Personal, Social and Humanities Education

Key Learning Area

Life and Society Curriculum Guide (Secondary 1-3)

Prepared by the Curriculum Development Council

Recommended for use in schools by the Education Bureau, HKSARG

2010

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Preamble

The *Life and Society Curriculum Guide (Secondary 1-3)* is one of the series prepared by the Curriculum Development Council, Hong Kong for use in junior secondary schools.

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

This *Curriculum Guide* is recommended by the Education Bureau for use in junior secondary schools. The Curriculum Development Council will review the curriculum from time to time in the light of classroom experiences. All comments and suggestions on the *Life and Society Curriculum Guide (Secondary 1-3)* may be sent to:

Chief Curriculum Development Officer (Personal, Social and Humanities Education)
Curriculum Development Institute
Education Bureau
Rm 1319, 13/F, Wu Chung House
213 Queen's Road East, Wanchai
Hong Kong

or email to:
ccdopshe@edb.gov.hk

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Chapter 1 Introduction

This chapter provides background on Life and Society (Secondary 1-3) (hereafter "S1-3"), its rationale, aims and learning objectives.

1.1 Background

The 21st century is a rapidly-developing era in which students face social, economic and political changes, which also bring diverse and complicated values. These have created opportunities and challenges on students' personal development, learning and future careers. Schools have to provide an appropriate curriculum to cater for the needs of students on their personal growth and future development so Life and Society (S1-3) has been drawn up for this very purpose. It builds on students' prior learning experience in General Studies at primary level, and is an integrated and updated version of Economic and Public Affairs (hereafter "EPA") and Social Studies, which date back to the 1990s.

With the advent of the first decade of the Millennium, Hong Kong has been experiencing rapid changes on the economic, social and political fronts. Facts such as greater economic integration with the mainland (particularly with the Pan-Pearl River Delta Region), opportunities and challenges brought about by rapid economic growth on the mainland, increasing global economic interdependence, greater social diversity and Hong Kong's move towards universal suffrage for the selection of the Chief Executive and the Legislative Council will bring the next generation face to face with new social, economic and political landscapes as well as new ideologies. In a curriculum document prepared by the Curriculum Development Council the following statements were written: "…contemporary society has undergone significant changes and rapid development…" and "students…need to have an in-depth understanding of themselves, the local community, the nation and the world if they are to become confident, informed and responsible persons."[1] With the second decade just around the corner, schools must ensure that students become knowledgeable with these trends so that they can participate fully in the development of the society in the future.

The introduction of Liberal Studies as a core subject in the senior secondary curriculum requires junior secondary students to acquire solid foundation knowledge

[1] Curriculum Development Council. *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 3)*. Hong Kong: Printing Department, 2002, pp.3-4.

on *Personal Development and Interpersonal Relationships, Hong Kong Today, Modern China and Globalization*, etc. The current S1-3 EPA and Social Studies were developed during the last century to meet educational needs at that time but they do not provide the essential learning experiences students need for tomorrow. Life and Society (S1-3) integrates and updates the curriculum for these two subjects and provides a broader perspective on life and society. It effectively supports progress in Liberal Studies and other PSHE subjects at senior secondary level. Current S1-3 EPA and Social Studies curricula will be gradually replaced.

The open and flexible curriculum framework of the Personal, Social and Humanities Education Key Learning Area (hereafter "PSHE KLA") enables schools to adopt different modes of curriculum organization to achieve the learning targets stated in *Personal, Social and Humanities Education Key Learning Area Curriculum Guide* (hereafter "PSHE KLA Guide") (pp. 23-24). This curriculum framework has been implemented in schools for almost decade. In order to facilitate further development of the PSHE curriculum framework, a set of essential learning elements has been developed in Life and Society (S1-3) to serve as a frame of reference, against which schools can analyse and assess their own school-based curricula. This set of essential learning elements is a guide of schools to plan and make decisions on their curricula.

1.2 Rationale and Direction for Development

The development of this curriculum is based on the following rationale and direction:

1.2.1 Complementing the learning targets of the PSHE KLA

The PSHE KLA is composed of the following six strands:

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

These six strands also represent the different perspectives adopted for issue enquires in this KLA. They enable students, from personal and social perspectives, to understand humankind (strands 1 and 6), the relationship between man and time (strand 2), place and environment (strand 4) and the spiritual and material worlds (strands 3 and 5). These strands also provide a framework that helps schools organize

the curriculum content of this KLA so as to avoid duplication of learning content and to achieve coherence (see Figure 1.1).

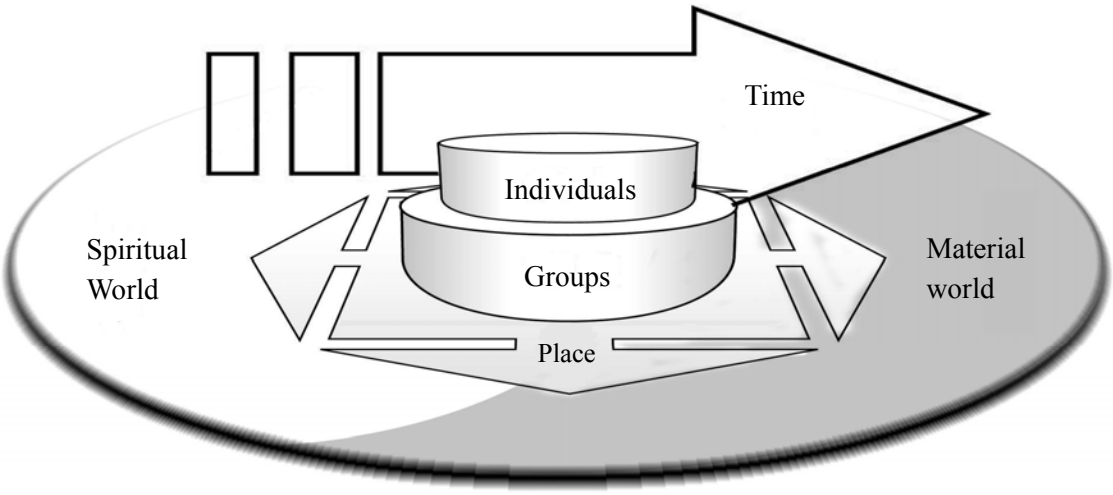

Fig 1.1 Strands under PSHE KLA

Currently the learning objectives of strands 2, 3 and 4 of junior secondary PSHE KLA are primarily achieved through the learning and teaching of Chinese History, History and Geography. Life and Society (S1-3) is an integrated curriculum covering the learning elements of Personal and Social Development, Resources and Economic Activities, and Social Systems and Citizenship (see Figure 1.2). Hence, the learning objectives of strands 1, 5 and 6 are achieved through Life and Society (S1-3).

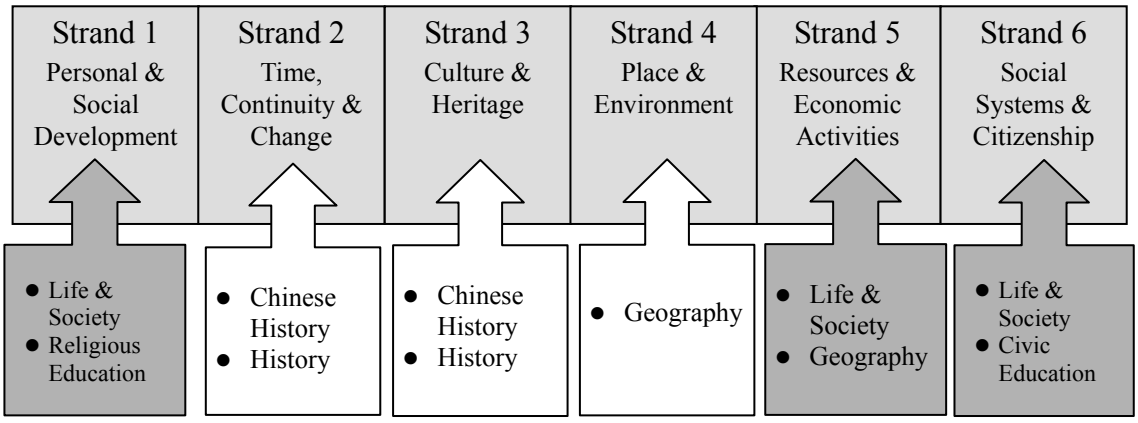

Fig 1.2 Relationship between the curriculum and the six strands under PSHE KLA

1.2.2 Providing a smooth interface with senior secondary and senior primary curricula

Life and Society (S1-3) provides foundation knowledge, concepts and perspectives that aid students not only to achieve the learning targets specified in the PSHE KLA Guide, but also to learn senior secondary PSHE subjects and Liberal Studies. This curriculum develops students' understanding of themselves as individuals and as social beings, and gives them an opportunity to understand local, national and global economic activities. It also encourages students to develop their consciousness and interest in local and national socio-political systems and helps students develop global perspectives through exploring global issues and world politics.

A smooth interface from primary to junior secondary is necessary to help students adapt to secondary education. As the learning targets of PSHE at primary level are to be achieved through General Studies, the design of Life and Society (S1-3) builds on the learning experiences students acquired through General Studies, avoiding overlap and bridging any existing gaps in the curriculum.

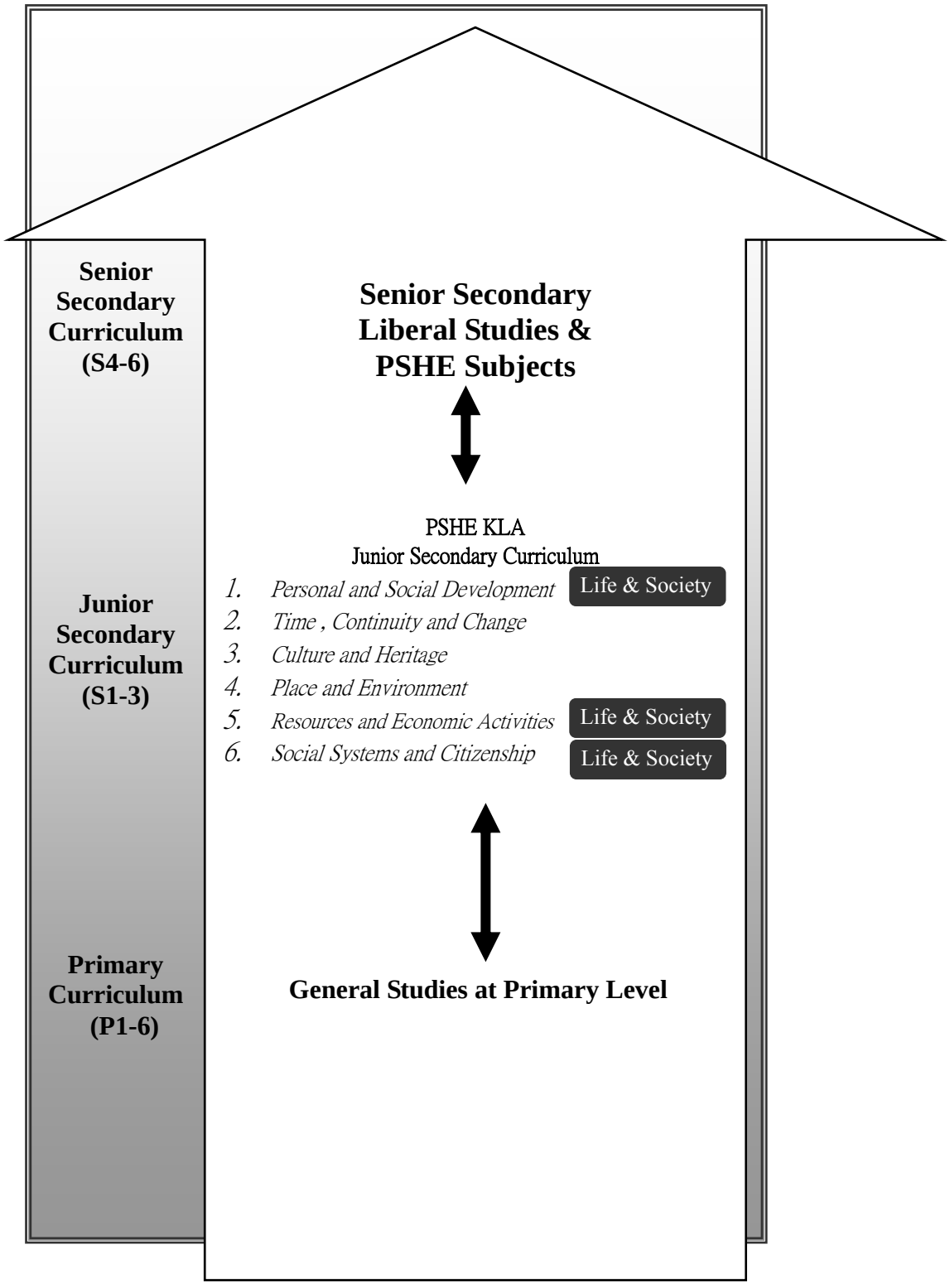

Fig 1.3 Life and Society (S1-3) provides a smooth interface with the senior secondary and primary curricula

1.2.3 Maintaining flexibility in curriculum organization, while strengthening curriculum decision guidance

The design of Life and Society (S1-3) allows flexibility for schools so that they can adopt it in part or as a whole and this is achieved by organizing the curriculum into modules. In view of the cognitive, psychological and physiological development of the students at S1-3, these modules are not free-standing. Though the modules follow a certain sequence, the curriculum may be studied, as stated, in part or as a whole. If adopted as a whole, it forms a coherent structure. If adopted in parts, it allows flexible and selective adoption. So Life and Society, together with Geography, Chinese History and History, form a well-balanced junior PSHE curriculum under the independent subject mode (see Figure 1.4). On the other hand, it also aids schools adopting integrated or mixed modes to enrich their curricula by adopting some modules of Life and Society (S1-3) in their school-based curricula (see Figure 1.5).

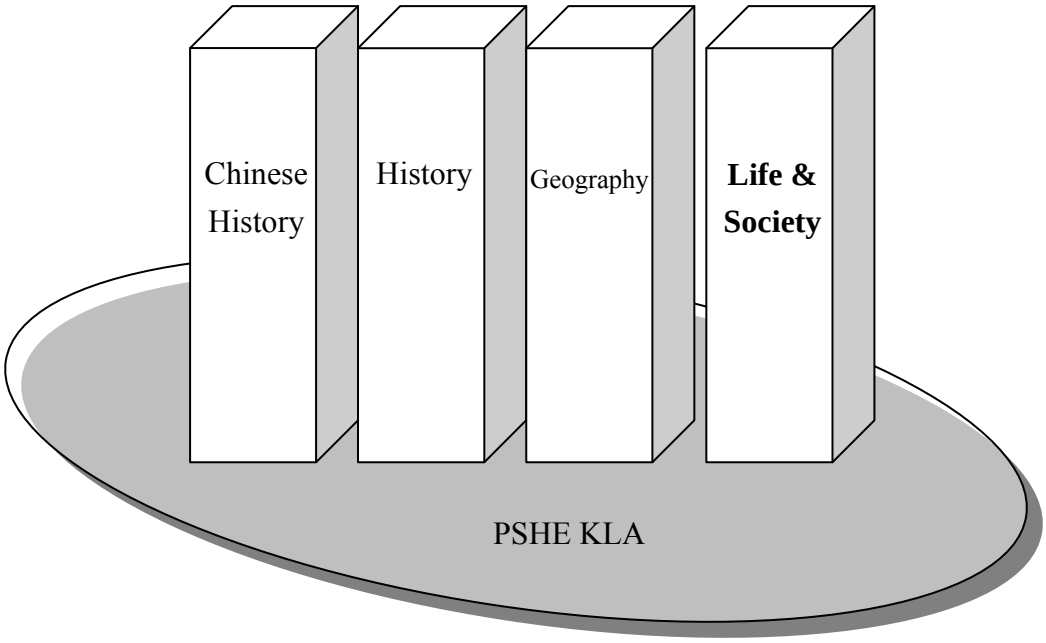

Fig 1.4 Curriculum organization with Life and Society (S1-3) under independent subject mode

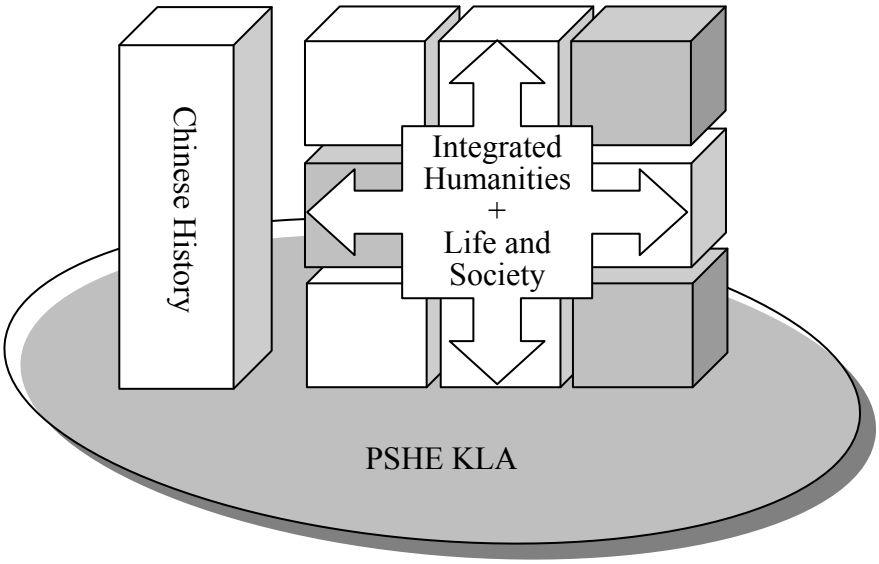

Fig 1.5 Curriculum organization under mixed mode with Chinese History as an independent subject and the adoption of Life and Society (S1-3) modules in integrated curriculum

In order to facilitate the schools using integrated or mixed mode of curriculum organization to adopt the modules of Life and Society (S1-3) for improving their school-based curricula, Life and Society (S1-3) sets out a list of essential learning elements by making reference with the learning targets and focuses of Personal and Social Development, Resources and Economic Activities, and Social Systems and Citizenship specified in the PSHE KLA Guide, complementing with the rationale of this curriculum. These essential learning elements (see section 2.2 of chapter 2) constitute a frame of reference, against which schools can analyse and assess their own school-based curricula and be guided in curriculum planning and decisions.

1.2.4 Providing a prescriptive curriculum design with flexibility to cater for students' diverse needs

The essential learning elements stipulated in this curriculum provide a framework for the common learning experience in strands 1, 5 and 6 under PSHE KLA for all students. Such a framework not only protects students' rights of learning, it also serves as a basis for schools to be socially responsible. Apart from that, students' needs and the school context are also taken into consideration so that schools can have flexibility in curriculum planning. Hence, the curriculum has a foundation part which takes up approximately 70% of curriculum time. This foundation part embodies the essential learning elements of the strands of Personal and Social Development, Resources and Economic Activities, and Social Systems and Citizenship and so it

serves as a frame of reference for schools to analyse and evaluate their school-based curricula. There are also extended parts and enrichment modules to cater for different learning interests and abilities. To better cater for the diverse learning needs of students, schools can also increase curriculum time for the foundation part of this curriculum, or fully utilise it.

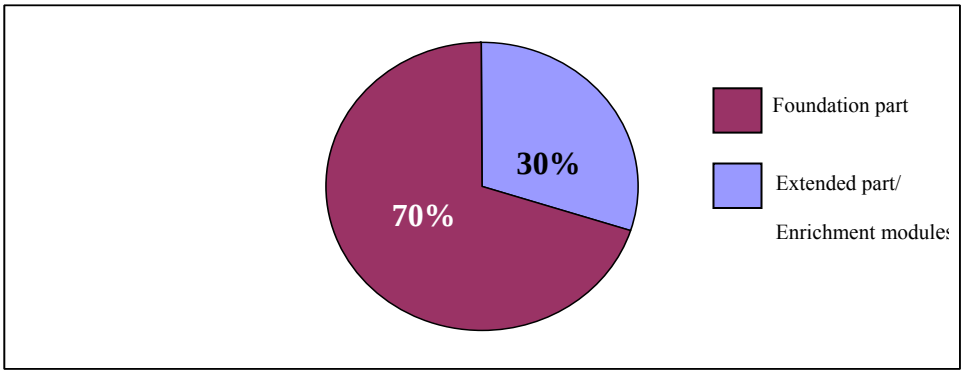

Fig 1.6 Allocation of curriculum time of Life and Society (S1-3)

1.2.5 Nurturing students' social competence and enhancing their personal and civic values

The development of the mainland has significant implications for Hong Kong, which is a special administrative region of China. It is a small but nevertheless very cosmopolitan city. For this reason the learning elements of Resources and Economic Activities, and Social Systems and Citizenship within Life and Society (S1-3) provide students a comprehensive picture of how political and economic activities and systems function and interact with one another in the local, national and global dimensions. To this end, the curriculum helps students acquire up-to-date foundation knowledge in the following areas so that they will become responsible and informed citizens through participating in social affairs in the local, national and global arenas in the future:

- Economy of Hong Kong
- Socio-political System of Hong Kong
- Economy of Our Country
- Socio-political System of Our Country
- Global Economy
- Global Socio-political System

Given the development trends in Hong Kong, the curriculum time allocated to each of the local, national and global dimensions is approximately equal.

This curriculum also addresses students' personal growth needs and helps them recognise that different stakeholders have diverse views and values in the increasingly complex world. As students' cognition, psychology and physiology develop rapidly at junior secondary level, modules on Personal and Social Development should be gradually introduced over the three years to match the development.

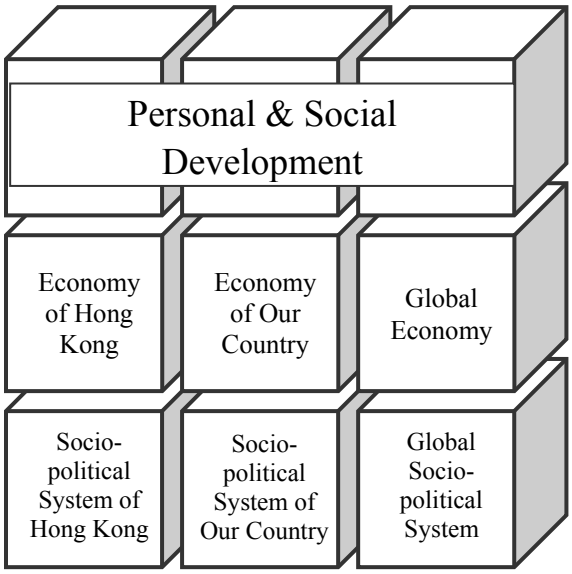

Fig 1.7 Life and Society (S1-3) includes seven areas of foundation knowledge

1.2.6 Integrating knowledge acquisition with the development of generic skills and values and attitudes

The Life and Society (S1-3) allows junior secondary students to enquire and construct up-to-date foundation knowledge in preparation for further studies and their future career. Through the process of enquiry students also develop learning skills. Besides, the curriculum connects learning to students' daily experiences, and encourages them to apply their knowledge and develops skills in the enquiry process so that sound, reasoned judgments and responsible, informed decisions would be made.

Values can be developed through learning key concepts such as "democracy" and "the rule of law". This curriculum, however, provides opportunities for students to clarify, reflect on and nurture these positive values through active discussion of social issues and participatory learning. A list of core and sustaining values and attitudes in our society can be found in Appendix II-2 to *Learning to Learn--The Way Forward in Curriculum Development (2001)*. Students, after completing the course, can also learn to clarify their values and make reasoned, responsible decisions with regard to

personal and social issues at the local, national and global dimensions.

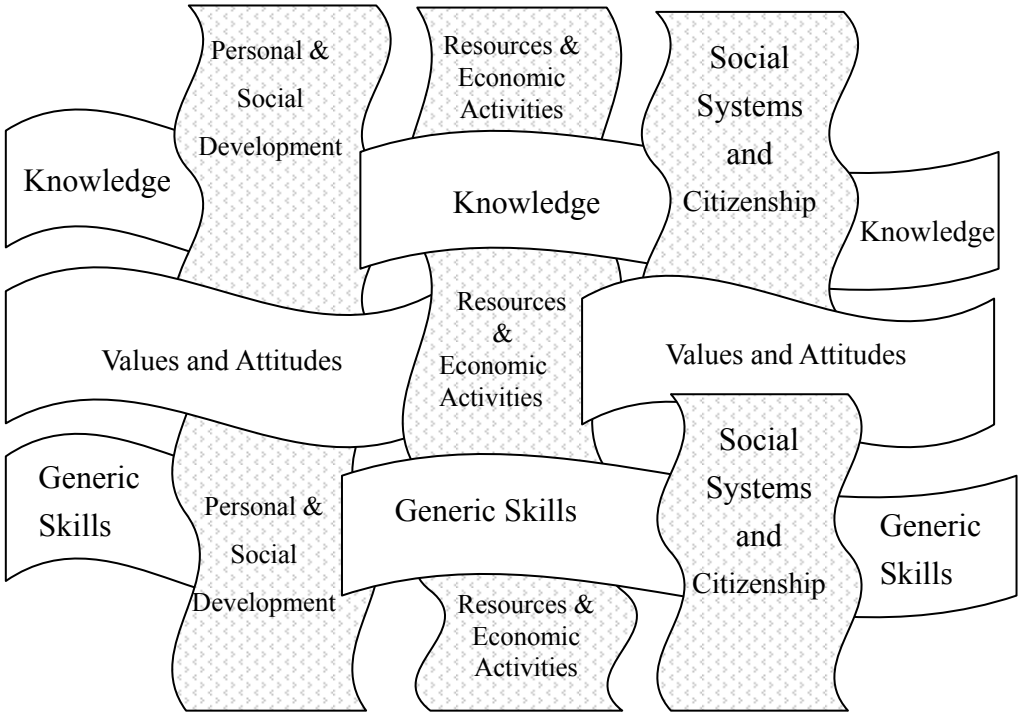

Fig 1.8 Integration of knowledge acquisition with development of generic skills, values and attitudes

1.3 Curriculum Aims

The aims of Life and Society (S1-3) are:

(a) to develop in students a positive self understanding, enhance competence to meet daily and future challenges, and pursue their goals and aspirations;
(b) to enable students to make decisions for the optimal use of personal and community resources;
(c) to develop students to become informed and responsible citizens to contribute to the development of a caring and just society; and
(d) to cultivate in students sensitivity, interests and concern for local, national and global issues.

1.4 Learning Objectives

(a) to understand and accept oneself and to live a healthy life;
(b) to develop effective communication skills with peers, family and others in society, and realise ways to build and maintain positive interpersonal

relationships;

(c) to develop an ability to make informed and responsible decisions regarding personal issues and practical short term and long term plans for the achievement of personal goals;

(d) to understand the roles of individuals, enterprises and the government in the economy and how they interplay to determine the distribution and uses of resources;

(e) to develop the skills to interpret and manage data, statistics and information relating to indicators and trends of general economic performances;

(f) to understand basic features of the political systems at local, national and global dimensions;

(g) to understand features of different social groups and how they interact with each other as well as the governments;

(h) to understand how different levels of communities are connected and interdependent with each other, and to develop the identification of local resident identity, national identity and identity as global citizens;

(i) to understand the perspectives, backgrounds and interests of different groups, and to develop an ability to make informed and reasoned judgments on social issues with due considerations to the different groups;

(j) to develop enthusiasm and readiness for responsible participation in public affairs;

(k) to be ready for self-management and independence, and willing to reflect on and clarify their own values and attitudes underlying the choices they make;

(l) to understand, appreciate, respect and reflect on the values and attitudes that underpin the local society, including rights and responsibilities, freedom, rule of law, social justice, democracy, equal opportunities, tolerance, plurality, clean, honesty and integrity, upright, compassion and mutuality; and

(m) to develop an attitude of open-mindedness and respect for all peoples, including their cultures, values and ways of life.

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Chapter 2 Curriculum Framework

This chapter sets out the design principles, curriculum framework and essential learning elements of Life and Society (S1-3), and details the modules based on these essential learning elements.

2.1 Design Principles

2.1.1 Flexible structure assures the learning of essential knowledge and caters for the diverse learning needs of students

Life and Society (S1-3) covers the learning elements of Personal and Social Development, Resources and Economic Activities and Social Systems and Citizenship, the curriculum is composed of core modules and enrichment modules. Each core module is divided into a foundation part and an extended part. The foundation part consists of essential learning elements that students are expected to master in the learning process, while the extended part provides them opportunities to explore topics related to the foundation part, so as to broaden or deepen their learning. Enrichment modules, including modules covering the above three strands and a cross-strands module, are independent of the core modules and are introduced to offer a wider range of topics to cater for the diverse interests and needs of students.

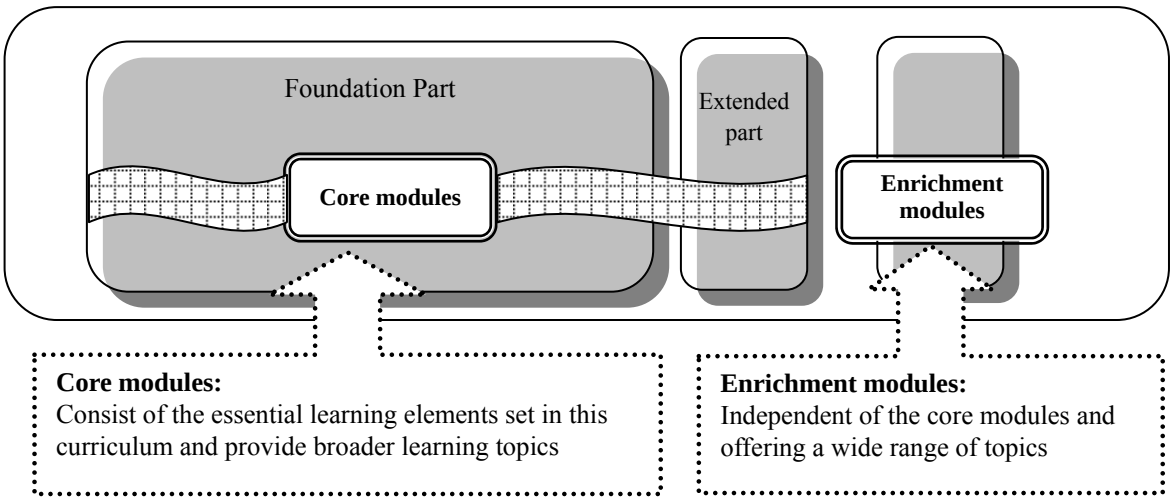

Fig 2.1 Components of Life and Society (S1-3)

2.1.2 The curriculum embodies foundation knowledge of seven areas

According to the rationale of developing Life and Society (S1-3) stated above (see section 1.2 of chapter 1), the curriculum should give students opportunities to acquire foundation knowledge in seven areas, namely, personal and social development, economies and socio-political systems of Hong Kong, our country and the world.

