility)</li> <li>– Factors leading to the ending of a love relationship and appropriate ways to handle it</li> </ul> </li> <li>● Adolescents and intimate relationships (5 lessons)               <ul style="list-style-type: none"> <li>– Love and sex (e.g. sex must be based on love with solid foundation and commitment; rejecting pre-marital sex; different ways to express love in which sex is only one of the ways)</li> <li>– Importance and ways of setting limits of intimacy</li> <li>– Ways to cope with sexual fantasies and impulses</li> <li>– Consequences (e.g. emotional distress, legal liabilities, infection of sexually transmitted diseases, unwed pregnancy) of improper handling of intimate relationships (e.g. emotional blackmail, violence in love relationships, pre-marital sex, reckless and inappropriate intimate relationships)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Self-management skills               <ul style="list-style-type: none"> <li>▪ Express emotions appropriately (such as staying rational when feeling very upset)</li> </ul> </li> <li>– Communication skills               <ul style="list-style-type: none"> <li>▪ Present different points of view (such as rejecting an inappropriate request)</li> </ul> </li> <li>– Holistic thinking skills               <ul style="list-style-type: none"> <li>▪ Evaluate the advantages and limitations of different solutions from multiple perspectives</li> <li>▪ Execute the problem solving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Responsibility</li> <li>– Empathy</li> <li>– Respect for others</li> <li>– Law-abidingness</li> <li>– Respect for self</li> <li>– Rationality</li> <li>– Self-control</li> <li>– Courage to seek help</li> <li>– Courage to reject inappropriate behaviours</li> <li>– Self-protection</li> </ul>

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
		plan and reflect on its progress <ul style="list-style-type: none"> <li>▪ Ways to end a love relationship</li> </ul>	

## **Module 3.2 Overview of Our Country’s Economy and World Trade**

### **Students’ Prior Knowledge and Skills**

At the primary level, students have acquired basic knowledge about the economy of our country and world trade. In General Studies for Primary Schools/Primary Humanities, they have learnt relevant contents including “recent development of China (e.g. economic and technological aspects)”, “linkage between China and other parts of the world”, trade between Hong Kong, the Chinese Mainland and other parts of the world, and “the interdependence of different parts of the world (e.g. trade and cooperation agreements)”. At the junior secondary level, students need to deepen their understanding of the economy of the Mainland and recognise that the Hong Kong economy is closely tied to our country. At the same time, students need to further learn about the interdependent relationship between economies of different countries. The knowledge that they have acquired about economic globalisation in Module 2.4 “Economic Performance and Human Resources of Hong Kong” serves as the foundation for their learning in this module.

### **Module Contents**

This module consists of four parts. In the first part, students will briefly understand the economy of our country from a macro perspective. Students need to apply knowledge as well as data and graphical analysis skills gained in Module 2.4 “Economic Performance and Human Resources of Hong Kong” to compare relevant economic data of the Chinese Mainland with those of other countries, so as to understand the level of economic development of our country among other economies in the world and its achievements, as well as the changes and trends of our country’s industrial structure and labour force structure since reform and opening up.

In the second part, students need to know the directions of our country’s economic development through understanding its policies and plans. Firstly, students will learn about the guiding principles of resource allocation in different economic systems, and recognise that our country employs the socialist market economy. The Central People’s Government makes detailed planning for economic development, and proposes timely regulatory measures to ensure the plan is put into practice. They will briefly understand the major ministries, commissions and organisations which are responsible for formulating important economic policies; and learn about our country’s planning for economic development through relevant important national policies set out in the recent Five-Year Plans (e.g. the development of the Guangdong-Hong Kong-Macao Greater Bay Area). They will also understand the important role of the government in safeguarding economic security, and the role and positioning of Hong Kong in the economic development of our country. The contents of this part can also help students further extend their learning in Module 2.4 “Economic Performance and Human Resources of Hong Kong”, and encourage them to equip themselves early, be diligent, seize every opportunity and contribute to our society and country.

In the third part, students will briefly understand how the livelihood of Chinese residents in urban and rural areas has benefited from the economic development of our country and improved greatly. They will also recognise the achievements of our country's policies in improving people's livelihood (e.g. poverty alleviation policies) and be proud of the growing prosperity of our country.

In the fourth part, students will understand that the economic activities generated by external trade are one of the important driving forces for the economic prosperity of our country. They will also understand the impacts brought by world trade on the economic development of the Mainland and Hong Kong. Firstly, students will learn the basic knowledge of trade, the benefits it brings to the economy on the whole and its potential impacts on the interests of certain people (e.g. import-competing industries). They will also understand the present situation of external trade in the Mainland and Hong Kong, and the opportunities and challenges they are facing. Moreover, students will learn about some common trade protection policies, reasons for implementing these policies, and the ways to deal with trade protection policies, including the functions of the World Trade Organization. Lastly, they will have a preliminary understanding of the potential impacts on the economy of our country brought about by trade conflicts and the importance of safeguarding economic security to protecting economic development.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand the level of economic development and achievements of our country;
- recognise the changes and trends of industrial structure and labour force structure since reform and opening up;
- understand the characteristics of different economic systems;
- know the major ministries, commissions and organisations in charge of economic policies of our country, and have a preliminary understanding of their roles in promoting economic development;
- understand the important role of the government in safeguarding economic security;
- recognise the planning of economic development by our country, and the opportunities that Hong Kong can seize and contribution that Hong Kong can make;
- understand how the livelihood of Chinese residents has greatly improved due to economic development of our country, and the achievements of our country's policies to improve people's livelihood (e.g. poverty alleviation policies);
- acquire the basic knowledge of trade;
- understand the impacts of world trade on the economic development of the Mainland and Hong Kong;
- recognise the common trade protection policies and the reasons of implementing these policies;
- recognise the ways to deal with trade protection policies and the functions of the World Trade Organization;

- develop a preliminary understanding of the potential impacts of trade conflicts on the economy of our country, and the importance of safeguarding economic security to protecting economic development;
- use appropriate statistics, charts and graphs to describe the economic performance of our country in different periods, and analyse our country's economic situations; and
- strengthen their sense of nationhood and national identity, as well as broaden their global perspective.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 3.2 Overview of Our Country's Economy and World Trade (21 lessons)	<ul style="list-style-type: none"> <li>● Economic performance and achievements of our country (4 lessons)               <ul style="list-style-type: none"> <li>– Measuring the level of economic development and achievements of our country (including applying Gross Domestic Product<sup>30</sup>, per capita Gross Domestic Product, unemployment rate, inflation rate)</li> <li>– Changes and trends of our country's industrial structure and labour force structure since reform and opening up</li> </ul> </li> <li>● The formulation and implementation of important policies by the Central People's Government to promote economic development (7 lessons)               <ul style="list-style-type: none"> <li>– Different economic systems (including planned economy, market economy, mixed economy)</li> <li>– Brief introduction (names and main functions) of major ministries, commissions and organisations (e.g. National Development and Reform Commission, Ministry of Finance, People's Bank of China) which are responsible for formulating major economic policies (including the economic regulatory policies)</li> <li>– The relevant important national policies set out in the recent Five-Year Plans (e.g. the development of the Guangdong-Hong Kong-Macao Greater Bay Area) for understanding our country's planning for economic development, the important role of government in safeguarding economic security, as well as how Hong Kong can make the most of the opportunities brought by the development of our country and make contributions</li> </ul> </li> <li>● Impacts of economic development of our country on the livelihood of Chinese residents (3 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills               <ul style="list-style-type: none"> <li>▪ Analyse and compare different information (especially data), and make evidence-based judgement</li> </ul> </li> <li>– Mathematical skills               <ul style="list-style-type: none"> <li>▪ Collect, organise, analyse and interpret economic data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Sense of nationhood</li> <li>– Rationality</li> <li>– Aspiration</li> <li>– Interdependence</li> <li>– Common good</li> <li>– Critical thinking</li> </ul>

<sup>30</sup> Students do not need to learn the methods of GDP calculation (i.e. "production approach", "income approach" and "expenditure approach").

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<ul style="list-style-type: none"> <li>- Brief understanding of how livelihood (in the areas of work, income, accommodation, mode of consumption, medical services, etc.) of Chinese residents in urban and rural areas has greatly improved due to economic development of our country</li> <li>- Poverty alleviation policies as an example to explain the achievements of our country's policies to improve people's livelihood</li> <li>• Impacts of world trade on the economic development of the Mainland and Hong Kong (7 lessons) <ul style="list-style-type: none"> <li>- Basic knowledge of trade<sup>31</sup></li> <li>- Present situations, opportunities and challenges of external trade of the Mainland and Hong Kong</li> <li>- Common trade protection policies, reasons for implementing these policies and ways to deal with them (including the functions of the World Trade Organization)</li> <li>- Preliminary understanding of the potential impacts of trade conflicts on the economy of our country, and the importance of safeguarding economic security to protecting economic development</li> </ul> </li> </ul>		

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<sup>31</sup> Students only need to briefly understand the benefits from trade to the economy on the whole and the potential harms on the interests of certain people (e.g. import-competing local industries). They do not need to master the meaning of absolute advantages and comparative advantages.

### **Module 3.3 Our Country’s Political Structure and Its Participation in International Affairs**

#### **Students’ Prior Knowledge and Skills**

As Hong Kong residents who are Chinese citizens, students from an early age should care about the people and things of our country, and show concern for the conditions and development of our country. At the primary level, students have learnt the current situation and development of our country through different subjects (e.g. General Studies for Primary Schools/Primary Humanities, Chinese Language) and cross-curricular learning (e.g. class teacher periods, values education activities), which has helped develop their national identity as well as their sense of belonging and responsibility towards the state and the nation. Among all subjects, the contents of General Studies for Primary Schools/Primary Humanities are particularly relevant, which include “some significant or interesting events/things of China (e.g. giant pandas, Chinese cuisine)”, “the recent development of China (e.g. economic and technological aspects)” and “linkage between China and other parts of the world”.

#### **Module Contents**

This module consists of two parts. In the first part, students will learn through the content of the *Constitution* about the political structure of our country including the status, formation method, and functions and powers of central state institutions; and the leadership role of the Communist Party of China and the system of multiparty cooperation and political consultation under its leadership.

In the second part, students will learn about the development of our country’s participation in international affairs under the leadership of the central state institutions, including the main principles of our country’s foreign policy, the opportunities and challenges brought about by its participation in international affairs, and the relationship between our country’s participation in international affairs and national security (resource security, military security, overseas interests security). Through the study of this module, students can deepen their knowledge and understanding of our country, strengthen their sense of nationhood and national identity, and reflect on their future roles and contributions towards our country. Also, this module can strengthen students’ global perspective and help them understand from multiple perspectives how our country’s participation in international affairs has contributed to the common good of humankind and the building of a community with a shared future for humankind.

#### **Learning Outcomes**

After completing this module, students are expected to be able to:

- understand briefly the status, formation method, and functions and powers of central state institutions with reference to the *Constitution*;

- understand the leading role of the Communist Party of China and the system of multiparty cooperation and political consultation under its leadership;
- understand how our country participates in international affairs under the leadership of the central state institutions, including the main principles of our country's foreign policy, the opportunities and challenges brought about by our country's participation in international affairs, our country's contribution to and impact on the world, and our country's contribution to the promotion of common good of humankind and the building of a community with a shared future for humankind;
- understand the relationship between our country's participation in international affairs and national security; and
- strengthen their sense of nationhood and national identity, and broaden their global perspective.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 3.3 Our Country's Political Structure and Its Participation in International Affairs (12 lessons)	<ul style="list-style-type: none"> <li>● Understanding our country's political structure through the <i>Constitution</i> (6 lessons) <ul style="list-style-type: none"> <li>– A brief introduction to the status, formation method, functions and powers of central state institutions (including the National People's Congress and its Standing Committee, President of the People's Republic of China, the State Council, the Central Military Commission, the National Commission of Supervision, the Supreme People's Court and the Supreme People's Procuratorate)</li> <li>– The leadership role of the Communist Party of China and its system of multiparty cooperation and political consultation</li> </ul> </li> <li>● The development of our country's participation in international affairs under the leadership of the central state institutions (6 lessons) <ul style="list-style-type: none"> <li>– The main principles of our country's foreign policy<sup>32</sup></li> <li>– The Belt and Road Initiative as an example to illustrate the opportunities and challenges brought about by our country's participation in international affairs <ul style="list-style-type: none"> <li>■ The underlying principles and key focuses of the Belt and Road Initiative<sup>33</sup></li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills <ul style="list-style-type: none"> <li>▪ Understand from multiple perspectives the impacts of national policies on our country's participation in international affairs and the life of Chinese nationals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Sense of national identity</li> <li>– Sense of nationhood</li> <li>– Proactivity</li> <li>– Responsibility</li> <li>– Common good</li> <li>– Interdependence</li> <li>– Respect for diversity</li> <li>– Equality</li> <li>– Peace</li> <li>– Cooperation</li> <li>– Trust</li> </ul>

<sup>32</sup> The main principles of our country's foreign policy include (1) pursues an independent foreign policy, observes the five principles of mutual respect for sovereignty and territorial integrity, mutual non-aggression, mutual non-interference in internal affairs, equality and mutual benefit, and peaceful coexistence; and (2) keeps to a path of peaceful development, follows a mutually beneficial strategy of opening up, works to develop diplomatic relations and economic and cultural exchanges with other countries, and promotes the building of a community with a shared future for humankind.

<sup>33</sup> The main ideas and key focuses of the Belt and Road Initiative include (1) it is a way for win-win cooperation that promotes common development and prosperity and a road towards peace and friendship by enhancing mutual understanding and trust, and strengthening all-round exchanges; (2) it advocates peace and cooperation, openness and inclusiveness, mutual learning and mutual benefit, promotes practical cooperation in all fields, and works to build a community of shared interests, destiny and responsibility featuring mutual political trust, economic integration and cultural inclusiveness; and (3) it promotes policy coordination, facilities connectivity, unimpeded trade, financial

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<ul style="list-style-type: none"> <li>■ Opportunities and challenges brought by the Belt and Road Initiative to our country <ul style="list-style-type: none"> <li>▪ Strengthening foreign relations<sup>34</sup></li> <li>▪ Strengthening the protection of national security <ul style="list-style-type: none"> <li>✧ Using the Belt and Road Initiative as an example to enable students to understand that the development of the “Silk Road Economic Belt” will help improve the capacity of our country’s land-based transport channels and reduce past excessive dependence on maritime transport channels, through which students can understand how the Belt and Road Initiative safeguards national security (resource security<sup>35</sup>)</li> <li>✧ Using our country’s escort missions in the Gulf of Aden since 2008 as an example to enable students to understand the important role that our country as one of the permanent members of United Nations Security Council has played in safeguarding world peace, and how our country protects its business and trade interests along overseas sea routes, through which students can understand national security (military</li> </ul> </li> </ul> </li> </ul>		

integration and people-to-people bonds as their five major goals, and strengthens cooperation.

<sup>34</sup> The key focuses of foreign relations include (1) broadening consensus of the international community; and (2) strengthening the establishment of cooperation frameworks with other international organisations and countries.

<sup>35</sup> With reference to Article 21 of the *National Security Law of the People’s Republic of China*, resource security includes efforts to “improve the construction of strategic resource and energy transport channels and security protection measures, strengthen cooperation in international resources and energies, and comprehensively enhance emergency safeguard capability.”

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<p style="text-align: center;">security<sup>36</sup> , overseas interests security<sup>37</sup>)</p> <ul style="list-style-type: none"> <li>▪ Promoting cultural exchange<sup>38</sup></li> <li>▪ Promoting economic development<sup>39</sup></li> </ul>		

<sup>36</sup> With reference to Article 18 of the *National Security Law of the People’s Republic of China*, military security includes efforts to “conduct international military security cooperation, conduct peace-keeping operations of the United Nations, international rescue, maritime escort operations, and military actions that protect the state’s overseas interests.”

<sup>37</sup> With reference to Article 33 of the *National Security Law of the People’s Republic of China*, overseas interests security includes measures to “protect the security and legitimate rights and interests of overseas Chinese citizens, organisations and institutions, and ensure the nation’s overseas interests are not threatened or encroached upon.”

<sup>38</sup> The key focuses of cultural exchanges include extensive development of (1) cultural exchanges; (2) academic exchanges; (3) talent exchanges and cooperation; (4) media cooperation; (5) youth and women exchanges; and (6) volunteer services.

<sup>39</sup> The key focuses of economic development include (1) deepening economic and trade cooperation between our country and countries along the Belt and Road; and (2) deliberating on the safe layout of the global supply chain, and accelerating the pace of corporate transformation and upgrading as well as corporate globalisation.

## **Module 3.4 The World in Response to Global Issues**

### **Students' Prior Knowledge and Skills**

To enable students to become informed and responsible citizens, schools should cultivate their global perspective from an early age. At the primary level, students have learnt about some international affairs that they are interested in and are worthy of attention, and understood some global issues that are common concerns of humankind through various subjects (e.g. General Studies for Primary Schools/Primary Humanities) and cross-curricular learning (e.g. class teacher periods, values education activities). The learning contents of General Studies for Primary Schools/Primary Humanities are particularly relevant, which include “important historical events that influenced global development (e.g. war and peace, development of the Internet and mobile devices)” and “the interdependence of different parts of the world (e.g. trade and cooperation agreements, utilisation of world resources, healthcare and medical aids)”.

### **Module Contents**

This module consists of two parts. In the first part, students will understand the characteristics of global issues and recognise that sovereign state is the basic unit in international relations. Countries must deal with global issues through international cooperation based on the principle of sovereign equality.

In the second part, students will understand how various organisations (including international inter-governmental bodies, international non-governmental organisations, national governments and governments of local administrative areas) respond to the global drug problem through international cooperation. This helps students heighten their awareness and concerns about the problem, and learn to cherish life. Through the study of this module, students will understand that handling global issues through international cooperation can promote the common good of humankind and further understand the interdependence of humankind, which will help broaden their global perspective.

### **Learning Outcomes**

After completing this module, students are expected to be able to:

- recognise the characteristics of global issues;
- understand that the sovereign state is the basic unit in international relations, and that countries must deal with global issues through international cooperation based on the principle of sovereign equality;
- understand how countries and various organisations respond to the global drug problem through international cooperation;
- understand that international cooperation can promote the common good of humankind; and
- broaden their global perspective.

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
Module 3.4 The World in Response to Global Issues (8 lessons)	<ul style="list-style-type: none"> <li>● Handling global issues through international cooperation (3 lessons) <ul style="list-style-type: none"> <li>– Characteristics of global issues (including transcending national and regional boundaries, affecting the common good of humankind, and requiring international cooperation in monitoring and handling the issues)</li> <li>– The sovereign state being the basic unit in international relations</li> <li>– The need for countries to deal with global issues through international cooperation based on the principle of sovereign equality</li> </ul> </li> <li>● Different organisations responding to the global drug problem by means of international cooperation (5 lessons) <ul style="list-style-type: none"> <li>– International intergovernmental bodies<sup>40</sup> <ul style="list-style-type: none"> <li>■ Coordinating international efforts at the national, regional and intergovernmental levels<sup>41</sup></li> </ul> </li> <li>– International non-governmental organisations<sup>42</sup> <ul style="list-style-type: none"> <li>■ Promoting examples of good policies and programmes to relevant organisations around the world</li> <li>■ Uniting the forces of regions and international non-governmental organisations to carry out drug abuse prevention and control activities</li> </ul> </li> <li>– Government at the central level</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Holistic thinking skills <ul style="list-style-type: none"> <li>▪ Understand from multiple perspectives the importance of international cooperation in responding to global issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Law-abidingness</li> <li>– Responsibility</li> <li>– Interdependence</li> <li>– Mutuality</li> <li>– Common good of humankind</li> <li>– Cherish life</li> <li>– Cooperation</li> </ul>

<sup>40</sup> Suggested examples of international intergovernmental bodies: The United Nations Office on Drugs and Crime (UNODC) and The International Criminal Police Organization (INTERPOL).