The foundation knowledge in these seven areas is organized into modules for students' learning. While the modules chosen to bring out the learning elements are by and large connected to students' experiences and appeal to their interests, some may not be closely related to their daily experiences. These modules have been chosen because they are essential to prepare students for future learning and responsibilities.

Fig 2.2 The seven areas of foundation knowledge in Life and Society (S1-3)

2.2 Essential Learning Elements

The seven areas of foundation knowledge shown in Figure 2.2 define the learning elements of this curriculum. With respect to students' personal development, the challenges they will face in the future and the need for preparation for the senior secondary curriculum, ten essential learning elements of Life and Society (S1-3) have been drawn up and are listed below. A curriculum designed according to the listed essential learning elements can achieve the curriculum aims and learning objectives set out in this curriculum. Accompanied by effective learning and teaching strategies,

a curriculum so designed enables students to acquire a broad knowledge base and to have an all-round development of generic skills and values and attitudes.

The essential learning elements listed below (section 2.2.1 to 2.2.3) are guidelines for analysis and assessment of the topics of school-based integrated curriculum, which are related to the strands of Personal and Social Development, Resources and Economic Activities and Social Systems and Citizenship. They ensure a broad and balanced junior curriculum which covers three strands to be implemented in schools. The essential learning elements can be achieved through different topics. The examples given under the essential learning elements of each strand help schools understand the foundation parts of the core modules listed in section 2.4. The design of the foundation parts of the core modules is also based on these examples.

2.2.1 Personal and Social Development

(a) Factors affecting the personal growth of adolescents and ways for them to develop a healthy lifestyle and positive values;
(b) Strategies to establish harmonious interpersonal relationships with family members, friends and people of different backgrounds;
(c) Essence of love and its relationship with sex;

Examples of essential learning elements related to the strand of Personal and Social Development

- Importance of self-esteem and self-confidence in personal development
- Ways to cope with stresses and adversities
- Value formation and application
- Importance of family and friends to personal development
- Social skills for developing and maintaining relationships with friends and family members
- Challenges brought by different forms of friendship
- Factors contributing to the well-being of adolescents engaging in dating
- Meaning of romantic love and its relationship with sex
- Reflection on one's attitude towards sexuality
- Strategies and attitudes of getting along with people of different backgrounds

2.2.2 Resources and Economic Activities

(a) Major factors affecting the use of personal resources;
(b) Economic performance of Hong Kong, employment situation of labours, and the role and policy of the HKSAR Government on the economic front;
(c) An overview of the economy of our country and factors facilitating its economic development;
(d) Development trend of worldwide economic activities and the work of some related organizations;

Examples of essential learning elements related to the strand of Resources and Economic Activities

- Decision-making about the use of money
- Principles of sensible consumption and rights and responsibilities of consumers
- Economic situation of Hong Kong and its challenges as revealed from data
- Economic and social consequences of public finance and government policy
- Labour market of Hong Kong
- Macro-economy of our country and its regional economic development
- Role of Chinese Government in the economy
- Importance of the status of international financial centre to Hong Kong
- Consequences of free trade and economic globalization
- International organizations, and their work, that promote economic globalization

2.2.3 Social Systems and Citizenship

(a) Importance of the Basic Law, the composition and operation of the HKSAR Government, the identity, rights and responsibilities of citizens and the development trend of society in the future;
(b) The political system and external relations of our country, the way of life of Chinese nationals, and the consciousness and quality of Chinese citizenship;
(c) Basic structure of international politics, phenomenon of globalization and the consciousness and quality of global citizenship.

Examples of essential learning elements related to the strand of Social Systems and Citizenship

- Rights and responsibilities of Hong Kong residents
- Protection of the rights of Hong Kong residents by major principles of the rule of law
- Composition and operation of the HKSAR Government
- Core values of Hong Kong society
- Everyday life of Chinese nationals
- Chinese political system
- Participation of our country in international affairs
- World order
- Phenomenon of globalization
- Consciousness of global citizenship and related contributions

2.3 Components of the Modules

An introduction is given to all the core and enrichment modules. This enables teachers and students to comprehend the learning objectives, the related modules and expected learning outcomes. The learning points describe the scope of each module and stipulate the major learning elements that students are expected to master. The extent and depth of enquiry depend on curriculum time and students' interests and abilities. Introductory questions are suggested for each module to stimulate their interests and serve as enquiry starters so are for teachers' reference because they elicit the learning points and stimulate interest. They provide various starters and generate interesting ways to handle the modules by providing questions of students' level. The extended part consists of one or more sub-topics to deepen or broaden learning of the foundation part of the core module.

Table 2.1 lists the core modules with reference to the seven areas of foundation knowledge. Please refer to pp. 22-55 for the topics, learning points and values and attitudes of the foundation part and extended part of the core modules.

Table 2.1 Core modules of the seven areas of foundation knowledge

Strand	Seven areas of foundation knowledge	Core modules					
		Module No.	Module	Foundation part		Extended part	
				Ref. no.	Topics	Ref. no	Topics
1	Personal & Social Development	1	Personal Growth (I)	PSD01	Self-understanding, Self-esteem and Self-confidence	PSD01-X	Healthy Lifestyle and Self-management
		2	Personal Growth (II)	PSD02	Coping with Adversities	PSD02-X	Juvenile Delinquency
		3	Human Relationship (I)	PSD03	Building Friendships	PSD03-X	Developing Potentials and Self-identity
		4	Human Relationship (II)	PSD04	Managing Cyber-friendship	PSD04-X	Competition among Peers
		5	Family Life	PSD05	Enhancing Family Life	PSD05-X	Building Harmonious Family Relationship
		6	Sex and Sexuality (I)	PSD06	Learning to Love	PSD06-X	Handling Issues of Sexual Abuse
		7	Sex and Sexuality (II)	PSD07	Attitudes towards Sex and Sexuality	PSD07-X	Teenage Pregnancy
		8	Formation and Application of Values	PSD08	Developing Values	PSD08-X	Making Responsible Decisions
		9	One World One Family	PSD09	Appreciating Diversity of Values	PSD09-X	Maintaining Peaceful Relationship with Others
5	Economy of Hong Kong	10	The Use of Resources	REA01	Managing Finance and Being Your Own Master with Money	REA01-X1	（1）Banking Services
						REA01-X2	（2）Gambling
		11	Sensible Consumption	REA02	Rights and Responsibilities of Sensible Consumer	REA02-X	Respecting Intellectual Property Rights
		12	Public Finance of Hong Kong	REA03	Economic and Social Consequences of Public Finance of Hong Kong	REA03-X	Public Finance in Hong Kong facing an Aging Population
		13	Economic Performance of Hong Kong	REA04	Ups and Downs of the Hong Kong Economy	REA04-X	Hong Kong's Competitiveness and Sustainable Economic Development
		14	Labour Market of Hong Kong	REA05	Employment and Income of Labour in Hong Kong	REA05-X	Protection for Labour in Hong Kong

Table 2.1 Core modules of the seven areas of foundation knowledge (Cont'd)

Strand	Seven areas of foundation knowledge	Core modules					
		Module No.	Module	Foundation part		Extended part	
				Ref. no.	Topics	Ref. no	Topics
5	Economy of our Country	15	An Overview of the Chinese Economy	REA06	Macro-economy of the Mainland	REA06-X	Industrial Sector of the Mainland
		16	Role of Chinese Government in the Economy	REA07	Economic Planning and Regulation of the Chinese Government	REA07-X	State-owned Enterprises and Private Enterprises on the Mainland
		17	Regional Economic Development of the Mainland	REA08	Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region	REA08-X	"Industrial shift" of Guangdong
	Global Economy	18	International Financial Centre	REA09	Hong Kong as an International Financial Centre	REA09-X	Capital Market
		19	World Trade	REA10	Trade: Conditions, Gains and Disputes	REA10-X1	（1）External Trade of China
						REA10-X2	（2）Fair Trade
		20	International Interdependence	REA11	Consequences of Economic Globalization	REA11-X	Global Economic Problems
6	Socio-political System of Hong Kong	21	Rights and Responsibilities of Citizens	SSC01	Rights, Responsibilities and the Rule of Law	SSC01-X	Rights of the Child
		22	Hong Kong Government and I	SSC02	Decision-making Process and Development of Electoral System	SSC02-X	Youngsters' Propensity to Vote
		23	Upholding the Core Values of Our Society	SSC03	"Right to Freedom of Opinion & Expression" and "Narrowing the Gap between the Rich & the Poor"	SSC03-X	"Diversity & Inclusiveness" and "Clean, Honesty & Integrity"
	Socio-political System of our Country	24	Life of Chinese Nationals	SSC04	Everyday Life in Rural and Urban Areas	SSC04-X	Life of Minority Nationalities
		25	Chinese Political System	SSC05	An Overview of the Political System	SSC05-X	Local Organs of State Power and their Executive Bodies
		26	China's Step Forward to the World	SSC06	Participation in International Affairs	SSC06-X	Foreign Policies
	Global Socio-political System	27	"Global City"	SSC07	Social Characteristics of "Global City" as Demonstrated by Hong Kong	SSC07-X	Social Characteristics of "Global City" as Demonstrated by other "Global Cities"
		28	International Politics	SSC08	An Overview of World Order	SSC08-X	Maintenance of World Peace
		29	Global Citizenship and Humanitarian Work	SSC09	Consciousness of Global Citizenship and its Contribution to Humanitarian Work	SSC09-X	International Humanitarian Relief Organizations and Global Citizenship

Table 2.2 lists out the enrichment modules. Please refer to pp. 57-63 for the topics, learning points and values and attitudes of the enrichment modules.

Table 2.2 Topics of the enrichment modules

Strands	Enrichment modules	Ref. no.	Topics
Personal & Social Development	I	PSD-E01	Life Planning
	II	PSD-E02	Enhancing Humanistic Qualities
Resources & Economic Activities	III	REA-E01	Sustainable Development of the Chinese Economy
	IV	REA-E02	The Agricultural and Rural Development of China
Social Systems & Citizenship	V	SSC-E01	Global Issue: Well-being of the Child
	VI	SSC-E02	Global Issue: Gender Equality
Cross-strands	VII	CSM-E01	Media and Our Life

2.4 Core Modules

2.4.1 Strand 1: Personal and Social Development

Core module (1): Personal Growth (I)

An adolescent is concerned about self-image, exploring one's interests, assessing one's abilities and setting goals. Developmental Psychology provides us with insights that they need to respond to the question "Who am I?" Understanding oneself from different perspectives enables students to build their identity and develop a positive self-image. In addition, students may be anxious about the new environment at secondary school. Learning how to manage emotions will enhances their self-esteem and self-confidence, enables them to accept and appreciate themselves, and to be ready for possible challenges in life. In the extended part, students will further understand how to equip themselves physically and psychologically for an optimistic, active and healthy life.

After completing this module, students should understand the importance of self-esteem and self-confidence with regard to personal development, and be able to understand themselves from different perspectives, develop their self-identity, build self-confidence, understand their own strengths and weaknesses and manage their emotions and resources.

	Topics	Learning points	Suggested Introductory questions	Values and Attitudes
Foundation Part (FP) PSD01	Self-understanding, Self-esteem and Self-confidence (6 lessons)	- The many faces of "Self": perceived self, real self, ideal self - The importance of self-esteem and self-respect with regard to personal development - Emotion management and ways to cope with negative emotions - Establish self-confidence to face difficulties and failure	- What criteria do I use when judging myself - appearance, academic performance or family background? - If I could live my life all over again, would I choose to be myself or someone else?	individuality, self-esteem, self-discipline, self-reflection, self-determination. independence, enterprise, simplicity, perseverance
Extended Part (EP) PSD 01-X	Healthy Lifestyle and Self-management	- Time management - Choose proper forms of entertainment - Healthy lifestyle including eating well and eating right, striking a balance between work and rest, maintaining physical fitness, which brings life-long benefits - Ways to develop positive attitudes towards life including accepting oneself , taking up challenges , thinking positively	- How can we distinguish proper entertainment from the improper? - If I am content with a confused but happy life, why should I bother so much?	

Core module (2): Personal Growth (II)

Personal growth and experience, comparison among peers, expectation of family members and teachers are all possible sources of pressure and anxiety on adolescents. Teachers should help students understand the proper attitudes and effective strategies for coping with anxiety and pressure, which enables them to deliver oneself from adversities, establish values and strengthen their self confidence. In the extended part, students will further study, through the exploration of drug addiction in Hong Kong, the consequences of handling pressure with negative behaviour. In addition, students should also have a basic understanding of juvenile delinquency and the principles of punishment.

After completing this module, students should understand the importance of having a holistic perspective and positive thinking when facing adversities. Students will be able to grasp strategies for dealing with pressure and anxiety, making them confident in the face of difficulties and willing to ask for help as necessary.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP PSD02	Coping with Adversities (4 lessons)	- Impact of pressure and anxieties on adolescents - Ways to deal with pressure and anxieties - Ways to strengthen resilience	- Is withdrawal the best way to handle adversities? - If I lose my temper easily, is it a sign of hidden problems? - How do people react to adversities? How can I face adversities in life?	courage, enterprise, perseverance, self-determination, active and optimistic, sanctity of life, rationality, self-reflection, self-discipline, principled morality, searching for support
EP PSD 02-X	Juvenile Delinquency	- The harmful effects of drug abuse and drug addiction - Criminal offences and punishment in local context	- Taking drugs but not trafficking causes no harm to others, so why should it be banned? - Why should drug abuse be prohibited, when it is only a private choice? - Why is legal punishment on adolescents usually light in degree while there is such concern about juvenile delinquency?	

Core module (3): Human Relationship (I)

Friendship is a pillar of life, so interpersonal relationship exerts a significant influence on adolescent development. Friends offer understanding and emotional support, enhance learning and enrich one's life, and they are partners to explore the world with. Form 1 students just promoted to a new secondary school have to meet new friends. At the beginning of the term, making friends is important for the social and personal development in the days to come. The ability to develop healthy friendships with the same and the opposite sex indicates sound social relationships. At the same time, the emphasis on friendship creates peer pressure for them to follow crowd. Bullying of various degrees may well happen. The purposes of this module are to help students choose friends, face peer pressure, protect themselves, and resist bullying, allowing them to sail through adolescence happily. The extended part deals with sex role and sex stereotyping.

After completing this module, students will have learned how to choose friends, establish friendship and cope with peer pressure, understanding the reasons for bullying and ways of handling it, thus enabling them to protect themselves and respect others.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP PSD03	Building Friendships (5 lessons)	- The importance of friendship to personal development - Establish and nurture friendship with members of the same sex and the opposite sex - Coping with peer pressure - The definition of and reasons for bullying - Behavioural signs of bullies and their victims - Strategies to tackle bullying	- Why is it so difficult for me to make friends? - People around me always tease me, what should I do? - Is there any difference in making friends with the same sex and the other sex? - Do I care for my friends? Should I always act in conjunction with my friends? - Is bullying others a good way to avoid being bullied?	openness, with a respect for others, sensitivity, affectivity, courage, self-reflection, trust, empathy, honesty, adaptable to changes
EP PSD 03-X	Developing Potentials and Self-identity	- Ways to enhance potentials - Gender roles and stereotypes on personal development - Ways to present personal charm	- How can I utilize my potentials and live a fruitful life? - How do sexual differences affect personality, academic achievement and social development?	

Core module (4): Human Relationship (II)

As students approach maturity and expand their social network, they face great changes in their social life and the internet is a part of their life, with a result that cyber-friends play an important role in their social network. Students should understand the positive value of cyber-friendship, but at the same time realise its potential dangers. Understanding the impact of different forms of friendship on personal development and interpersonal relationship enables them to tackle the challenges of cyber-friendship and make rational judgements and choices. In the extended part, students will be provided with opportunities to recognise the concern and appropriate attitude to be held in competition with peers, which equip them to face the challenges of competition on friendship. Self-efficacy can also be enhanced through mutual support in competition with peers.

After completing this module, students would appreciate the opportunities and challenges involved in various forms of friendship, and are able to develop friendship in a sensible and healthy way. They would also understand the merits and limitations of these forms of friendship, and develop positive attitudes towards friendship.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP PSD04	Managing Cyber-friendship (4 lessons)	- Cyber-friendship: characteristics, values and possible risks - Ways to deal with and develop cyber-friendship	- Can true friendship be developed over the internet? - How about having cyber-friends only and no other friends?	openness, sensitivity, integrity, courage, self-reflection, trust, honesty, adaptable to changes
EP PSD 04-X	Competition among Peers	- Competition among peers: to be fair and sensible, and be encouraging of each other	- How should we treat a friend who is also a competitor? How should I behave towards my friend in competition? Will it bring challenge to the friendship?	

Core module (5): Family Life

Family is key to personal growth and contributes to society as a whole. Although increasing emphasis tends to be laid on individualism, family bonding is still highly valued. As family is a major support system in life, students have to learn the different roles played by family members so as to understand the meaning of family as well as the responsibilities involved. Effective communication helps strengthen family ties, which is a vital underpinning for adolescent development. In the extended part, discussion on skills to handle family conflicts will help students maintain harmonious relationships with family members.

After completing this module, students will be able to understand the importance of family for personal growth, the roles and responsibilities of different family members and skills for communicating with them. This will strengthen their sense of responsibilities towards the family and contribute to the formation of a harmonious family.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP PSD05	Enhancing Family Life (3 lessons)	- The importance of family in life - The role(s) of family members - The responsibilities of an individual towards family - Importance of communication among family members	- Is family still important to us in this era of individualism? - What can I expect of my family? And what can I do for them? - Is a quiet family better than a clamorous one?	with a respect for others, affectivity, self-reflection, trust, honesty,, appreciative, tolerance, responsible
EP PSD 05-X	Building Harmonious Family Relationship	- Causes of family conflicts - Skills to resolve family conflicts - To develop a harmonious family	- There are sometimes quarrels in my family, but that don't damage our relationships. Why do disputes occur in families? - Is it true that every one treasures a harmonious family even though family disputes are common? - How can a supportive and harmonious family be created?	

Core module (6): Sex and Sexuality (I)

As an adolescent approaches maturity, love assumes an important role in adolescent growth. Students should receive detailed information on handling of love encounters. They should understand the differences between friendship with members of the opposite sex and a relationship with lovers. They should understand the true meaning of love and the proper attitudes and principles for involvement. Love is an important form of interpersonal relationship. Students need to learn how a love relationship develops and how to end it, if necessary. These processes make them mature and impart a deeper understanding of themselves and others. Nowadays, media pornography is so overwhelming, it has badly influenced adolescent development. In the extended part, student awareness of sexual traps and ways of self-protection will be discussed.

After completing this module, students will understand the elements of a love relationship, and the aim, attitude and principles of falling in love. In addition, students will master the ways of initiating, maintaining, enhancing and ending a relationship, so as to become more confident and reasoned in handling the relationship with lovers.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP PSD06	Learning to Love (3 lessons)	- Similarities and differences between love and friendship - Elements, goals, principles and proper attitudes towards love - Ways to nurture and maintain a relationship - Reasons, managing ways and appropriate attitude for ending a relationship	- What are the differences between a friend of the opposite sex and a lover? - Why am I eager to fall in love? How long should a love relationship last? - Why does he dump me? Am I not worthy of his love? How can he be so cruel?	rationality, self-cultivation, self-reflection, affectivity, responsible, with a respect for self, human dignity, care and concerned, critical
EP PSD 06-X	Handling Issues of Sexual Abuse	- Media pornography and its impact on adolescents - Ways to deal with pornographic information - Sexual harassment in daily life - Ways to prevent and handle sexual harassment - Ways to prevent and handle sexual abuse - Protect oneself from the traps of cyber-pornography	- Why are adult magazines wrapped and given printed warnings at newsstands? Why are young people forbidden to buy these magazines? - Do I have the right to stop someone from saying cheap and indecent thing? - She dresses in such a sexy way to seduce me, how can I stop her? - Should I agree to meet my cyber-friend when he/she invite me?	

Core module (7): Sex and Sexuality (II)

Public attitudes towards sex are becoming increasingly open. Pre-marital sex is on the rise. Young people have some general ideas about male and female physiology, yet they don't know how to behave properly. When it comes to dating, what are the consequences of intimacy? What limits should be set? In the extended part, students will deal with the issue of teen pregnancy and how this impacts the young person, family and society.

After completing this module, students would be able to reflect on attitudes towards sex, have an understanding of the notions and attitudes towards love, sex and marriage and the acceptance of these notions. In addition, students would also understand the relationship between love and sex, the needs and principles of setting limit of intimacy with lover, while becoming self-disciplined and self-controlled. Realising these practices are reflections of love and respect, so as to develop a healthy love relationship.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP PSD07	Attitudes towards Sex and Sexuality (3 lessons)	- Different notions and attitudes towards love, sex and marriage - Aims and principles of setting limits of intimacy - Ways for adolescents to manage sexual fantasy and desires	- Does pre-martial sex constitute a love relationship? - How will you react if your lover request for sex? - Is it normal for adolescents to have sexual fantasies and desires? Is there any person or organization providing guidance? - How do others comment on my outlook of sex? What is my expectation?	rationality, self-cultivation, affectivity, responsible, with a respect for self, human dignity , sanctity of life, courage, critical, self-control
EP PSD 07-X	Teenage Pregnancy	- Accidental pregnancy: bearing the consequences	- Is abortion a solution? - Who are the victims of teen pregnancy? What costs do they bear?	

Core module (8): Formation and Application of Values

Adolescence means more independence, responsibility and challenges. Students are exposed daily to personal, social, national and world issues. They are increasingly required to make decisions. This means they need to work on the question of values. What are the values a person holds dear and where do they come from? How does one know they are right? How should one relate to others with different values? This module calls for students to learn to be responsible and informed decision-makers. In the extended part, students will learn about the moral considerations in making decisions and understand that they should listen to the voices of stakeholders before making responsible decisions.

After completing this module, students will have an understanding of the determining effects of value on decision-making. They will have learned how to clarify one's value judgement in value conflicts, analyse rationally the impact of various options on different stakeholders, and make balanced and sensible decisions.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP PSD08	Developing Values (4 lessons)	- Meaning and importance of values - Factors affecting the formation of values - Skills which help clarify one's values when facing hot social issues - Principles to be considered in handling conflicts among different values	- Why is it that something minor can be serious in the eyes of others? - What are the media headlines these days? Does my view coincide with others? Why? - How does one make a choice when there are both pros and cons? - Is the majority always right? Why?	rationality, freedom and liberty, equality, justice, plurality, critical, responsible, with a respect for evidence, honesty
EP PSD 08-X	Making Responsible Decisions	- Consequences and responsibilities should be considered when making decisions - Moral considerations in making decisions: acquiring information in an ethical way, considering the impact on different stakeholders	- Why am I afraid of making decisions? What consequences do I face if a wrong decision is made? - Is there moral and immoral information? If I have more resources, can I get any information by all means?	

Core module (9): One World One Family

In a highly diversified society, students meet people from different cultural backgrounds who may hold different values. Students need to learn to identify, understand and appreciate traditional customs and social conventions. They should learn to treat people from different backgrounds with respect and acceptance, and show concern for different groups especially the vulnerable groups. Students should be encouraged to express care and concern under appropriate circumstances so as to promote social cohesion. In the extended part, students will have the opportunity to reflect on ways of dealing with people with different viewpoints and learn to express one's opinions in a rational and respectful way.

After completing this module, students should be able to appreciate the positive benefits of a pluralistic society, and the proper attitudes required for the building of a diversified and harmonious society.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP PSD09	Appreciating Diversity of Values (3 lessons)	- Respect people of different classes and cultural background, and holding different traditions and values; understand the positive benefits brought by a pluralistic society - Proper attitudes of getting along with people from different background - Ways and considerations in expressing care to the needy	- If I only like to socialise with people of a similar background, does this count as discrimination? - To me, the culture of the majority is the mainstream. Why should I be concerned of the wishes of the minority? - Caring for others is misunderstood as having pity on them. Why?	mutuality, interdependence, betterment of humankind, plurality, with a respect for different ways of life, beliefs and opinions
EP PSD 09-X	Maintaining Peaceful Relationship with Others	- Proper attitudes and principles of getting along with people who hold different opinions - Ways to express personal opinions and discontent - Sharpening insights and extending thinking through a dialogue of different viewpoints	- Why should I respect others whose opinions are different from mine? How do we criticise with a positive intention? - If personal attack is an effective way to defeat opponents, why should it be criticised? - 'Where there are friends, there is wisdom.' Can we always learn from others?	

2.4.2 Strand 5: Resources and Economic Activities

Core module (10): The Use of Resources

Self-management is one of the life skills adolescents need to learn in their development. Pocket money is the most valuable resource for the junior secondary students, so the ability to use it properly is an important element of self-management. Compared with primary students, junior secondary students have more autonomy in the use of money, so they need to learn to make decisions on the use of money. They need to understand the risks of borrowing and the importance of saving. Students should also develop a caring attitude and value, understanding that money is useful not only for one's own needs, but as a help to the needy. In the extended part, students will learn about basic banking services, so as to establish the concept of the value addedness of wealth and to develop the habit of saving. Schools may adopt another topic in the extended part, which will help students realise the serious consequences of gambling, so as to reduce the chance of being addicted to gambling.

After completing this module, students should recognise the uses of money apart from consumption. They should also grasp the decision-making skills involved in using money, understand the responsibilities, cost and risks of borrowing as well as develop a proper attitude towards wealth.

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
FP REA01	Managing Finance and Being Your Own Master with Money (3 lessons)	- Allocation of money for different uses, including consumption, savings and donations - Decision-making about spending money: setting up priorities for different uses of money, making choices according to budget and priorities - A borrower has the responsibility of repaying principal and interest, bears interest cost and the risk of default on repayment of huge amount of interest - Use borrowing through credit cards as an example, illustrate the differences between simple and compound interest	- How does my family spend money? How does my attitude to life affect spending? - Should I reduce consumption or borrow if I do not have enough money? Why are others willing to lend money? - Some people go bankrupt because of financing purchases on credit card. Why? Isn't borrowing to re-pay debt a good solution?	rationality, self-discipline, simplicity, justice, integrity, responsible, prudent, content, thrift, care and concerned
EP REA 01-X1	(1) Banking Services	- Personal banking services provided by banks: deposits, insurance and loan services including loans through credit cards, hire purchases and mortgages.	- What are the common types of banking services?	
EP REA 01-X2	(2) Gambling	- Causes and consequences of gambling addiction	- Isn't gambling just throwing money away? Why do people gamble? Why do some people go bankrupt because of gambling while others regard it as just another expense? - Is gambling greedy behaviour?	

Core module (11): Sensible Consumption

Junior secondary students are given increasing autonomy in their spending, so it is essential they learn to spend sensibly. At the individual level, this means spending money effectively, avoiding being cheated and knowing one's consumer rights. From a social perspective, sensible consumption reduces waste, and protects the environment and the earth's resources. Students not only need to learn about consumer rights, but also their responsibilities. On a shopping trip, they may be tempted by pirated products and be faced with the choice of these cheap goods or the respect of intellectual property rights. In the extended part, students will learn the punishment for infringing on intellectual property rights and consideration of intellectual property rights from the perspectives of sharing and encouraging creativity.

After completing this module, students should understand the principles of sensible consumption, consumer rights and responsibilities, in both individual and social terms, and be able to put them into practice in daily life and to identify organizations protecting consumer rights.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP REA02	Rights and Responsibilities of Sensible Consumer (3 lessons)	- Principles of choosing goods and services - Rights and responsibilities of consumers - Social responsibilities of consumers - Regulations and organizations responsible for protecting consumer rights	- Why do I often go off goods immediately after buying them? - As a consumer, is paying for the goods my only responsibility? Are there other obligations to fulfil? - Why are we criticised if we don't eat everything in our lunch box? Why are others interested in our consumption habits? Why should we consider others' interests when we spend? - As a consumer, what rights do I enjoy? Who is to for protect my rights?	rationality, self-discipline, simplicity, justice, integrity, critical, responsible, with a respect for others, sharing, thrift
EP REA 02-X	Respecting Intellectual Property Rights	- Penalties of infringing on intellectual property rights - Pros and Cons of protecting intellectual property rights, including incentives for innovations and barriers to knowledge sharing - Moral considerations of respecting intellectual property rights	- Are buying pirated products and downloading songs illegally wise saving? - Do intellectual property rights protect businessmen or consumers? Is it a tool for the developed countries to exploit the less developed countries?	

Core module (12): Public Finance of Hong Kong

Students are often reminded to save more and spend less. However, some voices in society call on government to spend more. This contradictory phenomenon is a good entry point for students to explore social affairs beyond their experience. Students have learned the rights and responsibilities of an individual in upper primary General Studies and are able to reflect on the balance between rights and responsibilities. To build on this foundation, students of the junior forms, as citizens of Hong Kong, should explore the issue of public finance. Citizens have the responsibility to pay taxes and have the right to enjoy public services. They also need to understand the constraints on government as well as the short term and long term economic and social impact of public finance. The majority want government to tax less and spend more. However, in order to develop into rational and responsible citizens, students must be able to analyse the standpoints of various stakeholders towards public finance. In the extended part, students would further explore an element of public finance, namely Hong Kong's aging population. They are taught that government may not possess the resources to provide social services to a large number of elderly citizens and to consider the significant repercussions of this situation.

After completing this module, students will have a preliminary understanding of the principles of the Government's financial management. They should be aware of the rights and responsibilities of citizens to enjoy public services and pay taxes. They should be able to identify items of major spending and revenue of the government from relevant sources. In addition, they should also understand the impact of public finance on society and the economy as well as the characteristics of the taxation in Hong Kong and be able to make reasoned comments on government budgeting.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP REA03	Economic and Social Consequences of Public Finance of Hong Kong (4 lessons)	- Major items of government revenue and spending - Factors affecting government spending, requirements of the Basic Law, government revenue and Policy Agenda - Meeting social needs, re-distributing income and driving for long term economic development through public finance - The relationship between government and citizens in terms of public finance, including the responsibility of paying taxes and the rights to enjoy social services - Differences between Hong Kong and other developed countries in taxes and tax rates	- Should HKSAR Government follow public opinion in its spending? Why does the Government adopt the principle of balanced budget? - Why should I be interested in public finance? - Why doesn't the HKSAR Government, with its huge annual surplus, give more money to the poor and reduce the gap between the rich and the poor? - Why is it that some wealthy countries can provide more welfare benefits to their citizens?	equality, common good, mutuality, human rights and responsibilities, critical, care and concerned, responsible

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
EP REA 03-X	Public Finance in Hong Kong facing an Aging Population	- Effects of aging population on the revenue and spending of the Hong Kong Government - Possible ways for the Hong Kong Government to finance the housing and medical expenditure of the elderly	- Is the Government making use of the healthcare financing proposal to unburden itself?	

Core module (13): Economic Performance of Hong Kong

Students have learned that the Hong Kong economy is small and highly externally oriented in General Studies at upper primary level. To strengthen and broaden their understanding, we need to equip them with the skills to describe the economic circumstances of Hong Kong through indicators and graphs. Students will learn how to comprehend and describe the trends and situations of the economy by making reference to the Gross Domestic Product and other relevant graphs and statistics. From long term data, students should understand that economic uncertainty has a bearing on Hong Kong as a whole, and they need to equip themselves to cope with the changes caused by the economic fluctuations. Students should also be aware of the responsibility of the government to intervene in the market so as to stabilise and develop the economy. In addition, a critical perspective should also be developed so that students are able to discuss the ways and degree of the government intervention in the economy. In view of the keen competition in the region and worldwide, students will learn and explore how the government seeks to maintain and raise the competitiveness of Hong Kong. This is available in the extended part.

After completing this module, students would have an understanding of the economic situation of Hong Kong by interpreting statistical data and graphs. They should be able to identify relevant data and graphs to describe the economic performance of Hong Kong over different periods. Students would also recognise certain past major economic events and be able to make reasoned comments on the role of the HKSAR Government in stabilising and developing the economy.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP REA04	Ups and Downs of the Hong Kong Economy (4 lessons)	- Indicators on economic performance of Hong Kong, including average salaries, unemployment rates and gross domestic product - Changes and trends of these indicators in the past decade - Economic fluctuations closely tied to events happened in the mainland and overseas as Hong Kong is an open and highly externally oriented economy - Role of the Hong Kong Government in stabilising and developing the economy - Advantages and disadvantages of government intervention in the economy	- My academic performance is reflected by the examination results, how is the Hong Kong economy reflected? - Why has my family income not changed over the years? - Why is the economy of Hong Kong closely linked to the mainland and the USA? - How can the Government provide relief in times of economic downturn? - Why do some people support “Big market, Small government” while others opt for a higher degree of intervention on the economy?	rationality, enterprise, creative, positive, confident, diligent, clean

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
EP REA 04-X	Hong Kong's Competitiveness and Sustainable Economic Development	- Factors affecting the competitiveness of an economy - In the era of knowledge economy, as a special administrative region of the mainland and an international city, how Hong Kong enhances its competitiveness - Ways to ensure sustainable economic development in Hong Kong	- According to some worldwide and regional research, is Hong Kong the most competitive city in the world? - How can we maintain and enhance the competitiveness of Hong Kong? - How can we ensure the sustainable development of the Hong Kong economy?	

Core module (14): Labour Market of Hong Kong

The labour market in Hong Kong is directly affected by the state of the economy. Economic downturn renders employment conditions difficult and workers' incomes and living standards drop. Students need to learn how to analyse basic statistical figures to understand the Hong Kong economy, for instance, why unemployment occurs to a certain group of people and how their employment situation can be improved. Apart from that, students should also study personal and social factors leading to low income among some groups. In an era of fast development and keen competition, knowledge and skills quickly become outdated, and economic activity shifts. Students have to be aware of the crisis ahead and possible ways to raise one's competitiveness to cope with the development in the future. In the extended part, students will learn about measures which protect the rights of labour, especially the protection of salary. Students also explore the issue of minimum wage from different perspectives, and develop skills of logical thinking and objective evaluation.

After completing this module, students should be able to analyse statistics in relation to the labour market, for an understanding of the employment in Hong Kong. In addition, students should also realise the difficulties facing the unemployed and labour with low income, and to make justified analysis and judgement on employment issues and policies.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP REA05	Employment and Income of Labour in Hong Kong (3 lessons)	- Analyse recent employment situation in Hong Kong by referring to statistical figures, including unemployment rates and age groups with relatively high unemployment rates - Characteristics of people with difficulty in employment, including qualifications and socioeconomic background - Personal and social factors that make it difficult for them to be employed - Ways to enhance worker competitiveness - Personal abilities, aptitude, job nature and social factors that affect wages	- Is it easy for Hong Kong people to find a job? Why are more and more people willing to work in the mainland? - Why do some people receive a high salary while others cannot find a job no matter how hard they have tried?	independence, enterprise, equal opportunities, care and concerned, positive, diligent, with a desire to learn
EP REA 06-X	Protection for Labour in Hong Kong	- Effects of minimum wage law on different types of workers - Protection for workers provided by Labour Legislation and Comprehensive Social Security Assistance (CSSA) Scheme in Hong Kong	- Is there any protection for local workers? Does Government help them in case of unemployment, injuries at work or and retirement?	

Core module (15): An Overview of the Chinese Economy

Hong Kong economy is closely tied to that of the mainland. Each cooperates and complements each other but at the same time they are also competitors. The jobs of Hong Kong people will be highly correlated to the mainland in the future. More and more Hong Kong people may have to work in the mainland. To enhance student adaptability, a deeper understanding of the Chinese economy is a must. It is difficult for junior form students, who are beginners to the study of our country's economy, to study such a huge economy with diversified sectors. Therefore, it is suggested that they start with the macro-economy of the mainland. Students have learned about Gross Domestics Product (GDP) in the topic of 'Ups and Downs of Hong Kong Economy', they can now compare the GDP and per capita GDP of China with other countries, to determine the level of economic development of the mainland in the world. Through an analysis of the GDP of the Chinese economy, students will also evaluate the relative importance of primary, secondary and tertiary industries. In the extended part, students will identify certain important industries of the mainland and study its economic development from another perspective.

After completing this module, students should be able to understand the macro-economy and the development trend of the three strata of industry of the Chinese economy by reference to macroeconomic data.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**

FP REA06	Macro-economy of the Mainland (2 lessons)	- Evaluate the economic development of the mainland
		  • Compare the Gross Domestic Product, per capita Gross Domestic Product and other indicators of the mainland with that of other developed countries
		- Definitions of the three strata of industry
		- Evaluate the relative importance of primary, secondary and tertiary industries
		  • Compare their gross output values and number of employed persons
			- Is our country the second largest economy in the world? Is the economy of the mainland developed?
			- Is the mainland an agricultural society? Which sector should the mainland give priority to?
				rationality, enterprise, interdependence, with a respect for evidence

EP REA 06-X	Industrial Sector of the Mainland	- Major industries, and their features, of the mainland with reference to gross output values and number of employed persons	- Is the mainland a 'world factory' which merely producing low-tech and light consumer goods?	

Core module (16): Role of Chinese Government in the Economy

Our country practises socialist market economy. The Central People's Government has a detailed plan on economic development. Regulatory policies are proposed frequently to ensure its implementation. These planning and regulatory policies impact both the mainland and Hong Kong. Students not only have to understand the economic situations of the mainland through statistical analysis, but also through policies and plans of the Chinese Government. Students need to be aware of the ministries, commissions and organizations which are responsible for the formulation of important economic policies, and their ways of regulating the economy. In the extended part, students will learn the role of state-owned enterprises as important organizations for the implementation of the economic policies, and how it differs in objective from private enterprises.

After completing this module, students should be able to identify the major ministries, commissions and organizations responsible for the economic affairs of the mainland, and their functions and ways of managing the economy. They should also be able to understand the economic situation of the mainland through interpreting the economic policies.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP REA07	Economic Planning and Regulation of the Chinese Government (2 lessons)	- Ministries, commissions and organizations responsible for making major economic policies - Ways of regulating the economy by the Chinese Government, including administrative commands and market driven policies	- Who is in charge of the economy of the mainland? - How do the ministries, commissions and organizations concerned handle problems arising from the economy? Why do many countries admire the efficiency of economic construction in the mainland?	rationality, enterprise, confident, interdependence, with a respect for evidence
EP REA 07-X	State-owned Enterprises and Private Enterprises on the Mainland	- Definitions and examples of state-owned enterprises and private enterprise - Evaluate the relative importance of state-owned enterprises and private enterprises in the Chinese economy • Compare their number of enterprises, output values and assets - Roles of state-owned enterprises in the Chinese economy	- Do state-owned enterprises or private enterprises lead economic development in the mainland? - Why doesn't the Chinese Government turn all state-owned enterprises into private enterprises?	

Core module (17): Regional Economic Development of the Mainland

Due to the large number of sectors of the Chinese economy, to grasp the trend of economic development is not an easy task. Students of junior forms may start with the economic development of some key regions. The Yangtze River Delta region / Changjiang Delta region, led by Shanghai, will be one of the focuses of the economic development of the mainland in the foreseeable future. Students can understand the important trend of the economic development of the mainland by investigating in the general situation, and the achievements and plans of the financial, industrial and commercial sectors in the Yangtze River Delta region / Changjiang Delta region. The challenges and opportunities before Hong Kong by such development will also be explored. In the extended part, students will investigate the policy of revolutionising Guangdong's manufacturing sector and learn more about the limitations facing the manufacturing industry in the province following the reform and opening up 30 years ago, and the impact of the policy on the manufacturing industry in the mainland and in the economy of Hong Kong.

After completing this module, students should be able to identify the development trends in different aspects of some regions in the mainland, and objectively analyse their impact on the economy of Hong Kong.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP REA08	Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region (2 lessons)	- Recent plans, achievements and difficulties faced by the Yangtze River Delta region / Changjiang Delta region in developing its industries, and financial, business and logistic services - Opportunities and challenges facing Hong Kong due to the development of the Yangtze River Delta region / Changjiang Delta region	- How does Hong Kong cope with competition from the Yangtze River Delta region / Changjiang Delta region?	rationality, enterprise, confident, interdependence, with a respect for evidence
EP REA 08-X	"Industrial Shift" of Guangdong	- Constraints to industrial development facing Guangdong after 30 years of reform and opening up, and the "industrial shift" policy put forward by the Guangdong government - Effects of "industrial shift" on Hong Kong and other stakeholders	- What is the policy of "teng long huan niao" (empty the bird cage for new birds to settle down)? What is its impact on Hong Kong?	

Core module (18): International Financial Centre

Being an international city, Hong Kong enjoys an advantageous position in economic development, however, its economic performance highly fluctuates according to external factors. Although there are voices proposing the development of new industries for a more balanced and diversified economy, financial sector is expected to remain the pillar of the Hong Kong economy for the foreseeable future. The financial sector contributes to Hong Kong's prosperity, and provides job particularly to students. Students should study the features of an international financial centre, and the impact on the local economy and livelihood of Hong Kong being an international financial centre, so as to understand the importance of maintaining the present status for Hong Kong. Facing competition from other Asian cities to become international financial centre, students have to realise the underlying challenges and crisis facing Hong Kong and at the same time considering possible solutions. In the extended part, students will learn about the economic functions of a financial market over and above investment and speculation. Apart from that, they should be aware of the importance of balancing risks and investment returns, which constitutes the preliminary training for investors.

After completing this module, students will have learned the factors making Hong Kong an international financial centre, the background to its creation and its impact on the local economy and society. In addition, they should also be aware of the importance of maintaining the status of international financial centre for Hong Kong, and be able to comment on it.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP REA09	Hong Kong as an International Financial Centre (4 lessons)	- Features of international financial centre - Reasons for Hong Kong developing to become an international financial centre - Effects of being an international financial centre on the Hong Kong economy and people livelihood - The importance of strengthening the position of Hong Kong as an international financial centre, the problems faced and possible solutions	- Is Hong Kong an international financial centre? What are the similarities and differences between Hong Kong and other international financial centres like New York, London and Tokyo? - Why was the manufacturing industry in Hong Kong gradually replaced by the financial services sector in the 1980's? - Who benefits from Hong Kong being an international financial centre? Will the economy collapse if Hong Kong loses this position? - Hong Kong is a mature international financial centre, should it fear challenges brought by Singapore and Shanghai? - Are clean, honesty and integrity essential criteria for Hong Kong to remain an international financial centre?	rationality, enterprise, confident, clean

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
EP REA 09-X	Capital Market	- Economic functions of stock market, including the benefits to companies, investors and the economy - The relationship between investment risks and returns	- Is the stock market in Hong Kong merely a casino? - Will I become the boss of a company when I buy its stock?	

Core module (19): World Trade

Apart from the financial sector, economic activities generated by external trade also contribute to prosperous economic development in Hong Kong. Students should have an understanding of world trade, the harmful effects of free trade on certain people and why some countries put up trade protection policy. Students will learn the actions taken by the World Trade Organization towards trade protection policy, and explore the strategies Hong Kong employs to cope with it. Students should also critically analyse the effects of trade protection policy on different stakeholders. In the extended part, students will investigate the recent achievements of our country in external trade, and their contributions to the economic and social development, as well as the problems created. Such a discussion facilitates students' understanding of the economy in the mainland. The concept of fair trade is also introduced to stimulate discussion on the issue of 'trade exploitation'.

After completing this module, students will understand the arguments for and against free trade, the effects of trade protectionism on different stakeholders and ways to cope with it. They will also become aware of the present situation of external trade in Hong Kong.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP REA10	Trade: Conditions, Gains and Disputes (4 lessons)	- Conditions for trade to take place, gains from trade to the whole economy, and its harmful effects to sectors with low competitiveness - Common trade protection policies and their effects on different stakeholders - Ways to deal with trade protection policies and functions of the World Trade Organization - External trade of Hong Kong, including the present situation, problems and solutions	- Why are there always demonstrations against meetings of the World Trade Organization? - Does trade protection policy protect all the citizens? - How do you deal with trade protection policy? - Are the prospects for external trade in Hong Kong promising?	rationality, equality, interdependence, common good, plurality, care and concerned, cooperative, justice, honesty and integrity
EP REA 10-X1	(1) External Trade of China	- Analyse the achievements of the mainland in external trade with reference to statistical figures - The contributions of and problems caused by trade achievements to society and economic development of the mainland	- Is it good for the mainland to maintain its reputation as the world's factory? - Is an export-oriented economic development strategy right for the situation in the mainland?	
EP REA 10-X2	(2) Fair Trade	- Causes of 'exploitation' in trade - The rationale of fair trade	- Why do farmers earn so little despite the high price of coffee? - Is 'fair trade' in coffee really fair?	

Core module (20): International Interdependence

Economic globalization generates the flow of goods, services, labour, capital, information and technology across borders. Students may experience these phenomena in their daily life, but they need to look further into the impact economic globalization on their studies, habit and future employment. They may also be aware of opposition to economic globalization in the press. It is claimed that economic globalization does more harm than good to certain groups and countries. Therefore, students need to investigate the impact economic globalization on various stakeholders from different perspectives, and the effectiveness of the work performed by some international organizations promoting economic globalization. In the extended part, students will realise the competition and cooperation of various countries through investigation of some global economic cases.

After completing this module, students should have an understanding of the meaning of economic globalization, factors leading to economic globalization, its impact on different stakeholders and the effectiveness of the work performed by international organizations promoting economic globalization.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP REA11	Consequences of Economic Globalization (4 lessons)	- Meaning of economic globalization in terms of huge transaction volume of goods and services, labour mobility across countries, and rapid flow of capital, information and technology - Factors contributing to economic globalization, including international politics and technology - Positive and negative impact of economic globalization - International organizations, and their work, that promote economic globalization, including Organization for Economic Co-operation and Development, the World Bank, International Monetary Fund	- What political and technological changes since the 20th century have promoted economic globalization? - Does economic globalization only benefit large corporations, while jeopardizing the interests of workers and citizens in developing countries? - How can more people be benefited by economic globalization? Are the World Bank and International Monetary Fund spokesmen for developed countries?	rationality, equality, common good, justice, interdependence, critical, care and concerned, cooperative, clean, honesty and integrity
EP REA 11-X	Global Economic Problems	- Case study: Competition and co-operation among countries on global economic problems	- Is the financial crisis a result of greedy? - In the economic tsunami occurred in the early 21st century, what were the influences on different countries and how did they make joint efforts to address the problems?	

2.4.3 Strand 6: Social Systems and Citizenship

Core Module (21): Rights and Responsibilities of Citizens

It is an easy start for students armed with the basic knowledge acquired in primary school to understand the rights and responsibilities of a citizen and the concept of citizen. Students of the junior forms should further explore this provision stated in the Basic Law, which covers the rights and responsibilities of the various categories of Hong Kong residents. Understanding the identity of self and others is vital for a society based on mutual trust and help. In addition, students also need to learn the protection of the rights of Hong Kong residents by major principles of the rule of law, which is key to enforcing them. In the extended part, students can further explore the rights of the child and the importance of these rights for their development.

After completing this module, student should appreciate the rights and responsibilities of Hong Kong residents and the protection of these rights by major principles of the rule of law. This strengthens their identity as citizens.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP SSC01	Rights, Responsibilities and the Rule of Law (3 lessons)	- Different categories of Hong Kong residents - Rights and responsibilities applicable to Hong Kong residents - Protection of the rights of Hong Kong residents by major principles of the rule of law	- How do our rights and responsibilities change as we grow up? What is their significance to me and to society? - Does the law protect non-permanent Hong Kong residents? - How can we ensure the law protects all Hong Kong residents effectively?	human rights and responsibilities, due process of law, respect for the rule of law, equality, justice, participatory, positive
EP SSC 01-X	Rights of the Child	- Basic rights of children as delineated by the *United Nations Convention on the Rights of the Child*, including the right to survival, to development, to protection, and to participation - Impact of the respect for the views of children and their rights to participate fully in family, cultural and social life on the future development of Hong Kong's citizenship	- Why do adults not listen to us, but expect us to comply with their instructions?	

Core Module (22): Hong Kong Government and I

Government is intricately involved in the life of its citizens. Students have learned about the public services provided by Government in primary school, but they may not be clear about how this works. Through case study, they learn the decision-making process of the HKSAR Government including the consideration, feedback and influence involved. Students will also study the meanings of the development of the electoral system to the further development of the political system, democracy and the social relations so as to exercise their rights and bear their responsibilities in electoral affairs in future. In the extended part, students explore the voting propensity of Hong Kong people, especially that of the young, which is key to the development of the electoral system.

After completing this module, students should have some understanding of the decision-making process of the HKSAR Government and the development of its electoral system. In addition, students would also recognise that individuals and organizations interact with the Government. These can raise their consciousness of the social affairs.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP SSC02	Decision-making Process and Development of Electoral System (5 lessons)	- The principle of "one country, two systems" and the relationship between the Central Authorities and the HKSAR as delineated in the Basic Law - Decision-making process of the HKSAR Government: input, decisions, output, feedback (as illustrated through case studies) - Methods for the selection of the Chief Executive and the formation of the Legislative Council and related development - Meanings, importance and influences of edging towards the selection of the Chief Executive and the election of all the members of the Legislative Council by universal suffrage to social development and progress of democracy in Hong Kong - Degree of fairness and clean of Hong Kong elections and its relationship with political development	- What are the channels and opportunities available for stakeholders to participate in socio-political issues? - What are the views of society regarding selection of the Chief Executive and the election of all the members of the Legislative Council by universal suffrage?	democracy, open-minded, participatory, positive, due process of law, fairness, clean, honesty and integrity

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
EP **SSC** **02-X**	Youngsters' Propensity to Vote	- Changes in the trend of the percentage of registered electors and voter turnout, including the percentage of young people aged 18 to 25 in registering as electors and turning out to vote - Degree of propensity of youngsters under the age of 18 to register as electors and to vote in the future as well as factors affecting it - Ways to strengthen the propensity of youngsters under the age of 18 to register as electors and to vote in the future	- Will I register as an elector and vote as from 18? Why?	

Core Module (23): Upholding the Core Values of Our Society

The core values of Hong Kong society include fairness and freedom, which serve as the foundation for the operation of society. Students should explore and reflect on these core values of society. In recent years, addressing the gap between the rich and the poor has become an issue of social equity. According to the 2009 *Human Development Report* commissioned by the United Nations Development Programme (UNDP), Hong Kong is the region with the largest gap between the rich and the poor of all the developed countries and regions based on the composite analysis from 1992 to 2007. Students should realise this and consider the views and efforts of parties seeking to narrow the gap as well as the limitations they face. Apart from this, the right to freedom of opinion and expression is also treasured by Hong Kong people. Although the behaviour of some people may sometimes be questionable, the protection of the right to freedom of opinion and expression remains so. There are constraints to these rights and we must study them, and reflect our rights and responsibilities. In the extended part, students will explore ways to promote "diversity & inclusiveness" and "clean, honesty & integrity" in Hong Kong and have a deeper understanding on the efforts of Hong Kong people in the pursuit of fairness and freedom.

After completing this module, students should have an understanding of the efforts in protecting the right to the freedom of opinion and expression as well as narrowing the gap between the rich and the poor in Hong Kong. Students should also realise the importance of these efforts on the pursuit of fairness and freedom in Hong Kong, and to be responsible for the upholding of these core values.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP SSC03	"Right to Freedom of Opinion & Expression" and "Narrowing the Gap between the Rich & the Poor" (5 lessons)	- Protection of and constraints to the right to freedom of opinion and expression - Degree of importance accorded to the freedom of opinion and expression by the government, political and social groups, non-governmental organizations, the media and individuals - Indicators measuring the gap between the rich and the poor in Hong Kong as well as changes in the trend of the gap - Impact of the magnitude of the gap between the rich and the poor on Hong Kong society - Efforts of the government, non-governmental organizations and individuals in narrowing the gap between the rich and the poor as well as the constraints	- In view of the huge gap between the rich and the poor, can social stability in Hong Kong be maintained? - What is my view on Voltaire's well-known saying 'I disapprove of what you say, but I will defend to the death your right to say it'?	fairness, freedom and liberty, equal opportunities, plurality, open-minded, clean, honesty and integrity, with a respect for different ways of life

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
EP **SSC** **03-X**	"Diversity & Inclusiveness" and "Clean, Honesty & Integrity"	- Level of "diversity & inclusiveness" and "clean, honesty & integrity" in Hong Kong - Ways and measures to safeguard and promote "diversity & inclusiveness" and "clean, honesty & integrity" - Importance of "diversity & inclusiveness" and "clean, honesty & integrity" to the pursuit of fairness, freedom and liberty	- Is Hong Kong a "barrier-free city"? - 'Corruption is the main factor leading to poor economic performance and also the key barrier to reduction of poverty and development.' Is the saying valid?	

Core Module (24): Life of Chinese Nationals

Recognising the similarity and difference between rural and urban areas and the passing of traditional culture is important for an understanding of our enormous country. The study of the work, consumption, leisure and entertainment, clothing, accommodation and food and beverage habits of Chinese residents, provides students with an understanding of their lifestyles. Students will also explore traditional culture as demonstrated by the daily life of Chinese residents and how it has been influenced by social changes. In the extended part, students will explore the influences of modernization on the lives of minority nationalities, which gives a more comprehensive picture of our country as a united multi-ethnic nation.

After completing this module, students should have a basic understanding of the everyday life of the rural and urban population as well as the interactions between traditional culture and modern life, and be concerned about the life of Chinese nationals.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP SSC04	Everyday Life in Rural and Urban Areas (4 lessons)	- Lifestyle of the following as illustrated through work, social relations, consumption, leisure & entertainment, clothing, accommodation, food & beverage, etc. • lifestyle of Chinese residents in urban areas • lifestyle of Chinese residents in rural areas - Traditional culture as demonstrated by the lifestyle of Chinese residents and how it has been influenced by social changes	- Is it common for Chinese families on the mainland to pursue private car, house, work, travel and overseas study? - What are the continuity and change illustrated by traditional festivals, and concepts and system of the family in the urban and rural areas nowadays?	respect for different ways of life, kindness, benevolence, love, care and concerned, plurality, culture and civilisation heritage
EP SSC 04-X	Life of Minority Nationalities	- Importance of maintaining the uniqueness of minority nationalities to our country - Impact of modernization on the life of minority nationalities	- What traditional festivals and celebrations have been retained by minority nationalities in our country? What changes have occurred? - What is life like for minority nationalities nowadays? What national policies apply to them? How do these policies affect their life?	

Core Module (25): Chinese Political System

There is a close relationship between our country's development and the life of Hong Kong residents. With more and more integration, it is believed that Hong Kong graduates will increasingly work and live on the mainland. Therefore, students should learn about the Chinese political system, such as the functions and powers of major organs of the state (including National People's Congress (NPC), President, State Council, people's courts and people's procuratorates), the leadership role of the Communist Party of China (CPC), roles performed by the Chinese People's Political Consultative Conference (CPPCC), and people's supervision of the government. In the extended part, students will also learn about the functions and roles of other organs of the state including local people's congresses and local people's governments at different levels.

After completing this module, students should have an understanding of the political system of our country, including the functions and powers of major organs of the state, people's supervision of the government, and the leadership role of the CPC in the political system. Students should have a concern for the future development of our country.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP SSC05	An Overview of the Political System (4 lessons)	- Functions and powers of the following organs of the state • NPC • President • State Council • People's courts and people's procuratorates - Leadership role of the CPC - Roles performed by the CPPCC - Channels for people's supervision of the government	- What characterises the meetings of the NPC and the National Committee of the CPPCC each year? - Besides deputies elected from the provinces, autonomous regions and municipalities, it is stipulated in the Constitution of the PRC that all minority nationalities and deputies elected from the armed forces are entitled to appropriate representation at the NPC. Why? - What are the main daily tasks of state leaders? - What is System of People's Assessors? - What is the difference in status and role between the President of the state and the General Secretary of the CPC? - Why do people have to supervise the government?	solidarity, sense of belonging, patriotism, human rights and responsibilities, due process of law, respect for the rule of law
EP SSC 05-X	Local Organs of State Power and their Executive Bodies	- Composition, roles and functions of local people's congresses at different levels as well as their relationship with respective local people's governments - Roles and functions of local people's governments at different levels	- The country stipulates an appropriate number of female representatives to be included in the people's congresses at different levels. Why?	

Core Module (26): China's Step Forward to the World

China is a great developing country which has stepped forward to the world and linked up with it at many levels, and this step has significantly affected the life of people and the development of the country. Students need to understand our country's perception of current international relations and the responses of the world to China. Students are invited to explore the opportunities and challenges facing China by investigating China's participation in international affairs, investment in overseas markets and promotion of cultural exchanges. In the extended part, students investigate the foreign policies of China, so as to realise the necessary considerations and inevitable limitations of China when connecting to the world. This study is compatible with the curriculum of Chinese History and complements it.

After completing this module, students should have an understanding of the ways China participates in international affairs and the world's responses, which can facilitate the students to explore the impact on China and arouses their awareness of the latest development of its external relations.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP SSC06	Participation in International Affairs (4 lessons)	- Positioning our country on the international scene today - Perception of China's step forward to the world by some major countries and regions - Opportunities and challenges brought by our country's participation in international affairs, foreign investment, and strategies of cultural exchange and dissemination with reference to foreign relations	- What is the impact on China as it becomes a member of the World Trade Organization? - Why does China desire to organize worldwide events and conferences? - Why do some countries urge China 'to understand the greater responsibilities borne by it in the international system'?	solidarity, sense of belonging, patriotism, interdependence, betterment of humankind, with a respect for different ways of life
EP SSC 06-X	Foreign Policies	- The goals of our country's foreign policies • path of peaceful development • win-win strategy of opening-up • building a harmonious world • developing friendly relations and cooperation with all countries • taking part to address global and hotspot issues	- What are the Five Principles of Peaceful Coexistence? Why does our country emphasise these principles when developing friendly relations and cooperation with other countries? - How does China react, in terms of foreign policies, to global issues such as the safety and security of its citizens, the environment, energy and public hygiene?	

Core Module (27): "Global City"

The emergence of change in 'global cities' is closely related to globalization, and studying the social characteristics of 'global cities' is one of the paths to understanding it. Taking students' surroundings in Hong Kong as a starting point, the transnational mobilisation of people clearly illustrates the impact of globalization on the local society. The study complements 'Hong Kong as an international financial centre' under the area of 'global economy'. In the extended part, students can further study the social characteristics of other global cities, learning the impact and implications of globalization on these 'global cities'.

After completing this module, students should be able to recognise the social characteristics of "global cities" and evaluate Hong Kong accordingly. This opens up students' international horizons.

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
FP SSC07	Social Characteristics of "Global City" as demonstrated by Hong Kong (3 lessons)	- Degree of openness of Hong Kong (as illustrated by the aspects of capital, media, information, human resources and culture, etc.) - The "push and pull" drive of Hong Kong to transnational business people, professionals, executives and labour	- Do I agree that Hong Kong is a 'global city'?	with a respect for different ways of life, plurality, open-minded, sense of belonging, solidarity, interdependence
EP SSC 07-X	Social Characteristics of "Global City" as Demonstrated by other "Global Cities"	- Degree of openness of other "global cities" (as illustrated by the aspects of capital, media, information, human resources and culture, etc.) - The "push and pull" drive of these "global cities" to transnational business people, professionals, executives and labour	- Why do more people consider New York and London 'global cities'? What characteristics do these cities possess?	

Core Module (28): International Politics

There is no global government in the world but a certain level of world order does exist. The evolution of such an order becomes an irresistible force to the development of the world. In order to widen students' horizon and equip oneself to become a global citizen, students need to understand the inter-dependent and mutual restraining relationships, especially the relations between great powers and that of the developed and developing countries. In the extended part, students can further explore the discussion on the maintenance of world peace. The study complements the curriculum of History.

After completing this module, students should possess knowledge of world order and its evolution, and the major players and the moving forces involved, and be concerned for the betterment of all humankind.

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
FP SSC08	An Overview of World Order (3 lessons)	- World order without a global government - Influences of the United Nations (UN) and the five permanent members of the UN Security Council, the constraints and challenges - The influences of other important international political organizations, constraints and challenges (as illustrated by case studies) - Interrelationship between developed and developing countries	- Why can't the UN be a global government? Is the United States of America the only leader in the world?	interdependence, betterment of humankind, justice, with a respect for life, cooperative, equal opportunities
EP SSC 08-X	Maintenance of World Peace	- Current major conflicts of the international political arena and their impact - Influences on world peace by the existing world order - Efforts made by organizations in maintaining world peace and the constraints	- Can the UN Peacekeeping Force, which has been awarded the Nobel Peace Prize, maintain world peace?	

Core Module (29): Global Citizenship and Humanitarian Work

Global citizen is not a legal status but it stems from the mutual trust and inter-dependence of humankind. Hong Kong, with the mainland as hinterland and coupled with an international outlook, has close connections to the rest of the world. The consciousness and quality of global citizenship is important to the development of students and society. The focus of this module is the relationship between global citizens and humanitarian work, and it can be integrated with other strands of the PSHE KLA like Place and Environment as well as Culture and Heritage, so as to facilitate their comprehensive development as global citizens. In the extended part, students can reflect on the relationship between humanitarian work and the consciousness and quality of global citizenship by investigating the work of international humanitarian relief organizations.