<sup>41</sup> The key focuses of ways of international intergovernmental bodies to combat the global drug problem include (1) supporting countries in effectively safeguarding the security of their borders, ports, airports and maritime spaces; (2) supporting law enforcement networks at the regional and global levels and promoting intelligence sharing and cooperation among police forces; (3) strengthening the effectiveness of international cooperation (e.g. extradition) and making full use of the potential of international agreements; and (4) creating platforms for cooperation among regions, national and local bodies, private institutions and non-governmental organisations.

<sup>42</sup> Suggested examples of international non-governmental organisations: International Federation of Non-Governmental Organizations for the Prevention of Drug and Substance Abuse (IFNGO) and World Federation Against Drugs (WFAD).

Module Title	Learning Points	Examples of Generic Skills/Skills Involved	Examples of Values and Attitudes Involved
	<ul style="list-style-type: none"> <li>■ Initiating international cooperation against drug problem by the Central People's Government of the People's Republic of China<sup>43</sup></li> <li>– Government at the regional administrative level<sup>44</sup></li> <li>■ Using the People's Government of Yunnan Province of the People's Republic of China as an example<sup>45</sup></li> <li>■ Using the Government of the HKSAR of the People's Republic of China as an example<sup>46</sup></li> </ul>		

<sup>43</sup> The key focuses of ways of the Central People's Government to combat the global drug problem include (1) strengthening bilateral and multilateral cooperation in drug control with other countries; (2) developing cooperation in various forms, including anti-drug information exchange, training and law enforcement; and (3) helping neighbouring countries to unfold anti-drug combat.

<sup>44</sup> The Provincial People's Government and the Government of the HKSAR carry out work of different nature when dealing with the global drug problem under the relevant authorisation of the state.

<sup>45</sup> The key focuses of ways of the People's Government of Yunnan Province to combat the global drug problem include carrying out operations with neighbouring countries and regions in (1) information exchange; (2) case investigation; and (3) international collaborative research and training.

<sup>46</sup> The key focuses of ways of the Government of the HKSAR to combat the global drug problem include (1) participating in regional and international drug forums; and (2) working closely with Guangdong Province, Shenzhen and the Macao Special Administrative Region to deal with the drug problem on a regional level.

## Chapter 3 Curriculum Planning

This chapter aims to set out the principles of curriculum planning based on the curriculum framework and contents introduced in Chapter 2. It serves to assist schools and teachers in planning for the implementation of the Citizenship, Economics and Society curriculum according to their actual situation, thereby providing a balanced and coherent personal, social and humanities education at the junior secondary level.

### 3.1 Guiding Principles

When designing the Citizenship, Economics and Society curriculum, consideration has been taken of the curriculum contents and its organisation to suit students' age, maturity level, ability level, learning interest, prior knowledge, etc. so that students can learn in a progressive and upward spiral manner. Schools should follow the suggested sequence of modules to deliver the curriculum at each level to ensure comprehensive coverage of the essential learning contents and alignment with the progression of student learning.

Schools and teachers should consider the following guiding principles when planning the implementation of the Citizenship, Economics and Society curriculum:

- follow the organisation and sequence of the modules and the suggested allocation of lesson time to deliver the curriculum at each level;
- ensure comprehensive coverage of the essential learning contents of the curriculum;
- ensure effective implementation of the directions for curriculum development, including strengthening values education, national education, *Constitution* and *Basic Law* education, national security education, life education, sex education etc.;
- build on students' learning experiences at the primary level and at the same time consider the foundation knowledge, skills, and values and attitudes required for their study at the senior secondary level;
- connect meaningfully the learning experiences offered by this curriculum with those provided by other junior secondary subjects (including humanities subjects, other subjects and school-based subjects) ;
- cater for students' diverse learning needs and styles, interests, and abilities; and

- offer a variety of assessment modes, and make use of the information provided by assessment to give feedback on learning and teaching for enhancing the effectiveness of learning and teaching.

## **3.2 Curriculum Planning**

The following key points should be considered when planning the implementation of the Citizenship, Economics and Society curriculum:

### **3.2.1 Building on the learning in primary education, deepening the construction of knowledge, development of skills and cultivation of values and attitudes**

The contents of the Citizenship, Economics and Society curriculum are formulated based on the prior knowledge and skills that students have acquired in the primary curriculum (especially in General Studies for Primary Schools/Primary Humanities). In General Studies for Primary Schools/Primary Humanities, students have acquired a preliminary understanding of topics such as personal development, interpersonal relationships, healthy lifestyle, an overview of the Hong Kong economy, the rights and duties of Hong Kong residents, the functions of government and district organisations, characteristics of the way of life in the Mainland, as well as the interdependence of different parts of the world, etc.

On this foundation, this curriculum deepens students' knowledge related to the three Strands, namely "Personal and Social Development", "Resources and Economic Activities", and "Social Systems and Citizenship", develops related skills, and cultivates proper values and attitudes. Therefore, when planning the implementation of this curriculum, teachers should be aware of the prior knowledge and skills students have acquired in the primary curriculum to achieve an effective curriculum interface.

### **3.2.2 Constructing foundation knowledge, developing skills, and cultivating values and attitudes to prepare students for the study of the senior secondary curriculum**

The Citizenship, Economics and Society curriculum equips students with foundation knowledge and basic skills for their study at the senior secondary level, and prepares them for their studies in the senior secondary curriculum, such as Economics and Citizenship and Social Development.

The four modules of Strand 5 “Resources and Economic Activities” in this curriculum, which include “Financial Education”, “Public Finance of Hong Kong”, “Economic Performance and Human Resources of Hong Kong” and “Overview of Our Country’s Economy and World Trade”, provide students with the necessary foundation knowledge, and develop students’ basic economic thinking skills as well as their ability to analyse data related to economic performance, thus laying the foundation for their learning of Economics and other related subjects.

The four modules of Strand 6 “Social Systems and Citizenship” in this curriculum, which include “Rights and Duties”, “Governance of the HKSAR”, “Our Country’s Political Structure and Its Participation in International Affairs” and “The World in Response to Global Issues”, provide the foundation knowledge and basic thinking skills required for the study of the three themes in Citizenship and Social Development, namely “Hong Kong under ‘One Country, Two Systems’”, “Our Country since Reform and Opening-up” and “Interconnectedness and Interdependence of the Contemporary World”.

When planning the implementation of the Citizenship, Economics and Society curriculum, schools should ensure that upon completion of the curriculum, students are equipped with the foundation knowledge and basic skills required to prepare them for the senior secondary curriculum.

### **3.2.3 Collaborating with other junior secondary humanities subjects to facilitate synergy**

As a junior secondary curriculum in the Personal, Social and Humanities Education Key Learning Area (PSHE KLA), Citizenship, Economics and Society has close linkage with other junior secondary humanities subjects. In planning the implementation of the Citizenship, Economics and Society curriculum, teachers of different PSHE subjects should, through formal panel meetings and informal communication, identify the interconnections between the learning contents of different subject curricula and avoid overlapping of contents in student learning. They should also help students understand that knowledge of different subjects is inter-related in nature, and offers different perspectives on related topics. The following examples provide further elaboration:

- In junior secondary History, students learn about Hong Kong’s economic transformation after the Second World War, which is conducive to their learning

of the characteristics of Hong Kong's economy in the Citizenship, Economics and Society curriculum. Students' understanding of international cooperation since the 20<sup>th</sup> century will also benefit their learning of the roles of different countries and organisations in dealing with global issues.

- In junior secondary Chinese History, students learn about the “reform and opening up” policy. This facilitates their learning of the Central People's Government's planning of our country's economic development in the Citizenship, Economics and Society curriculum.
- In junior secondary Geography, students understand global topics relating to natural resources, environment, sustainable development, diseases, etc. Students can apply such knowledge and skills in the Citizenship, Economics and Society curriculum when learning about how the world responds to global drug problems.

Therefore, when planning the implementation of this curriculum, teachers of different junior secondary humanities subjects should collaborate with each other by scheduling relevant topics which are interconnected among different subjects to be taught at similar times, and co-designing cross-curricular learning activities to help students achieve more coherent and integrated learning.

### **3.2.4 Complementing the key focuses for curriculum development in the PSHE KLA**

The *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)* (2017) identifies seven key focuses for curriculum development, namely promotion of:

Humanistic Qualities,  
Entrepreneurial Spirit,  
Values Education (including *Constitution* and *Basic Law* education, national security education),  
e-Learning,  
Generic skills and their integrative use,  
National and Global Understanding, and  
Language Across the Curriculum.

In order to effectively implement these key focuses, schools should consciously infuse them into the Citizenship, Economics and Society curriculum to better meet students' learning and development needs. For example, modules such as “Self-understanding

and Life Skills”, “Interpersonal Relationships and Social Inclusiveness”, “Financial Education”, “Overcoming Growth Challenges”, “Economic Performance and Human Resources of Hong Kong”, “Intimate Relationships with Affection and Propriety” and “The World in Response to Global Issues” all provide rich contexts to nurture students’ humanistic qualities and entrepreneurial spirit.

In addition, the seven key focuses for curriculum development are not independent curriculum measures. They can be integrated coherently to enrich students’ learning opportunities in this curriculum. For example, the module “Our Country’s Political Structure and Its Participation in International Affairs” provides rich contexts to strengthen *Constitution* and *Basic Law* education and enhance students’ national and global understanding. Similarly, the module “The World in Response to Global Issues” provides rich contexts to develop students’ humanistic qualities, strengthen values education, and enhance their national and global understanding.

### **3.2.5 Linking with other learning experiences and life-wide learning activities to enrich students’ learning experiences**

Life-wide learning (LWL) enables students to extend learning beyond the classroom to experience and learn in real contexts, and to achieve learning targets that are difficult to attain in classroom settings. Teachers can enrich students’ learning experiences by integrating LWL activities in the learning contents of subjects. LWL activities provide students with opportunities to apply knowledge and skills learnt in the Citizenship, Economics and Society curriculum to further explore related topics, to consolidate and extend learning, and to broaden horizons and enhance learning motivation. For example, teachers can design a community study to help students understand how to construct a diverse and inclusive society by examining barrier-free facilities in the community. When introducing LWL activities in the learning and teaching of the Citizenship, Economics and Society curriculum, teachers have to ensure that the activities are relevant to the learning objectives and closely linked with the learning points of the curriculum.

### **3.2.6 Catering for learner diversity**

Learner diversity can be expressed in personal interests, learning styles, abilities, cultural background, etc. When planning the implementation of the Citizenship, Economics and Society curriculum, schools can adjust the depth and breadth of the contents according to students’ attributes, such as providing more or fewer examples in

learning, adding more challenging contents, etc. For example, when teaching the module “Overcoming Growth Challenges”, teachers can use the learning and teaching strategy of group learning to help students understand the characteristics, causes, effects, preventive and remedial strategies of various common undesirable behaviours (including bullying, sexual harassment, drug abuse, smoking, gambling, Internet addiction, pornography addiction, compensated dating and naked chat).

For more able students, teachers can increase the depth of learning by asking students to use higher-order thinking skills to compare the causes and effects of various undesirable behaviours, as well as the preventive and remedial strategies. Through summarising the findings, students would be able to strengthen their will and stance to resist temptation. Another example is the module “Economic Performance and Human Resources of Hong Kong” in which some economic performance indicators, including “Gross Domestic Product”, “per capita Gross Domestic Product”, “unemployment rate” and “inflation rate” are covered. After understanding these economic performance indicators, more able students can try to work independently to collect data on the relevant economic indicators of Hong Kong in recent years (e.g. by browsing the webpages of Census and Statistics Department of the HKSAR), and use a spreadsheet to plot a graph to show the changes and trends of Hong Kong’s economic performance. Besides, after gaining a brief understanding of Hong Kong’s overall economic situation, more able students may also try to conduct an in-depth study of the contribution of individual industries and their importance to the overall economy of Hong Kong.

### **3.2.7 Integrating learning with assessment**

Assessment is an integral part of the learning and teaching process. It facilitates students’ learning by providing teachers with evidence that reflects students’ learning outcomes, as well as the feedback for them to adjust their teaching strategies. Curriculum planning and assessment planning should be carried out together and with coordination, thereby achieving assessment for learning. Teachers may refer to Chapter 5 for the assessment strategies of the Citizenship, Economics and Society curriculum.

## **3.3 Learning Progression**

The Citizenship, Economics and Society curriculum consists of different modules, which are organised according to students’ age, mental maturity, ability level, etc. The modules are organised using two approaches: “From Proximity to Remoteness” and “All Dimensions Every Year”. The “From Proximity to Remoteness” approach

emphasises that students should start from the most familiar environment and progress to unfamiliar contexts. For example, students will learn about the economic and socio-political systems from the local level, to the national level and to the global level. The “All dimensions Every Year” approach emphasises that students will study modules of Strands 1, 5 and 6 in each academic year, so that they can connect the learning in different Strands more easily.

Schools offering this curriculum should follow the suggested sequence to deliver the modules in each academic year to ensure continuity of the curriculum and to enable students to learn in a progressive manner.

### **3.4 Curriculum Leadership and Management**

Curriculum leadership is a crucial factor for promoting ongoing curriculum development. Good curriculum leadership helps schools effectively plan and implement the curriculum as well as make proper responses in the face of changes. Good curriculum leadership and management helps promote the ongoing development of the Citizenship, Economics and Society curriculum and should include the following key points:

#### **3.4.1 Understanding the curriculum, school context, needs of students and expectations of society**

The key curriculum leaders of the Citizenship, Economics and Society curriculum are the panel chairpersons. Panel chairpersons need to have a clear understanding of the curriculum rationale, curriculum aims, learning objectives and curriculum framework of the Citizenship, Economics and Society curriculum. They should also refer to *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (2017)* to ensure this curriculum can cover the coverage of the essential learning contents of Strands 1,5 and 6 in the PSHE KLA. Besides, the panel chairpersons need to understand the missions, expectations, policies, existing curriculum arrangements, etc. of their schools, as well as students’ abilities, interests, needs, etc., so as to meet the requirements of the curriculum, the school contexts, the needs of students and the society’s aspiration for nurturing talents.

#### **3.4.2 Strategies for planning and implementing the curriculum**

In planning the implementation of the Citizenship, Economics and Society curriculum,

the panel chairpersons need to decide on the teaching content, learning and teaching strategies, assessment criteria and modes, etc., in accordance with the curriculum framework of the PSHE KLA, the curriculum framework of this curriculum, school context, the needs of students, etc.

In addition, strengthening collaboration between this curriculum and other junior secondary humanities subjects can broaden students' learning, help them understand the learning contents from different perspectives, strengthen their ability to integrate and apply knowledge and skills, and deepen their learning. For example, in a joint community study organised by teachers of Citizenship, Economics and Society and Geography, students can explore barrier-free facilities in the community, understand the land use in the community, and apply map reading skills acquired in Geography lessons, all at the same time.

Teachers of Citizenship, Economics and Society can also collaborate with teachers of Chinese History to organise a joint field trip to the Guangdong-Hong Kong-Macao Greater Bay Area, so that students can learn about the history of our country and our country's economic development, as well as gain a first-hand experience of the livelihood of Mainland residents.

### **3.4.3 Promoting teachers' continuing professional development**

The panel chairpersons should lead the panel in formulating a professional development plan for teachers of Citizenship, Economics and Society, so as to enhance teachers' understanding of the curriculum, subject knowledge, abilities to use suitable learning and teaching strategies to deliver the curriculum, etc.

The panel chairpersons can arrange subject teachers to share teaching ideas, teaching strategies, resource materials, etc., exchange teaching experience, and discuss matters of common concern at panel meetings. Arrangements can also be made for lesson observations, collaborative lesson preparation and co-teaching among subject teachers, so as to promote mutual learning among subject teachers. The panel chairpersons can invite experienced Citizenship, Economics and Society teachers to serve as mentors and help less experienced teachers optimise their teaching practices. The building of teachers' learning communities in schools can facilitate exchanges and passing on of experience to enhance the culture of collaboration among teachers, and plays an important role in promoting the professional development of Citizenship, Economics and Society teachers.

In addition, the panel chairpersons can encourage subject teachers to participate in external professional development programmes to engage in different forms of professional exchanges and sharing with their peers in order to gain more inspirations to help optimise their teaching practices and foster the spirit of mutual support among peers. These programmes include the Citizenship, Economics and Society professional development programmes organised by the Curriculum Development Institute of the Education Bureau (including seminars, workshops, online courses, field trips, teacher Mainland study tours, etc.), which help subject teachers keep abreast of the latest developments in the curriculum, learning and teaching, assessment, etc., so as to strengthen the professional capacity of Citizenship, Economics and Society teachers.

#### **3.4.4 Developing learning and teaching resources**

The panel chairpersons can coordinate the subject teachers to cautiously select learning and teaching resources (including textbooks) to support the learning and teaching of the Citizenship, Economics and Society curriculum. The selection criteria include: the resources should be in line with the curriculum rationale, curriculum aims, learning objectives and learning points; the contents and information should be correct, complete, objective and impartial; and the resources should meet the needs and match the abilities of students. The Education Bureau continues to produce multimedia learning and teaching resources, which can be flexibly utilised by subject teachers according to their teaching needs to enrich the learning and teaching of this subject.

The panel chairpersons shall also manage different types of learning and teaching resources for this curriculum (e.g. learning and teaching resources produced by different institutions or organisations), produce and regularly update a “resource list”, and facilitate teachers’ appropriate use of suitable learning and teaching resources, etc. to continuously optimise the learning and teaching of this curriculum.

#### **3.4.5 Reviewing and adjusting the implementation of the curriculum continuously**

The panel chairpersons should regularly review the implementation of the Citizenship, Economics and Society curriculum to understand the progress of the implementation of the curriculum and evaluate the effectiveness of learning and teaching from both the vertical and horizontal perspectives, so as to assess the actual implementation of this curriculum and to enable an effective implementation.

Students' performance in classroom learning, assignments, tests, etc. can provide teachers with valuable data for adjusting teaching contents and teaching strategies to enhance the learning and teaching effectiveness. The assessment data will also help the subject panel to optimise curriculum planning in the coming years.

## Chapter 4 Learning and Teaching

This chapter aims to provide guidelines and suggestions for the learning and teaching of the Citizenship, Economics and Society curriculum (Secondary 1-3). It should be read in conjunction with Chapter 4 of the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)* (2017), so as to understand the suggestions on learning and teaching in the Citizenship, Economics and Society curriculum.

### 4.1 Guiding Principles

The Citizenship, Economics and Society curriculum, like other subjects, comprises three components of curriculum, namely knowledge, skills, and values and attitudes. With effective learning and teaching strategies, students can build foundational knowledge, as well as develop generic skills and cultivate proper values and attitudes during the learning process. Appropriate learning and teaching strategies depend on factors such as learning objectives, the nature of topics and students' abilities and interests. The following are the guiding principles for enhancing effectiveness of learning and teaching in the Citizenship, Economics and Society curriculum.

- **Using diversified learning and teaching strategies:** Teachers should adopt diversified learning and teaching strategies that are aligned with the curriculum aims, objectives and content, such as direct instruction approach, enquiry learning, e-learning, reading to learn and life-wide learning, to stimulate students' learning motivation, promote their participation and enhance their learning effectiveness, so as to help students build a solid knowledge foundation, develop skills and cultivate proper values and attitudes, in order to achieve the aims and objectives of the curriculum.
- **Helping students construct knowledge and connect daily life experiences with the curriculum:** Teaching should be based on students' knowledge foundation to help them further understand and construct new knowledge and enhance their learning effectiveness. Before conducting learning activities, teachers should understand students' prior knowledge and learning experiences to avoid hindering their learning due to a lack of foundation knowledge or repeated teaching of the same content. At the same time, teachers can use different strategies and contexts in lessons to link knowledge in the curriculum to students' daily life experiences, so that students can understand the relationship between the learning content and daily life, thereby deepening their understanding of the topics.

- **Setting clear learning objectives which align with the curriculum:** When designing learning activities, teachers should set clear learning objectives which align with the curriculum to guide students to construct and understand new knowledge building on their prior knowledge.
- **Promoting self-learning:** Teachers should design different learning activities that are aligned with the curriculum aims, objectives and content to engage students in the learning process, helping them connect knowledge and skills and apply them in various real-life situations. Furthermore, teachers should provide opportunities for students to demonstrate their learning outcomes, and to review and reflect on their own learning processes, in order to cultivate in students a proactive attitude towards learning.
- **Using resources effectively:** Based on students' abilities, learning interests and motivation and in alignment with the corresponding learning points, teachers should flexibly select and use suitable learning and teaching resources including e-learning resources, to design diversified learning activities to enhance the effectiveness of learning and teaching. For details, please refer to Chapter 6 of this Curriculum Guide.
- **Assessment for Learning:** Assessment and feedback are an integral part of learning and teaching. The content of assessment should be aligned with the learning objectives in order to achieve effective assessment. Teachers should use diversified assessment strategies to identify students' strengths and weaknesses, and provide positive and appropriate feedback and support. Teachers can understand students' learning progress and assess their learning effectiveness through various assessment methods, such as class observations, learning journals, oral presentations, project learning and field trips. Teachers can also use the assessment data to provide feedback on students' learning and inform teachers' teaching, in order to further enhance the learning and teaching of this curriculum. For details, please refer to Chapter 5 of this Curriculum Guide.
- **Catering for learner diversity:** Students have different abilities, interests, learning styles, past learning experiences, cultural backgrounds, etc. Therefore, their learning needs are also different. Teachers should understand the diversity of students, adopt appropriate strategies based on their different learning needs, flexibly organise learning activities, develop and select different learning and teaching resources, etc. to provide appropriate guidance, assistance and encouragement to enable students to actively participate in learning activities and unleash their strengths, thereby enhancing the effectiveness of learning.

## **4.2 Learning and Teaching Strategies**

Different learning and teaching strategies can be used in conjunction with different topics to help students master basic knowledge, develop skills, and cultivate proper values and attitudes. When planning for learning and teaching, teachers can use different learning and teaching strategies flexibly according to the learning objectives of lessons, characteristics of topics, interests and abilities of students, etc.

### **4.2.1 Direct instruction approach**

The benefits of direct instruction approach are that lesson time can be used effectively and it allows students to construct knowledge under the guidance of teachers. Teachers who use direct instruction approach should have a thorough understanding and mastery of the lesson content. They have to organise the learning content in advance, break down complex contents or concepts into steps, use information that is factual, accurate, objective and appropriate to students' level, provide examples for illustration, and explain systematically and clearly to students. During lessons, teachers lead the whole learning process and manage the pace of the lesson. Students complete classroom activities under the guidance of teachers. To ensure that students have mastered what they have learnt, teachers should assess students' learning from time to time. If it is found that students have not fully grasped the learning content, teachers should further explain with different examples or teaching strategies before moving on to the next stage. During the teaching process, teachers can use questioning and encourage students to ask questions to increase interaction with students and assess their understanding of the learning content.

Direct instruction approach is particularly suitable for teaching contents with absolute right and wrong and clear legal principles. Teachers should clearly explain the historical background, moral standards and legal principles related to the topic, to enable students to have a correct understanding of the topic and recognise that there is no room for discussion or compromise in certain topics, and that facts must not be distorted at will. When the topic involves institutional, legal or moral issues, teachers should also use a direct instruction approach to point out the importance of abiding by the law and adhering to ethical norms, to help students develop proper values and attitudes.

Direct instruction approach can be used in conjunction with other learning and teaching activities (e.g. group discussions) to provide students with diversified learning experiences. Teachers can also use a direct instruction approach to correct students'

misunderstanding of facts and concepts that may arise in classroom discussions or during the process of enquiry learning; as well as provide students with different perspectives for analysis to help students build a solid knowledge foundation.

**Example: Using a direct instruction approach together with other learning and teaching activities to teach “Public Finance of Hong Kong”<sup>#</sup>**

When teaching the topic “public finance of Hong Kong”, the teacher can start by using data, supplemented by examples, to let students understand the Government’s major sources of income and expenditure and their respective proportions. Then, students can work in pairs to classify the Government’s income items, list the main sources of government revenue, and indicate which social strata contribute the most to the income of Hong Kong Government. Next, students are asked to rank the expenditure items of different policy groups within the Government and their respective percentages, and share their answers with the class. The teacher can then provide explanations based on students’ answers. If students still have not grasped the knowledge of the Government’s major income and expenditure items or have misunderstanding about the concepts, the teacher can further explain the topic by providing additional examples.

After students have understood the Government’s major sources of income and expenditure items, the teacher can play the part on the characteristics of the tax system of Hong Kong from the video “Things You Must Know about the Public Finance of Hong Kong” to students to introduce the features of the tax system in Hong Kong. Then, students can discuss in pairs the advantages of Hong Kong’s tax system for overseas investors. Once students have completed their discussion, the teacher can ask them to share their answers with the whole class, from which students can understand different perspectives from their peers. The teacher can also gauge students’ understanding of the content based on their sharing and decide whether further explanation is needed.

Finally, the teacher summarises the lesson and reviews the meaning of public finance, the main sources of income and expenditure items of the Hong Kong Government, and the characteristics of the tax system of Hong Kong by asking questions to consolidate students’ learning.

<sup>#</sup>Reference has been made to ‘Module 2.3: Public Finance of Hong Kong’ in “Citizenship, Economics and Society (Secondary 1-3) Support Resources: Secondary 2”.

### **4.2.2 Enquiry learning**

Enquiry learning should be based on knowledge foundation. Students gather information, judge the credibility of information, conduct analysis, generalisation and synthesis, and draw conclusions on questions that are aligned with the aims, objectives and content of the curriculum. Enquiry learning helps students become active learners and enables them to co-construct knowledge with their peers, develop different skills, and cultivate proper values and attitudes.

Teachers should provide enquiry learning opportunities for students through appropriate planning of learning activities to develop their self-learning skills. Teachers also need to provide appropriate guidance and feedback for students during the learning process in accordance with the curriculum to guide them to explore the topic in the right direction, consider different sources of evidence, and come to the most appropriate, objective and impartial conclusion. In addition, teachers should encourage students to explore and solve problems through discussions and collaborations with their peers. Interaction between students enables them to complement each other in terms of knowledge and abilities, which not only facilitates co-construction of knowledge, but also broadens their minds, deepens their understanding of society and enables them to learn to respect different perspectives. After the enquiry learning activities, teachers should conduct a debriefing with reference to the learning objectives to help students construct knowledge, make judgement when adopting different suggestions through understanding/analysing the complexity of questions from different perspectives, consolidate what they have learnt, and cultivate proper values.

Teachers play an important role as facilitators in enquiry learning. The following are areas that teachers should pay attention to when arranging enquiry learning for students:

- Enquiry learning activities should be relevant to the aims, objectives and learning content of the curriculum;
- Objective information and data from reliable sources, such as information from official and verified sources, should be provided;
- Enquiry learning activities should be built on students' prior knowledge;
- Enquiry learning activities should help students develop a deeper understanding of the facts and phenomena relevant to the enquiry questions, and make fact-based, impartial and appropriate analysis of different perspectives;
- Enquiry learning activities need to be aligned with the level of students'

psychological and cognitive development, and questions that are too challenging or too broad are not appropriate;

- During the enquiry learning process, teachers should provide timely and appropriate guidance to correct students' misunderstanding of facts and concepts, refocus activities, and help students arrive at correct, fact-based, objective and impartial conclusions;
- Arrangements should be made to provide an open, accepting and respectful environment that allows students to express their viewpoints, incorporate others' opinions and co-construct knowledge with their peers through different activities, such as individual study, peer discussion and whole-class communication;
- Teachers should ask questions, give feedback or provide guidance for students in a timely manner to guide students to explore the topic in the right direction;
- Supporting learning tools (e.g. methods of using different graphics to organise knowledge) should be provided to help students systematically organise the information obtained from enquiry learning and draw conclusions through analysis, generalisation and synthesis;
- Teachers should provide students with formative and summative feedback to help them effectively connect enquiry findings with the curriculum content; and
- Teachers should work with students to summarise what they have learnt, guide them to reflect on their own learning, and refine enquiry findings based on teacher's feedback.

When formulating enquiry questions, teachers must exercise careful selection. Events that are still in development are not suitable to be enquiry learning topics, as there may not be sufficient objective and reliable information. In addition, as the events are still developing, related reports and commentaries may change as the events progress. Premature discussions tend to be superficial, which will easily lead students to misunderstand the development of the events and make it difficult for them to reach impartial, objective and evidence-based judgements.

Topics in the curriculum may involve perspectives related to different cultures, values and interests. In alignment with the overarching curriculum aim "Cultivate Values for Leaders of Tomorrow", teachers need to guide students to understand the different dimensions involved in the topics and the rationales behind different views, and consider the origins of these rationales and whether they are reasonable and comply

with the law, instead of simply accepting or rejecting certain views without considering whether the rationales are reasonable, or simply defining the direction of enquiry into pros and cons, right or wrong, etc.

During the enquiry process, teachers should help students put learning into practice and make judgements based on reasons, propose practical and feasible suggestions with empathy, respect for others, and inclusiveness, and seek common ground while respecting differences to make the most appropriate, objective, and impartial conclusions with a view to promoting the common good of society.

Any event or topic that violates the law or moral principles should not be used as a topic for enquiry learning to prevent adverse effects on students' values and behaviours. When dealing with issues that involve clear right and wrong, and legal principles, teachers should clearly present various aspects of facts related to history, moral standards, legal reasoning, etc. Teachers should point out that there is no room for discussion or compromise in these issues, and that facts must not be distorted at will, so as to enable students to have a correct understanding of the issues. For topics related to the constitutional relationship between our country and the HKSAR, it is important to understand them based on the constitutional foundations set out in the *Constitution* and the *Basic Law*.

**Example: Enquiry learning through field trip**

When teaching the learning points of “entrepreneurial and employment opportunities in the Guangdong-Hong Kong-Macao Greater Bay Area” in Module 2.4 “Economic Performance and Human Resources of Hong Kong”, the teacher can organise a field trip to the Qianhai Shenzhen-Hong Kong Youth Innovation and Entrepreneur Hub (Qianhai Dream Factory) in Shenzhen to allow students to explore the development opportunities for Hong Kong youth in the Guangdong-Hong Kong-Macao Greater Bay Area (the Greater Bay Area).

Under the guidance of the teacher, enquiry questions are formulated before the field trip, such as “What factors should be considered when starting a business or seeking employment in Qianhai Dream Factory?”, “What are the attractive features of Qianhai Dream Factory?” and “What is it like to start a business?”. During the field trip, students can observe and take photos to record the types of businesses, their characteristics, supporting facilities of Qianhai Dream Factory, etc. to understand the latest developments of entrepreneurial and employment opportunities in the Greater Bay Area, including the hardware facilities of Qianhai Dream Factory (such as studios and multi-functional meeting

rooms). Next, students can interview Hong Kong youths who start businesses or work in Qianhai Dream Factory, to understand their reasons and considerations for developing careers in Qianhai Dream Factory, the support provided for starting businesses and employment in the Greater Bay Area (such as preferential rent and subsidies), their experiences of starting their own businesses, etc.

Based on the data and information collected, students answer the enquiry questions and summarise the “entrepreneurial and employment opportunities for Hong Kong youths in the Guangdong-Hong Kong-Macao Greater Bay Area”. They can also reflect on how to plan for their future studies and development, seize the opportunities in the Greater Bay Area, and contribute to our country.

### **4.2.3 Co-construction of knowledge through peer interaction**

Active student participation in lessons is essential for effective learning. To enhance students’ motivation to participate actively in lessons, it is important to increase classroom interaction. There are different modes of classroom interaction. Teachers should act as facilitators of learning and frequently employ strategies that promote student collaboration and mutual learning to help students co-construct knowledge and enrich their learning experiences.

Through learning activities that provide ample opportunities for student interaction, such as group discussions and role plays, teachers can allow students to interact with and learn from each other based on their prior knowledge and what they have learnt. For example, when teaching the module “The World in Response to Global Issues”, teachers can prepare for students reading materials on how different organisations tackle the global drug problem through international cooperation, and then ask students to discuss in groups after reading the materials. When selecting reading materials, teachers should ensure that the contents of the reading materials are based on facts and the knowledge and concepts are accurately explained. The contents should also be up to date and suitable for students’ age, ability, interests, prior knowledge, etc., and overly specialised or complex theories and concepts should be avoided.

In addition to providing appropriate reading materials, teachers should set discussion questions with clear focus for group activities and assign specific roles within groups (e.g. host, recorder and observer) to promote interaction within the groups and develop students’ communication skills and proper values such as respect for others. During the group activities, teachers’ prompts can help students clarify confusing concepts,

understand the learning focus and broaden their perspectives. Teachers' immediate feedback also helps students understand their own strengths and areas for improvement, and develop skills such as reflection and critical thinking.

Teachers should also encourage students to ask questions and give feedback in response to their classmates' presentations, in order to promote peer interaction and co-construction of knowledge. During discussions, students' viewpoints may be incomplete or biased. Therefore, teachers should provide debriefing and summaries after the discussions in accordance with the curriculum aims and objectives. This helps students develop correct understanding and proper values.

#### **4.2.4 e-Learning**

e-Learning is one of the key curriculum development focuses in the PSHE KLA (for details, please refer to Chapter 1 and Chapter 4 of *Personal, Social and Humanities Education Key Learning Area Curriculum Guide* (2017)). e-Learning refers to an open and flexible mode of learning which uses electronic media, including digital resources and communication tools, to achieve learning objectives. The focus of e-learning is to enhance learning and teaching effectiveness and help students develop the essential qualities for the 21st century (e.g. self-directed learning). Teachers can use e-learning to facilitate, improve and complement existing learning and teaching strategies, or to develop new pedagogies.

Rapid technological developments have made learning more open and flexible. With the development of mobile applications, e-textbooks and other electronic devices, e-learning resources become more readily available. Teachers of Citizenship, Economics and Society can make good use of relevant e-resources to design and implement various learning and teaching activities to enhance the effectiveness of learning and teaching. The following examples are provided for reference:

- Teachers of Citizenship, Economics and Society can adopt the “flipped classroom” approach to engage students in using the Internet to collect relevant information and data related to the curriculum content before class, and sharing them with their peers in class. This strategy helps enhance students' participation in the learning process, support them in constructing and applying knowledge, and enhance their problem-solving skills, collaboration skills, etc.
- When designing classroom learning activities, teachers of Citizenship, Economics and Society can use video resources to help students grasp abstract concepts and

subject knowledge, as well as enhance learning motivation. Teachers can also insert questions to the video resources and have students respond to the embedded questions when watching the videos to facilitate their understanding of the content and enhance their self-learning skills.

**Example: Promote student learning by using “flipped classroom” approach and “3-minute Concept” animated video clips**

When teaching the topic “media and information literacy”, the teacher uploads the “3-minute Concept” animated video clip on “Media and Information Literacy” produced by the Personal, Social and Humanities Education Section, Curriculum Development Institute of the Education Bureau to the school’s learning platform before class for students’ pre-lesson preparation. The teacher also uploads a self-learning exercise to the school’s learning platform and asks students to finish the exercise before the lesson. The content of the self-learning exercise for students includes: browsing the “Cyber Security and Technology Crime” webpage of the Hong Kong Police Force and the “Personal Data (Privacy) Ordinance” webpage of the Office of the Privacy Commissioner for Personal Data; collecting information related to Internet safety and privacy; and completing the questions set for pre-lesson preparation.

Before the lesson, the teacher assesses students’ understanding of Internet safety and privacy through the self-learning exercise. During the lesson, the teacher asks students to present their answers in the self-learning exercise. Based on students’ understanding of media and information literacy, the teacher further explains the key learning points in the teaching guidelines of the animated video clip “Media and Information Literacy” to consolidate students’ learning.

- Citizenship, Economics and Society teachers can organise community study and have different groups of students complete various learning and teaching activities using mobile computer devices (e.g. tablets) and applications. For example, they can use the built-in camera and microphone of the mobile computer devices to take photos and record audio to record important data and interview processes, and upload the information to the e-learning platform to share with other groups. The application of e-learning helps enhance students’ engagement in learning, as well as collaboration and interaction among students. Teachers can also monitor students’ learning progress and their understanding of the content in real time, and provide immediate feedback according to their performance.

- Traditional forms of field trips may be constrained by objective factors such as time, venue, weather, manpower arrangement and safety issues. Teachers of Citizenship, Economics and Society can use virtual reality glasses and applications to create an authentic outdoor field trip environment for students to experience virtual field trips on a computer screen.

**Example: Virtual field trip to the Legislative Council<sup>#</sup>**

When teaching the learning points of “the political structure of the Hong Kong Special Administrative Region” of Module 2.2 “Governance of the HKSAR”, the teacher can first arrange an online visit to the Legislative Council (LegCo) for students. The LegCo website provides a virtual tour in which students can explore the LegCo Complex, including the LegCo Chamber. Students can move around in the virtual environment to see the seat of the LegCo President presiding over the meeting on the podium, the seat of the Secretary assisting the President in presiding over the meeting, the seat of the Chief Executive attending the meeting, delivering policy addresses and regularly attending question and answer sessions, the seats and facilities for the legislators, etc.

After understanding the seating plan and facilities in the LegCo Chamber, the teacher can make use of some news pictures or short videos, along with related articles of the *Basic Law*, to introduce the powers and functions of the LegCo. Examples include enacting, amending and repealing laws in accordance with legal procedures; examining and approving budgets introduced by the Government; and receiving and debating the policy address of the Chief Executive. In addition, the teacher can use the seating plan in the LegCo Chamber to introduce LegCo members from different sectors and then the method for the formation of the LegCo.

<sup>#</sup>Online tour of Legislative Council: <https://www.legco.gov.hk/en/visiting/legislative-council-complex/virtual-tour.html>

- Using the school e-learning platform to establish a learning community can promote communication and collaboration among students. The e-learning platform can further extend classroom learning. Different students have diverse learning styles and abilities, and the more passive students can also participate in peer discussions through the platform.
- The e-learning platform is particularly helpful for arranging learning and teaching activities that have to be accomplished via collaboration. In the learning

community, students can take on different roles and share the tasks. Different members can develop their strengths, exchange opinions, share their feelings, and learn to appreciate and evaluate the viewpoints of others.