After completing this module, students should have an understanding of global citizenship so as to enhance their consciousness and quality as global citizens. In addition, students should also explore the contributions of global citizens to humanitarian work and its importance to the world. They should have a concern for the betterment of the humankind.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
FP SSC09	Consciousness of Global Citizenship and its Contribution to Humanitarian Work (4 lessons)	- Concept of global citizenship and factors contributing to its emergence, the distinction between a global citizen and a citizen of an individual country - Consciousness and quality of global citizenship - Ways to promote consciousness and quality of global citizenship by intergovernmental bodies and international non-governmental organizations - Possible efforts and contribution of an individual global citizen to international humanitarian relief work as well as the importance of consciousness of global citizenship to the world	- Is the education system in Hong Kong favourable to the cultivation of global citizens? - Who or which organization is my exemplary model in the promotion of humanitarian work? - As a global citizen, what efforts and contribution can we make to international humanitarianism? How important is it?	kindness, benevolence, love, care and concerned, justice, respect for different ways of life, betterment of humankind, participatory
EP SSC 09-X	International Humanitarian Relief Organizations and Global Citizenship	- Roles, functions and contributions of international humanitarian relief organizations at international political arena, and the constraints they are facing - Ways to promote youngsters' consciousness and quality of global citizenship by international humanitarian relief organizations	- Why should some countries constantly require assistance from others? - Why are some countries willing to provide assistance to others?	

2.5
Enrichment Modules

2.5.1 Strand 1: Personal and Social Development

Enrichment module I

Life planning, an important developmental task for an adolescent, is a significant milestone in the transition from childhood to adulthood. Life planning involves careful consideration, encourages the realisation of dreams and requires planning for the important aspects of life, such as work, study, human relationships and leisure. Students have to explore and discover their characteristics, interests and abilities in offsetting life directions and goals. In addition, students need to clarify their situation and needs, while building a reservoir of knowledge and experiences in the realisation of their dreams.

After completing this module, students will understand that life planning is an important task for an adolescent and they should acquire the skills and methods involved, thus strengthening their confidence to fulfil their dreams.

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
PSD-E01	Life Planning (5 lessons)	- Discover one's interest and talent - Be aware of the opportunities and limitations around us - Set up long term and short term goals in life - Acquire knowledge and experience for the realisation of one's dreams - The role of lifelong learning in planning for life	- Must I utilize my talents to the full? Must I have a dream in life? What is the problem in living a simple but boring life? - How can we manage differences in expectations between oneself, parents and seniors? - Time, resources and human relationship, which is the most decisive on my prospects and fortune?	self-esteem, self-reflection, self-determination, integrity, rationality, responsible, critical, interdependence

Enrichment module II

Humanistic qualities refer to the cultivation of activities such as literature, art, architecture, morality, laws and customs. People who possess humanistic qualities care about the essence of life, respect the values, emotions and dignity of humankind. Students need to appreciate the role performed by humanistic qualities in the pursuit of the betterment of self and society. In addition, students should recognise some of the ways and means of enhancing humanistic qualities, which are the essence of life and its value.

After completing this module, students should have an appreciation of the values of humanistic qualities for individuals and society, and ways and means of enhancing one's humanistic qualities. Their personality, disposition and manner are refined through study, experience and reflection.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
PSD-E02	Enhancing Humanistic Qualities (5 lessons)	- Relationship between material and the essence of life - Humanistic resources, its importance for individuals and society - Ways to pursue spiritual richness - Humanistic resources that enhance spiritual quality	- What does the pursuit of truth, goodness and beauty bring to the world? Happiness or sadness? - Is it a luxury to invest costly capital in pursuit of humanistic qualities in a society where productivity and profits are the major emphasis? - How can we foster spiritual qualities?	self-esteem, self-reflection, integrity, rationality, betterment of all humankind, aesthetics

2.5.2 Strand 5: Resources and Economic Activities

Enrichment module III

The level of economic development in the mainland was low at the early period of reform and opening up. Crude and resource-intensive strategies were adopted to speed up the development. After 30 years of reform and opening up, the Chinese economy has made great strides, people's standard of living has greatly improved. However serious environmental problems have arisen, affecting resource utilisation and the gap between people's income. The Chinese Government has had to re-consider its development strategy for the future. At the end of the first decade of the 21st century, it is implementing some economic policies in favour of sustainable development, such as promoting the use of renewable energy and requiring enterprises to adopt environmentally-friendly production practices. The changes in strategy are beneficial to the long term development of our country but some stakeholders have to bear the cost in the short term. Students have to be aware of the link between the economy of the mainland and that of Hong Kong because the development strategies of the mainland have a bearing on the economy of Hong Kong and the livelihood of its people.

After completing this module, students should have an understanding of the importance to the mainland of sustainable economic development and recognise some of the sustainable development strategies implemented by the Chinese Government.

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
REA_E01	Sustainable Development of the Chinese Economy (5 lessons)	- The achievements and costs of continuous rapid growth of the economy on society, people's livelihood, resources utilisation and environment in the early 21st century - The concept of sustainable economic development - Some strategies adopted by China which foster sustainable development - Factors affecting the implementation of sustainable development policies in the mainland	- What are the pros and cons of the continuous rapid growth of the Chinese economy? - Is it worthwhile using new types of energy that are very costly? - In what ways does the development of the Binhai New District of Tianjin fulfil the objective of sustainable development? - Is a sustainable economic development strategy suitable for China with its huge population?	rationality, care and concerned, common good, equality, responsible, interdependence

Enrichment module IV

Rural area contributes significantly to the economic development of the mainland by supplying the city and industry with cheap foodstuff and raw materials. But after 30 years of reform and opening up, the poverty gap between the agricultural sector and the industrial sector and between rural areas and cities is becoming larger and larger. As over half the population in China works in the agricultural sector, rural development will inevitably raise their living standard, while their consumption, in turn, will create markets for the enterprises and thus reduce the reliance on overseas markets. Rural development contributes a great deal to the overall economic development of the mainland. Although students in Hong Kong may not have the chance to meet rural farmers, as Chinese citizens, they should be aware of the rural livelihood. Moreover, the rural development will bring also opportunities to their future development.

After completing this module, students should become more aware of the livelihood of rural farmers, have a preliminary understanding of the problems facing agriculture, rural areas and farmers and strategies to promote rural economic development.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
REA-E02	The Agricultural and Rural Development of China (5 lessons)	- Agricultural and rural problems, and causes - Policies which promote rural reform and agricultural modernization - The contributions of rural development to the overall economic development of the mainland	- What are the contributions of rural areas to the development of cities and industry in the 30 years following reform and opening up? - How do urbanisation and industrialisation relieve rural problems? - What are the implications for the livelihood of farmers of policies like “jia dian xia xiang” (bring electrical appliances to the rural areas) and reducing or waiving tax? - Although there is far-reaching development of the Chinese economy, the resources are limited. How should the Chinese Government balance the development of rural and urban areas?	rationality, care and concerned, common good, equality, responsible, interdependence

2.5.3 Strand 6: Social Systems and Citizenship

Enrichment module V

According to the *Millennium Development Goals Report* published by the United Nations in 2009, there has been "meagre progress on child nutrition" and "half of the 72 million children out of school have never been inside a classroom". The Secretary-General of the United Nations also pointed out that "the forced recruitment and use of child soldiers is one of the most appalling human rights abuses in the world today". Although the students in Hong Kong do not face this adverse situation, the question whether the world can provide a suitable home for children is worthy of concern and exploration. Bestowing happiness on children is an honourable treasured expectation on the part of the majority of the people.

After completing this module, students, as global citizens, should realise that many children in the world are in a dire situation. They should seek to understand the reasons why and the contributions and limitations of individuals and organizations trying to address the problem. They should also show concern for and promote the betterment of children worldwide.

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
SSC-E01	Global Issue: Well-being of the Child (5 lessons)	– Phenomena of severely harming the well-being and stripping the rights of children in the international arena – Causes of harming the well-being and stripping the rights of children – Functions of international organizations in promoting well-being and protecting the rights of children, their limitations – Efforts and contributions to promote the well-being of children by global citizens	– Why do millions of children die each year from preventable causes such as pneumonia, diarrhoea, malaria and measles? – The international community has concluded the *Paris Principles* to put an end to the unlawful recruitment and use of children in armed conflicts. They require every government to provide effective assistance to children already involved with armed groups or forces. What is the background?	sanctity of life, dignity, courage, justice, human rights and responsibilities, care and concerned, participatory, betterment of humankind, with a respect for different ways of life, beliefs and opinions

Enrichment module VI

According to the *Millennium Development Goals Reports* published by the United Nations in 2009, "gender parity in education has yet to be achieved", 'paid employment for women continues to expand slowly and remains meagre in many regions", "women remain more vulnerable on the job front, assuming the largest share of unpaid work" and "women's political representation is slowly growing". These findings show that gender inequality is deeply rooted in traditional attitudes and institutions even though some progress has been made on gender equality in certain dimensions of developed countries. Gender equality is perceived as an effective means of fighting against poverty, hunger and diseases as well as to facilitating sustainable development by international organizations such as the United Nations. An understanding of this issue enables students to comprehend this global situation and its development.

After completing this module, students, as global citizens, should realise the meanings and importance of gender equality. They should have an understanding of the circumstances of inequality and reasons for it and of the efforts and constraints of individuals and organizations in enhancing gender equality. They should dare to bear responsibility to promote gender equality in the international arena.

	Topics	**Learning Points**	**Suggested Introductory Questions**	**Values and Attitudes**
SSC-E02	Global Issue: Gender Equality (5 lessons)	– Meaning and importance of gender equality – Major principles of the *Convention on the Elimination of All Forms of Discrimination against Women* – Major phenomena and causes of gender inequality in the international arena – Functions of international organizations in promoting gender equality and their limitations – Efforts and contributions to promote gender equality by global citizens	– Having designated March 8 as International Woman's Day, the United Nations also designated November 25 as the International Day for the Elimination of Violence against Women. Why? – Is the protection of the human rights of women migrant workers sufficient internationally? – What is the impact on family responsibility of improving gender equality? – According to a finding in 2006, the number of people being trafficked internationally was about 800,000 and 80% of them were female adults or girls. In the same year, there were 60,000,000 girl brides around the world. How do you feel when you encounter these figures? Why?	sanctity of life, dignity, courage, justice, human rights and responsibilities, care and concern, participatory, betterment of humankind, with a respect for different ways of life, beliefs and opinions

2.5.4 Cross-strands

Enrichment module VII

Media is such an integral part of our life that students interact with it almost ubiquitously. On the one hand, the media provide us with information and entertainment. They reflect the different views of the community, monitor the operation of the government and contribute to socialisation. On the other hand, the overwhelming, chaotic messages from the media influence our behaviour, views and values unconsciously. This may bring adverse effects. Therefore, students should seek to understand the role and influence of the media on our life and find ways to make good use of them. Students should develop an understanding of the factors influencing the operation of media in order to differentiate and critically evaluate the messages delivered. As responsible citizens, students have to safeguard the freedom of the press and prevent it from being abused.

After completing this module, students should be able to understand the role and the impact of the media on our life, to appreciate the factors which affect the operations of media and the impacts of these factors on media in order to develop the abilities to differentiate and critically evaluate media messages. They should also understand that we all have a responsibility to enhance the quality of media.

	Topics	Learning Points	Suggested Introductory Questions	Values and Attitudes
CSM-E01	Media and Our Life (5 lessons)	- the role of media in our life - the impacts of media on our life - factors that influence the operations of media and their impacts on media - importance of press freedom - our role in enhancing the quality of media	– Could we live without the media? – Do the media influence us, for example, in the choice of goods and services, personal behaviour and views? – Do safeguarding press freedom and preventing it from being abused contradict each other? – Are the media friend or foe? – How can different people and organizations in society help to enhance the quality of media?	plurality, self-reflection, self-determination, principled morality, justice, rationality, responsible, critical, interdependence, aesthetics

2.6 Allocation of Lesson Time

2.6.1 Life and Society (S1-3) as an integral independent subject

Schools can offer Life and Society (S1-3) as an integral independent subject at junior secondary level and the time allocation for it should be comparable to that for History, Chinese History and Geography at S1-3. Time allocation regarding this curriculum should follow the principles stated below.

Life and Society (S1-3) accounts for 33 hours of curriculum time (i.e. 50 forty-minute lessons) each year, 70% of which (that is, about 23 hours or 35 lessons) is allocated for the foundation parts of the core modules. Teachers may allocate the remaining 30% of curriculum time (that is, 10 hours or 15 lessons) to the following three areas (i) Extended part of the core modules, (ii) Enrichment modules or (iii) Foundation part of the core modules. Teachers may choose topics to fill the remaining 30% of curriculum time according to the students' needs. Figure 2.3 illustrates the different suggestions for the lesson time allocation.

Schools should allocate approximately equal time to the modules on Personal and Social Development, Resources and Economic Activities, and Social Systems and Citizenship. At the same time, lesson time spent on discussions of local, national and global issues relating to the above strands should also be balanced. Study of these modules develops a global perspective and thinking and assures Hong Kong remains a cultural hub and a bridge between the mainland and the rest of the world, which are vital to its future development.

2.6.2 Adopting Life and Society (S1-3) modules in part or as a whole in the integrated and mixed curriculum

Schools offering school-based integrated mode or mixed mode of curriculum in the PSHE KLA can adopt Life and Society (S1-3) modules in part or as a whole. After reviewing the school-based integrated curriculum, schools can choose some of the modules to perfect the curriculum. The suggested number of forty-minute lessons for each module is a useful reference for the time allocation required.

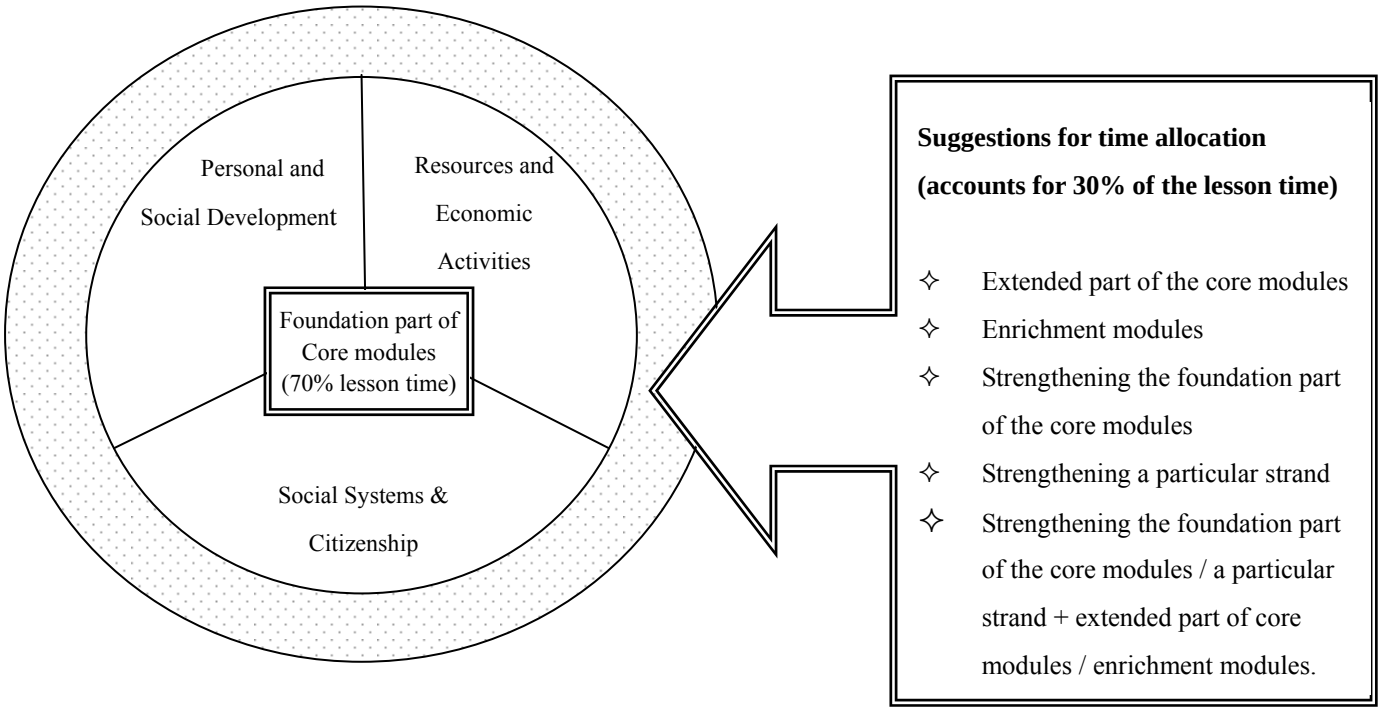

Fig 2.3 Suggestions for time allocation

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Chapter 3 Curriculum Planning

This chapter provides guidelines for schools and teachers to plan Life and Society (S1-3) in accordance with the curriculum framework and content introduced in chapter 2 in the context of their schools. The purpose is to facilitate schools to develop a balanced and coherent Personal, Social and Humanities Education (PSHE) curriculum for junior secondary.

3.1 Guiding Principles

Teachers should plan and develop a balanced and coherent Life and Society (S1-3) which enables students to acquire the knowledge and skills of personal development, the economy and the socio-political system at personal, local, national and global dimensions and cultivate positive values and attitudes. The guiding principles are as follows:

- Planning the curriculum should be accompanied by consideration of the rationale of this curriculum and the PSHE KLA Guide, the characteristics and needs of students and the context of the school;
- Planning the curriculum should take into account students' learning experiences gained at primary level especially the prior knowledge acquired in General Studies, and the foundation knowledge and basic skills required by senior secondary PSHE subjects and Liberal Studies;
- Life and Society (S1-3) is an integral part of the junior secondary PSHE KLA Curriculum and should be intentionally linked to students' learning experiences in other junior secondary PSHE subjects, irrespective whether independent subject mode or integrated subject mode is adopted in organizing the junior secondary PSHE KLA Curriculum;
- Planning the teaching sequence of the modules should consider students' prior knowledge and their cognitive and social developments. The sequence should also enable students to appreciate the close links between individuals, local society, the nation and the world in the areas of economic activity and socio-political system;
- Allowance must be made for students' diverse needs, interests, abilities and learning styles; and
- Assessment should be designed as an integral part of the learning and teaching process to enhance learning effectiveness.

3.2 Curriculum Planning Strategies

In planning the implementation of Life and Society (S1-3), schools should consider students' prior knowledge and collaboration between this curriculum and other junior secondary PSHE subjects. Teachers should make full use of the flexible design of Life and Society (S1-3) to cater for students' needs. Schools should therefore consider adopting the following curriculum planning strategies.

3.2.1 Interface with General Studies at primary level as well as with senior secondary curricula

Life and Society (S1-3) is a bridge between General Studies and senior secondary PSHE subjects. Students have acquired a preliminary understanding of personal development, interpersonal relationships, a healthy lifestyle, an overview of the Hong Kong economy, the rights and responsibilities of citizens, government and district organizations, characteristics of the way of life on the mainland and the link between Hong Kong and the mainland and neighbouring regions. On this foundation, Life and Society (S1-3) further enhances student knowledge and skills as well as develops their values and attitudes related to Personal and Social Development, Resources and Economic Activities as well as Social Systems and Citizenship. Teachers have to be well informed about students' learning experiences at primary level. In order to maintain learning motivation in Life and Society (S1-3), teachers should avoid planning a curriculum where students do not have foundation knowledge or one that repeats for no meaningful reason the topics they have already studied. However, Life and Society (S1-3) shares the responsibilities of preparing students for senior secondary PSHE subjects and Liberal Studies, so schools should plan a curriculum which helps students acquire the necessary foundation knowledge and skills to face the challenges of the senior secondary curricula. To facilitate schools to develop their Life and Society (S1-3) with good continuity with primary General Studies and with senior secondary curricula, Figures 3.1 to 3.4 outline the vertical links of Life and Society (S1-3) with primary General Studies, senior PSHE subjects and Liberal Studies in the areas Personal and Social Development, Economy and Socio-political System of Hong Kong, Economy and Socio-political System of our Country, and Global Economy and Socio-political System respectively. Schools should refer to these figures when planning their curriculum.

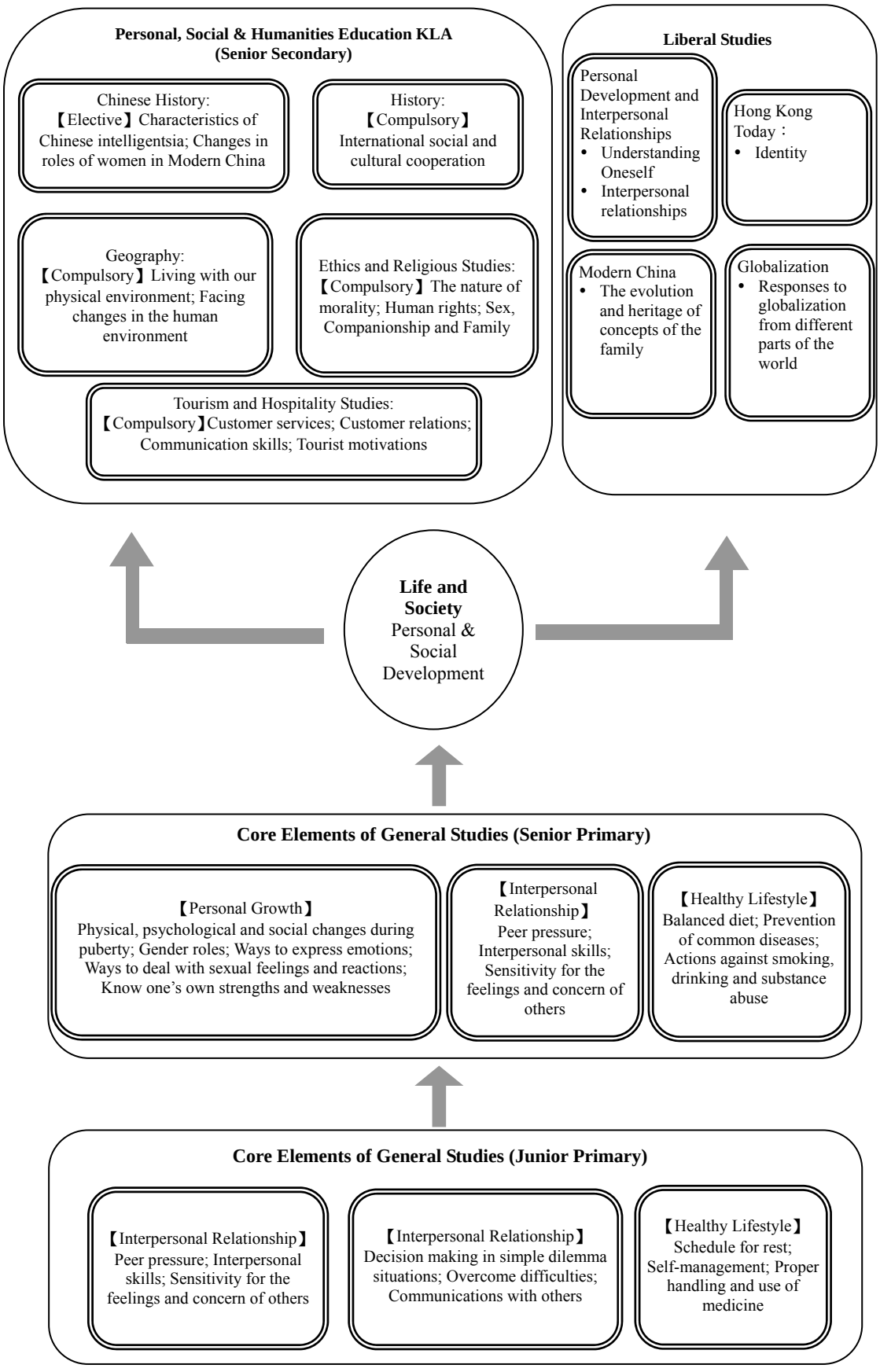


Fig 3.1 Vertical linkage of Life and Society (S1-3) with primary General Studies, senior secondary PSHE subjects and Liberal Studies in the area of Personal and Social Development

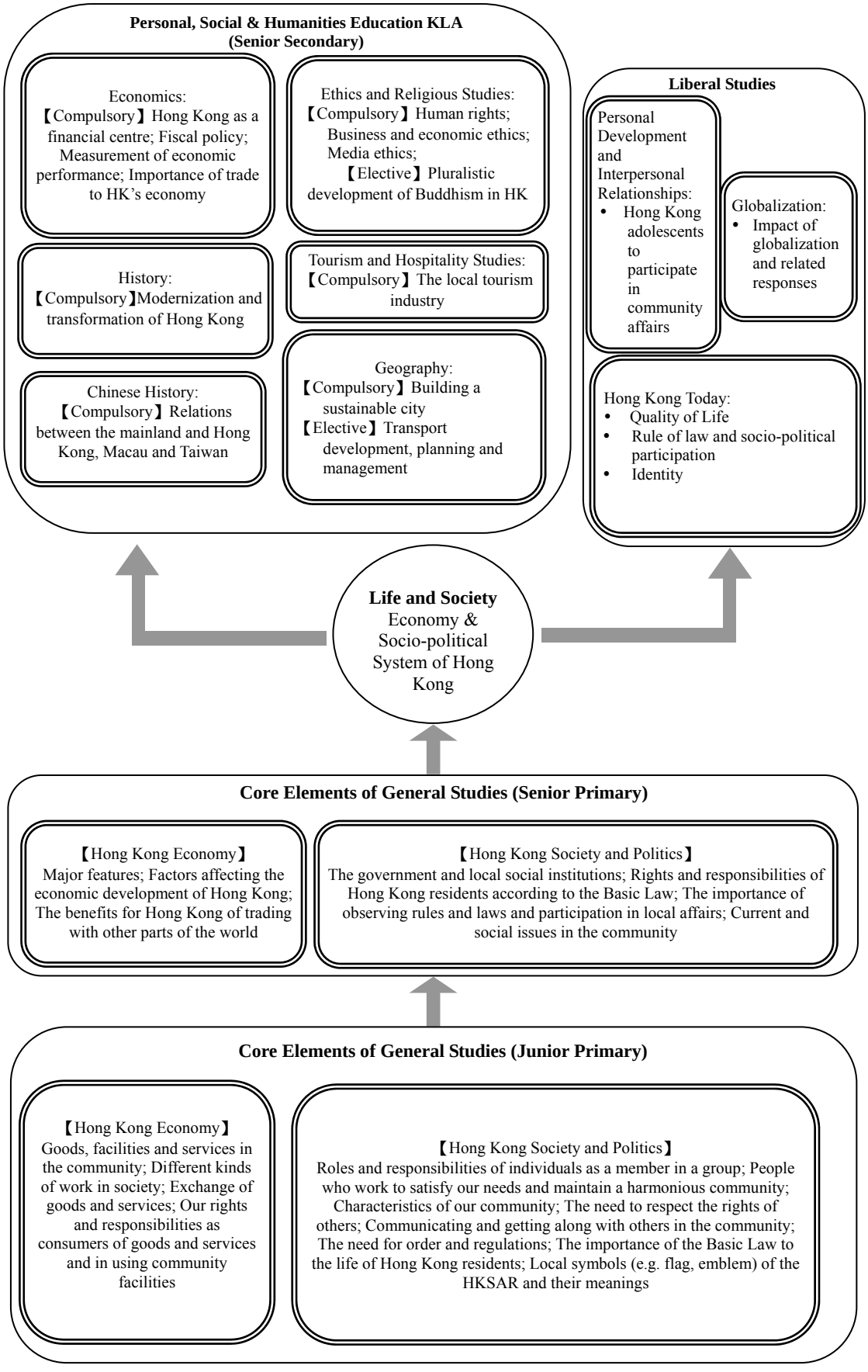


Fig 3.2 Vertical linkage of Life and Society (S1-3) with primary General Studies, senior secondary PSHE subjects and Liberal Studies in the areas of Economy and Socio-political System of Hong Kong

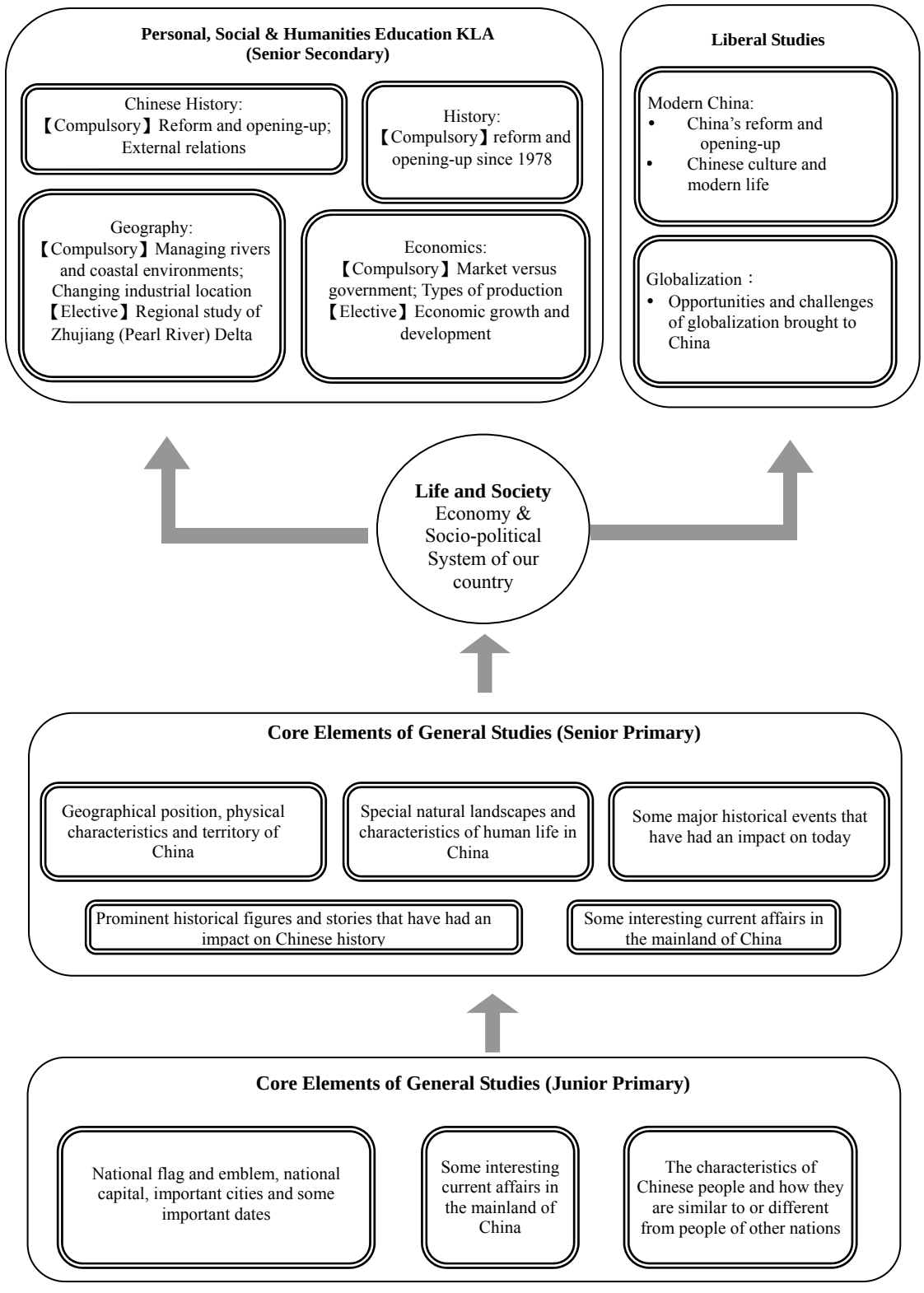


Fig 3.3 Vertical linkage of Life and Society (S1-3) with primary General Studies, senior secondary PSHE subjects and Liberal Studies in the areas of Economy and Socio-political System of our country