**Example: Using an e-learning platform to conduct a project learning assignment**

In conjunction with a field trip, the teacher can design a project learning assignment related to it. The teacher can allow students to use an e-learning platform to conduct a project learning assignment as an extension of student learning after participating in the field trip to the Guangdong-Hong Kong-Macao Greater Bay Area. The teacher can introduce group learning activities on the e-learning platform where students can share what they have seen and heard during the field trip, as well as the collected data and information related to the project learning assignment.

At the same time, the teacher can provide supplementary information and reading materials (such as articles and news reports) related to the project-learning assignment through the e-learning platform and set questions to guide students to read and discuss, helping students clarify the direction and scope of enquiry and construct knowledge using the information and data they have collected and the supplementary materials provided by the teacher.

Through peer interaction, students construct knowledge, develop skills such as communication and collaboration, learn to appreciate and respect the viewpoints of others, and cultivate proper values and attitudes.

#### **4.2.5 “Reading to Learn”**

“Reading to Learn” allows students to enhance their understanding of topics and broaden their horizons by comprehending, applying and reflecting on the relevant reading materials.

Teachers can set a list of appropriate books and reference materials for each module to encourage students to read. Teachers should encourage students to build a solid knowledge base by acquiring and constructing knowledge from extensive reading of books, journals, newspapers, information provided by official bodies, different types of multimedia materials, etc. A variety of reading materials can provide students with rich knowledge, and broaden the depth and breadth of their thinking. The following are some points to note for effectively promoting “Reading to Learn” as a learning and teaching strategy:

- **Put emphasis on encouraging reading:** It is of utmost importance that students develop interest in reading. Therefore, teachers should provide encouragement and rewards for students and reduce their academic burden arising from reading to enhance their motivation in reading.
- **Set clear reading purpose:** Before the reading activity, teachers first help students understand the purpose of reading. For example, if the text aims to help students understand certain concepts or knowledge, teachers can first provide relevant concepts or knowledge points for students as hints, and then ask students to look for explanations or definitions while reading. This not only adds fun to the reading process, but also deepens students' understanding of the relevant concepts and knowledge. In addition, teachers can design questions that require students to find answers from the text. For example, teachers can set the question “What consequences will the action of the main character bring?”. Students can make initial guesses based on their prior knowledge, and then read the text carefully to verify their guesses. A clear reading purpose is more likely to engage students in reading and help them grasp the learning content.
- **Use reading strategies effectively:** Teachers can explain important and difficult concepts and terms first to help students understand the content of a text. Teachers can also discuss the main ideas of each part of the text with students to help them grasp the main ideas of the text more easily. Furthermore, teachers can use graphic organisers, such as mind maps and concept maps, to help students organise and connect the key points. For a lengthy text, teachers can use the jigsaw reading strategy to have different groups read different parts of the text and then report to the whole class. During the reporting process, teachers can highlight the key points of each part of the text through questioning. Teachers can also design some extended learning activities for students to read the text again after class to help them gain a more comprehensive understanding of its content. For example, when teaching the topic “facing failure and frustration” in Module 1.1 “Self-understanding and Life Skills”, teachers can ask students to read the story of the idiom “Misfortune might be a Blessing in Disguise” to help them understand that misfortune and fortune often interchange with each other, and one cannot judge solely based on immediate circumstances, so as to encourage students to cultivate positive psychological qualities.
- **Design appropriate reading activities:** When learning how to face difficulties with optimism, perseverance and a proactive attitude, and to grasp different opportunities, students can read stories about athletes who consistently undergo training with great effort and strive for remarkable achievements in competitions.

This allows them to identify with the athletes' determination, confidence and perseverance. During the process, students need to understand the situations and viewpoints of different characters in the reading materials, and understand their feelings, emotions and responses in order to cultivate empathy. Students are no longer passive readers or recipients of knowledge, but they have experienced the process in which they read, think and reconstruct knowledge to deepen their learning.

As students have different social backgrounds and personal experiences, their understanding and perception of the reading contents vary. Therefore, the impact of reading brought to students is also different. When designing reading activities, teachers should incorporate group discussions and student sharing as appropriate. These activities allow students to learn from other people's life experiences and perspectives, further broaden their own horizons, and allow teachers to cater for learner diversity more comprehensively. If teachers can connect reading with awards, cross-subject learning, life-wide learning etc. to further enhance students' initiative in learning, students will benefit even more.

#### **4.2.6 Life-wide learning**

According to Booklet 7: Life-wide Learning and Experiential Learning in the *Secondary Education Curriculum Guide* (2017), life-wide learning refers to "student learning in real contexts and authentic settings to achieve targets that are more difficult to attain through classroom learning". In the process of life-wide learning, students can construct knowledge, develop skills, and cultivate proper values and attitudes through direct personal experiences. Through self-reflection activities, they can apply what they have learnt to real-life situations to complete tasks and solve problems. This type of learning in real-life contexts contributes to students' whole-person development and develops their lifelong learning skills to face the ever-changing society.

Life-wide learning supports the learning of the Citizenship, Economics and Society curriculum and serves to "extend", "broaden" and "enhance" student learning.

- **Extending:** Life-wide learning helps deepen student learning in specific areas including knowledge, skills, values and attitudes. For example, Mainland exchange programmes allow students to gain first-hand experience and understand the development of our country. They also enable students to understand related learning points in the topic "overview of our country's economy" from different perspectives, including the economic development of our country, the livelihood

of Chinese residents, as well as the business and employment opportunities in the Guangdong-Hong Kong-Macao Greater Bay Area. The programmes can strengthen students' sense of nationhood and national identity.

- **Broadening:** The knowledge and experiences gained from life-wide learning activities not only help develop students' potential, but also broaden their horizons. For example, exchange activities with ethnic minority students help students understand culture and customs of ethnic minorities, thereby deepening their understanding of the learning points of the topic “contributing to the building of diverse and inclusive society by adolescents”. The activities can also help students understand the key learning points related to the elimination of prejudice and discrimination in the module “Rights and Duties”, and develop proper values and attitudes such as respect for others, benevolence and empathy.
- **Enhancing:** Life-wide learning experiences help students develop skills (including generic skills and life skills) and enhance their classroom learning and whole-person development. For example, students participating in a leadership training camp can develop their collaborative skills, problem-solving skills and self-management skills through different tasks. This also helps them understand the learning points of the module “Self-understanding and Life Skills”, and develop proper values and attitudes such as perseverance, responsibility, self-discipline and modesty.

To implement life-wide learning in the Citizenship, Economics and Society curriculum, the design of the related activities should align with the aims, objectives and learning content of the curriculum. They should be able to consolidate and deepen students' knowledge and skills acquired from the curriculum, cultivate in them proper values and proactive attitudes, and enhance their learning motivation. Teachers should play the role of facilitators to help students achieve the expected learning outcomes through experiences gained from life-wide learning, guide students to reflect on the life-wide learning experiences and provide timely feedback.

The inclusion of appropriate debriefing after learning activities helps students organise the new knowledge and perspectives they have acquired and connect them to the curriculum and their prior learning. For more details, please refer to Section 4.6.1 “Debriefing that is aligned with the curriculum aims and learning objectives” of this chapter.

**Integrating Learning Contents of the Citizenship, Economics and Society curriculum  
and Life-wide Learning Activities: S1 Community Study Series**

**[Teaching Example]**

In the annual plan on life-wide learning, the school arranges a series of community studies for Secondary 1 students. Through various themes, each Secondary 1 student gains relevant learning experiences, thereby “extending”, “broadening” and “enhancing” their learning in relevant modules of the Citizenship, Economics and Society curriculum. The following teaching examples on three themes illustrate how teachers can cultivate students’ proper values and attitudes through life-wide learning activities in the curriculum.

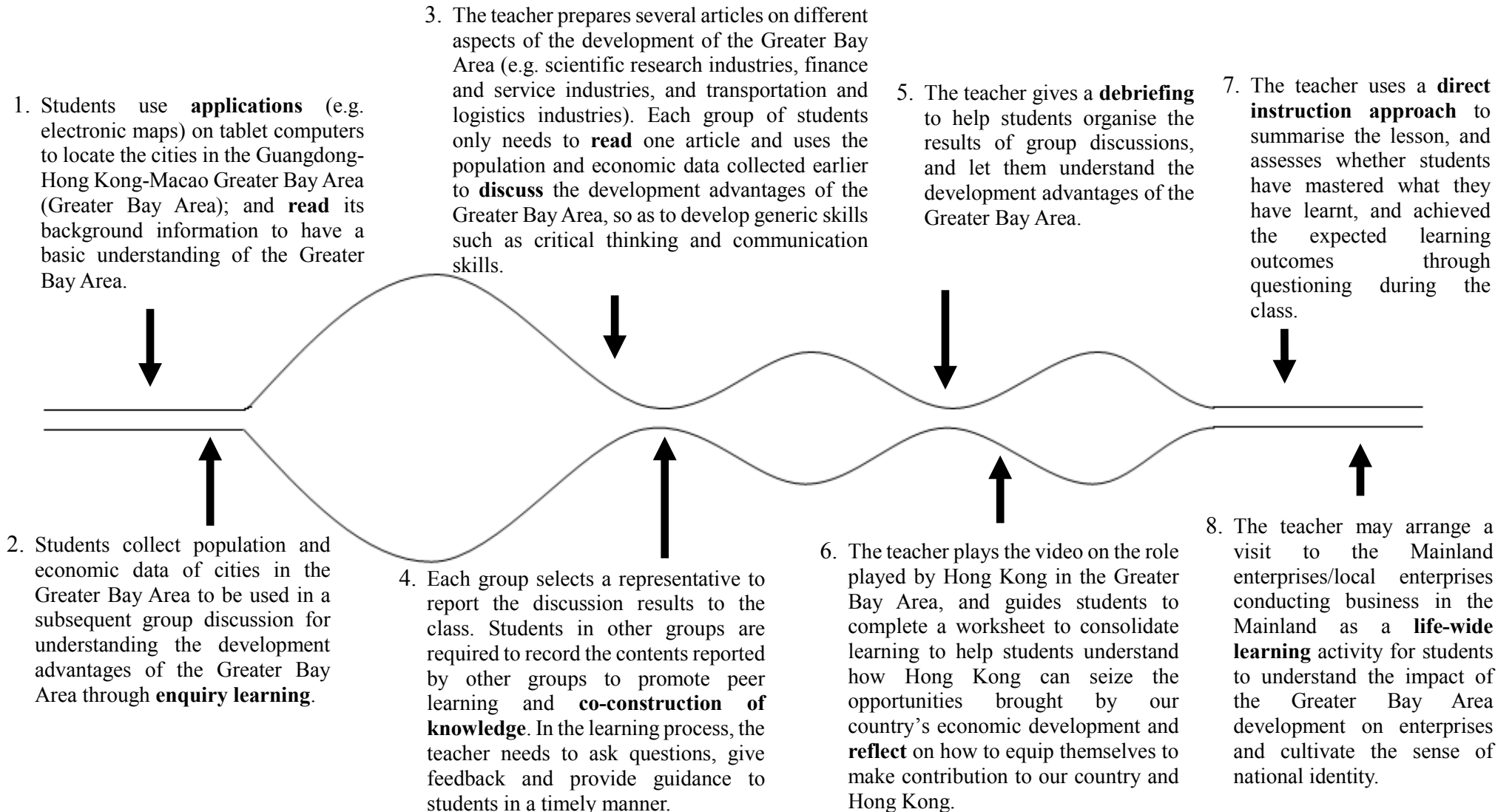
<b>Teaching steps</b>	<b>Strategies for cultivating values</b>
<p><b>Theme (1) “Looking at Children’s Rights and Diversity and Inclusiveness from Children’s Playgrounds”</b></p> <p>Arrange students to conduct a field trip to a children’s playground near the school in groups. Through observation, photo-taking, interviews and role plays, students understand the opinions and needs of children of different age groups and ethnic backgrounds (including children with disabilities), and those of their parents and caregivers, regarding the environment and facilities of playground.</p>	<ul style="list-style-type: none"> <li>• The related community study can “enhance” students’ ability to put into practice the attitudes and behaviours they have learnt in Module 1.2 “Interpersonal Relationships and Social Inclusiveness” when getting along with people from different backgrounds (e.g. physical disabilities, different occupations, ethnicities and religious beliefs), allowing them to broaden their horizons, understand that different people may have different values, and develop proper values and attitudes such as respect, benevolence and empathy.</li> </ul>
<p><b>Theme (2) “Barrier-free Community”</b></p> <p>Arrange students to conduct a field trip to indoor venues (e.g. large shopping malls and public facilities) and outdoor venues (e.g. parks and passageways) near the school in groups. Through observation, photo-taking, interviews and role plays, students gain understanding of the views and needs of different people (including people with physical disabilities, visual impairment or hearing impairment, the elderly, people pushing a stroller and</p>	<ul style="list-style-type: none"> <li>• The related community study can “extend” and “broaden” students’ learning in Module 1.4 “Rights and Duties”, including understanding children’s rights, and the rights and obligations related to eliminating prejudice and discrimination through relevant international agreements. It also helps develop proper values and attitudes such as respect for others,</li> </ul>

<p>pregnant women) regarding barrier-free environment and facilities.</p> <p><b>Theme (3) “Freedom of Religious Belief”</b></p> <p>Arrange students in groups, (i) to dine and conduct interviews in restaurants run by ethnic minorities to understand their food culture; and (ii) to visit and conduct interviews in places where ethnic minorities conduct religious rituals and learn about their religious beliefs, related historical background, etc., through introduction by the persons-in-charge.</p>	<p>equality, non-discrimination, benevolence and empathy.</p> <ul style="list-style-type: none"> <li>• Teachers can introduce related government documents/reports, information, books and periodicals to students for self-learning in order to encourage reading to learn.</li> </ul>
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**Figure 4 Example of integrated use of learning and teaching strategies**

The following example demonstrates different learning and teaching strategies can be used to help students achieve the curriculum objectives and cater for learner diversity.

**Topic “Our Country’s Planning for Economic Development: The Development of the Guangdong-Hong Kong-Macao Greater Bay Area”**



### **4.3 Helping Students Cultivate Proper Values, Proactive Attitudes and Appropriate Behaviours**

Aligned with the overarching aim of “Cultivate Values for Leaders of Tomorrow”, this curriculum emphasises the cultivation of students’ proper values and attitudes, including love for our country and Hong Kong, sense of national identity, awareness of national security, law-abiding awareness and responsibility, to help students achieve whole-person development.

The junior secondary level is an important stage for students to develop their values. In addition to family and school, students’ values are also deeply influenced by peers, mass media, social media, etc. To effectively cultivate proper values and attitudes, one cannot rely solely on one-way teaching. However, this does not mean that students should be left to construct their own values without guidance. Teachers should help students distinguish the values behind viewpoints, guide them to tell right from wrong, make appropriate judgements and strengthen the cultivation of good character and behaviours that meet social expectations. At the same time, teachers should help students understand topics thoroughly, guide them to make correct, objective and legally sound judgements about themselves and social affairs, and cultivate proper values and attitudes.

When teachers incorporate values education in this curriculum, they can select suitable examples or life events to guide students to reflect on the situations and learn through experiential learning activities. This helps cultivate their proper values and attitudes. The following is a teaching example on “developing proper values and self-management capability in adolescents to overcome growth challenges, reject and stay away from undesirable behaviours”. It demonstrates how teachers can use the strategies of “promoting awareness, cultivating affection, providing practice” by arranging students to study different cases in groups, so as to help them understand the common characteristics of undesirable behaviours. The learning activities enable students to identify various undesirable behaviours, affirm the abundant value of life, and consolidate proper values and proactive attitudes through making pledge to act.

**Learning point: Developing proper values and self-management skills in adolescents to overcome challenges along their growth journey, reject and stay away from undesirable behaviours**

**[Teaching Example]**

Teaching steps	Strategies for cultivating values
<ul style="list-style-type: none"> <li>● From the awardees of the Ten Outstanding Young Persons Selection over the years, the teacher selects one or two whom students are familiar with, and highlights their stories to demonstrate positive beliefs. Then, the teacher shows some photos of babies to students, pointing out that every person (including every student) begins their life with their families giving them a name that carries wishes for a good life and good qualities.</li> <li>● The teacher prepares some cases of individuals whose lives were almost ruined due to undesirable behaviours (e.g. drug addiction, smoking, gambling, Internet addiction, pornography addiction and naked chat) and asks students to discuss in groups:               <ul style="list-style-type: none"> <li>– What undesirable behaviour did the main character have?</li> <li>– Why did the undesirable behaviour sneak in the main character’s life?</li> <li>– What was life like when the individual was dominated by the undesirable behaviour?</li> <li>– What were the consequences of the undesirable behaviour?</li> <li>– What did the main character do to get back on track?</li> </ul> </li> <li>● The teacher selects three groups of students to give oral presentations (the drug abuse</li> </ul>	<p>Select typical cases of undesirable behaviours, arrange students to study the cases in groups, and conduct debriefing after the activity:</p> <p><b>Promote Awareness:</b> Enable students to grasp the common characteristics of undesirable behaviours.</p> <p><b>Cultivate Affection:</b> Enable students to understand that everyone’s life, including their own, carries high expectations, to affirm that everyone should strive for a fulfilling life, and to understand that it is a great pity for a fulfilling life to be ruined by undesirable behaviours.</p> <p><b>Provide Practice:</b> Enable students to reflect on what they have learnt and develop, and recognise and internalise the proper values and attitudes through actions. For example, teachers can arrange students to select inspirational quotes from celebrities, which promote a proactive attitude, and exchange them with their classmates as a form of encouragement.</p>

<p>case must be selected), and asks students to summarise the common characteristics of the undesirable behaviours (including backgrounds of people who have acquired undesirable behaviours, possible consequences of the undesirable behaviours and ways to get back on track).</p> <ul style="list-style-type: none"> <li>• At the same time, the teacher shows (1) photos of babies, (2) photos of individuals who have gotten back on track (photos from TV dramas can be used) and (3) photos of the selected Outstanding Young Persons, and asks students to reflect on the strategies of staying away from undesirable behaviours and remedial measures of getting back on track. The teacher provides opportunities for students to consolidate the proper values and a proactive attitude by putting them into practice (e.g. writing “My Pledge to Act” to teachers/parents/friends).</li> </ul>	
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To facilitate the implementation of patriotic education, one of the key goals of this curriculum is to help students understand the development of our country and recognise the importance of the close connection between the Mainland and Hong Kong to the development of society, so as to cultivate in students the sense of nationhood, affection for our country and sense of belonging to our country. Details of related topics/learning points have been listed in Section 2.1.3 of Chapter 2 of this Curriculum Guide. Beyond the classroom, teachers can organise various activities for students, such as delivery of “the speech under the national flag” during the morning or weekly assembly; inviting students to give speeches on topics such as “the convenience brought by the high-speed rail connecting the Mainland and Hong Kong” and “experiencing the development of the Guangdong-Hong Kong-Macao Greater Bay Area through visiting the Hong Kong-Zhuhai-Macao Bridge”. Such activities allow students to understand the learning contents such as “as part of our country, Hong Kong’s economic development is closely connected with the development of our country”. Teachers can also encourage students to participate in inter-

class bulletin board design competitions on the theme of “our country’s development achievements” to enable them to understand the learning contents such as how the livelihood of Chinese residents has benefited from the economic development of our country and improved greatly.

For learning and teaching strategies for values education, please also refer to *Values Education Curriculum Framework (Pilot Version)* (2021):

[https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve\\_curriculum\\_framework2021.html](https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve_curriculum_framework2021.html)

#### **4.4 Catering for Learner Diversity**

Learner diversity exists within the classroom. It originates from students’ different abilities, learning styles, interests, potential, past learning experiences, etc. Teachers should deepen their understanding of students’ abilities, interests and backgrounds, and adopt appropriate and diverse learning and teaching strategies according to students’ different learning needs, so as to provide diverse learning opportunities to promote students’ participation in the learning process and help them acquire knowledge, develop skills, and cultivate proper values and attitudes.

During the learning and teaching process, learner diversity is inevitable. Teachers can adjust the depth and breadth of learning contents and adjust learning and teaching strategies to meet students’ different learning needs. For less able students, teachers should set clear and achievable learning objectives, hold reasonable expectations, encourage them to learn and participate actively in classroom activities, and provide opportunities for them to gain a sense of accomplishment and satisfaction from their learning. When designing lessons, teachers should adopt learning and teaching strategies that match students’ abilities and interests, and design appropriate learning activities to enhance their motivation. For more able students, teachers can increase the depth and breadth of the learning contents, such as designing extended learning activities, assigning more challenging learning tasks to them, and engaging them in extended learning and study report writing under teachers’ guidance, so as to further develop and enhance students’ abilities.

Regarding learning and teaching resources, teachers should utilise various types of learning and teaching resources, including textual materials, experiential learning inside and outside the classroom, board games, electronic learning materials, community studies and

Mainland exchange programmes to enhance the learning interests and sense of achievement of students with different learning styles, and provide opportunities for them to demonstrate learning outcomes, thereby enriching their learning experiences.

**Example: Adjusting learning contents to cater for learner diversity<sup>#</sup>**

For example, in Module 2.1 “Overcoming Growth Challenges”, teachers have to teach the features, causes and impacts, and preventive and remedial strategies of undesirable behaviours. Teachers not only need to teach “bullying”, “sexual harassment” and “drug abuse”, but also six other undesirable behaviours including “smoking”, “gambling” and “Internet addiction” after adjusting their breadth and depth according to the school context and students’ needs. For classes with less able students, teachers can teach the three compulsory topics of undesirable behaviours according to the curriculum requirements, and explain the other six topics of undesirable behaviours with adjusted breadth and depth. This helps students identify undesirable behaviours, their impacts and coping strategies, so that students will be able to make correct judgements when facing undesirable behaviours and stay away from them. For classes with more able students, teachers may engage students in group discussions or case studies for in-depth analysis and comparison of the causes and effects of as well as preventive and coping strategies for different types of undesirable behaviours, and to make suggestions on ways to reject undesirable behaviours. Regardless of their abilities, all students should understand the serious consequences of engaging in undesirable behaviours on themselves, their families, friends, and society. They must face undesirable behaviours with critical thinking and a law-abiding attitude. They should also make sound judgements and firmly reject all undesirable behaviours in order to develop a healthy lifestyle.

<sup>#</sup>The example is excerpted from Module 2.1 “Overcoming Growth Challenges” in Citizenship, Economics and Society (Secondary1-3) Support Resources: Secondary 2.

**Example: Utilising different learning and teaching strategies to cater for learner diversity<sup>#</sup>**

For example, in Module 2.2 “Governance of the HKSAR”, the teacher may ask students to use a concept map to show the relationship between the Central Authorities and the HKSAR for consolidation after teaching the topics “the *Constitution* and the *Basic Law* jointly form the constitutional basis of the HKSAR” and “Hong Kong affairs which are the responsibility of the Central Authorities”. For less able students, the teacher can provide students with an outline and part of the content, as well as keywords for them to choose from so as to help them complete the concept map. More able students can create concept maps on their own and then present them to the whole class.

Another example is Module 2.3 “Public Finance of Hong Kong”. When teaching the topic “factors that the government will consider when managing public finance as well as the constraints it faces”, the teacher can provide less able students with the criteria for the government’s use of public resources, and then give instructions to help them complete the task of ranking the criteria. The teacher can also guide students to think about the underlying considerations behind the criteria for prioritising the use of public resources, such as which industries or groups of citizens should be provided with assistance first. More able students can be engaged in the extended activity “The Unemployed Chef Wong”, in which they first analyse Chef Wong’s family background, the social situation at that time and the employment situation of Chef Wong, then determine the different subsidies the family can receive from the government, and finally explain the reasons why the government distributes subsidies to the public.

<sup>#</sup>The examples are excerpted from Module 2.2 “Governance of the HKSAR” and Module 2.3 “Public Finance of Hong Kong” in Citizenship, Economics and Society (Secondary 1-3) Support Resources: Secondary 2.

## **4.5 Questioning that Enhances Classroom Interaction**

Questioning is a common mode of classroom interaction. By asking students questions about the issues they already knew or are interested in, teachers can elicit their responses and follow-up questions, thereby engaging them in learning actively. Effective questioning can stimulate students’ thinking and arouse their learning interests and motivation. It also

helps students focus on the learning objectives, re-visit their prior knowledge, connect the learning contents and clarify doubts. Therefore, the types of questions asked and the questioning techniques are not only crucial to promoting classroom interaction, but also enhance learning effectiveness.

#### **4.5.1 Different types of questions**

Different types of questions can achieve different learning objectives and facilitate different levels of student participation in class. Close-ended questions can test students' understanding of the learning contents and help teachers quickly and directly assess students' level of mastery of the learning contents. On the other hand, open-ended questions help encourage students to connect, analyse, synthesise and apply what they have learnt. They can enhance the depth and breadth of learning and offer different analytical perspectives for students, thereby sparking off their discussion and thinking.

#### **4.5.2 Questioning techniques**

Questioning techniques are an integral part in enhancing class interaction. Some suggestions are listed below:

- Differentiating questions based on students' abilities
  - Every student in the class is unique. Students vary in terms of their maturity level, learning motivation, abilities, learning styles, interests, aptitudes, and socio-economic backgrounds. Teachers should design questions that cater to students' needs and uniqueness. In addition, when teaching difficult topics, teachers can use differentiated questions, from easy to difficult, to provide scaffolding for student learning.
- Providing opportunities for more students with different personalities to participate in lessons
  - Sometimes, students who are good at expressing themselves may dominate interactions in the classroom. The fast pace of lessons may also lead to many teachers calling only on the first student raising hand to answer questions. In this way, the focus is only on the few outspoken students, while the views and opinions of the quieter students are ignored. Thus, teachers should pay more attention to less vocal students and encourage them to respond.
- Using different levels of questioning
  - To enhance the depth and breadth of learning, teachers can use different levels

of questioning to achieve different learning objectives and enrich interaction in class. For example, when teaching the module “Rights and Duties”, questions such as “Does the *Basic Law* specify the rights of Hong Kong citizens?” require students to provide simple and straightforward answers, while the question “What are the fundamental rights and duties of Hong Kong residents prescribed by the *Basic Law*?” requires students to list relevant rights and duties.

- Higher-order questions are helpful for broadening the scope of discussion and deepening students’ understanding of a topic. For example, the question “What do you think is the importance of fulfilling duties of being a Hong Kong resident?” focuses on guiding students to analyse the importance of fulfilling their obligations of being Hong Kong residents in terms of the overall interest of society and social development. The flexible and combined use of questions of different levels help students start by learning relatively basic knowledge, gradually progressing towards thinking about and discussing more complex issues. This approach also allows for different forms of classroom interaction, thereby making learning more diversified.
- Giving proper feedback
  - Providing students with specific and constructive feedback can enhance their learning motivation, while improper feedback may easily confuse students or even lower their learning motivation. Teachers also need to follow up on students’ responses with questions that can deepen learning.

## **4.6 Strategies for Consolidating Learning**

Consolidating learning is an important part of the learning and teaching process. Effective debriefing as well as extended activities and assignments that are designed according to students’ learning needs can deepen their understanding and enhance learning effectiveness.

### **4.6.1 Debriefing of learning activities that is aligned with the curriculum aims and learning objectives**

It is important to provide debriefing after learning and teaching activities as the new knowledge and ideas thus gained may not be very systematically organised, especially in terms of the connectedness between students’ existing knowledge and experiences and the newly gained knowledge and ideas. By providing debriefing after the activities, teachers can help students re-examine and organise the new knowledge and ideas with a view to

helping reduce chances of confusion and misunderstanding.

In the debriefing conducted after learning and teaching activities, teachers should provide students with key knowledge, concepts and important perspectives, and summarise and consolidate their learning. Through appropriate guidance, teachers help students describe and reflect on the new knowledge and ideas gained from the activities, enabling them to re-organise, compare, analyse, synthesise and evaluate their ideas and learning, through which process they could organise their learning outcomes. Based on the observation of students' learning during the activities, teachers can ask questions to help students re-examine the new knowledge and ideas through discussing, collecting and making reference to classmates' opinions in order to deepen learning.

**Is this effective debriefing?**

(1) After students completed a community study, the teacher said,

“Class, today’s community study is over. Please complete the worksheets distributed before we set off. The class monitor will collect them next week.”

*Remarks: The teacher has not summarised students’ learning outcomes from the community study. After the community study, the teacher should help students reflect on the new knowledge and ideas gained from the activity and assist them in organising and summarising their learning outcomes.*

(2) After students completed a group discussion, the teacher responded,

“The first group has raised a good point, and the views of the second and third groups are somewhat similar. The fourth group’s suggestions are different from the other three groups. All of you have provided different views, which are all good attempts.”

*Remarks: The teacher does not specifically explain the merits of the viewpoints presented by each group. The teacher should help students in each group organise their viewpoints and guide them to consider which group’s ideas best address the key learning points of the group activity.*

(3) After students completed presentations on project learning, the teacher said,

“Chan’s presentation clearly identifies some of the reasons why adolescents engage in

undesirable behaviours, and has provided examples from daily life to illustrate the serious consequences of undesirable behaviours on themselves, their families, friends, and society. How should we respond when facing difficulties, temptations and pitfalls? We must uphold proper values, abide by the law and reject undesirable behaviours. Next, we will further explore methods for preventing undesirable behaviours among adolescents and remedial strategies of getting back on track.”

*Remarks: The teacher succinctly summarises the key learning points of the project learning activity and clearly conveys the proper values and attitudes related to the topic such as law-abidingness and self-discipline. Through questioning, the teacher also guides students to think about the importance of rejecting undesirable behaviours, which lays the prior knowledge foundation for their study of the next topic.*

To achieve effective debriefing, questioning and objective conditions (including having sufficient time and an open classroom atmosphere) are very important.

- **Questioning that is aligned with the lesson objectives:** The purpose of questioning in a debriefing is to further extend what students have learnt in the activity. Therefore, the questions asked should not be simple yes/no questions or questions with predetermined answers. Instead, they should be questions that are aligned with the learning objectives and require students to think. Through classroom discussions and exchanges initiated by the questions, students can organise, consolidate and enrich their learning.
- **Sufficient time:** To achieve effective debriefing, time allocation is crucial. Teachers should reserve sufficient lesson time for debriefing after the activity is completed instead of doing so because there happens to be some time left at the end of the lesson, or postponing to the next lesson. Teachers should also provide enough time for students to respond to questions to avoid students giving superficial responses as a result of insufficient thinking time.
- **Positive, trusting and friendly classroom atmosphere:** Teachers should set rules for lessons so that students are aware they have to listen to others' presentations during the debriefing, thus being able to compare others' viewpoints with their own to look for similarities and differences to enrich their learning. Of course, teachers have to create a classroom atmosphere that encourages students to share learning experiences. When students express viewpoints that are different from those of others, teachers

have to make sure that these views are respected as well. Students should also learn to respect others' opinions and give constructive comments to others appropriately. A positive, trusting and friendly learning atmosphere in the classroom is essential for effective debriefing.

To sum up, effective debriefing should provide students with chances to present and reflect on what they have learnt. The role of teachers is to encourage students to develop deeper thinking through questioning and provide timely feedback. Debriefing allows students to integrate the new knowledge and ideas with prior knowledge and experiences. Teachers can also encourage students to apply the new knowledge and ideas in other learning activities and daily life so that learning can be deepened, consolidated and made more meaningful.

#### **4.6.2 Extended activities and homework**

Through extended activities and homework, students can deepen their understanding, as well as summarise, apply and consolidate what they have learnt. Apart from focusing on students' needs, abilities and interests, teachers should also design homework that both aligns with the learning objectives of the curriculum and allows students to demonstrate their creativity to enhance their learning interests and motivation, thereby enhancing learning effectiveness.

### Students summarise what they have learnt through homework

When teaching the module “Overcoming Growth Challenges”, the teacher asked students to discuss issues related to drug abuse by adolescents in class. The teacher also designed the following homework requiring students to design a poster about the harmful impacts of drug abuse to allow students to demonstrate what they had learnt in class.

#### Homework: Poster Design

1. Poster Theme: The Harmful Impacts of Drug Abuse
2. Learning Activity Guidelines:
  - a) Based on what they have learnt in class, students demonstrate their learning outcomes through designing a poster design.
  - b) The poster can be in any format. Students can use multimedia to create physical or electronic posters.
  - c) The content of the poster must align with the poster theme and include the following points:
    - the harmful impacts of drug abuse on oneself, family, friends and society; and
    - how adolescents can reject drugs.
3. Marking Criteria:

Criteria	Percentage
<b>A. Content</b> <ul style="list-style-type: none"><li>● Relevance of the content to the theme</li><li>● Coherence in presenting the content</li><li>● Clarity and accuracy of information and message</li></ul>	40
<b>B. Creativity</b> <ul style="list-style-type: none"><li>● Creativity and originality in the theme and content</li><li>● Creativity and appeal in the presentation</li></ul>	30
<b>C. Technical Skills and Execution</b> <ul style="list-style-type: none"><li>● Visual aesthetics and effects</li><li>● Use of multimedia</li></ul>	30

4. Teacher Debriefing and Summary: The teacher should carefully assess the poster design homework based on the marking criteria and provide feedback to students on their performance. After completing the marking, the teacher should review with students the inadequacies in their learning, further explain the learning points that students have not fully grasped, and review and summarise with students what they have learnt. Meanwhile, the teacher can invite students who perform well in the homework to share their design ideas and then facilitate reflection by the whole class on the harmful impacts of drug abuse, thereby helping deepen students’ understanding of the importance of rejecting drugs. Students’ posters can be displayed on the classroom bulletin board to create an atmosphere of resolute rejection of drugs.

## 4.7 The Role of Teachers

Teachers play an important role in students' learning process. They facilitate and promote student learning in different contexts, cater for students' diverse learning needs, and help students achieve specific learning goals at different stages of learning.

- **Facilitate students' knowledge construction, skills development and cultivation of proper values and attitudes:** Teachers should set clear learning and teaching objectives that align with the curriculum, adopt appropriate and diverse learning and teaching strategies, and make greater efforts to create an encouraging, inclusive, proactive and enquiry-based learning environment to enhance students' motivation and learning effectiveness, thereby helping students acquire knowledge, develop skills, and cultivate proper values and attitudes.
- **Provide timely support and feedback and encourage students to draw correct conclusions:** Throughout the learning process, teachers should provide timely support, such as answering questions, providing necessary information and correcting students' misunderstandings of facts and concepts. They should also facilitate students' self-learning and completion of related homework, help students identify the underlying values behind different viewpoints, guide them to distinguish right from wrong, and make accurate, appropriate and legally sound judgements and conclusions regarding their own and social affairs. Teachers should also provide specific, positive and constructive feedback on students' performance in a timely manner and assist them in completing learning tasks in the right direction. After the learning activities, teachers should provide debriefing to help students organise the new knowledge and perspectives gained and connect these to their previous learning, thereby making learning more meaningful and effective.
- **Make good use of learning and teaching resources:** The learning and teaching resources selected by teachers must align with the aims, learning objectives and learning contents of the curriculum. The content of the selected resources must be based on facts, accurate, timely and appropriate to students' age, ability level, interests, prior knowledge, etc. Teachers should also guide students to read quality books and materials to gain a deeper understanding of the key learning points and enhance their critical thinking, problem-solving skills, etc.
- **Plan and implement learning activities:** When planning learning activities, teachers should ensure that the activities align with the aims, learning objectives and learning contents of the curriculum, and the level of students' cognitive development. The

information and data selected must be accurate, complete, objective and suitable for student learning. Teachers should carefully plan the learning tasks in the learning activities, including setting questions/discussion foci, selecting reading materials and arranging the learning sequence. Well-planned learning activities can help students construct knowledge, deepen their understanding of society, broaden their thinking, develop skills, and cultivate proper values and attitudes such as respecting different viewpoints.

- **Flexible use of diverse learning and teaching strategies:** Teachers can design their teaching inside and outside the classroom according to the principles of “encouraging active participation”, “enhancing motivation”, “expressing appreciation”, “providing quality feedback”, “making students’ achievements visible” and “holding high expectations” to inspire, guide and facilitate students’ learning.

## Chapter 5 Assessment

This chapter aims to explain the guiding principles of assessment in the Citizenship, Economics and Society Curriculum, introduce formative and summative assessment, elaborate on the purposes of assessment and how to use different assessment strategies to promote student learning, and provide guidelines for schools to develop effective assessment in this curriculum.

### 5.1 Guiding Principles

Assessment is the collection of evidence of student learning performance. It is an integral part of learning and teaching. The purpose of assessment is, through mastery of student learning performance, to provide students, teachers, schools and parents with an understanding of students' learning outcomes, strengths and weaknesses, and the effectiveness of teachers' teaching. Assessment provides the basis for the development or adjustment of learning and teaching strategies. The following are guiding principles for effective assessment for learning in the Citizenship, Economics and Society curriculum.

- Teachers should select appropriate assessment tools to identify students' needs and assess their progress in the three areas of acquiring knowledge, developing skills, and establishing values and attitudes;
- Assessment should be aligned with the aims, learning objectives and learning contents of the curriculum. It should also be aligned with teaching progress and students' learning experiences and revised in a timely manner to make a better connection among learning, teaching and assessment;
- Teachers should provide opportunities for students to engage in peer assessment and self-assessment so as to promote mutual learning and self-reflection, thereby encouraging students to become active learners, which is essential for their lifelong learning;
- Teachers should have a detailed assessment plan so that students are well informed of the format and criteria of assessment;
- Assessment is not a one-off exercise. Teachers should make use of different assessment strategies to follow up on students' learning progress on a regular basis, and help them set learning targets and adjust their learning methods in a progressive manner so as to improve the effectiveness of their learning;
- Teachers should make appropriate use of assessment data and provide effective feedback to students in a timely manner so that students can understand their learning

- outcomes, strengths and weaknesses, and directions and methods for improvement;
- Students’ abilities are diverse and varied. Teachers are encouraged to use diversified assessment methods and assessment tasks of different levels of difficulty so that students of different aptitudes and abilities are given the opportunity to develop their strengths.