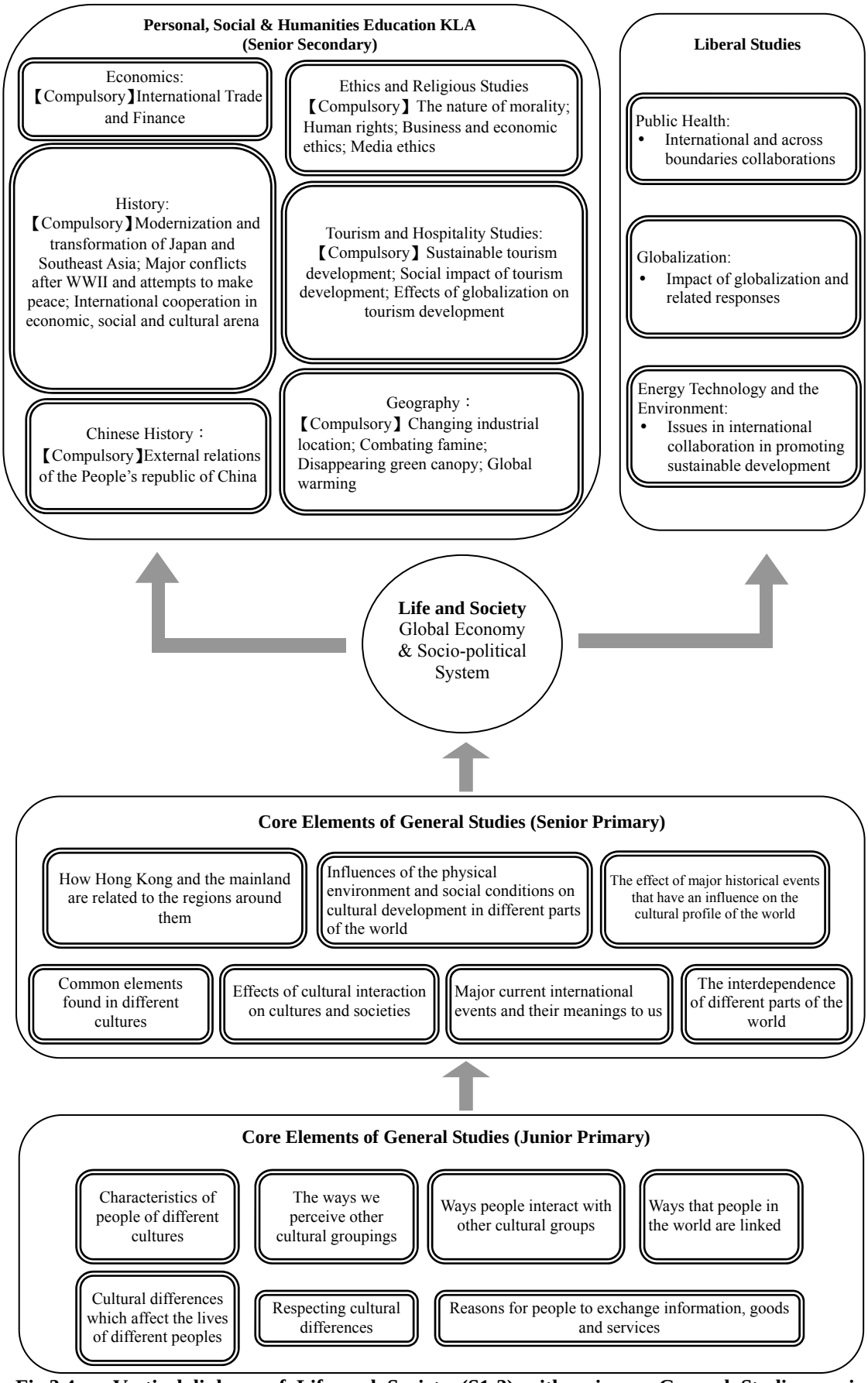


Fig 3.4 Vertical linkage of Life and Society (S1-3) with primary General Studies, senior secondary PSHE subjects and Liberal Studies in the areas of Global Economy and Socio-political System

3.2.2 Collaborate with junior secondary PSHE subjects and other school curricula

As a curriculum of the junior secondary PSHE KLA, Life and Society (S1-3) has close linkage with other junior secondary PSHE subjects. In planning the junior secondary curriculum, teachers of this KLA should collaborate to identify and organize the closely-linked learning content of the PSHE subjects coherently. This prevents students studying the same content repeatedly under different subjects, enables them to understand that knowledge of different subjects is inter-related and that the same issue can be viewed from different perspectives. Students' learning effectiveness is thus enhanced. Knowledge of local history enables them to understand why Hong Kong has become an international financial centre; the understanding of contemporary Chinese History makes students see the ways used by the Central People's Government to regulate the Chinese economy; knowledge of the political system of our country consolidates their knowledge of the history of the nation. Thus, teachers of junior secondary PSHE subjects should collaborate in curriculum planning. They can arrange for closely-related topics to be taught concurrently, design the teaching sequence in such a way that studies in one subject provide prior knowledge for learning a related topic in another subject. They should also jointly organize learning activities, so as to enhance the learning effectiveness of students and save lesson time.

In addition to implementing subject curricula, schools organize learning activities related to Moral and Civic Education and Sex Education, which are closely linked to Life and Society (S1-3). Moral and Civic Education learning activities develop in students a positive attitude towards life and concern for the development of Hong Kong and the nation. These activities encourage them to participate in local social affairs and international cultural activities with the aim of widening their perspectives. If teachers of Life and Society (S1-3) have an understanding of the Moral and Civic Education Curriculum Framework, and refer to this Framework during curriculum planning, the students can apply or verify what they have learned in Life and Society (S1-3) when taking part in these activities with the result that their learning experiences become more coherent and meaningful. Figures 3.5 to 3.8 below outline the horizontal linkages of Life and Society (S1-3) with other junior secondary PSHE subjects and the Moral and Civic Education Curriculum Framework in the areas of Personal and Social Development, Economy and Socio-political System of Hong Kong, Economy and Socio-political System of our Country, and Global Economy and Socio-political System respectively. Schools may refer to these figures in planning

their curriculum.

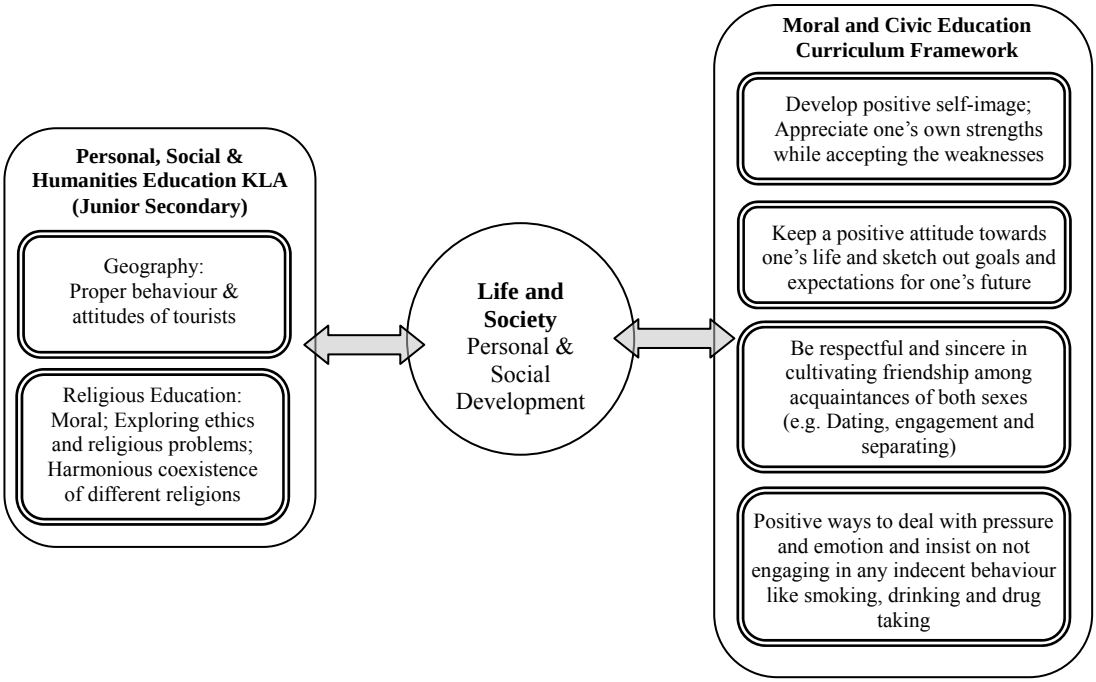


Fig 3.5 Horizontal linkage of Life and Society (S1-3) with junior secondary PSHE subjects and Moral and Civic Education in the area of Personal and Social Development

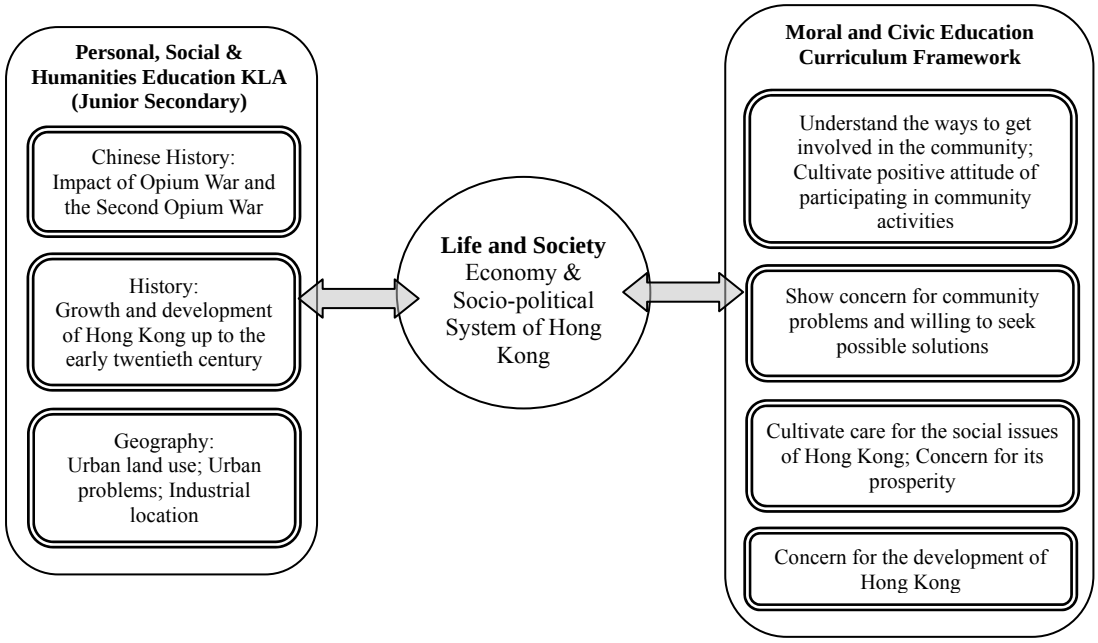


Fig 3.6 Horizontal linkage of Life and Society (S1-3) with junior secondary PSHE subjects and Moral and Civic Education in the areas of Economy and Socio-political System of Hong Kong

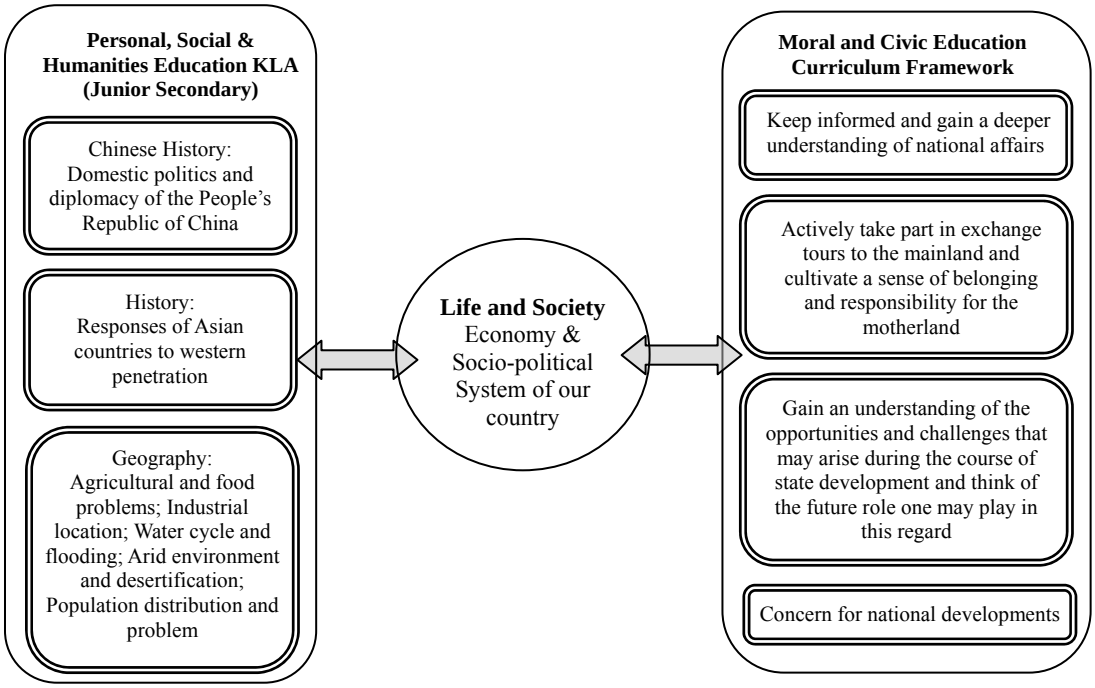


Fig 3.7 Horizontal linkage of Life and Society (S1-3) with junior secondary PSHE subjects and Moral and Civic Education in the areas of Economy & Socio-political System of the Nation

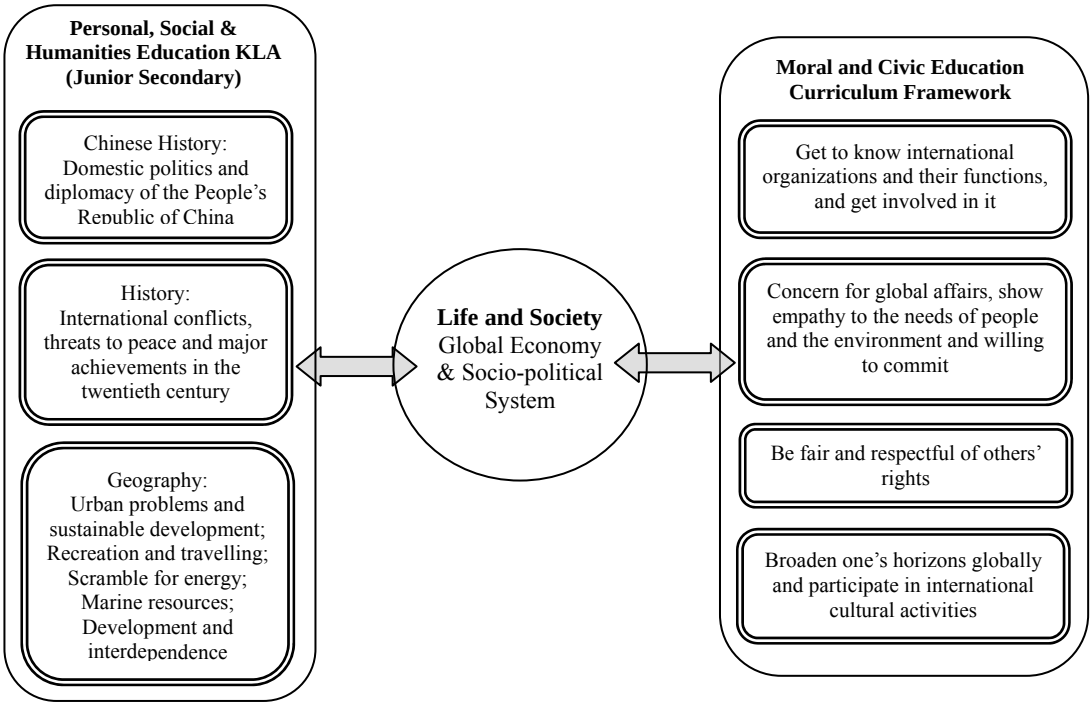


Fig 3.8 Horizontal linkage of Life and Society (S1-3) with junior secondary PSHE subjects and Moral and Civic Education in the areas of Global Economy and Socio-political System

3.2.3 Collaborate with curricula developed by organizations other than the Curriculum Development Institute

An important task of Life and Society (S1-3) is to enhance students' personal and social development. By exploring concepts related to personal development, interpersonal skills and social development, students acquire relevant foundation knowledge to enable them to analyse the existing developmental tasks and understand the interaction between people and society and the impact of social phenomenon on people. Moreover, on acquiring different interpersonal skills, the self-confidence and self-understanding of students will also be enhanced.

Schools have accumulated a lot of valuable experience in promoting and maintaining the healthy physical and psychological development of students, but many local youth organizations also contribute by developing various resources to enrich the school curriculum. These resources have been developed with different concerns. *P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme* emphases the enhancement of self-efficacy and competence of students so as to strengthen the abilities positive to their development. *Adolescent Health Programme: Basic Life Skills Training* by the Department of Health aims at empowering adolescents to face the challenges of growing up by promoting their self-understanding and helping them master basic life skills. The Hong Kong Federation of Youth Groups has been publishing the *Journal of Youth Studies* periodically, which helps teachers understand and analyse the latest developments in all aspects related to adolescents. A series of sexuality education resources has been developed by The Family Planning Association of Hong Kong such as *All About Sex - Youth Q&A* and *Youth Sexuality Education: Sexual Behaviour, A Liberal Studies Approach*. These resources provide guidance to students to reflect on their attitudes towards sexuality. The *ICAN Whole Person Education Courses* developed by the Whole Person Education Foundation motivates students to make full use of their psychological strength to live a self-directed and abundant life. Other curricula such as the Buddhist Way of Life Education (Junior Secondary), Uzone21, school-based religious education programmes, spirituality education and life education are also vital resources for students' positive development. When schools plan Life and Society, they should also consider the objectives, strengths and constraints of each of the above curricula. Schools should also refer to their past experience, the contexts and the needs and abilities of students, so as to utilise, adopt and revise appropriate parts such as interesting learning activities, innovative and effective learning strategies, diverse assessment designs and stimulating discussion topics of the existing resources. With the help of knowledge-based learning in Life

and Society (S1-3), students are able to build a solid knowledge foundation and enjoy a diversified learning experience.

3.2.4 Linking with other learning experiences and life-wide learning opportunities

Schools provide students with various learning activities outside the classroom. Some examples: election to student unions, clubs, societies and class associations, social services, field trips to the mainland and interaction with students and people there. These activities not only contribute to the growth of students and the broadening of their perspectives, but also provide students with opportunities to practise, conform and explore further the knowledge and skills learned in Life and Society (S1-3). These experiences increase motivation to learn as they consolidate learning and emphasise the significance of Life and Society (S1-3). For these reasons teachers should consider these other learning experiences and life-wide learning opportunities in their planning.

3.2.5 Catering for learner diversity

Learner diversity can be expressed variously in terms of personal interests, cultural background, learning styles and abilities. Catering for learner diversity is possible by curriculum planning and widening teaching strategies. The design of Life and Society (S1-3) provides much flexibility for schools to choose suitable topics to meet the students' needs and schools should make use of this flexibility. The foundation part of the core modules accounts for 70% of total curriculum time in Life and Society (S1-3). The remaining 30% should be used flexibly. Schools may also choose to adopt the extended part of the core modules for higher achievers. This deepens or broadens discussions on issues related to the foundation part. Thus after completing the foundation part of the core module on Public Finance in Hong Kong, students have an understanding of the economic and social effects of government revenue and expenditure on the local economy. Teachers may then discuss with them the topic of the extended part the issue of public finance meeting the needs of an ageing population to deepen their understanding of Hong Kong public finance. Those with special educational needs or needing more support in personal development should spend more time on the topics related to personal and social development. This gives them a chance to explore the issues of interpersonal relationships, self-management and attitudes to sex. Schools may also choose to cover some of the enrichment modules according to the interests of students and the school context.

3.2.6 Encouraging self-directed learning

The Life and Society (S1-3) covers topics related to local, national and global economic, social and political issues. Teachers may introduce related foundation knowledge in classes through discussion of current affairs. In this connection, students should be encouraged to update their knowledge on their own. For instance teachers may refer to certain meetings of the National People's Congress (NPC) to introduce the political system in China. They should encourage concern about further meetings of the NPC in order to keep pace with the latest developments of our country. Students need to develop the ability and habit of self-directed learning, so teachers should help students acquire certain information skills such as use of the Internet. This should be taught as early as possible so that students can use these skills in Life and Society. (Please refer to *Information Technology for Interactive Learning*, Booklet 3D in the *Basic Education Curriculum Guide Series* (CDC, 2002))

Teachers should also encourage students to acquire the latest information from traditional print media in addition to electronic media. Through the "reading to learn" strategy, they can broaden their knowledge on their own and study an issue from different perspectives. Teachers should collaborate with the teacher librarian to draw up a recommended reading list of books and magazines and collaborate with language teachers to introduce reading award schemes to develop reading habits and the self-directed learning ability. (Please refer to *Reading to Learn* 3B in the *Basic Education Curriculum Guide Series* (CDC, 2002))

3.2.7 Integrating learning with assessment

Assessment is an important integral part of the learning and teaching process. It facilitates learning by providing students evidence of learning outcomes and giving feedback to teachers, so they can revise teaching strategies. Curriculum and assessment planning should be carried out together with co-ordination, so that assessment facilitates learning. Teachers should refer to chapter 5 of this document for the assessment strategies used in Life and Society (S1-3).

3.3 Curriculum Organization Strategies

Life and Society (S1-3) is composed of modules. By taking into consideration of their present mode of curriculum organization in the junior secondary PSHE KLA, schools may choose to implement this curriculum as an independent subject, or adopt some

modules into their existing school-based integrated curriculum. The purpose is to offer a coherent, broad and balanced junior secondary PSHE curriculum.

3.3.1 Junior secondary PSHE KLA curriculum with the implementation of Life and Society (S1-3)

If schools choose to implement this curriculum as an independent subject and offer other junior secondary PSHE subjects according to the curriculum guides developed by the Curriculum Development Council, namely Chinese History, History and Geography, they are providing students with broad and balanced learning experiences in this KLA. These learning experiences enable students to acquire the knowledge and skills prescribed by the six strands of this KLA, and foster positive values and attitudes with the purpose of facilitating personal development and preparing students for the senior secondary curriculum. Figure 3.9 shows the junior secondary PSHE KLA curriculum under the independent subject mode of organization.

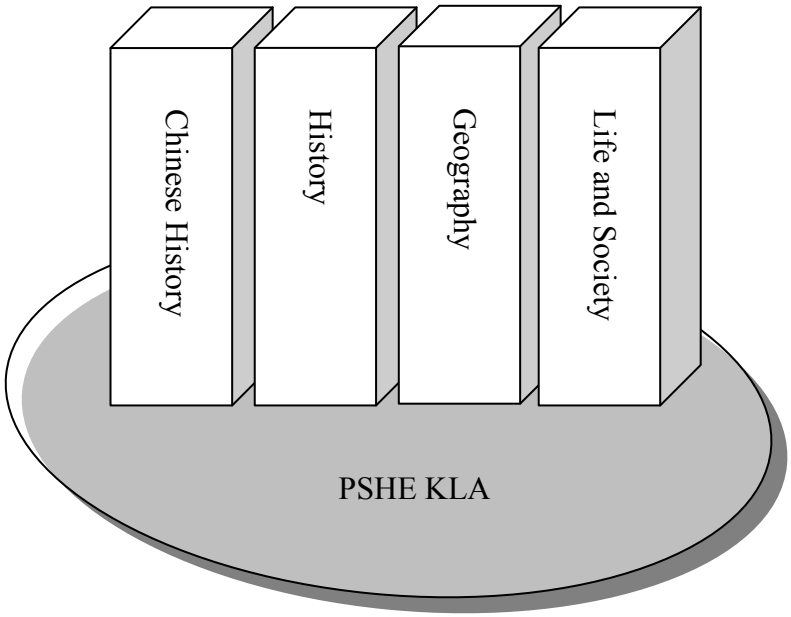


Fig 3.9 Curriculum organization of junior secondary PSHE KLA under independent subject mode

In some schools, the junior secondary PSHE KLA curriculum consists of Chinese History and a school-based integrated curriculum. This is one mode of curriculum organization for delivering the learning elements of the six strands of this KLA, but with the implementation of the Life and Society (S1-3), schools should review their existing school-based integrated curriculum and add some modules of Life and Society (S1-3). This revised school-based integrated curriculum together with Chinese History should cover the learning elements of the six strands of this KLA in a broad

and balanced way. Schools adopting a fully integrated mode of curriculum organization may also review and improve their school-based curriculum as mentioned above. Figures 3.10 and 3.11 display these two curriculum organization types.

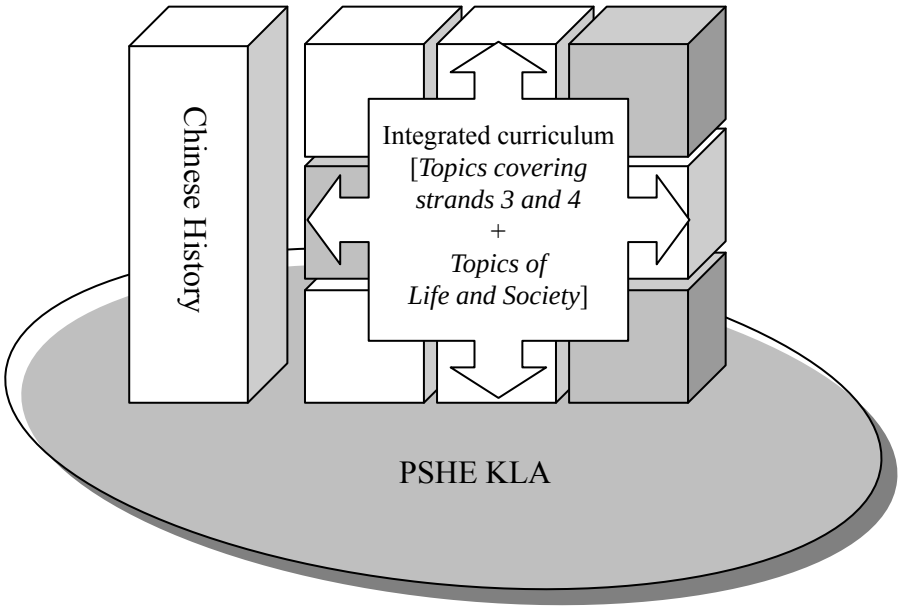


Fig 3.10 Junior secondary PSHE KLA curriculum consisting of Chinese History and school-based integrated curriculum with topics of Life and Society (S1-3) incorporated

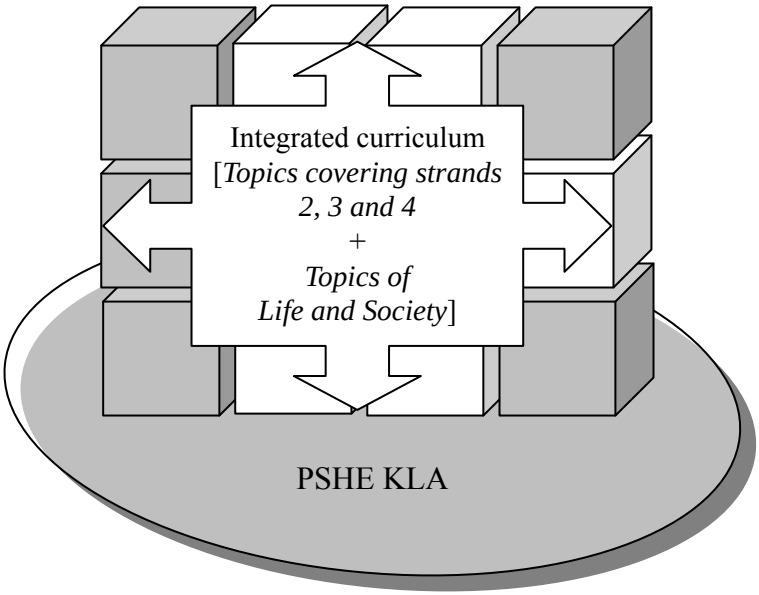


Fig 3.11 Junior secondary PSHE KLA curriculum organized in the form of school-based integrated curriculum with topics of Life and Society (S1-3) incorporated

Some schools integrate the Chinese History and History curricula as the History and Culture curriculum with Chinese History as a main theme to organize the learning elements. They offer Geography and Life and Society as independent subjects. Figure 3.12 shows the junior secondary PSHE KLA curriculum organized in this way.

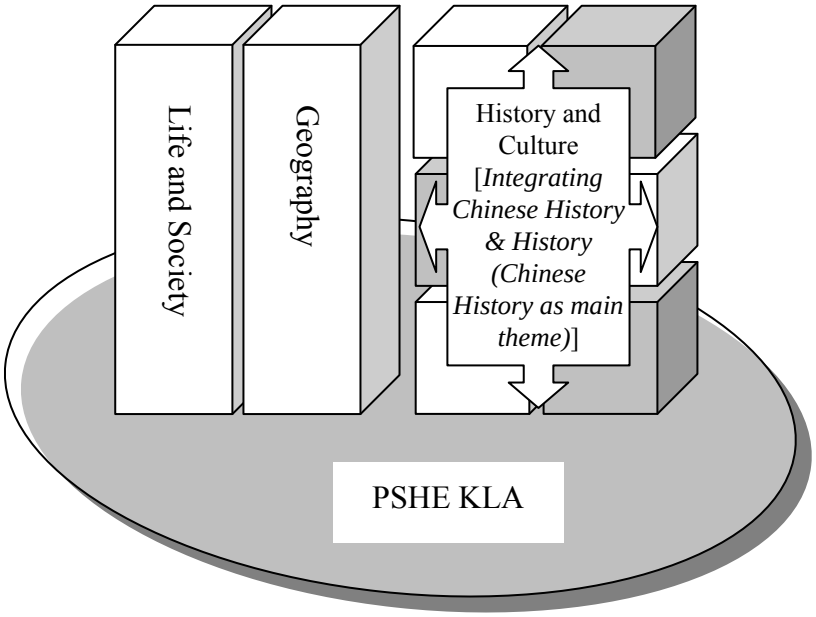
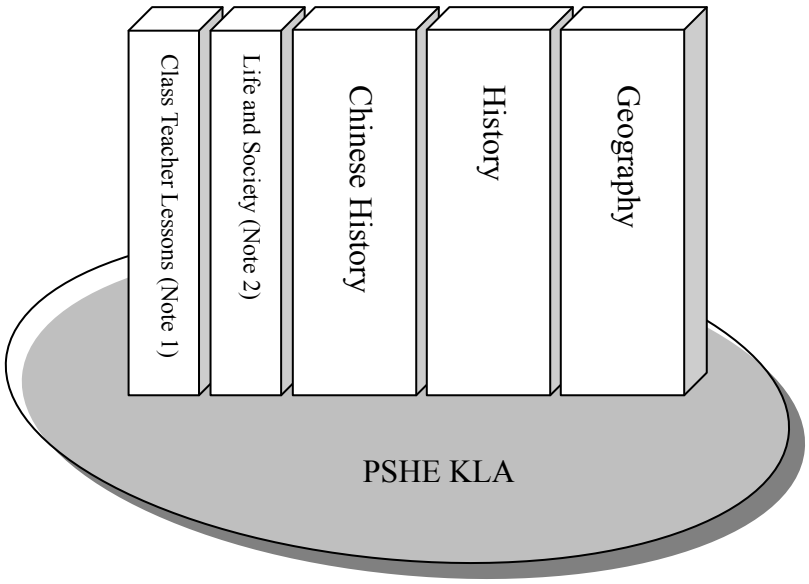


Fig 3.12 Junior secondary PSHE KLA curriculum consisting of Life and Society, Geography and History and Culture

Some schools deliver the learning elements of strand 1 of this KLA through class teacher lessons, life education or religious studies. After the implementation of Life and Society (S1-3), they can maintain this arrangement. In this case, Life and Society (S1-3) implemented in these schools only focuses on the topics of local, national and global economy and socio-political system. Figure 3.13 uses independent subject mode as an example to illustrate this curriculum organization in the PSHE KLA.



Note 1 : Topics of class teacher lessons, life education or religious studies related to strand 1
Note 2: Topics of Life and Society (S1-3) related to strand 5 and 6

Fig 3.13 Independent subject mode of junior secondary PSHE curriculum organization with learning elements of strand 1 delivered through class teacher lessons, life education or religious studies

3.3.2 Organization of modules under independent subject mode

In order to enhance the flexibility of Life and Society (S1-3) so as to allow schools to implement it through different modes of organization, the curriculum adopts a modular structure, which covers seven areas of foundation knowledge. The content of each module is relatively independent of the others. If schools offer Life and Society (S1-3) as an independent subject, they may have different principles and methods to decide the modules to be included and the teaching sequence each school year in secondary 1-3. However, they must consider the relationship and organization of the modules. With proper planning, students' learning in one module provides prior knowledge for them to study the next module or linkages with the learning of other PSHE subjects.

Appendix 1 (see p. 173) shows one of the many organization charts for the modules of Resources and Economic Activities and Social Systems and Citizenship. Through the connecting concepts between modules, this chart organizes the modules of these two strands into a coherent structure. With regard to disciplinary knowledge, it helps students to have a comprehensive understanding of concepts related to the economy, social and political systems as well as the inter-connection among them. The vertical dimension of the chart shows the background such as individual, local, national and

global dimensions against which the topics are discussed. It also helps illustrate how these four dimensions are inter-connected and how they affect each other. In planning Life and Society (S1-3), schools should have a thorough understanding of the learning points of each module so as to design an organization chart for the modules that matches their school context.

3.3.3 Organizing modules by 'All Dimensions Every Year' under independent subject mode

Owing to the rapid psychological, physical and cognitive development of junior secondary students, modules on Personal and Social Development should be introduced sequentially in each of the three years in order to match their development. The modules of the remaining six areas can be arranged in different ways over the three years of junior secondary. Assuming Life and Society (S1-3) is implemented as an independent subject, two methods of organizing the modules in these six areas are explained in this section and in the next.

The first method emphasises the interaction and inter-dependence among the economies and the socio-political systems of Hong Kong, our country and the world. The Hong Kong economy is not affected only by the development of the local socio-political system, but also by the economy and socio-political system of the mainland. The economic performance and politics of overseas countries also have significant impact on Hong Kong, given its small and highly externally oriented economy. On the other hand, Hong Kong is an important gateway to Southern China, and is significant to the mainland in terms of its alignment with the rest of the world. If students study the topics of all three dimensions concurrently, that is, Hong Kong, the nation and the world, in each school year, they will have a good understanding of the inter-relationship among the different dimensions. This method of organization allows students to study topics at local, national and global dimensions in each school year, and has the following advantages. Firstly, it allows students to study the inter-relationships among the three dimensions and the interactions among them. Secondly, information updating becomes easier because students have the opportunity to study these topics every year. Finally, their memory is fresh when they complete their Secondary 3 studies. Figure 3.14 outlines the topics to be covered in each of the three years according to this principle. Figure 3.15 further illustrates the teaching sequences of the topics in each year. Teachers should also refer to the supplementary document to this Guide entitled *Exemplars of Organization of Modules for Life and Society (S1-3)* for details.

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

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

Fig 3.14 Organization of Life and Society (S1-3) topics according to the principle of "All Dimensions Every Year" (Drawn up according to the seven areas of foundation knowledge)

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

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

Fig 3.15 Under the principle of "All Dimensions Every Year" the suggested teaching sequence of topics from S1 to S3

3.3.4 Organizing modules by 'From Proximity to Remoteness' under independent subject mode

The second method organizes the modules by dimensions, from proximity to remoteness. This method emphasises the links and continuity between the economy and the socio-political system of the same dimension. It also shifts students from the most familiar to the unfamiliar. In other words, they start with the issues of the local economy and the local socio-political system, and move on to the national dimension, and finally to the global dimension.

The 'proximity to remoteness' approach is adopted in most existing junior school-based integrated curricula (usually with Chinese History as an independent subject), so this method of organization is complementary to them. For example, local history and geography of Hong Kong are studied at S1, Geography of our country at S2, and world history and geography at S3. This method of organizing Life and Society modules gives students with a more coherent learning experience about the history, geography, economies and socio-political systems of Hong Kong, our country or the world each school year.

Figure 3.16 outlines the suggested topics to be covered in each of the three years according to the principle of "From Proximity to Remoteness". In addition to the topics about Personal and Social Development, S1 students mainly study topics about the local economy and local socio-political system. This helps them acquire a deep understanding of Hong Kong. At S2, in addition to learning the national economy and its socio-political system, students revisit two Hong Kong topics so as to maintain their concern and consolidate and deepen their knowledge of Hong Kong. Even though the focus of study in S3 is on the global economy and socio-political system, students revisit the circumstances of Hong Kong and our country in the topics 'Hong Kong as an international financial centre', 'Social characteristics of "global city" as demonstrated by Hong Kong' and 'Economic development of regions: Yangtze River Delta region / Changjiang Delta region'. This design helps students understand that the local, national and global dimensions are inter-related. Figure 3.17 further illustrates the teaching sequences of the topics each year. Teachers should refer to the supplementary document to this Guide entitled *Exemplars of Organization of Modules for Life and Society (S1-3)* for the rationale of these sequences.

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

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

Fig 3.16 Organization of Life and Society (S1-3) topics according to the principle of "From Proximity to Remoteness" (Drawn up according to the seven areas of foundation knowledge)

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

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

Fig 3.17 Under the "From Proximity to Remoteness" principle the suggested teaching sequence of topics from S1 to S3

3.3.5 Including some modules of Life and Society (S1-3) in an existing school-based integrated curriculum

Life and Society (S1-3) is organized into modules to allow schools to implement the whole curriculum as an independent subject or adopt some modules into their existing school-based integrated curriculum. Schools implementing school-based integrated curriculum should first interpret the essential learning elements set out in this Curriculum Guide (see section 2.2 of chapter 2, pp.14-17). With a good understanding of these essential learning elements, they may assess their school-based integrated curriculum so as to determine the topics that need to be added to, or removed from, their school-based integrated curriculum. If the topics designed by schools match the essential learning elements, schools are free to keep them or replace them with related topics from Life and Society (S1-3). In the case of school-based designed topics that do not match the essential learning elements, schools may still choose to keep them, as long as there is sufficient lesson time, and they find these topics particularly relevant to the needs of their students. If any essential learning elements are not covered by any topics of the school-based integrated curriculum, schools should adopt those topics from Life and Society (S1-3). This improves the school-based integrated curriculum and provides students a broad and balanced learning experience. The exemplar below demonstrates how schools may make use of the essential learning elements set out in Life and Society (S1-3) to analyse and assess their curricula by referring to the curriculum framework of S1-3 Integrated Humanities (S1-3 IH) extracted from Appendix 2 of *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (pp. 200-203). It also demonstrates how the original curriculum can be improved by incorporating certain modules of Life and Society (S1-3).

The S1-3 IH curriculum used in this exemplar is designed by a 'seed' school that has replaced its junior secondary History, Chinese History, Economic and Public Affairs and Geography. The 'seed' school adopts a six-day teaching cycle with six periods in each cycle allocated to Integrated Humanities. As the school enforces two periods for Religious Education, one form period, one Assembly per cycle and a Civic Education Programme at all levels of the school, the curriculum framework of S1-3 IH does not emphasise on the strand of Personal and Social Development.

On analysing this S1-3 IH curriculum, the 'seed' school examines each topic and determines the essential learning element that it matches. As Life and Society (S1-3) only covers strands 1, 5 and 6 of the PSHE KLA curriculum framework, the

description below does not go into detailed analysis of the topics related to strands 2, 3 and 4. Table 3.1 shows the strands and the essential learning elements of Life and Society (S1-3) to which each topic of S1-3 IH curriculum refers.

Table 3.1 shows that the S1-3 IH curriculum of the 'seed' school well covers the essential learning elements related to the economy of our country and the local, national and global socio-political systems. The 'seed' school only needs to ensure the learning experience gained by its students through the Religious Education, form period and Assembly period also covers the essential learning elements on Personal and Social Development. It also needs to adopt the modules on the local and global economies from Life and Society (S1-3) for its school-based S1-3 IH Curriculum. The school-based curriculum thus revised becomes a broad and balanced junior secondary PSHE curriculum. Figures 3.18 to 3.20 show the revised school-based S1-3 IH curriculum.

Table 3.1 Topics of school-based S1-3 IH curriculum of the 'seed' school that match with the essential learning elements (ELS) set in the Life and Society (S1-3)

Topics	Strands				ELS related to strand 5 in Life and Society				ELS related to strand 6 in Life & Society			N.A.
	1	2	3	4	(a)	(b)	(c)	(d)	(a)	(b)	(c)	
S1												
I. Election									✓			
II. My school				✓								
III. Hong Kong		✓	✓	✓								
IV. Study of a local district – the district of the school			✓	✓								
V. Hong Kong society in perspectives					✓	✓			✓			
VI. Personal reflections: nurturing citizenship to face the future	✓								✓	✓	✓	
S2												
I. Report and presentation of Summer Project: Traditional occupations in Hong Kong		✓	✓									
II. Relationship between the birth of ancient Chinese civilization and the geographical environment		✓	✓	✓								
III. Chinese culture: diversity in unity – culture at the centre and regional differences		✓	✓							✓		
IV. Relief, natural environment and resources of China				✓			✓					
V. Dynastic development of China (and the extended topic)		✓										
VI. People's livelihood in Chinese History (and the extended topic)		✓	✓									
VII. Western encroachment and China (and the extended topic)		✓										
VIII. China today							✓		✓	✓		
IX. Problems facing China today			✓	✓			✓			✓		
S3												
I. McDonald's and the global village								✓			✓	
II. Globalization and interdependence								✓			✓	
III. Cultural exchange	✓		✓								✓	
IV. Poor and rich		✓		✓							✓	
V. War and peace		✓									✓	
VI. Technology and human society: economic and ethical considerations												✓
VII. Life in a world of interdependence	✓										✓	

In order to improve the school-based S1-3 IH curriculum at S1, the school only needs to replace the 'weekly current affair session' with the topics of Economics and Social Consequences of Public Finance of Hong Kong, Ups and Downs of the Hong Kong Economy, and Employment and Income of Labour in Hong Kong. Furthermore, it may include the learning points about 'Hong Kong Government and I – Decision-making Process' and 'Upholding the Core Values of Our Society -- Right to Freedom of Opinion and Expression' in the school-based designed topics of Election and Hong Kong respectively. Measured in terms of topics, below 30% of topics requires revision at S1 (see Figure 3.18).

The school may retain all its school-based designed topics at S2 while improving its S1-3 IH curriculum with Macro-economy of the Mainland from Life and Society (S1-3). Measured in terms of topics, less than 5% of topics require revision (see Figure 3.19).

Of the seven topics of the school-based curriculum at S3, only the topic of Technology and Human Society: Economic and Ethical Considerations needs to be deleted. In order to make the topics at this level match better with the essential learning elements in Life and Society (S1-3), the learning points of 'Social Characteristics of "Global City" as demonstrated by Hong Kong' and 'Consequences of Economic Globalization' should be added to the school-based designed topic of McDonald's and the Global Village, and the learning points of 'Trade: Conditions, Gains and Disputes' and 'Hong Kong as an International Financial Centre' should be added to the school-based designed topic of Globalization and Interdependence. Measured in terms of topics, below 30% of topics require revision at this level (see Figure 3.20).

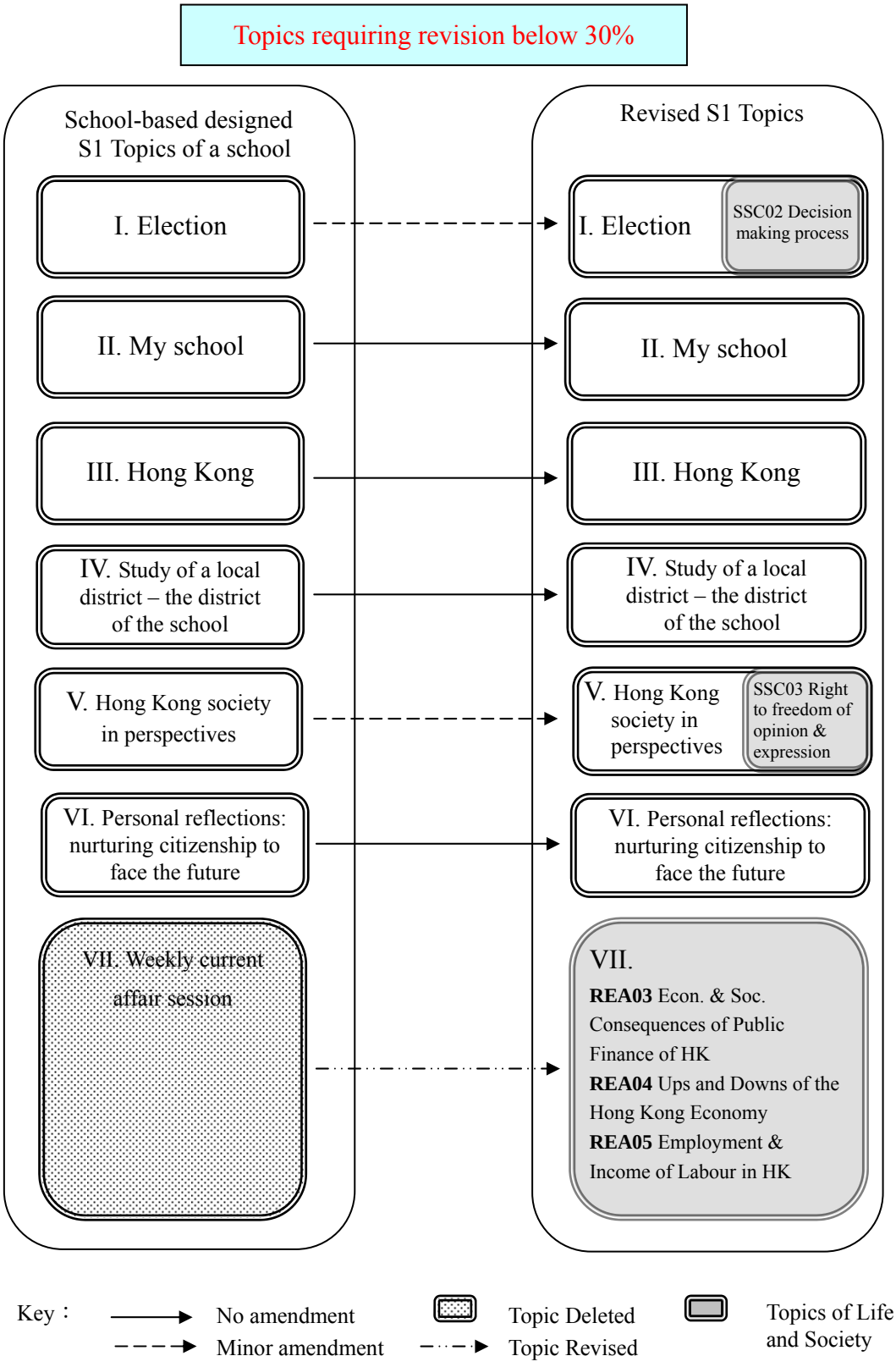


Fig 3.18 School-based S1 IH curriculum after adopting some learning units of Life and Society (S1-3)

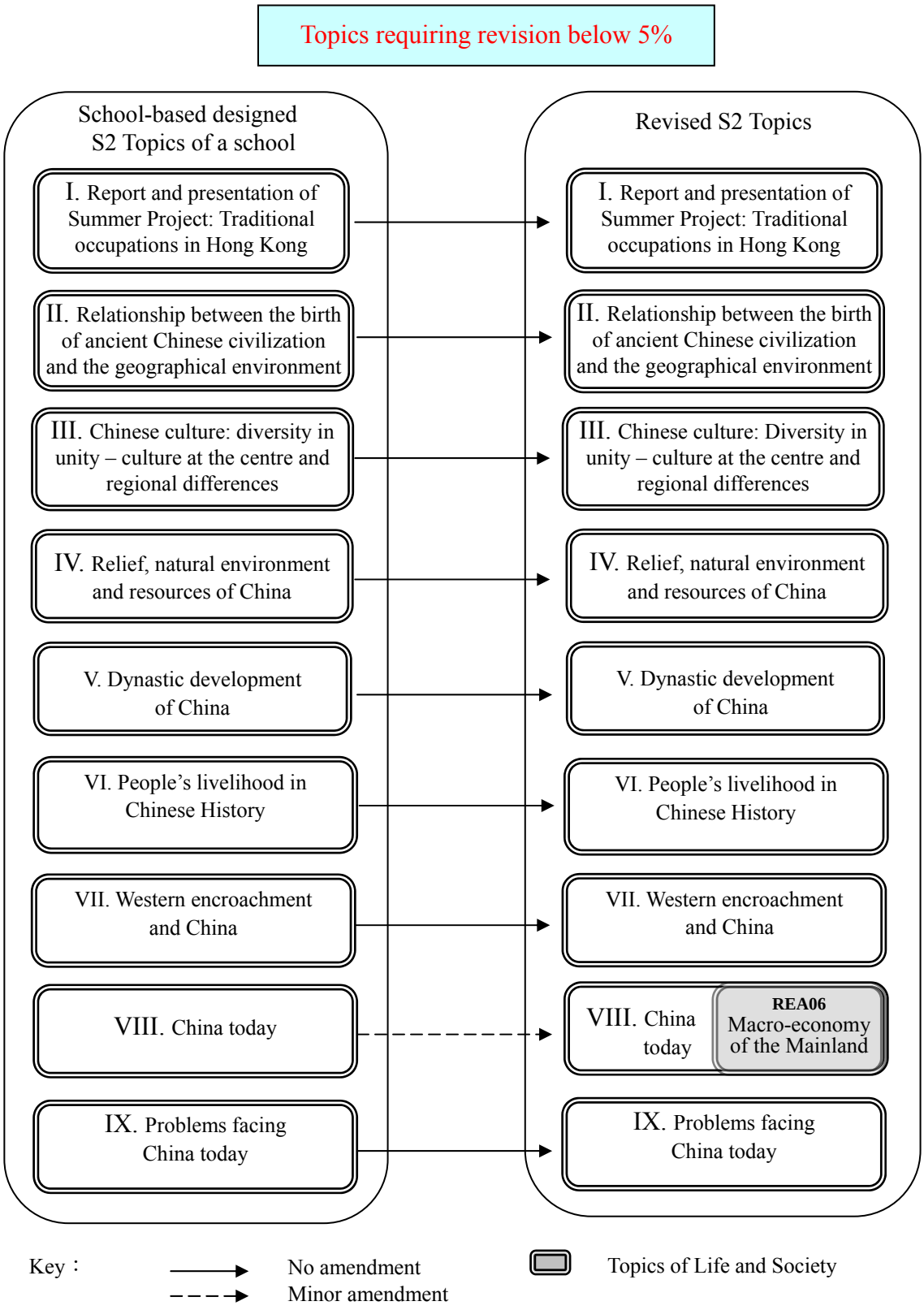


Fig 3.19 School-based S2 IH curriculum after adopting some learning units of Life and Society (S1-3)

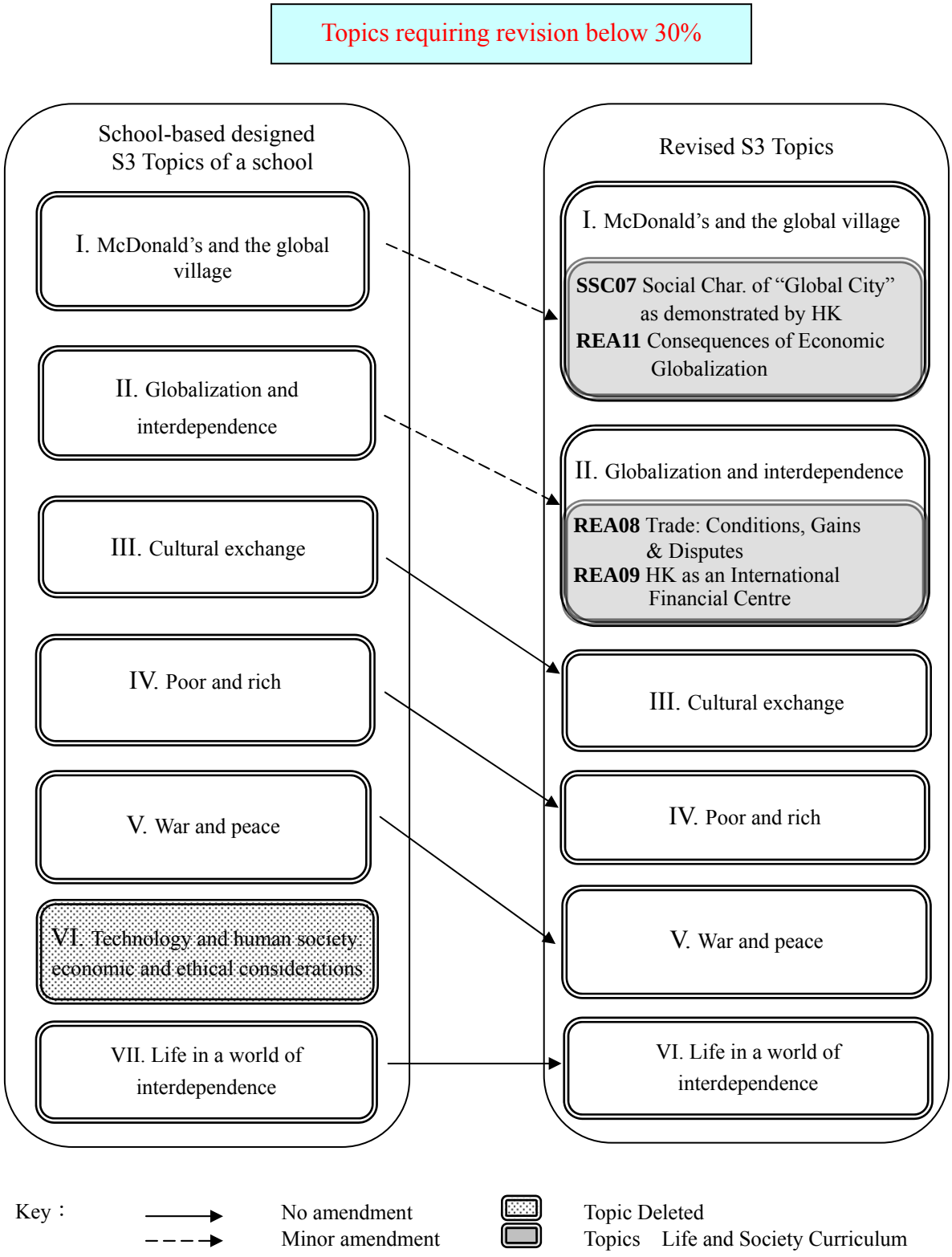


Fig 3.20 School-based S3 IH curriculum after adopting some learning units of Life and Society (S1-3)

3.4 Curriculum Management

Good curriculum management enables schools to plan effectively and helps with curriculum implementation and the management of change. The following are important considerations in curriculum management.

3.4.1 Understanding the curriculum, student needs and the school context

It is important for curriculum leaders and teachers to have a good understanding of the rationale, aims and framework of this curriculum, the vision and mission, strengths and policies of their schools and the characteristics of their students, especially their learning abilities, interests and needs. Teachers should also be aware of the ever-changing social, political, economic and cultural environment, and adopt a flexible approach to planning and managing this curriculum.

3.4.2 Planning the curriculum

The curriculum framework of Life and Society (S1-3) allows considerable flexibility in the sequence and organization of the different components of the curriculum. In the overall planning of the curriculum, teachers make decisions on the arrangement of the curriculum content and contexts, the learning and teaching strategies adopted, and the relevant criteria and modes of evaluation in accordance with the existing PSHE KLA framework of their own schools, aims of this curriculum, and the characteristics of teachers and students. In terms of cross-curricular collaboration, the flexible design of this curriculum allows schools to adopt the curriculum in part or as a whole. In turn, a balanced junior secondary PSHE curriculum can be equally provided by different modes of curriculum organization, namely the independent subject mode, the integrated curriculum mode or the mixed mode (Please refer to 3.2 Curriculum Planning Strategies.).

3.4.3 Building capacity

The topics of this curriculum originate from the interactive relationship between students' personal growth and the social environment. The content involved can be ever-changing. In order to better equip teachers who are going to teach the curriculum, panel heads together with the panels have to formulate plans for professional development so as to enhance teachers' knowledge and skills, which in turn, will facilitate students' learning. Also, a collaborative culture could be established through

collaborative lesson preparation, lesson observation and team teaching, etc. These practices often provide opportunities for mutual exchange of experiences and concerns. Based upon mutual trust and support, follow-up discussion and reflection can significantly enhance teachers' professional capacity.

3.4.4 Developing learning and teaching resources

Success in learning and teaching Life and Society (S1-3) hinges on teachers' flexible use of textbooks as well as learning and teaching resources from different origins and in different types (Please refer to Chapter 6 Learning & Teaching Resources). Also, teachers should look for resources and support available outside school. For instance, a close connection with parents, alumni and members of the local community can be established. As a result, schools can obtain valuable sources of personnel, information and financial aid to offer students a greater variety of learning experiences beyond the school premises.

3.4.5 Managing change

In order to sustain Life and Society (S1-3) over time, it is important to monitor progress and evaluate the effectiveness of learning and teaching. The Life and Society panel can undertake action research, self-directed study and monitoring the progress of student learning for periodic reviews on the learning and teaching of the curriculum. Such activities give teachers valuable data on how to refine and enhance their practices for developing this curriculum and the effectiveness of the learning and teaching strategies.

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Chapter 4 Learning and Teaching

This chapter provides guidelines and suggestions for the learning and teaching of Life and Society (S1-3). It is to be read in conjunction with *Personal, Social & Humanities Education Key Learning Area Curriculum Guide (P1-S3)* (2002), which provides the basis for the suggestions set out below.

4.1 Guiding Principles

Life and Society (S1-3) embodies the learning elements of Personal and Social Development, Resources and Economic Activities, and Social Systems and Citizenship of PSHE KLA. Each strand has its own knowledge, concepts and skills, but they also share common learning elements. With effective learning and teaching strategies, students not only construct the up-to-date foundation knowledge, but also develop generic skills and cultivate values and attitudes. The choice of appropriate learning and teaching strategies is determined by factors such as learning objectives, nature of the units, student interests and abilities, teachers' expertise and teaching styles. The guiding principles for effective learning and teaching in Life and Society (S1-S3) are outlined below.

- **Building on strengths:** The existing strengths and particular characteristics of local students and teachers should be treasured. In classrooms of local schools, teachers have numerous strengths in learning and teaching practices compared to other regions. Most local teachers are sedulous. They can take advantage of whole-class teaching and integrate other learning and teaching methods to raise the learning effectiveness of students, who are mostly diligent and studious with great learning potential. In such a free and open society, Hong Kong teachers and students can gain easy access to different kinds of information through various media channels. Building on these strengths, teachers are advised to broaden the teaching strategies they are familiar with and apply them in relation to the context and objectives.

- **Acknowledging students' prior knowledge and experience:** Learning should be based on students' prior knowledge and experience to develop and understand new knowledge. Teachers may need to find out what students have learned and experienced before working out corresponding objectives and carrying out every learning activity. References about Core Elements of General Studies are

provided for teachers on page 69-72 in this Curriculum Guide. Learning experiences that students have acquired in primary school should be acknowledged to facilitate students' learning through complementing their basic knowledge. Tedious repetition of content that students have learned should also be avoided to maintain their interest.