## **5.2 Formative and Summative Assessment**

### **5.2.1 Formative assessment**

Formative assessment focuses on assessing students’ performance and abilities on an ongoing basis so that teachers can understand students’ learning needs and provide appropriate feedback to help them make continuous improvements. This type of assessment is mainly conducted during the learning process, so that students can understand their current learning status and how they can improve in the future.

### **5.2.2 Summative assessment**

Summative assessment refers to the collection of information to demonstrate students’ learning outcomes. It is usually conducted at the end of a teaching module or school term/year to assess students’ performance to enable teachers to understand what students know and can do.

In fact, there is no sharp distinction between formative and summative assessment. In some cases, the same assessment can achieve both formative and summative effects. For example, teachers can make good use of assessment data from summative tests and examinations to give feedback to students to help them make continuous improvement in order to attain the purpose of formative assessment.

## **5.3 Purposes of Assessment**

There are three main purposes of assessment, including “assessment of learning”, “assessment for learning” and “assessment as learning”.

### **5.3.1 “Assessment of learning”**

“Assessment of learning” aims to collect information to demonstrate students’ learning outcomes. This assessment mode is summative in nature and is usually conducted after the completion of a module or learning stage. For example, a test is conducted at the end of a module, or a term examination or final examination is conducted at the end of the first or second term. It is usually in the form of written examination, and students are ranked by grades or marks in order to determine their academic performance and level of learning.

### **5.3.2 “Assessment for learning”**

“Assessment for learning” integrates assessment into learning and teaching. It aims to help students understand what they have learnt and achieved and how to improve their learning effectiveness. “Assessment for learning” usually takes place during the learning and teaching process in class. For example, teachers ask questions related to the learning contents and require students to apply what they have learnt to answer them, and then teachers provide feedback on students’ answers. In the “question-answer-feedback” process, teachers enable students to understand their learning progress, including what they have learnt, how they have learnt, and the level they have reached so that students know the direction for improving their learning.

In terms of teaching, teachers can understand students’ learning progress and review their teaching effectiveness through “assessment for learning” and then adjust their teaching strategies appropriately to better meet the needs of students and make learning more effective. Therefore, “assessment for learning” is not only a strategy to assess students, but also provides teachers with information to help them adjust their teaching progress and refine, improve or revise their teaching strategies so that the three elements of learning, teaching and assessment are closely intertwined and mutually reinforced.

### **5.3.3 “Assessment as learning”**

“Assessment as learning” builds on the foundation of “assessment for learning” to further strengthen students’ participation and responsibility in assessment. Through monitoring, reflecting on and evaluating their learning experiences, students will be able to understand their learning progress, outcomes, and the learning goals and strategies that need to be adjusted in order to improve their learning.

“Assessment as Learning” emphasises the need for students to take up greater responsibility for their learning. They should actively review their understanding of the learning contents before and after learning and make reference to other information to adjust their understanding of the knowledge. During the assessment, students have to reflect on what they have learnt, consider strategies that help them learn and judge the effectiveness of their learning so that they can become active, engaged and reflective learners and the best assessors of their own learning.

## **5.4 Assessment Strategies**

### **5.4.1 Tests and examinations**

Tests and examinations are the most commonly used assessment methods in schools. To ensure tests and examinations can effectively reflect students’ learning outcomes, teachers have to make reference to the aims, learning objectives and learning contents of the curriculum when designing tests and examinations so that the questions in the test/examination papers can reflect the learning outcomes of students. Teachers should also set different types of questions according to the assessment purposes. For example, fill-in-the-blank and multiple-choice questions can assess students’ mastery of basic knowledge and concepts; data-response questions can assess students’ ability to apply knowledge; essay-type questions can assess students’ overall understanding of the contents of a topic and their skills in organising information in answering questions. After setting questions, teachers should also review whether the question types are balanced and in line with students’ abilities.

In addition, teachers can design questions of different levels of difficulty to assess students’ mastery of the curriculum contents to differentiate between students of different abilities.

**Example: Designing questions of different levels of difficulty to differentiate between students of different abilities**

In lessons on the topic “responsibility of the HKSAR to safeguard national security” in Module 2.2, students have learnt about the meaning of national security and the constitutional responsibility of the Hong Kong Special Administrative Region in safeguarding national security. In the post-lesson test, teachers can design questions with different levels of difficulty,

such as factual recall, comprehension and application, to differentiate between students of different abilities.

For the factual- recall questions, teachers can design true-or-false, fill-in-the-blank and multiple-choice questions, etc. to assess whether students can master basic knowledge of the four types of acts that endanger national security as stipulated in the *Hong Kong National Security Law* and the institutions and duties of the Hong Kong Special Administrative Region in safeguarding national security. For the comprehension questions, teachers can design data-response questions by quoting information extracted from the speech of the Chief Executive of the Hong Kong Special Administrative Region at the opening ceremony of the National Security Education Day to assess whether students can respond to the questions regarding the importance of national security to the Hong Kong Special Administrative Region after comprehending the related information. For the application questions, teachers can design data-response questions that provide information related to national security (cyber security) for students to suggest how to use media and information technology properly, safely, ethically and legally in daily life after reading the materials, so as to deepen students' understanding of the importance of national security (cyber security) and enable them to put into practice the concept of "national security is our shared responsibility and everyone has a role to play".

It is expected that less able students will be able to list the four types of acts that endanger national security, the institutions and responsibilities of the Hong Kong Special Administrative Region in safeguarding national security, and other basic knowledge in the factual-recall questions. More able students should be able to further demonstrate their understanding of the meaning of national security in the comprehension questions and be able to apply national security (cyber security) in real-life examples in the application questions.

The function of tests and examinations should not be limited to ranking of students' performance based on their results. By analysing students' performance in tests and examinations, teachers can identify topics that students are generally not performing well and know their needs when learning related topics. Students' performance on tests and examinations will also enable teachers to know their teaching effectiveness and think about how to adjust their teaching strategies in teaching the more difficult topics in the curriculum in order to promote students' learning in related topics. At the same time, teachers can encourage students to reflect on their performance in the tests and examinations, and to note what they have done well and what they need to improve on. Teachers can also arrange

students who need to improve their performance to redo part of the tests or examination questions or design related learning tasks for students, so as to help them master the learning points.

Teachers should review the frequency, content, scope of and the time arrangement for tests and examinations in a timely manner to avoid students spending a lot of learning time on tests and examinations and suffocating their learning interests. At the same time, teachers should consider using diversified assessment strategies, such as project learning, group presentations, reflective journals and newspaper clipping reports, to reduce the frequency of traditional pen-and-paper tests and examinations, so as to allow students to demonstrate their learning outcomes in different ways during the learning process, and to create room for student's whole-person development.

#### **5.4.2 Oral Questioning**

Oral questioning is an assessment strategy commonly used by teachers in class. It allows teachers to know immediately how well students understand and master the learning contents. Effective oral questioning can help students organise the learning contents and enhance their thinking on the lesson contents. Teachers have to pay attention to the following points when using oral questioning:

- They should let students master the prior knowledge of related questions;
- The questions asked must be clear and focused;
- The level of difficulty of the questions asked should be arranged in a progressive manner to prepare students to answer more difficult questions;
- They should provide enough time for students to think and listen to students' responses carefully;
- They should try to give equal opportunities for each student in class to answer questions; and
- They should provide timely feedback on students' responses.

#### **5.4.3 Homework**

Homework is a continuation of classroom learning. Appropriate and effective homework can help students consolidate what they have learnt in class, deepen their understanding of topics and help them learn about their learning progress and areas that need improvement. At the same time, homework enables teachers to understand learning difficulties

encountered by students, so that they can subsequently adjust their teaching strategies to address students' difficulties in learning. Teachers should design different types of homework, such as data analysis, extended reading and newspaper cutting reports, which are aligned with the learning objectives and learning contents of the curriculum and different assessment purposes. When designing homework, students' learning experiences should be taken into account, so that they can apply what they have learnt in class to the homework, making it easier to arouse their learning interests.

The quality of homework is more important than its quantity. Homework should not be meaningless and mechanical drilling or copying, and content repetition should be avoided, with a view to consolidating and promoting student learning more effectively. Schools should arrange diversified, appropriate and effective homework (including worksheets, lesson preparation, note-taking, collection of information, reading reports, oral exercises, newspaper clippings and artistic creation) and provide sufficient time and space for students to complete homework. This way, students are motivated to complete the homework and even extend their learning that is driven by their intrinsic learning motivation.

**Example: Examples of a school's Citizenship, Economics and Society homework**

Data analysis question

After teaching the topic "economic performance of Hong Kong" in Module 2.4, students were asked to summarise the trends of economic performance indicators, such as Gross Domestic Product, unemployment rate and inflation rate, for Hong Kong in the past decade in order to assess students' skills of analysing economic data.

Extended reading

After teaching the topic "the fundamental rights and duties of Hong Kong residents" in Module 1.4, the teacher asked students to read Appendix 3 "Know more: Other public offices that can only be held by Chinese citizens who are permanent residents of the HKSAR (not involving elections)" in Module 1.4 Rights and Duties of the "Citizenship, Economics and Society (Secondary 1-3) Support Resources: Secondary 1" and complete a multiple-choice question worksheet designed by the teacher based on the provisions of the *Basic Law* as mentioned in the reading material to assess students' mastery of the requirements for taking up the relevant public office.

#### Newspaper cutting reports

After teaching the topic “reject and stay away from undesirable behaviours” in Module 2.1, the teacher asked students to search for news reports on adolescents’ drug abuse on the Internet and write a short passage of not less than 50 words to suggest some preventive measures for adolescents’ drug abuse by applying the knowledge of features of undesirable behaviours and the coping measures which they have learnt in class. Teachers can assess whether students can make a correct judgement when faced with undesirable behaviours to stay away from such behaviours.

Comments given by teachers on homework should be clear, specific and constructive, and can directly point out to students their areas of improvement so that they know how effective they are in learning and how they can improve. At the same time, teachers should appreciate students’ good work, recognise their efforts and encourage them to make continuous improvement.

#### **Example: Some constructive comments and feedback**

- I appreciate that you can express your opinions by citing daily examples ...
- I can see that you have put in a lot of effort. In this paragraph, you have applied ...
- Good work. From the evidence you have used in the third paragraph, I know that you have got the essence of the topic.
- If you had elaborated more on your viewpoint in paragraph two, the essay would have been much more convincing.
- You have grasped the core of the issue. Try to give one or two more examples to support your argument.

### **5.4.4 Project learning**

Project learning is a common form of formative assessment in humanities subjects. Project learning is enquiry learning in nature. It emphasises students adopting a self-directed and proactive attitude to conduct in-depth learning of a topic. It is an assessment strategy that emphasises both the learning process and outcomes. Project learning is an effective learning and teaching strategy that facilitates students’ self-directed learning and self-regulated learning. The aim of project learning is not to replace classroom teaching, but to

provide alternative learning experiences. Students can develop knowledge, skills (including generic skills), and values and attitudes, as well as connect the above three by participating in different stages of learning activities of project learning. Thus, project learning is an assessment method which is very worthwhile to be utilised effectively and appropriately. However, it is important to note that the topic for project learning should facilitate students' engagement in meaningful enquiry learning so as to avoid students drawing conclusions which are unrelated to the learning objectives or even contrary to the learning outcomes after completing the project.

<b>Example: Assessing the learning effectiveness of students in different stages of project learning</b>		
<p>After teaching the topic “impacts of economic development of our country on the livelihood of Chinese” in Module 3.2 “Overview of Our Country’s Economy and World Trade”, the teacher asks students to decide on the scope of enquiry by selecting one aspect of livelihood for enquiry from the following: work, income, accommodation, mode of consumption, medical services, etc., and make reference to the information provided by official institutions and credible organisations to explain how the residents’ livelihoods have benefited from our country’s economic development and improved. Students have to complete a project learning report of no less than 300 words so as to deepen their classroom learning. Below are the learning activities and the related assessment criteria in different stages of project learning:</p>		
<b>Different stages of project learning (Percentage of marks)</b>	<b>Learning activities</b>	<b>Assessment criteria (Examples)</b>
Preparation stage (20%)	Decide on the appropriate enquiry topic and scope	Student can: <ul style="list-style-type: none"> <li>● Write out curriculum-aligned and researchable questions</li> <li>● Decide on the appropriate scope of enquiry</li> <li>● Demonstrate mastery of prior knowledge for the enquiry topic</li> <li>● Develop an appropriate and feasible enquiry plan</li> </ul>
Enquiry stage (30%)	Collect and analyse information	Student can: <ul style="list-style-type: none"> <li>● Make reference to information provided</li> </ul>

		<p>by official institutions and credible organisations</p> <ul style="list-style-type: none"> <li>● Analyse and organise information from different sources</li> <li>● Make correct and reasoned judgements</li> <li>● Arrive at fact-based, objective and balanced enquiry results</li> </ul>
Conclusion stage (50%)	Draw conclusions and display the enquiry outcomes	<p>Student can:</p> <ul style="list-style-type: none"> <li>● Apply knowledge from module learning to conduct multiple-perspective enquiry</li> <li>● Appropriately use charts and graphs and pictures to present data and information</li> <li>● Use their own words to express the enquiry results</li> <li>● Report enquiry results clearly, completely and confidently</li> <li>● Reflect on what is learnt from the project learning, including knowledge, skills, values and attitudes</li> </ul>

When students are conducting project learning, teachers should provide appropriate guidance throughout the process. After completing the project learning process, teachers can guide students to reflect on and review the entire enquiry process. Teachers can further provide suggestions for students to improve their learning, including introducing extended reading materials and suggesting questions for further enquiries.

### 5.4.5 Peer assessment

Peer assessment enables students to better understand their learning and to learn from their peers, which is particularly important for cultivating lifelong learning. For example, teachers may include learning activities that are relevant to the topic and require students to work in groups (e.g., arrange group activities such as role-playing and small group project learning when teaching topics related to “Personal and Social Development”) and include elements of peer assessment as appropriate, so that students can get assistance and encouragement from their peers through taking up different roles and tasks in group

activities, and receive feedback and comments through peer assessment to promote learning. In conducting group activities, teachers need to encourage students to adopt positive attitudes and provide constructive feedback to one another, and observe to understand the overall performance of the students, including students' attitudes towards learning. At the same time, teachers should conduct debriefing after group activities to help students integrate what they have learnt, answer their queries, clarify important knowledge and values, and make suggestions for improvement.

**Example: A school adopting peer assessment to assess students' learning effectiveness in small group activities in Citizenship, Economics and Society lessons**

When teaching the topic “opportunities and challenges to Hong Kong as an international financial centre” in Module 2.4, the teacher first instructs students to read some data on Hong Kong's economic performance indicators and articles written by the Commerce and Economic Development Bureau on how Hong Kong can seize the development opportunities of the Guangdong-Hong Kong-Macao Greater Bay Area. Through group discussion, students are required to summarise the opportunities and challenges faced by Hong Kong as an international financial centre, and conduct group presentation. During the group discussion, teachers can encourage students to actively share their views on the topic and related life experiences. After the group activity, the teacher can ask students to fill in a short peer assessment form, so that they can provide feedback on the participation of different group members in the group activity.

**Peer assessment form**

Names of group members: \_\_\_\_\_

Assessment focus	Marks		
	(Lowest) 1	2	(Highest) 3
1. Data analysis	<ul style="list-style-type: none"> <li>• Unable to understand different economic indicators.</li> <li>• Unable to conclude Hong Kong's economic</li> </ul>	<ul style="list-style-type: none"> <li>• Generally able to understand different economic indicators.</li> <li>• Generally able to conclude Hong Kong's economic</li> </ul>	<ul style="list-style-type: none"> <li>• Fully understand different economic indicators.</li> <li>• Able to conclude Hong Kong's economic performance from</li> </ul>

	performance from economic indicators.	performance from economic indicators.	economic indicators.
2. Article reading	<ul style="list-style-type: none"> <li>Unable to summarise the opportunities and challenges faced by Hong Kong as an international financial centre from articles.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to summarise the opportunities and challenges faced by Hong Kong as an international financial centre from articles.</li> </ul>	<ul style="list-style-type: none"> <li>Able to summarise the opportunities and challenges faced by Hong Kong as an international financial centre from articles.</li> </ul>
3. Personal opinions and experience sharing	<ul style="list-style-type: none"> <li>Unable to share personal opinions of the topic and related life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to share personal opinions of the topic and related life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Actively share personal opinions of the topic and related life experiences.</li> </ul>
Overall comments:			

Below is a student's overall comments on a fellow classmate's performance recorded on the peer assessment form:

During the discussion on Module 2.4 "Opportunities and challenges facing Hong Kong as an international financial centre", apart from making reference to the information given by our teacher, Chan also quoted what he had learnt during his study tour to Mainland about the development of the Guangdong-Hong Kong-Macao Greater Bay Area and suggested that Hong Kong, as an important city in the Greater Bay Area, could seize this development opportunity, which was an insight that had not been considered by other members of my group. His insights gave our group a more specific perspective for discussion. Therefore, I gave Chan the highest marks in the peer assessment.

After completing the peer assessment form, the teacher can first ask students to read the peer assessment forms they have received and encourage them to be open-minded in accepting feedback from their peers, to reflect on their performance in the learning activities, and to summarise what they have not yet mastered about the topic. Afterwards, the teacher can answer students' questions, clarify important knowledge and values, and summarise the learning outcomes of the group activities.

## 5.5 Making Use of Rubrics

Rubrics are a set of criteria for assessing student performance. Teachers formulate different assessment criteria for different tasks and list them out clearly in the rubrics. Teachers should first explain to students the requirements set out in the rubrics. They may also use different tasks as examples to demonstrate how the rubrics are used to assess the tasks, so that students can understand the qualities of certain tasks which are assessed as “good” and the qualities of those which are assessed as “in need of further improvement”. This is to ensure that students understand the requirements of the assessment and know how to improve before completing the tasks assigned to them.

### **Example: Rubrics used by a school to assess project learning in Citizenship, Economics and Society at Secondary 3**

After teaching Module 3.3 “Our Country’s Political System and Its Participation in International Affairs”, the teacher instructs students to use the “Belt and Road Initiative” as an example to explore the opportunities and challenges brought about by our country’s participation in international affairs. The scope of enquiry includes: (1) The main principles of our country’s foreign policy; (2) The underlying principles and key focuses of the “Belt and Road Initiative” and (3) The relationship between the “Belt and Road Initiative” and national security. Students need to collect information from credible sources and apply the knowledge learnt in class to analyse from different perspectives how our country’s participation in international affairs can promote the common welfare of humankind and make suggestions on the roles they can play and the contributions they can make in the future.