- **Setting clear learning objectives:** Learning objectives are the projected outcomes of the learning activities. To ensure comprehensive and balanced learning, and step-by-step progression, teachers should set up clear learning objectives according to the school context and students' needs, with the aim to guide students to inquire actively, understand and construct new knowledge on the basis of prior knowledge, skills and concepts. To match the characteristics of this curriculum, the design of learning and teaching activities should be flexible enough to cater for contingent needs, and to accommodate unintended learning opportunities.

- **Activating learning motivation:** Learning motivation is the force that drives, directs and maintains students' learning impetus. Effective learning takes place only when students are motivated to learn. Appropriate motivation strategies should be used to arouse students' interests.

- **Teaching for understanding:** Meaningful learning is developed from intelligible learning instead of rote memorizing. The pedagogies chosen should enable students to act and think flexibly on the basis of their prior knowledge. For instance, teachers may propose different contexts encouraging students to think and explore the pros and cons of different standpoints, for example when handling social issues.

- **Encouraging independent learning:** Learning activities and appropriate conditions should be used to help student develop independent learning capabilities through experience and participation. They should be encouraged to take responsibility for their own learning. They are also expected to articulate what has or has not been learned, and what could be done to learn better.

- **Using resources effectively:** Suitable learning and teaching resources should be chosen and utilized flexibly. Teachers are also advised to design diversified learning activities to promote learning and teaching efficiency, with corresponding learning focus based on the interests, abilities and needs of

students. Detailed introduction is in chapter 6 in this Curriculum Guide.

- **Aligning assessment with learning and teaching:** Feedback and assessment is an integral part of learning and teaching. Content for assessment should tie in with learning objectives to achieve effective learning assessment. To grasp the learning situations of students, diversified assessment strategies should be used to identify the weaknesses and strengths of students. Teachers should also deliver appropriate feedback and support. Different assessment methods, such as class observation, learning journals, oral and poster presentation, project learning and field-trip studies can be used to assess learning effectiveness. Detailed introduction can be referred to chapter 5 in this Curriculum Guide.

- **Catering for learner diversity:** Students have different orientations and potentials. Teachers should employ a range of appropriate strategies to cater for such learner diversity, so that students of different capacities and orientations may actively participate in learning activities. They should identify the diversified needs of students, decide different learning focuses and requirements, use appropriate strategies, organize learning activities flexibly as well as use a variety of resource materials to achieve this purpose.

4.2 Approaches

Different approaches are applicable to the learning and teaching of different topics of Life and Society (S1-3), be they teacher-centred, learner-centred or any other approach. In designing lesson plans, teachers may make reference to the rationale of the curriculum, and take consideration of factors for example the nature of the topic concerned, learning objectives of the unit and students characteristics in order to adopt the right approach.

This curriculum covers the learning elements of the strands of Personal and Social Development, Resources and Economic Activities as well as Social Systems and Citizenship. It helps students master the foundation knowledge, concepts and perspectives which facilitate their studies of senior secondary PSHE subjects and Liberal Studies. If teachers aim at helping students acquire the basic information of a topic clearly, directly and efficiently, a teacher-centred approach will be a better option.

However, these three strands touch on personal, economic, social and political issues

which are complex and constantly changing. To be able to acquire up-to-date knowledge on their own in an ever-changing society, which is essential for studying at the senior secondary level, students need to master basic enquiry and self-directed learning skills. Those complex and constantly changing issues do not have definite conclusions; different stakeholders often have their own views and judgements. People's opinions may even change overtime or be shaped by changes in the social environment. 'Development of political system in Hong Kong' and 'the role of Chinese government in economic development' are examples of these types of issues. To teach the issues which are developing in nature, a student-centred approach may be conducive to better learning effectiveness. This approach not only helps develop generic skills but also equip students with skills required for following up on these developing issues. Moreover, this curriculum also aims at equipping students to meet daily and future challenges, reflect on their own values and attitudes in a society with diverse culture and values, make informed and responsible decisions on personal and social issues as well as shoulder civic responsibilities. Again, a student-centred approach emphasises more on students' active participation; it is more effective in helping students achieve the above aims.

As different learning and teaching approaches serve different learning objectives, there is no definite rule to determine which approach is the best. Teachers may choose an approach according to their needs and lesson design. Figure 4.1 illustrates different approaches in which teachers have different roles in the learning and teaching process. Apart from transmitting well-established knowledge, teachers may also act as information provider, learning facilitator, advisor, counsellor and assessor. Students also have different ways of participation under different teaching approaches. Figure 4.1 shows a basic framework highlighting various learning and teaching strategies that fit different approaches.

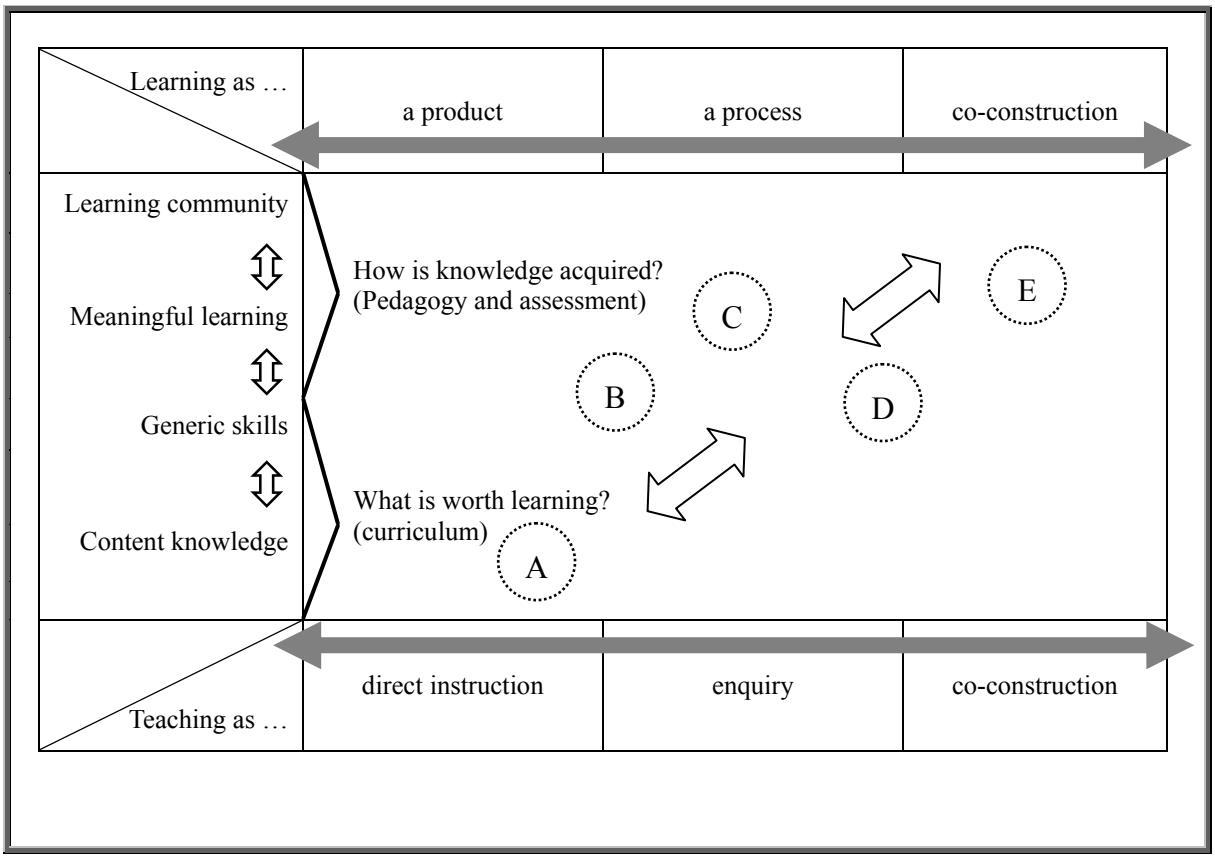


Fig 4.1 Learning and Teaching Approaches

In Figure 4.1, A to E represent different learning and teaching strategies where A is direct instruction. It helps students acquire the content knowledge efficiently mainly through direct teaching combined with effective questioning techniques. Teachers may consider this strategy in teaching for example basic knowledge about the HKSAR Government.

A teacher provides guidelines for students to collect different stakeholders' viewpoints on the resumption of the Home Ownership Scheme. Under the directions of the teacher, students categorise and analyse the data collected. After the process, they draw the conclusion about residents' expectation of the role of government in the economic arena. This type of enquiry learning is an example of strategy B shown in Figure 4.1. Such strategy includes direct teaching of some basic knowledge of the functions of government, data collection and analysis by students as well as deducing a conclusion from the data. These enquiry learning activities help students build up knowledge and develop generic skills.

Life and Society (S1-3) touches on many social issues such as the decision-making

process of the HKSAR Government and the participation of Hong Kong citizens. Teachers may cite numerous cases for students to learn from and to consolidate their knowledge of this these topics. To foster students' interests and self-learning abilities, teachers may divide students into groups at the beginning of the term. Each student in a group focuses on one social issue and is responsible for collecting information on it. Housing, the wealth gap between the rich and the poor, and freedom of opinion and expression are some examples of such issues. Group members have to meet regularly and share the information they have collected. They are also required to introduce and discuss how the government's decision-making process reflects citizen participation. Teachers join the meetings and provide guidance for students so that everyone in the group may deepen their understanding of the topic. This strategy is an example of strategy E in Figure 4.1, which exhibits the characteristics of a learning community such that teachers and students co-construct knowledge and everyone learns in the process.

A to E in Figure 4.1 is a spectrum of learning and teaching strategies. The degrees of participation and interaction among students in strategies C and D lie between that of strategies B and E.

4.3 Strategies

4.3.1 Principles for choosing strategies

In choosing learning and teaching strategies, teachers should consider matching them with the characteristics of the curriculum, learning effectiveness of students and catering for learner diversity.

(a) In line with the characteristics of the curriculum

Life and Society (S1-3) covers the learning elements of three strands: Personal and Social Development, Resources and Economic Activities, and Social Systems and Citizenship. These learning elements are closely linked to students' life experiences, hence the learning and teaching strategies so chosen should match such characteristics.

1. Linking knowledge and concepts with students' life experience and prior knowledge

Promoting the personal and social development of students is an important task of Life and Society (S1-3). It also covers many issues on the economy and socio-political systems of Hong Kong, our country and the world. All these issues are so closely related to students' daily lives that they would have some ideas or experiences of them. If teachers connect the knowledge and concepts to be learned with students' life experience, they would have greater interests on the learning content. As students realise how the subject matter affects and can be applied to their daily lives, learning becomes more meaningful.

In addition, students already have preliminary understanding of the topics such as personal growth, major features of the Hong Kong economy, the government and local social institutions, characteristics of human life in China, and how Hong Kong and the mainland are related to the regions around them. If teachers design learning activities for students on this knowledge base, the learning effectiveness can be enhanced.

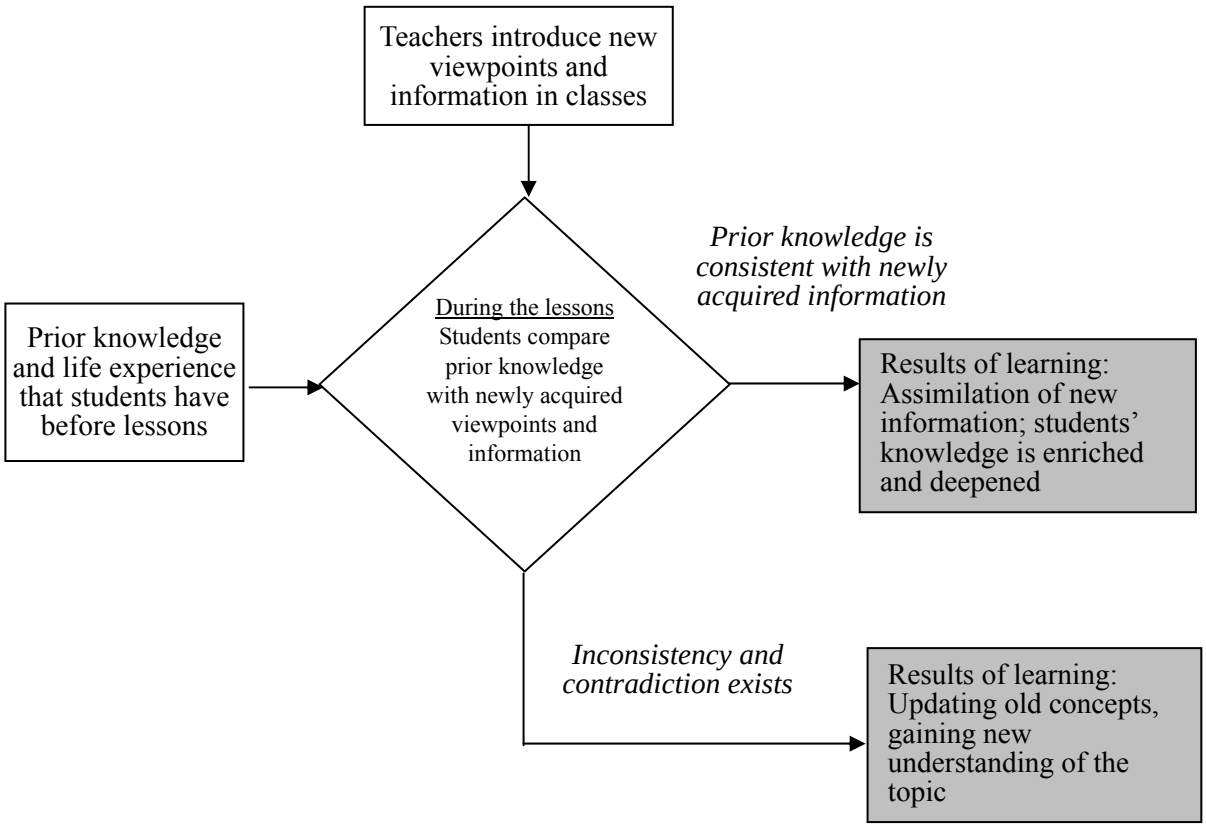


Fig 4.2 Results of linking students' life experience or prior knowledge with learning content

The above figure describes briefly how learning can be activated by linking students' life experience and prior knowledge to the new viewpoints and information provided by teachers. Hence, teachers should adopt diverse strategies to connect students' life experience and prior knowledge with the learning content so as to design suitable learning activities.

2. Providing opportunities and encouraging students to participate in learning actively

Students' active participation has a positive impact on their learning. Only when students are given the opportunities to take up an active role in learning will they experience the merits of self-directed learning and the satisfaction of being the owner of learning. All these experiences help spark their intrinsic motivation for active participation in learning. Students' firsthand experience of the learning process will contribute to the internalisation and transfer of knowledge. Many topics of the curriculum are better learned through a student-centred approach which allows students to participate and experience actively in the learning process. Section 4.3.2 (e) of this chapter introduces in detail the close link between this curriculum and participatory learning.

3. Linking up different areas of knowledge or concepts

To allow schools more flexibility on curriculum implementation, Life and Society (S1-3) comprises many modules which are relatively independent of each other. Each module covers the foundation knowledge that is related to any one of the following seven areas: personal and social development, the economy and socio-political systems of Hong Kong, our country and the world (see pp. 8-9 of this Curriculum Guide). To help students recognise the inter-connectedness of different areas of knowledge, teachers need to let students understand the rationale of the teaching sequence of the modules, and the relationship between one module and another. On teaching the content knowledge of one area, teacher should also help students link it with the knowledge of other areas. This helps them better master the knowledge. From the perspective of cognitive psychology, the richer students' understanding of the attributes of a concept, or the more extensive that students can link a concept with other concepts, the more in-depth their understanding of that concept will be. Appendix 1 (see p. 173) of this Curriculum Guide shows an organization chart illustrating the inter-relationship among the knowledge and concepts of various modules of Resources and Economic Activities and Social Systems and Citizenship.

Teachers may refer to it when designing their lesson plans.

Example: Linking up "Employment and Income of Labour in Hong Kong" with other areas of foundation knowledge of Life and Society (S1-3)

In discussing the employment situation of workers in Hong Kong, teachers may guide students to link the discussion to the jobs and income of their family members, impact of economic development of the mainland and economic performance of overseas economies on the labour market in Hong Kong, or even the minimum wage legislation by the HKSAR Government and Legislative Council, etc. The module "Labour Market of Hong Kong" does not only concern the local economic activities, but is also related to topics of personal and social development, Chinese economy and economic globalization. On teaching these topics, if teachers highlight the relationship between the content with the concepts student have learned in "Labour Market of Hong Kong", the students will benefit from the more in-depth learning.

(b) Meeting the learning needs of students

1. Learning implications, teacher expectations and learning motivation

It is important that students recognise the learning implications. Once they realise the learning implications of a topic, their learning motivation will be activated. Similarly, through making clear to students what are required and expected from them in the subject, including their responsibilities during and after the lessons, modes and criteria of assessment, etc., teachers may motivate students to put more effort into learning as they would know how good results can be achieved. At the beginning of each term, teachers may give a brief description of the topics and content to be covered in Life and Society (S1-3). This helps spark students' interest in the subject and enable them to recognise the value and meaning of each topic, how it relates to their daily lives as well as teachers' expectations. Teachers may also make use of reinforcement and provide safe learning environment to activate students learning motivation, strengthen students' participation and interaction in classes. For the discussion of interaction in class, teachers may refer to section 4.4 (see pp. 142-147) of this chapter.

2. Wide repertoire of learning and teaching strategies

Life and Society (S1-3) aims at helping students acquire foundation knowledge for studying the senior secondary curricula, master self-learning skills for maintaining up-to-date knowledge on emerging and constantly changing issues, as well as develop the qualities of reflecting one's values and active participation in public affairs. These multiple goals cannot be achieved through a single strategy. Teachers instead should choose a combination of learning and teaching strategies after considering students' learning needs such as acquisition of concepts, clarification of values, discussion of controversial issues, and development of abilities of thinking from multiple perspectives. Hence, to boost students' learning effectiveness, teachers need to select different strategies base on diverse learning and teaching objectives:

- use direct instruction to help students acquire foundation knowledge;
- supplement direct instruction of knowledge with well-designed problem solving tasks or simple guided enquiry learning activities. Students may then deepen and consolidate the foundation knowledge learned on the one hand, and be equipped with enquiry skills gradually on the other;
- use values clarification strategy to help students reflect on and develop their own values;
- arrange discussions of controversial issues to develop students' ability of making rational and responsible decisions.

Section 4.3.2 (i) of this chapter provides an exemplar of using a combination of diversified strategies for learning and teaching of a unit.

3. Development of learning skills and attitudes towards learning

Besides classroom learning activities designed by teachers, the ability of students for self-directed learning also has a significant impact on their learning effectiveness. Teachers should develop students' learning skills like writing notes on what they have learned in classes. Note-writing is particularly important for learning as the notes reflect students' understanding of, and also help them master, organize and construct, the learning content. Comprehensive and systematically written notes can organize the learning content and the relationships among essential concepts of a topic. They enable students to consolidate learning and revise more efficiently as well as facilitate communication and learning among peers. Teachers should also help students develop

positive learning practices such as pre-lesson preparations, after-lessons reviews, and asking questions whenever there is doubt, etc. Once students developed these positive learning attitudes and are equipped with the related good learning practices, they may learn independently and self-directly. Their learning will be effective and efficient.

(c) Catering for Learner Diversity

1. Learning diversity of students

Students of the same age, studying in the same school and sitting in the same classroom are not all alike. To help students learn better, teachers should acknowledge and build upon students' commonalities as well as their discrepancies. They are encouraged to plan and carry out their learning and teaching with diversified approaches to anticipate for and respond to learners' diversity in readiness, interest and learning style.

- Diversity in students' readiness
  Students learn better if tasks are a close match to their skills and understanding of a topic. Students with less-developed readiness may need a more deliberate pace of learning. They yearn for someone to help them identify and make up gaps in their learning so they can move ahead. Advanced students, on the other hand, may need to skip practice with previously mastered skills and understandings. They welcome learning activities that are complex, open-ended and multifaceted.

- Diversity in students' interest
  Engagement makes learning happen. Interest is one of the powerful motivator for engagement. It refers to a student's affinity, curiosity or passion for a particular topic or skill. If a student has a fire of curiosity about a topic, effective learning is more likely for that student. There are students with different interests sitting in the same classroom. One student may be eager to learn about how to manage cyber-friendship because he is keen to meet new friends on web. Another student may find a study of the United Nations fascinating because he is particularly interested in knowing the role played by China and US over important world issues. By encouraging students to look at a topic through the lens of their own interest, teachers can help students realise that there is a match between the curriculum and their own desire to learn. Using students' existing interests as a vehicle for learning helps demonstrate the connectedness between learning and

students' life and drives students to become more invested in important ideas delineated by the curriculum.

- Diversity in students' learning-style
  Each of us knows some ways of learning that are effective for us, and others that slow down or make learning frustrating. People have their own learning-style preferences which help them learn best as individuals. Some students need to talk ideas over with peers to learn them well. Others work better alone and with writing. Some students learn easily part-to-whole. Others need to see the big picture before specific parts make sense. Teachers are encouraged to help individual students discover and understand modes of learning that work best for them, and to offer those options so that each student finds a good learning fit in the classroom.

Quality of Teachers who Value Catering for Learner Diversity

Teachers who regard learner diversity as inevitable, important and valuable will do the following in the process of learning and teaching:

- Expect, embrace and plan for the fact that students bring many commonalities to school, but they also bring the essential differences that make them individuals. Show respect for students by honouring both their commonalities and differences, and plan the learning and teaching according to their special needs.
- Persist in developing greater understanding of each student's readiness to succeed with designated learning objectives to enhance individual academic growth, interests that might connect with learning objectives to foster motivation, and preferred learning styles to promote efficiency of learning.
- Adjust instruction to address student readiness, interest and learning style. A wide repertoire of strategies including small group instruction, time variance for learning, tasks at different degrees of difficulty, are used to promote learning.
- Use multiple modes of presentation, illustrations linked to a wide range of cultures and experiences, and various support systems to maximize the opportunity for a full range of learner success when students work with tasks and assessments.
- Gather evidence of student learning in a variety of formats. Provide varied options for demonstrating what students have learned.
- Encourage each student to work at a level of complexity or degree of difficulty that is challenging for that student, and provide individual care as well as scaffolding necessary for the students to succeed at the new level of challenge.
- Excellence and success is defined in large measure by individual growth from a starting point.

2. Catering for learner diversity in learning and teaching activities

In view of catering for different learning needs of students, teachers should plan and implement their learning and teaching in response to their students' interests and learning-styles. These learning and teaching activities should not only draw from and expand on already existing student interests, but should help them discover new interests as well. To maximise students' exposure to high-quality learning and teaching materials, teachers should provide resources with learning-style options to accommodate as well as broaden students' preferred learning-styles.

Case: Let students win at the starting line

A school in Fanling believes that every student is full of potential. They can learn and they can learn well. Therefore, besides using diverse learning and teaching strategies in lessons, the school also develops many strategies to cater for learner diversity. Please refer to Appendix 2 (pp. 174-175) for examples.

4.3.2 Adopt a variety of strategies

There is a number of learning and teaching strategies that are particularly helpful for learning Life & Society (S1-3). Strategies suggested below fit in with the needs of this curriculum and some learning activities commonly used are proposed. Teachers may flexibly apply strategy individually or use a combination of teaching tactics.

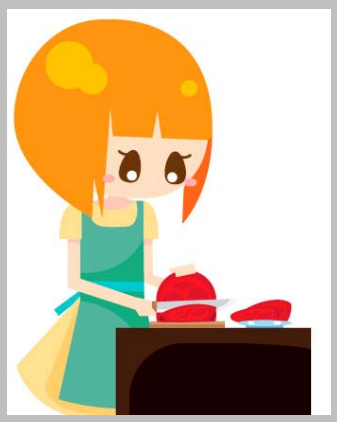
(a) Direct instruction

People usually think that lessons using direct instruction will mean teacher-talks-and-students-listen. This is a misunderstanding of direct instruction. Direct instruction is quite demanding for teachers. Teachers who use direct instruction have to master and have a thorough understanding of the content they are going to teach in advance. Teachers have to organize the content that is to be taught and plan a series of learning and teaching activities ahead. During the lessons, teachers lead the whole learning process and control the pace. Students follow the learning and teaching activities designed by teachers and achieve step-by-step the expected learning outcomes defined by teachers.

The learning the teaching process of direct instruction can roughly be divided into 5 stages. Figure 4.3 shows an exemplar of the learning and teaching procedures of direct instruction.

1. Introduction of learning objectives

First, at the beginning of the lesson, teachers have to inform students of the learning objectives, the main foci and what they are expected to do. As a result, students can have a clear picture of the whole learning and teaching process at the very beginning and be prepared of the learning.

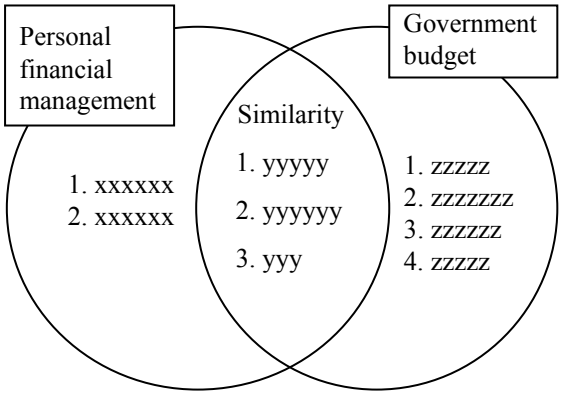


2. Specific steps, modelling, supplemented with resource materials, questioning, and clarification of what one has learned

- During the teaching process, teachers divide complex content and concepts into small steps and provide clear explanation and examples.
- Teachers then use different learning activities and resource materials to assist explanation and provide demonstrations to students for future reference.
- Accompany lecturing with audio-visual materials such as video programs are also an effective teaching method. Teachers may choose segments from the video programme and present to students part by part. After playing one part of the video, teachers give further explanations. Teachers play next part only after students understand what have learned. While teaching, teachers may ask questions from time to time and clarify any misconceptions students may have. Teachers proceed to teaching other content only after they confirm that students have understood what have learned. For the use of learning and teaching resources, refer to Section 6.3 of Chapter 6 of this Curriculum Guide.

<u>Example of lecturing accompanied by resource materials: graphic organiser.</u>

When comparing two incidents, teacher can use a graphic organiser to help the explanation. Teacher demonstrates how to complete the graphic organiser while lecturing. This demonstration becomes the basis of reference for students later.



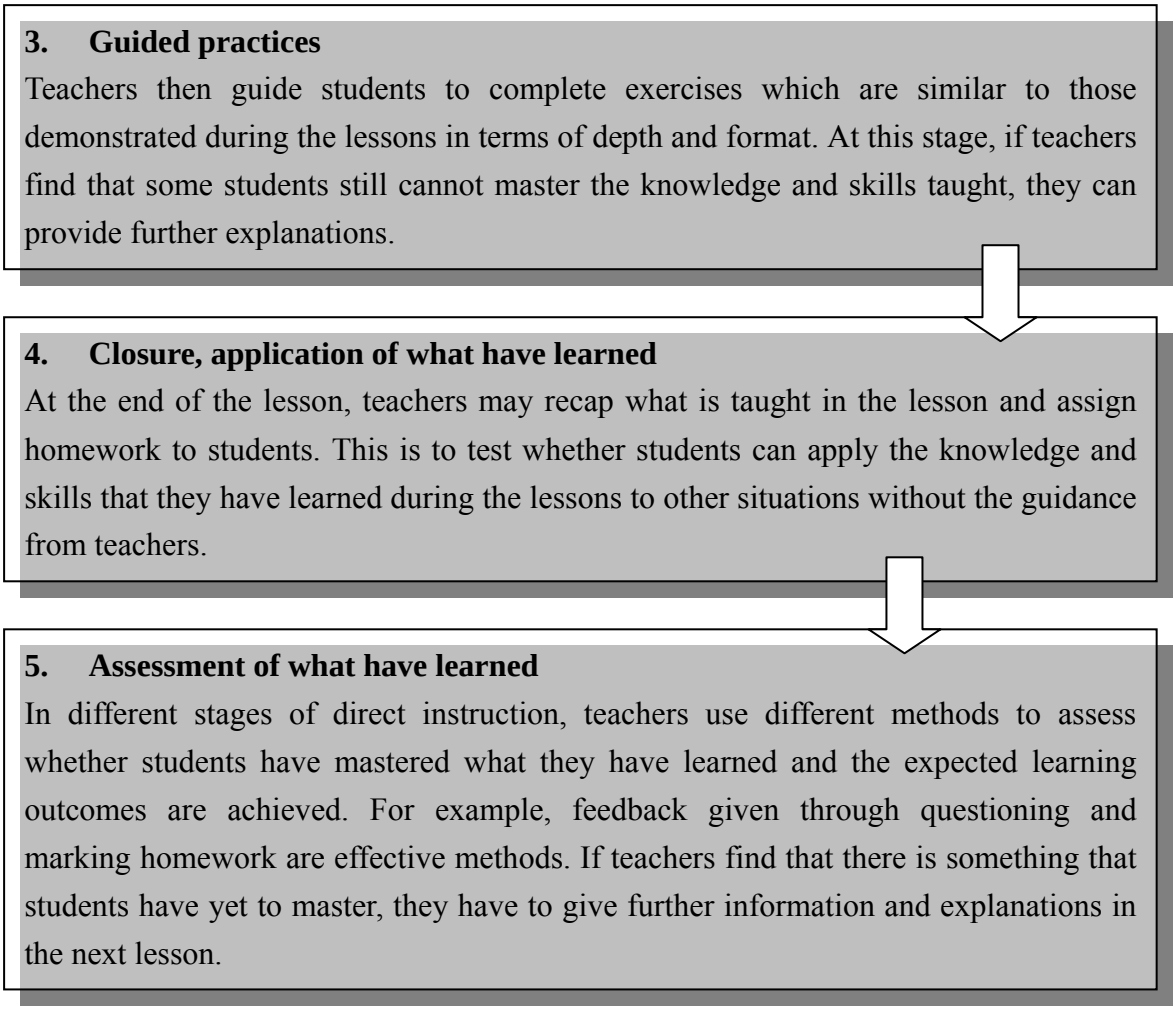


Fig 4.3 Exemplar of the learning and teaching procedures of direct instruction

Direct instruction makes more effective use of lesson time. Students learn large amounts of knowledge and concepts under the guidance of teachers. However, it does not mean that teachers conduct one-way lecturing during the lesson. As shown in stage 2 of the aforementioned learning and teaching procedure of direct instruction, apart from lecturing and demonstration, teachers can have frequent interactions with students with the assistance of audio-visual resource materials and questioning. Figure 4.4 shows the interaction between teachers and students during direct instruction.