Students are required to give an oral presentation of not more than 10 minutes and complete a written report of 600 words. The rubrics of the project learning are as follows:

Project learning assessment items	Marks
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Oral presentation	15 marks
Written report	35 marks
<b>Total marks</b>	<b>50 marks</b>

**Rubric for assessing oral presentations**

<b>Assessment items</b>	<b>Good</b>	<b>Fair</b>	<b>In need of further improvement</b>
Content 5 marks	<ul style="list-style-type: none"> <li>• Able to respond to the theme, with rich content, and can apply knowledge of the module to conduct multiple-perspective enquiry.</li> <li>• Able to perform reasonable analysis and provide objective judgement and feasible suggestions.</li> </ul> <p>(4-5 marks)</p>	<ul style="list-style-type: none"> <li>• Merely able to respond to the theme, with fairly rich content, and can generally apply knowledge of the module to conduct enquiry.</li> <li>• Able to perform fairly reasonable analysis and provide some feasible suggestions.</li> </ul> <p>(2-3 marks)</p>	<ul style="list-style-type: none"> <li>• Unable to respond to the theme, with inadequate content, and cannot apply knowledge of the module to conduct enquiry.</li> <li>• Contradictory analysis and unable to provide feasible suggestions.</li> </ul> <p>(0-1 marks)</p>
Presentation skills 5 marks	<ul style="list-style-type: none"> <li>• Able to present content in an appropriate tone and with confidence.</li> <li>• Clear expression and fluent structure.</li> </ul> <p>(4-5 marks)</p>	<ul style="list-style-type: none"> <li>• Generally able to present content in an appropriate tone and in a natural way.</li> <li>• Fairly clear expression, but some of the structure is not fluent.</li> </ul> <p>(2-3 marks)</p>	<ul style="list-style-type: none"> <li>• The tone is too loud or too soft, and the content is not naturally presented.</li> <li>• The expression is not clear and the structure is loose.</li> </ul> <p>(0-1 marks)</p>
Peer interaction 5 marks	<ul style="list-style-type: none"> <li>• Actively create opportunities for interaction with</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to create opportunities for peer interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• No interaction with peers, a rather one-way presentation.</li> </ul>

	peers. <ul style="list-style-type: none"> <li>• Able to fully respond to classmates' questions.</li> </ul> (4-5 marks)	<ul style="list-style-type: none"> <li>• Generally able to respond to classmates' questions.</li> </ul> (2-3 marks)	<ul style="list-style-type: none"> <li>• Unable to respond to classmates' questions.</li> </ul> (0-1 marks)
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**Rubric for assessing written reports**

<b>Assessment items</b>	<b>Good</b>	<b>Fair</b>	<b>Further improvement needed</b>
Content 15 marks	<ul style="list-style-type: none"> <li>• Able to respond to the theme, with rich content, and can apply module knowledge to conduct multiple-perspective enquiry.</li> <li>• Reasonable analysis and able to provide objective judgement and feasible suggestions.</li> </ul> (11-15 marks)	<ul style="list-style-type: none"> <li>• Merely able to respond to the theme, with fairly rich content, and can generally able to apply module knowledge to conduct enquiry.</li> <li>• Fairly reasonable analysis and able to provide some feasible suggestions.</li> </ul> (6-10 marks)	<ul style="list-style-type: none"> <li>• Unable to respond to the theme, with inadequate content, and cannot apply knowledge of the module to conduct enquiry.</li> <li>• Contradictory analysis and unable to provide feasible suggestions.</li> </ul> (0-5 marks)
Use of information 10 marks	<ul style="list-style-type: none"> <li>• Able to analyse and organise information from different sources.</li> <li>• Appropriate use of charts and diagrams and photos and able to present information with own words.</li> </ul> (8-10 marks)	<ul style="list-style-type: none"> <li>• Generally able to analyse and organise information from different sources.</li> <li>• Use charts and diagrams and photos and fairly able to present information with own words.</li> </ul> (4-7 marks)	<ul style="list-style-type: none"> <li>• Unable to analyse and organise information from different sources.</li> <li>• Have not used charts and diagram and photos and most of the contents are directly copied from the information.</li> </ul> (0-3 marks)
Presentation	<ul style="list-style-type: none"> <li>• Well organised and</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonably well</li> </ul>	<ul style="list-style-type: none"> <li>• Poorly organised</li> </ul>

and organisation 10 marks	clear presentation. • Fluent sentences and appropriate use of words. (8-10 marks)	organised and fairly clear presentation. • Fairly fluent sentences with some inaccurate words. (4-7 marks)	and poorly presented. • Unclear sentences with many errors. (0-3 marks)
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When marking students' tasks, the teacher provides constructive comments according to the items listed in the rubrics. When receiving the marked tasks, students will understand that although they get the same marks as others do, the items that need further improvement are not necessarily the same. Students can make use of the rubrics to review their tasks to understand what they have achieved in different assessment items, and which areas need further improvement.

In addition to being an assessment tool for assessing students' tasks, rubrics are also a learning tool.

- Teachers can formulate the assessment items, the grades and the allocation of marks in the rubrics together with students so that they can understand the objectives, focus and the standards required in assessment.
- Using rubrics as a self-assessment tool, students can assess their tasks according to the rubrics and then compare their self-assessed grades/marks with those given by the teacher. In doing so, they will know the areas they have neglected or over-estimated. Having internalised these assessment requirements, they may apply them in other tasks in the future. As a result, students can gradually make sense of their own progress of learning.
- Rubrics can also be used in peer assessment. Students assess the tasks of fellow classmates and give comments according to the items of rubrics. The comments they give to fellow classmates can reflect their understanding of the requirements set out in the rubrics. On the other hand, they can apply the assessment standards and skills used in peer assessment to their own tasks to further enhance their self-assessment skills.

## 5.6 e-Assessment

e-Assessment refers to the use of information technology to assess students' learning progress and learning outcomes. Specifically, e-assessment is an important component of e-learning, involving the use of electronic software to create assessment tools, the use of learning management platforms to deliver and store student's assessment tasks, and the use of communication programmes to provide feedback on learning outcomes. The greatest benefits of e-assessment for teachers are its ease of use and flexibility. Compared with traditional pen-and-paper examinations, e-assessment can increase the variety of assessment formats and make assessments more interesting and engaging. At the same time, electronic technology breaks the time and space constraints of classroom learning. Teachers can allow students to complete pre-lesson tasks on the learning platform before class, so that teachers can gauge students' knowledge and ability levels as well as their learning difficulties before class and can respond to their learning needs and provide more appropriate support to students in class.

### **Example: Using e-assessment to enhance learning and teaching effectiveness**

In teaching the topic “the relationship between the Central Authorities and the HKSAR as prescribed by the *Basic Law*” in Module 2.2, as students have learnt the origin of the *Basic Law* and “one country, two systems” at the primary level, teachers can upload relevant e-learning resources on the *Constitution* and the *Basic Law* (e.g. comics, videos, audio-books and presentation slides) to the school's e-learning platform before class for students' pre-lesson preparation. To further assess students' understanding of the topic, teachers may set a quiz on the e-learning platform and ask students to read all the pre-lesson materials and answer the questions before class. Teachers can review students' answers before class to identify their learning difficulties and clarify their misconceptions through providing targeted explanations during class in order to enhance the effectiveness of classroom learning and teaching.

e-Assessment enables teachers and students to obtain assessment data at any time. Teachers can use relevant assessment data to judge students' learning, make timely adjustments to the teaching progress and review teaching effectiveness.

## **5.7 Strategies for Assessing Learning Outcomes in Values Education**

Values education is an essential element of whole-person education. It cultivates students' proper values and attitudes, which can help them use proper values as indicators for thinking and making judgements, so that when they encounter problems, they can make sensible, reasonable and lawful decisions and behaviours for the common good. Comprehensive values education should cover three areas: (i) deepening understanding of proper values (cognition), (ii) cultivating identification with proper values (affection), and (iii) mastering the skills to practise proper values (action), so as to provide students with a holistic learning experience to cultivate students' proper values. Assessing the learning outcomes in values education should also align with the direction of “cognition, affection and action as equally important”, which includes understanding students' understanding and recognition of proper values, and whether they can practise appropriate and good behaviours based on proper values.

Teachers can use diversified assessment modes, including students' self-assessment, reflective journals and learning portfolios, to conduct multiple-perspective observations from different angles and levels during student's learning process to systematically collect quantitative and qualitative data. Through continuous recording and analysis, teachers can comprehensively understand students' learning effectiveness in values education. This serves as important information for students' self-improvement and further optimisation of the curriculum.

For the assessment of values education, please also refer to the *Values Education Curriculum Framework (Pilot Version)*:

[https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve\\_curriculum\\_framework2021.html](https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve_curriculum_framework2021.html)

### **5.7.1 Students' self-assessment**

Students' self-assessment enables students to better understand their own thinking, which is crucial to cultivating proper values. Teachers can design self-assessment tasks and questionnaires according to different topics to allow students to conduct assessments before and after class. It can help teachers understand the changes in student's understanding, recognition and practice of proper values. The purpose of self-assessment tasks and questionnaires is to allow students to reflect on some daily thoughts and habits. Teachers

should not simply judge students’ values and attitudes by their scores. For example, teachers should not judge students’ levels of perseverance based on the scores on items related to “perseverance” in the questionnaire, in order to avoid unnecessary comparisons or over-interpretation that may have negative impact on students.

**Example: Using a self-assessment questionnaire to enable students to examine their values**

When teaching the topic “money management” in Module 1.3, teachers can ask students to complete a self-assessment questionnaire on personal finance before class to allow students to review their perceptions of money and daily spending habits.

Personal financial management self-assessment questionnaire

Do you have any of the following financial management habits? If yes, please put a “✓” next to the relevant item(s).	
Items	Yes
I save some of my pocket money for emergency use.	
I don’t spend money recklessly. I only buy what I need.	
I actively compare the prices of products and choose the cheaper ones.	

Teachers can ask students to complete the above self-assessment questionnaire on personal finance again after class and ask students to compare the pre-test and post-test results of the self-assessment questionnaire and write a short reflective essay of at least 30 words. The content of the reflective essay may include reflection on personal consumption habits and views on personal finance management. Teachers can understand students’ thoughts on proper values such as “simplicity”, “cherishment”, “self-discipline”, and “rationality” through their reflective essays, and provide timely feedback.

### 5.7.2 Reflective journal

Reflective journal is a tool that promotes students reflection on their learning experiences. It allows students to deepen their thinking and experiences gained through related learning activities, reflect more deeply on their behaviours and thoughts, and establish proper values. Reflective journal can take on different forms. Teachers can provide options such as words, drawings and videos according to student’s learning abilities. Before asking students to

complete their reflective journals, teachers should provide students with some reflective questions as guidelines for thinking to cater for learner diversity.

**Example: Reflective journal after visiting a residential care home for persons with disabilities**

When teaching the topic “proper attitudes and behaviours when getting along with people of different backgrounds” in Module 1.2, teachers can arrange students to visit residential care homes for persons with disabilities. Through visits and conversations with persons with disabilities, students can personally understand their needs in daily life and their feelings. They can learn to adopt an attitude of respect and tolerance in getting along with people of different backgrounds. Teachers can play the role of observers during the visit and observe students’ attitudes and behaviours when they interact with people with disabilities. After the visit, teachers can instruct students to complete a reflective journal. Students can express their views and feelings on social inclusion in the form of words or drawings. Teachers can provide some reflective questions to help students complete their reflective journals according to the learning needs of different students.

Reflective questions:

1. What are the backgrounds of the people I met during this visit?
2. How did I feel when having a conversation with them?
3. Will I take the initiative to care for people of different backgrounds in the future?
4. What attitude will I adopt when getting along with people of different backgrounds in the future?

Teachers can understand whether students have demonstrated proper values such as “respect”, “benevolence” and “empathy”, and give timely feedback according to students’ reflective journals.

### **5.7.3 Learning portfolio**

Learning portfolio collects students’ qualitative and quantitative data systematically during their learning process and presents their learning performance and changes. Learning portfolio is an assessment tool that promotes self-directed learning and self-reflection and can help students better understand their own learning. Through continuous analysis of

students' learning portfolios, teachers can better understand students' learning outcomes, provide timely, positive and constructive feedback, and use the analysis as the basis to adjust teaching strategies.

**Example: A school uses learning portfolio to demonstrate learning outcomes in  
Citizenship, Economics and Society at Secondary 1**

A school implemented the e-learning portfolio in the first term of Secondary One for students to record their learning process of Module 1.1 "Self-understanding and Life Skills" and Module 1.2 "Interpersonal Relationships and Social Inclusion". Students are required to systemically organise all classroom tasks, post-lesson assessments, records of experiential learning activities, their interests and strengths, daily examples of getting along with others and their experiences of participating in charity activities. They need to produce a set of no more than 10 presentation slides for sharing with classmates in class. The content of presentation may include a brief introduction of their learning process, reflections on areas in need of improvement, how to implement the action plan for improvement, etc. Teachers may assess students' learning to understand whether students possess values such as "self-discipline", "self-reflection" and "proactivity". Teachers can provide positive and constructive feedback and encourage students to practise active lifestyles and establish healthy interpersonal relationships.

**5.7.4 Make good use of students' learning outcomes in values education to feedback on learning and teaching**

Through applying different strategies to assess the learning outcomes of values education, teachers should have a general idea of whether students possess the values expected of them in the Citizenship, Economics and Society curriculum. Teachers can use different channels, such as written feedback and inviting students to share in morning assemblies, to affirm students' proper values. Teachers can appropriately display students' learning outcomes in values education in accordance with learning and teaching needs. For example, through creating poster designs and video shooting, students' proper values can be shared with other students, creating an atmosphere for values education. At the same time, teachers can also plan more learning activities in the Citizenship, Economics and Society curriculum to cultivate students' proper values, such as organising volunteer services, flag selling and other charity activities, to provide opportunities for students to lead a positive and meaningful life and cultivate proper values and attitudes.

## 5.8 Adopting Diversified Modes of Assessment

When planning assessment in Citizenship, Economics and Society, teachers may conduct different types of assessments at classroom and school term levels according to learning and teaching needs and different assessment purposes. Assessments at classroom level should be mainly formative. Teachers can use different assessment strategies in three areas, namely pre-lesson preparation, classroom learning activities and homework to understand students' learning needs and make timely adjustments to teaching. Assessments at school term level should be mainly summative. Teachers can use pen-and-paper tests/examinations to summarise students' learning outcomes at the end of module learning or the end of school term.

**Example: A school's comprehensive planning on assessment in Citizenship, Economics and Society at Secondary 1**

**Assessment items and weighting of marks**

<b>Formative assessments 50%</b>	<b>Summative assessments 50%</b>
Pre-lesson preparation: 15% (including video watching and completion of multiple choice questions)	Module tests: 20% Final examinations: 30%
Classroom activities: 15% (including lesson participation, group activities and oral presentations)	
Homework: 20% (including data analysis questions, extended reading and newspaper cutting reports)	

**Using diversified assessment strategies at the classroom level**

**Pre-lesson preparation:**

Before class, teachers can instruct students to complete a short pre-lesson task, such as watching a video and completing a few simple multiple-choice questions so that teachers can have a general idea of the students' prior knowledge of the topic before class. In response to students' responses in the pre-lesson task, teachers can design in-class teaching activities targeted at areas that students encounter difficulty, so as to make classroom teaching more effective. At the same

time, students can find out the learning points that they do not understand in the pre-lesson task so that they can ask questions on those learning points in class.

**Classroom activities:**

During class, teachers can use different assessment strategies to promote students' learning effectiveness. For example, teachers can request students to apply knowledge they just learnt in class to conduct group discussions and oral presentations. Students can have the opportunities to apply knowledge in classroom activities, which will allow them to fully understand whether they have accurately understood what they have just learnt. Teachers can have a preliminary understanding of students' mastery of the related topic based on students' performance in classroom activities and provide timely explanations on learning points that students do not acquire effectively.

**Homework:**

After class, teachers can give students homework to help them improve according to their performance in class. For example, when teachers find that students are weak in data analysis in class, they can design data analysis questions for students to describe and summarise the trends in data, so that students can master methods of data analysis through practice. Teachers should mark students' homework carefully and provide specific and appropriate feedback. Teachers can summarise students' learning difficulties based on students' performance in homework and adjust their teaching strategies in future lessons.

**Using diversified assessment strategies at the school term level**

**Module test:**

After teaching each module, teachers can give students a test on the module. The purpose of the module test is to review students' learning performance in the module. When formulating test questions, teachers can make reference to students' performance in tasks and design questions that address students' learning difficulties. Teachers will then know whether students are making continuous improvement, so that they may plan more effectively the subsequent learning and teaching activities to enhance learning and teaching effectiveness. After the module test, teachers should review with students the learning points that they have not acquired, help them develop their own learning strategies, and continuously follow up on their learning needs.

**Final examination:**

The purpose of the final examination is to review students' academic performance throughout

the school term. When formulating examination questions, teachers should use diversified question types to fully cover the learning points of different modules and systematically assess students' learning performance throughout the school term. Teachers should review the learning deficiencies with students and provide further explanations of their learning difficulties after the examination. Meanwhile, teachers should systematically classify students' learning performance and summarise their learning needs in general for follow-up actions in the new school term.

In conclusion, the introduction of different assessment methods at different times in the learning and teaching process, on the one hand, enables students to perceive assessment as part of their learning and to know the effectiveness of their learning so as to help them improve their learning; on the other hand, keeps teachers informed about their teaching effectiveness from the assessment results as well as the need to adjust their teaching strategies to achieve the integration of learning, teaching and assessment.

## **Chapter 6 Learning and Teaching Resources**

This chapter aims to explain the importance of selecting and making good use of learning and teaching resources to enhance student learning. To support student learning in the Citizenship, Economics and Society curriculum, schools should select, adapt and develop resources that align with the curriculum to meet the needs of their students. This chapter should be read in conjunction with the *Secondary Education Curriculum Guide (2017)* (Booklet 10: Quality Learning and Teaching Resources) and the EDB Circular Memorandum “Schools’ Selection of Quality Textbooks and Learning and Teaching Resources” to understand the suggestions on learning and teaching resources for this curriculum.

### **6.1 Purposes and Functions of Learning and Teaching Resources**

Learning and teaching resources not only limited to textbooks, workbooks, audio-visual teaching aids, etc. produced by the EDB or other institutions/organisations, but also include different types of web-based learning materials, IT software, and learning materials from the Internet, media, the natural environment, human resources and libraries, etc. By making appropriate adaptations and effective use of these materials collected from various sources, teachers can help students learn, broaden their learning experiences and cater for their different learning needs. Teachers can also make good use of various learning and teaching resources to support students to construct a solid knowledge foundation in the learning process. Effective use of appropriate learning and teaching resources can also help students consolidate their existing knowledge, extend learning, construct knowledge, and develop the skills required and cultivate proper values and attitudes.

### **6.2 Guiding Principles**

Teachers should note the following principles when designing and using learning and teaching resources:

- The content should align with the aims, learning objectives and learning contents of this curriculum and appropriate to the level of junior secondary students;
- The content should be accurate, timely, objective and impartial, helping students explore the topics from different perspectives;
- In regard to the content on the constitutional order and the safeguarding of national security, reference should be made to the constitutional order as stipulated in the

*Constitution* and the *Basic Law* for the Hong Kong Special Administrative Region, as well as the regulations in the *Hong Kong National Security Law* and relevant legal documents;

- Knowledge and concepts should be correctly and clearly presented, and appropriately explained. Theories and concepts that are too technical or complex should be avoided;
- Channels to get access to knowledge and scaffolding should be appropriately provided in consideration of students' prior knowledge and life experiences to facilitate their learning progress;
- The resources used should be able to promote students' engagement in fact-based discussions and extended learning on related topics;
- Level-appropriate learning activities and diversified learning experiences should be provided according to learner diversity;
- The resources used should be able to stimulate students' learning interests and motivation, enabling them to actively engage in learning and apply knowledge, as well as to promote higher-order thinking skills;
- The information and data used should be based on facts, and reference should be made to information provided by official and credible organisations;
- Graphic materials should complement the content and be supplemented with appropriate titles, clear descriptions and clear indication of the sources and dates of the information;
- For illustrations (e.g. photographs and comics), images with exaggerated misrepresentation, violence, incitement to hatred or indecent should be avoided. The illustrations should not contain factual inaccuracies, extremist behaviours, unlawful advocacy or political propaganda, content that is contrary to proper values and misleading. They should not contain any negative descriptions of others in an insinuating manner on the grounds of race/ethnicity, gender, age, religion, disability, nationality, sexual orientation or occupation, etc.; and
- The language used should be at an appropriate level of difficulty, with the content presented coherently, accurately and clearly.

### **6.3 Commonly Used Learning and Teaching Resources**

There are many different types and sources of learning and teaching resources. Examples include textbooks, reference books, online materials, newspapers, magazines, multimedia resources and social resources. Teachers should prudently select different learning and teaching resources to support student learning, and ensure that all materials are in line with

the aims, learning objectives and learning contents of the curriculum and convey proper values, having taken into account students' prior knowledge, life experiences, abilities, interests, learning styles, the teaching objectives and the prevailing social environment, etc. The information used should be accurate, factual, timely, complete, objective and impartial, and has a positive impact on student learning, enabling students to grasp relevant knowledge and skills, and develop proper values and proactive attitudes.

School library contains quality and diversified reading and learning materials, including printed books and electronic books, to allow students to acquire knowledge and information conveniently and systematically. Teachers should make good use of school library resources and arrange students to learn outside the classroom to effectively use the learning time. This can help enrich students' learning experiences, sustain their learning and foster their whole-person development. Reading to learn can broaden students' space for exploration, learning and development. Teachers can design reading activities as part of daily learning activities and project learning. Teachers first review the topics and key learning points for each level to plan the themes of reading. Then, teachers collaborate with the teacher-librarian to select reading materials from the library collection that are relevant to the themes of reading and make recommended reading lists to encourage students to go to the school library to borrow resources for lesson preparation and extended learning. Teachers can also encourage students to make greater use of school library resources when doing projects, so that students can develop media and information literacy in the process of searching, selecting, evaluating, and extracting credible and reliable information.

### **6.3.1 Learning and teaching resources provided by the Education Bureau**

To support teachers in teaching this curriculum, diversified learning and teaching resources have been made available online by the EDB for schools' reference and use. Teachers can flexibly select these resources according to the abilities, learning interests and needs of students. They can also participate in teacher training programmes to enhance their professional capacity in using different learning and teaching resources more effectively. For details of learning and teaching resources for the Citizenship, Economics and Society curriculum, please refer to the following website:

<https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/ces/index.html>

### 6.3.2 Textbooks

Textbooks, whether in printed or electronic form, are learning and teaching resources systematically written and compiled in accordance with the *Textbook Writing Guidelines* and this Curriculum Guide. Suitable textbooks should be aligned with the aims, learning objectives and learning contents of the curriculum. Teachers should prudently select textbooks according to their quality as well as the abilities and learning needs of students, etc. When selecting textbooks, teachers should refer to the *Recommended Textbook List*, *Recommended e-Textbook List*, *Guiding Principles for Quality Textbooks* and the circular memorandum on *Schools' Selection of Quality Textbooks and Learning and Teaching Resources* from the EDB "Textbook Information" webpage. For details, please refer to the following website:

<https://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/index.html>

When using textbooks, teachers should focus not only on delivering knowledge but also make good use of the activities in textbooks to enhance students' thinking skills and enrich their learning outcomes. Teachers' teaching schedule should not be devised solely according to the content and coverage of textbooks. They should exercise their professional judgement and make adjustments according to students' abilities, interests and learner diversity, learning, teaching and assessment needs, etc. They should prudently select appropriate materials from textbooks for use so as to attain the learning objectives of the curriculum.

Textbooks are not the only learning and teaching resources. They can be used as references for teachers, but should not be taken as providing the necessary teaching instructions. Although textbooks could be used as learning materials for students, students still need teachers' guidance when using them.

**Example: Teachers effectively use textbooks to foster learning and teaching**

School A has put in place a collaborative lesson planning period, in which subject teachers discuss how to effectively use textbooks to promote learning and teaching. The subject teachers collaborate to plan the flexible use of textbooks to facilitate effective use of students' learning time and promote student learning. Before the lesson, the teacher can ask students to finish the

pre-lesson tasks in the textbook or read a short paragraph relevant to the key learning points in the textbook and answer the lesson preparation questions designed by the teacher according to the textbook content. Thus, students can acquire a preliminary understanding of the upcoming learning content. During the lesson, the teacher can use the textbook content together with supplementary resources (such as “3-minute Concept” animated video clips) for enrichment to illustrate the key learning points and use the learning activities provided in the textbook such as data response questions, case study activities, discussion activities to deepen students’ learning. After the lesson, the teacher can ask students to finish the post-lesson revision tasks provided in the textbook for consolidation of learning, as well as encourage students to read the enrichment materials provided in the textbook for extended learning.

### 6.3.3 Government departments and non-governmental organisations

Government departments, other statutory bodies, government-subsidised organisations and non-governmental organisations provide a lot of credible, trust-worthy and reliable materials. Students can obtain information and data on local, national and global topics from these sources. They can use the relevant materials to supplement learning and understand the views of different stakeholders, thus helping them develop an understanding of events from different perspectives and broaden their horizons.

Below are some examples of online resources from government departments for teachers’ reference:

<b>Strand 1 “Personal and Social Development”</b>	
Narcotics Division, Security Bureau	The Narcotics Division of the Security Bureau provides information about drugs, drug offences and consequences, and anti-drug information. <a href="https://www.nd.gov.hk/en/antidrug_resources.html">https://www.nd.gov.hk/en/antidrug_resources.html</a>
CyberDefender, Hong Kong Police Force	The Hong Kong Police Force provides information about cyber security, information security and cybercrimes, etc. <a href="https://cyberdefender.hk/en-us/events_and_resources/">https://cyberdefender.hk/en-us/events_and_resources/</a>
Student Health Service, Department of Health	The Department of Health provides information on healthy life such as emotional health tips, health tips for children and adolescents. <a href="https://www.studenthealth.gov.hk/eindex.html">https://www.studenthealth.gov.hk/eindex.html</a>

<b>Strand 5 “Resources and Economic Activities”</b>	
National Bureau of Statistics of China	The National Bureau of Statistics provides basic national statistical data about our country’s social, national life and economic development. <a href="https://www.stats.gov.cn/english/">https://www.stats.gov.cn/english/</a>
Census and Statistics Department	The Census and Statistics Department provides various reliable and timely statistical data on the society and economy of Hong Kong. <a href="https://www.censtatd.gov.hk/en/">https://www.censtatd.gov.hk/en/</a>
Hong Kong Monetary Authority	The Hong Kong Monetary Authority provides information on financial management knowledge, such as e-banking, payment and transfer, general banking services and scams. <a href="https://www.hkma.gov.hk/eng/">https://www.hkma.gov.hk/eng/</a>
<b>Strand 6 “Social Systems and Citizenship”</b>	
The State Council Information Office of the People’s Republic of China	The State Council Information Office of the People’s Republic of China provides news about our country’s domestic and foreign policies, and the development of Chinese economy and society. <a href="http://english.scio.gov.cn/">http://english.scio.gov.cn/</a>
Constitutional and Mainland Affairs Bureau	The Constitutional and Mainland Affairs Bureau provides information about mainland affairs, electoral affairs, individual rights and constitutional development. <a href="https://www.cmab.gov.hk/en/home/index.htm">https://www.cmab.gov.hk/en/home/index.htm</a>
Department of Justice	The Department of Justice provides information about the HKSAR legal system. <a href="https://www.doj.gov.hk/en/home/index.html">https://www.doj.gov.hk/en/home/index.html</a>

### 6.3.4 Information technology resources

With the rapid development of technology, using the Internet, social media and electronic media (such as newspapers, magazines, publications, television broadcasts, Internet television, Internet radio, radio broadcasting and advertisements) to access information has become increasingly popular, leading to a more open and flexible approach to learning. The use of information technology to access information brings the following benefits to student learning, such as:

- providing audio-visual tools to help explain abstract concepts of knowledge;
- allowing learning to take place without the constraints of time and space, facilitating students' self-directed learning at their own pace;
- helping students search and access different forms of information through different means in order to construct knowledge;
- facilitating student-student and teacher-student interaction to enhance students' motivation to learn; and
- with appropriate guidance and support from teachers, allowing students to make good use of the Internet and electronic media to learn and enhance their learning effectiveness, thereby developing their critical thinking and capability for knowledge construction.

On the other hand, in the era of information overload on the Internet, social media and electronic media, there is a mix of true and false information. Junior secondary students are in their growth period and are easily influenced by information on the Internet, social media and electronic media. Teachers should provide guidance to students to help them use the Internet, social media and electronic media properly, including the following points to note:

- Information obtained through information technology must be carefully considered to avoid selecting unlawful advocacy or content about political propaganda;
- Sources and dates of information must be clearly indicated when using information from the Internet, social media and electronic media, and doubtful sources of information must be verified to confirm the authenticity and accuracy of the information;
- Information from unknown sources should be avoided and information provided by official and credible organisations should be made reference to and used more often;
- The background and stance of information providers, the accuracy, credibility and appropriateness of the information as well as the values conveyed by the information must be prudently identified and evaluated, while information that spreads hate speech, cyberbullying or biased content, etc. must not be used; and
- Attention should be paid to the reliability and completeness of the information provided on encyclopaedic websites, as the background of their editors is mostly unknown and website users are allowed to add and remove contents at will.

### **Example: Using information technology resources for electronic teaching**

School B has set up a cloud-based learning platform for Citizenship, Economics and Society for teachers to upload information for electronic teaching on a regular basis. When teaching Module 1.1 “Media and Information Literacy”, the teacher uploads the “3-minute Concept” animated video clip “Media and Information Literacy” and pre-lesson questions and asks students to watch the video and answer the pre-lesson questions online before the lesson. After answering the questions, students can check the answers and read the explanations of answers by themselves, which helps them gain a preliminary understanding of the concepts relevant to the topics. Before the lesson, the teacher reviews the students’ online answers to understand students’ level of prior knowledge in order to adjust the teaching strategies and to decide whether it is necessary to explain the concepts in detail during the lesson and adjust the teaching pace. After the lesson, the teacher uploads articles relevant to the topic to the e-learning platform for students to read for consolidation of learning and extended reading. The teacher also sets up a discussion forum to regularly post news articles relevant to topics taught for students to express their opinions through leaving comments. This can help students use the learning time outside the classroom to extend their learning, and facilitate their self-directed learning.

### **6.3.5 Community resources**

Public facilities such as parks, museums, libraries, resource centres of government departments and exhibition halls can provide rich sources of learning materials and opportunities for real-life experiences. When selecting community resources for teaching, teachers should adopt a student-centred approach in selecting resources that align with the curriculum aims, learning objectives and learning contents to help students further explore the knowledge and skills they have learnt in this curriculum and consolidate their learning, thereby enhancing their learning motivation. Teachers can make use of public facilities to provide students with life-wide learning activities related to this curriculum, so that they can learn in real-life situations and conduct field trips to enrich their learning experiences. Such arrangements would help deepen students’ learning in this curriculum, broaden their horizons and enhance their classroom learning and foster whole-person development.

### **Example: Visiting the Hong Kong Jockey Club Drug InfoCentre**

In School C, to deepen students' understanding of the key learning point "Reject drug-taking" in Module 2.1 "Overcoming Growth Challenges", the subject teacher takes students to visit the Hong Kong Jockey Club Drug InfoCentre in Admiralty after teaching the module. The visit enables students to recognise how different kinds of drugs destroy the bodies and health of drug-takers through multimedia exhibitions, interactive games, experiential learning activities such as "Drug Taking Facial Filter" and "Drug X-Ray". Through the exhibition of "Drugs Penalties", students can understand the penalties in different places and enforcement in action in Hong Kong, and know the serious consequences brought by drug-taking such as the impact on personal prospects and legal consequences. They can also understand the harmful effects of drug-taking on themselves, their families and society by listening to the candid sharing of drug rehabilitees in the session "Bye, Drugs!". During the visit, the teacher reminds students to stay alert to the harm of drug-taking, to refuse to participate in the illegal behaviour of drug-taking, to uphold proper values, and to establish a healthy lifestyle and fulfilling life. After the visit, students are required to write a short reflective essay to record their observations and make the pledge to reject undesirable behaviours so as to consolidate their learning.

## **6.4 Flexible Use of Learning and Teaching Resources**

In the teaching process, teachers should exercise their professional judgement in selecting and adapting materials flexibly to align with the teaching objectives and different pedagogies, and to cater for students' diverse needs.

### **6.4.1 Aligning with learning objectives and different teaching strategies**

To attain the learning objectives of lessons, teachers would use different teaching strategies supplemented with different learning and teaching resources. For example, teachers can use textbooks and adopt direct instruction approach to explain complicated contents or concepts so as to help students clearly understand and grasp the relevant contents. During the teaching process, teachers can use appropriate learning and teaching resources (such as newspaper cuttings, short videos and board games) to facilitate students' understanding of the contents. Teachers can provide materials for students to read beforehand, and then organise activities (such as role-plays and group discussions) to help students apply what they have learnt in class. It can help consolidate and deepen their understanding of the

content. In addition, teachers can organically integrate the learning of this curriculum with life-wide learning activities and coordinate the learning activities within and beyond the classroom. After teaching the relevant key learning points in class, teachers can bring students to community organisations for experiential learning activities that are closely aligned with the learning contents with a view to enriching their learning experiences and help them extend and broaden their learning.

**Example: Flexible use of learning and teaching resources and different teaching strategies to achieve learning and teaching objectives<sup>#</sup>**

School D makes flexible use of diversified learning and teaching resources to align with different teaching strategies so as to enable students to thoroughly grasp the key learning point “Media and Information Literacy” in Module 1.1 “Self-understanding and Life Skills”. At the beginning of the lesson, the teacher uses textbooks and relevant parts in “Secondary 1 Citizenship, Economics and Society Support Resources”, and adopts the direct instruction approach to teach the meaning of “media and information literacy” in order to enable students to know the method of reviewing, analysing and evaluating information contents, as well as guide them to be critical thinkers and law-abiding individuals. During the lesson, the teacher uses the relevant parts in the lesson enquiry learning activity “Distinguish between True and Fake News” in the Secondary 1 Support Resources to enable students to distinguish authentic news headlines from fake ones and provide students with opportunities to apply media and information literacy. To deepen students’ understanding of “Media and Information Literacy”, the teacher uses community resources to complement experiential learning activities by taking students to visit the Hong Kong News Expo. Through guided tours by experienced journalists, exhibitions and hands-on experience in news production, students can understand news events and the role of the media from multiple perspectives, maintain rational thinking when receiving information, and avoid making misjudgements or engaging in improper behaviours under the influence of emotion. Therefore, the flexible use of textbooks, learning and teaching resources produced by the EDB, community resources and different learning and teaching strategies can enhance teachers’ teaching effectiveness and enrich students’ learning experiences.

<sup>#</sup>The example is excerpted from ‘Module 1.1 Self-understanding and Life Skills Part 4: Media and Information Literacy’ in “Citizenship, Economics and Society (Secondary 1-3) Support Resources: Secondary 1”.

## 6.4.2 Catering for learner diversity

The use of learning and teaching resources should be student-centred and aligned with students' abilities, interests, learning styles, past learning experiences, etc. Teachers are encouraged to understand learner diversity and develop diversified learning and teaching resources to provide students with access to a variety of materials, including those that cater for their learning characteristics, in order to develop their interests, enhance their learning effectiveness and boost their learning motivation.

### **Example: Adapting and using diversified learning and teaching resources to cater for learner diversity<sup>#</sup>**

School E adapts learning and teaching resources on a regular basis to cater for the learning characteristics of students in different classes. When teaching the key learning point “Features of undesirable behaviours, causes and impacts of undesirable behaviours, preventive and tackling strategies” in Module 2.1 “Overcoming Growth Challenges”, the teacher uses different learning and teaching resources to design differentiated tasks for students of different levels of ability in different classes. For less able students, the teacher uses the “Case study activity of undesirable behaviours” worksheets in the “Secondary 2 Citizenship, Economics and Society Support Resources” with reading hints added to guide students to identify from the case study materials the causes and risks of undesirable behaviours and tackling strategies. Students also need to finish the fill-in-the-blanks questions. Besides worksheets, the teacher uses infographics about strategies of staying away from undesirable behaviours provided by the Department of Health to enable students to know how to tackle undesirable behaviours through drawings and short texts. For more able students, the teacher asks them to identify and compare the similarities and differences of causes, impacts and preventive and tackling strategies between different types of undesirable behaviours. Students are also asked to make reference to the webpage of the Healthy School Programme of the Narcotics Division of the Security Bureau and take on the challenge task of writing a proposal on the topic “building a healthy school to prevent students from having undesirable behaviours”. This shows that the teacher can design differentiated tasks to help students attain the learning objectives of the module by using different learning and teaching resources according to students' different learning characteristics.

<sup>#</sup>The example is excerpted from ‘Module 2.1: Overcoming Growth Challenges’ in “Citizenship, Economics and Society (Secondary 1-3) Support Resources: Secondary 2”.

## **6.5 Resource Management**

### **6.5.1 Sharing of learning and teaching resources**

The Citizenship, Economics and Society subject panel should systematically classify, store, update and share information to enable subject teachers to have easy access to useful information for teaching. During the process, they should learn from each other, exchange and gain knowledge to enhance the learning and teaching effectiveness of this subject. To facilitate the information sharing illustrated above:

- the subject panel head should lead subject teachers to devise an information sharing mechanism, as well as arrange subject teachers to regularly upload, share, review, evaluate and update the information to facilitate effective information sharing; and
- the subject panel can use the electronic platform to share information among subject teachers, including learning and teaching resources (e.g. learning and teaching presentation slides, school-based teaching materials, worksheets, homework, assessment papers and video clips for teaching) and teacher training information to foster a knowledge sharing culture and the development of a professional community.

### **6.5.2 Management of learning and teaching resources**

Managing learning and teaching resources is an ongoing process that includes aspects such as budgeting, procuring, categorising and accessing:

- The subject panel head should lead the subject panel to draw up budgets before funds are allocated for the purchase of various learning and teaching resources;
- The subject panel head should encourage subject teachers to make recommendations for resources to be procured and to use cost-effective methods (e.g. tendering or bulk purchase) to do so;
- The subject panel should ensure that resources are aligned with the curriculum aims and objectives, diversified in terms of sources and types, as well as organised and categorised according to their nature;
- The subject panel should categorise the various resources properly and update them regularly to cater for the needs of the curriculum with the assistance of the teacher-librarian;
- The subject panel head should maintain an inventory of available resources for subject teachers' reference at any time;
- The subject panel head should properly store all resource materials to make them

easily accessible to subject teachers;

- Materials such as textbooks and journals for students' use should be properly stored and easily accessible to students in order to promote their reading habit; and
- The subject panel head should lead the subject panel to set regulations for using the learning and teaching resources, which should comply with the requirements set out in relevant provisions of the Intellectual Property Ordinance.

The retention period for school-based learning and teaching resources related to *Constitution* and *Basic Law* education, as well as national security education should be no less than two school years, so that inspection of the corresponding information can be carried out when needed by the school management or the Education Bureau. Curriculum leaders and subject teachers can refer to the part on “National Security: Specific Measures for Schools” in the enhanced version of the EDB Circular issued in June 2023.

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