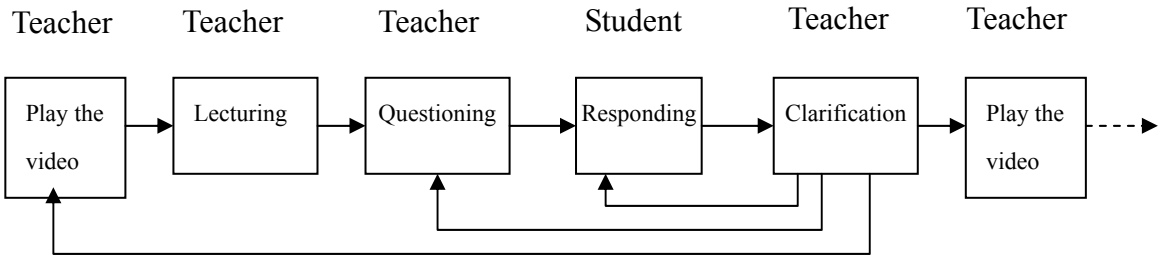


Fig 4.4 Interaction between teachers and students during direct instruction

To ensure that students have mastered what have learned, teachers should use different learning activities to assess the learning progression of students. If teachers find that students have not fully mastered the knowledge, they have to use different examples or strategies to teach again before proceeding to next stage.

(b) Enquiry Learning

Enquiry learning is built on the foundation of students' prior knowledge. Students construct knowledge through exploration, hypotheses and reflection. Enquiry learning emphasises learning through practice, experience and problem-solving. The major goal is to facilitate students to become active learners and be able to solve problems. Through enquiry, students will grasp concepts and knowledge under a more authentic and stimulating environment. Some common types of enquiry learning are as follows:

1. Enquiry through inductive approaches

Example: Enquiry through Inductive Approaches

When teaching the topic of 'The Use of Resources', teachers may invite students to interview their parents or relatives so as to understand their decision making processes about money spending, for example how priorities are set for different expenditures and how choices are made. The information collected in the interview can be compiled during lessons, students can then analyse the considerations taken by different people regarding the different uses of money.

2. Learning through participation and discovery

Example: Learning through Participation and Discovery

In exploring the everyday life in rural and urban areas of the mainland, teachers may organise study tours for students. Through visits and interviews, students will gain first-hand experience of this topic. Students will compare and contrast the lifestyle in rural and urban areas, understand the traditional culture as demonstrated by these lifestyles as well as compare their findings with those obtained from books and newspapers. Afterwards, they will further discover the different forms of Chinese cultural heritage.

3. Issue-enquiry approach

Example: Issue-enquiry Approach

To use labour market as an enquiry topic, for example: minimum wage and teenage unemployment, teachers can collect news reports and background information and ask students to further discover related data and to keep track of the development. Students are then required to apply the acquired knowledge to analysing social circumstances.

During the process of knowledge building, teachers should encourage students to set enquiry topics or questions and to search for answers in their surrounding world. The knowledge and experience gained enable students to investigate an issue or a question from multiple perspectives. Students will have to discuss and collaborate with peers in order to explore and solve a problem. During enquiry learning, the learning process may be relatively slow especially at the early stage. However, after getting used to this mode of learning, students' learning progress will speed up. They will be able to co-construct knowledge with peers, and they will also develop a broader, more open mindset, and be able to show respect for different standpoints.

Myth of Enquiry Learning

Certain teachers believe that students should be allowed to explore freely without provided guidance and information. This is not the truth. During enquiry learning, the role of teachers changes from knowledge transmitter to learning facilitator. As a facilitator, teachers should provide suitable guidance to help students test hypotheses and explore enquiry questions. For example:

- The suitability of the enquiry question
- The feasibility of data collection
- The availability of resources

Teachers also need to provide an open environment for students to grasp concepts and apply skills through individual enquiry, peer discussion or exchanges in the whole class. During the enquiry process, teachers have to prose questions, provide feedback and/or provide instruction, to ensure that students are looking in the right direction.

In some cases, the knowledge gathered in the enquiry may be fragmented and incoherent. Teachers should provide aids such as mind maps and graphic organisers for students to better organise the knowledge acquired. The learning activities have to be planned in detail, so that students can build up their knowledge step-by-step and to construct a complete and logical map of knowledge.

To conclude, enquiry learning is not an unguided activity; instead, teacher's concerns and guidance are significant in the student's enquiry process.

(c) Values Clarification

As cognitive skills mature, adolescents are able to acquire logically thinking skills to make reasoned judgments and elucidate their value orientations. Values Clarification provides students with a value-thinking experience which helps them in sort out and reflects on their own values. The theory behind values clarification is based on the definition of the process of valuing. According to L. E. Raths, value is defined as the collective result of three major criteria, i.e. choosing, prizing and acting. Such clarification process helps them face and resolve value conflicts, develop into honest

and independent thinkers, and enables them to be self-reflective when facing various controversial issues. Reflection on life experiences would consolidate one's ability to make decisions, develop values and take actions. This reflection, then, could serve value formation.

By means of a series of strategic learning and teaching activities, Values Clarification helps students grow more aware of their own values and those of others. They might endorse these values when making judgments. This helps them reflect upon their attitudes on different values, understand the formation of their personal value outlook and develop their own system of values in stages.

1. Major elements of Values Clarification

- Attention is focused on an issue in life
  Values Clarification places its emphasis on both compassionate and practical levels. Learning and teaching should connect with the students' concerns, such as interests, aspirations, feelings or worries. Or teachers may raise issues of value conflicts such as the values between the community and the individual, the intimate and the isolated, and different kinds of loyalty. All personal or social issues related to students' life experiences can be employed for clarifying values.

- Accommodating different opinions and standpoints
  In order to clarify one's value, students are encouraged to accommodate and embrace different standpoints and views. This kind of accommodation can connect them to a wider range of values which would enable them to recognise multiple values. As a result, they would become more self-accepted and eager to treat oneself and others genuinely.

- Fostering one to reflect further on values
  In Values Clarification, participates not only recognise their own personal values and standpoints towards a special issue but also learn to thinking further about others' arguments. They are also encouraged to review and reflect upon those related values thoroughly.

- Nurturing the inner power of oneself
  Values Clarification stimulates students reflect upon those personal values which they cherish. It enables them to be self-directed and thoughtful when making decisions. Students boldly declare and are proud of what they value.

2. The implementation of Values Clarification

Teachers would use various activities to encourage students to think about the different ideas and behaviours that people might have towards a special issue. Students should consider the consequences of each of these responses, through which their beliefs and valued behaviours would be clarified. In order to develop their personal values, students are required to make thoughtful considerations of choices and evaluate the consequences of such, and to incorporate their values into actual behaviour.

Teachers can implement the Values Clarification strategy in different ways. The most commonly used methods including clarifying response, writing activities and group discussion.

- Clarifying Response
  To guide a student into thinking about the related values behind his ideas and behaviours, the teacher responds to what s/he has said or done through dialogues. The purpose of clarifying response is to encourage students to investigate their words and deeds that characterised their understandings, aspirations, feelings, hopes, attitudes and beliefs. Topics which are the concerns of students such as rule-following, love affairs and life planning are worth exploring with sufficient learning support from teachers.

Example: Clarifying Response – Money and Friendship

Topic: If you could have either more money or more friendship, which would you choose and why?

Teachers would give responses to students while they are having clarifying dialogues on money and friendship. They may also use the following questions to help students further clarify their values.

- I want / do not want to have more money because …
- I want / do not want to have more friendship because …
- Can money bring friendship?
- Can friendship bring money?
- How could you get more money or friendship?
- What are the disadvantages of having a large amount of money?
- What are the disadvantages of having too much friendship?
- Would having a large amount of money denature friendship?
- Other than sharing one's material belongings, how could people nurture friendship?
- How would you comment on those who betray friendship for money and why?

- Writing activities

  Writing provides better stimulus than speaking. It involves detailed thinking which reinforces self-reflection. Writing activities often start with personal matters like 'what is your ideal distribution of a days' time among work, leisure and entertainment?' Students think about how the time used a day before, make a record and compare it with their ideal. Sorting out the related values behind the two, list and prioritise them on a value sheet. Students' values are clearly shown and they could consider whether changes about the ideal way of spending their own time should be made. Writing activities can be used as a basis for group discussions and are suitable for assignments in concluding a unit.

- Group discussion

  In discussion activities of Values Clarification, teachers play the role of facilitators. In order to help students see that an open and free discussion can take place, teachers should not immediately judge students' views. Careful planning is important in designing group discussion of Values Clarification. In order to get

students involved, discussion wind down into private conversations among a few big talkers should be avoided. Teachers should consider these four steps, they are: to select a topic, encourage student to think before talking, structure sharing, and help student extract what they have learned.

(d) Strategies for teaching controversial issues

Generally speaking, controversial issues are problems and disputes that divide society into significant opposing groups. Consensus could hardly be reached with respect to most of these problems such as the local legislation on minimum wage, or the future development of the local political system. Conflicts and controversies are unavoidable in pluralistic societies at local, national and global levels. One contributing factor of this phenomenon is that social groups attach different values to an issue. Another one is that different social groups attach different priorities to the same issue and they disagree about the means to a particular end. Also, different social groups may give different interpretations to the same value.

Many of the learning elements of this curriculum may involve controversial issues. If teachers can discuss with students issues relevant to this curriculum at the right moment, and if properly handled, the discussion can facilitate students' understanding of the issues through multiple perspectives, in particular the views and perspectives held by different groups. Concurrently, students' critical thinking skills and their attitudes of open-mindedness and rationality can be fostered.

Apart from the relevance of the issues to this curriculum, teachers have to cater for students' competence and interests when choosing issues in order to give the discussion more meaning. This is particularly important when junior secondary students start thinking about abstract and complicated issues. To help students overcome the barriers of limited prior knowledge and capabilities, teachers should provide them sufficient suitable reference materials and skill training. Teachers should also carefully handle issues that may elicit an emotional response in students or incur the wrath of students and their parents. These issues could easily lead to impulsive acts and individuals will cling to their own views. This will discourage rational discussion in the classroom and the learning effectiveness will be adversely affected.

During the learning and teaching of controversial issues, teachers should foster an open classroom atmosphere and encourage students to respect evidence and be open to the views and values of others. Teachers should refrain from intentionally giving

authoritative legitimacy to one particular view, for otherwise students would be intimidated into withholding their own views and opinions, or may even be prompted to make every effort to meet the teachers' advocacy and standpoint.

Example: The orientation of "affirmative neutrality"

Ms Wan usually relies on classroom activities such as role play, debates and forums to facilitate student discussions of controversial issues. She is cautious and strict in choosing issues. She has also set a list of classroom tactics to remind herself to maintain a degree of "affirmative neutrality". The following are her tactics:

- Set ground rules for classroom discussion such as respecting different views and standpoints, no emotional words, no name-calling, and no threatening gestures.
- When a student is presenting views and standpoints, s/he can adopt a more detached manner, for example, by saying that "some people take the position that …" or "some people believe that …". It can help prevent an individual student being identified as having an unpopular standpoint by fellow students.
- Lead students to distinguish between fact and opinion, identify the sources of information, and assess the accuracy and objectivity of the information, etc. during discussions.
- Guide students to distinguish the assumptions, beliefs and biases behind a reason, determine whether an argument is reasonable, and give adequate support to the conclusion.
- Make sure that different views and standpoints of an issue are presented and no single authoritative view and standpoint will be emphasised. Students are led to discuss related value conflicts.
- Help students discover and evaluate their own values by using Values Clarification.
- If the discussion gets out of hand, stop the discussion for a moment until emotions have cooled off a little.
- When a discussion is being rounded up, remember that controversial issues are open-ended and can never be completely resolved. It is difficult to come to a clear-cut verdict or conclusion. Thus, the emphases of students' learning should be on the recognition of multiple perspectives with respect to the issue as well as the development of related skills and values.

(e) Participatory learning

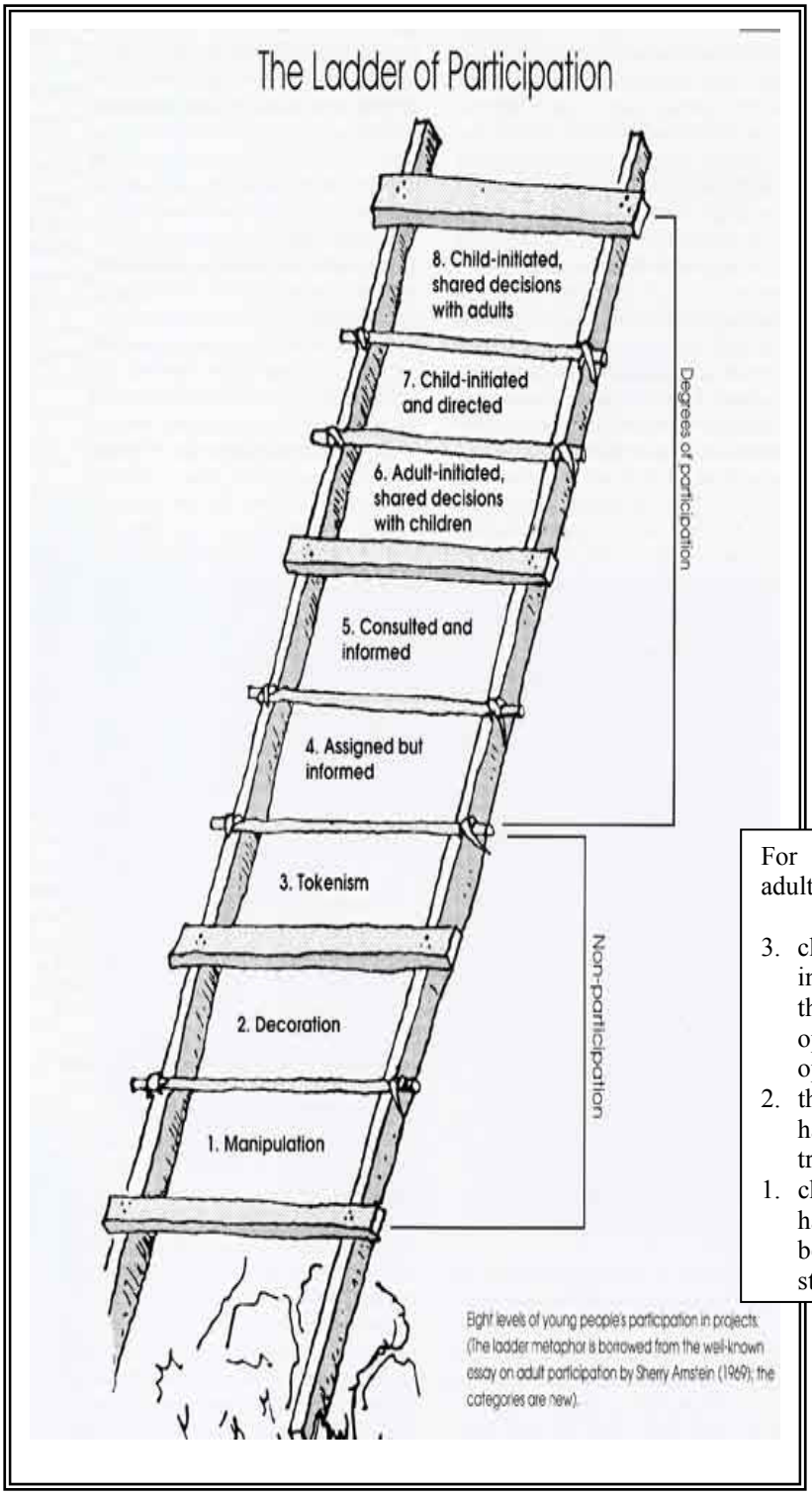
1. The Ladder of Participation

Children's right to participation has been firmly established by the *United Nations Convention on the Rights of the Child*. In his paper written for the United Nations Children's Fund in 1992, Dr Roger Hart wrote:

> "Children need to be involved in meaningful projects with adults. It is unrealistic to expect them suddenly to become responsible, participating adult citizens at the age of 16, 18, or 21 without prior exposure to the skills and responsibilities involved."[1]

Similarly, the aims and learning objectives of this curriculum emphasise on developing students "to become informed and responsible citizens" as well as their "enthusiasm … for responsible participation in public affairs". In other words, participatory learning is not only a means of learning but also an important end to this curriculum. With respect to students' participatory learning, teachers could make reference to Dr Hart's "The Ladder of Participation" in Figure 4.5 on the categorisation of different degrees of participation of the younger generations.

[1] Hart, R.A., 'Children's Participation: From tokenism to citizenship', *Innocenti Essays No. 4,* UNICEF International Child Development Centre, Florence, 1992, p.5.



For non-participation, all are adult-initiated and directed:

3. children are given a token voice, but in fact have little or no choice about the subject, and little or no opportunity to formulate their own opinions
2. there is no chance for children to have a say and their participation is treated as "decoration"
1. children are forced to participate and have no understanding of reasons behind, and they are not considered stakeholders by adults

Source: Hart, R.A., 'Children's Participation: From tokenism to citizenship', *Innocenti Essays No. 4*, UNICEF International Child Development Centre, Florence, 1992, p.8.

Fig.4.5 "The Ladder of Participation" by Roger Hart

2. Introduction of participatory learning that is relevant to this curriculum

While arranging participatory learning for students, teachers need to consider the readiness of students, parents and respective schools, the relevance of the activities to this curriculum, and the benefits to student learning. Accordingly, a suitable level of student participation could be introduced. If appropriate, the activities could be directed by students.

Certain existing procedures and mechanisms for student participation in schools such as student unions and whole school consultation can evoke students' personal experiences and feelings about democratic procedures as well as concepts of individual rights and responsibilities, right to the freedom of opinion and expression, diversity and inclusiveness, clean, honesty and integrity. Such experiences are highly conducive to the development of their civic competency. Organizing mock elections in schools function similarly. Such kinds of activities resemble the socio-political development of our society, and can thus stimulate students' interests in and their awareness of related topics.

While arranging student participation in activities that sustain their "learning beyond classroom", teachers should let students understand the meanings of these activities. Also, students should be allowed to choose whether or not to participate and teachers should value the opinions raised by students. In addition, teachers should take note of related school activities guidelines and safety issues. In arranging activities jointly attended by youngsters and adults, mechanisms should be established to prevent the possible emergence of different types of harassment and discrimination, including the aspects of ethnicity, sex and gender, belief, socioeconomic status, age, and political orientation, etc.

In Hong Kong, teachers can organize and arrange students to participate in City Forum, attend and observe debates in the Legislative Council, etc. As a result, students can have personal experiences in the decision-making processes of public policies. If appropriate, students can be allowed to express their own opinions. When students, parents and schools are fully prepared, teachers can arrange students to participate in organizing and leading "community improvement programmes" that are relevant to this curriculum.

Currently, more and more schools are arranging interflow and study tours to the mainland and overseas for their students. Also, more local schools have established

sister-school connections on the mainland and/or overseas. Accordingly, there are ample learning opportunities that can be linked up with this curriculum For example, students can personally experience the lifestyle of compatriots on the mainland during interflow and study tours to the mainland. When circumstances allow, teachers can cooperate with international humanitarian relief organizations to arrange students to participate in voluntary or humanitarian relief work on the mainland or overseas.

3. The benefits of participatory learning

When teachers organize and arrange students to participate in society according to the framework of this curriculum, it can provide students with first-hand observation and direct contact with persons and objects outside schools and, at times, hands-on experiences. Such kind of experience is beneficial to students' civic and social competencies. By obtaining first-hand experiences of political and social issues, students gain a better understanding of political and social systems and also clarify misunderstandings caused by stereotyping and unthinking. All these help students make fair judgements through re-constructing views towards the local community, the nation and the world as well as different social groups. In the learning process, students may develop different views and feelings towards certain groups and behaviour. Teachers should seize the opportunity and encourage students to exchange their views and apply what they have learned to compare, analyse and re-construct their own views.

The implications of the International Civic and Citizenship Education Study (2009)

The International Civic and Citizenship Education Study (ICCS) 2009 is under the aegis of the International Association for the Evaluation of Educational Achievement. The Education Bureau commissioned the Hong Kong Institute of Education and the Faculty of Education of the University of Hong Kong to undertake the ICCS 2009 in Hong Kong.

The objective of the Study is to investigate the ways in which young people are prepared to undertake their roles as citizens in a range of countries / places. It also tests students' civic knowledge and their attitudes towards civic engagement, including the extent to which they expect to be engaged as future citizens. The Study surveyed over 140,000 Secondary 2 or 3 students from 38 countries / places. In Hong Kong, over 2,900 Secondary 2 students from 76 schools joined the Study. Their score in the civic and citizenship knowledge of the international cognitive test ranked fifth among the 38 countries / places.

The survey results revealed that Hong Kong students generally agreed with the importance of students' participation in school affairs such as taking part in discussions at a student assembly, taking part in decision-making processes about how the school is run, etc. The results also indicated that students have a certain degree of expectation in such kinds of participation. Current school situations provide ample opportunities and a high level of malleability in terms of student participation, within schools and beyond. If teachers can arrange appropriate activities for participatory learning according to the design of this curriculum, it can help deepen students' understanding of related topics, foster their civic and social competencies as well as related values, and satisfy their expectations in terms of participation. In short, more than one thing can be done at the same time.

(f) Reading to Learn

Life and Society (S1-3) provides a wide coverage of topics for student enquiries, ranging from personal development to world order, which involves a good deal of learning materials. Reading to learn enhances students' content knowledge and broadens their horizon by developing understanding, application and reflection on the reading materials. It is a very useful learning and teaching strategy that helps students master the foundation knowledge and provide a good basis for learning activities such as small group discussions. Reading to learn also complements participatory learning. By engaging students in reading sessions and class discussions before activity, students are equipped with prior knowledge and are better cognitively prepared for the activity. After the activity, if students revisit the reading materials or re-interpret the related experiences to integrate learning at cognitive and behavioural levels, they will have better grasp of the issues and make fairer judgements.

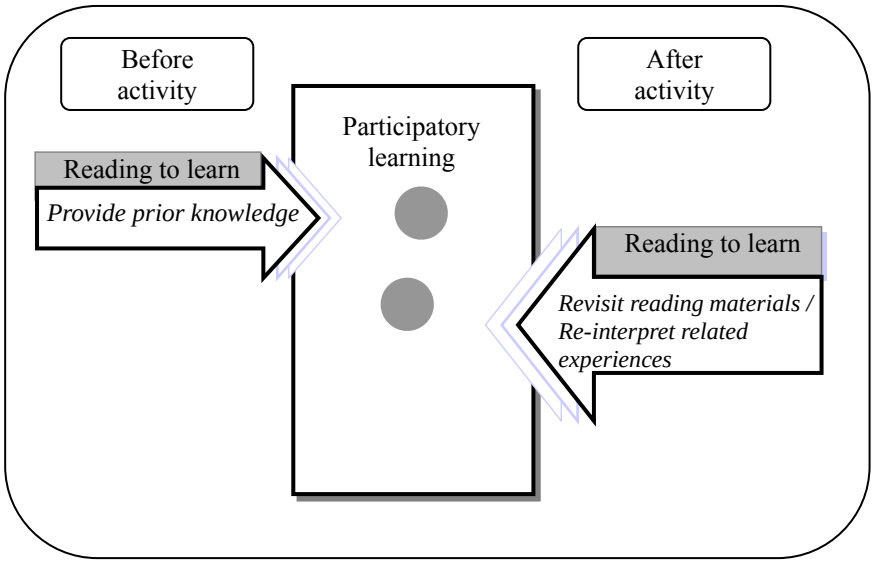


Fig 4.6 Integrating reading to learn with participatory learning

Because of differences in social background and personal experience, students develop different understandings and feelings towards reading materials and draw different conclusions. With interactive learning activities such as small group discussions and personal sharing, students develop a better understanding of oneself and the world they live in, and bring new elements into play. Learner diversity is also better catered. To maximise the benefits of reading to learn, teachers can relate reading with learning tasks to consolidate what students have learned in the lesson.

Case: Reading to learn – "Tough materials and Soft landing"

Different types of reading materials provide students with rich knowledge as well as widen and deepen thinking. However, many junior secondary students are not interested in "tough materials" which contain serious content. Please refer to Appendix 3 (pp.176-177) for the sharing of a teacher from a Tuen Mun secondary school on how to facilitate the "soft landing" of "tough materials".

(g) Learning outside the classroom

Learning ***beyond*** the classroom refers to learning activities that are not related to schools or teachers, while learning ***outside*** the classroom, generally speaking, means changing the venue of learning activities to places other than the classroom. In the latter case although the activities are not conducted in classroom, they still pose learning opportunities to students. Learning outside the classroom can link the learning in the school with daily life. Learning experiences that make use of community resources outside the classroom, including field trips, visits, community services, project learning, leadership training etc, are authentic learning experiences. The knowledge generated from these learning experiences is no longer abstract. This kind of authentic and experiential learning experience cannot be provided by classroom learning.

1. Organizing meaningful learning outside the classroom activities

What is the problem?

Teacher: Attention class! Today we have come to visit the museum. The guided tour will be conducted by a docent. We have about an hour's time. Please follow the docent and do not wander. While visiting, remember to complete the worksheets I have handed out. Monitors, please collect the completed worksheets during the return trip and hand them to me.

Before organizing learning outside the classroom, teacher may first consider the following questions:

- Why learn outside the classroom?
- If the objective is to pay a visit only, would it mean that presenting power point slides accompanied with explanations can serve a similar purpose?

If the objective of the learning activity is to bring students to places other than classroom and to provide them with explanations, this only changes the location of learning. The role of students is still to receive information passively. Such learning activity is not very meaningful. Besides, as the docent takes up the responsibility of giving explanations, there are doubts whether the explanations can match with the objectives of the field trip. Even the teacher has prepared worksheets to ensure that students acquire some knowledge during the visit, with a tight schedule, completing the worksheets would become the objective of the field trip. This inevitably minimises the meaningfulness of learning outside the classroom. Also, while spending most of their time on completing worksheets, students may neglect observing and collecting information. This will only weaken the effectiveness of learning.

To make the learning outside the classroom more meaningful, teachers should link the activity closely with classroom learning when organizing the activity. They may also complement the activity with other learning activities to enrich or consolidate the learning experiences gained from the activity. Figure 4.7 shows the learning process of learners of different stages during learning outside the classroom which is carefully arranged by teachers.

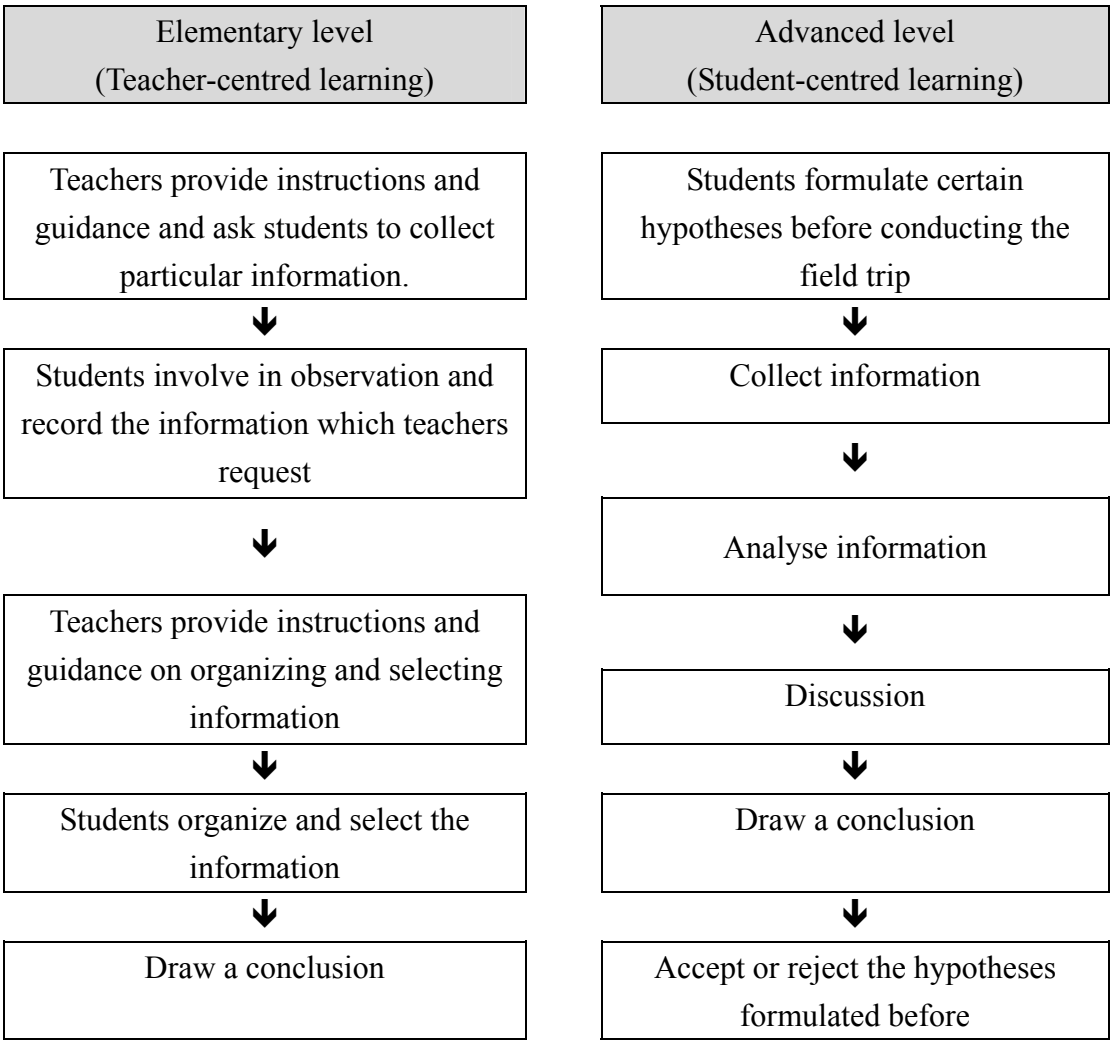


Fig 4.7 The learning and teaching process of learners of different stages during learning outside the classroom

2. Flexible arrangement of learning outside the classroom

As mentioned before, meaningful learning outside the classroom should be closely linked with classroom learning. If teachers combine learning outside the classroom with different stages of classroom learning, the learning experiences of students will be more diversified. Learning becomes varied. Figure 4.8 shows the coordination between learning outside the classroom and different stages of classroom learning.

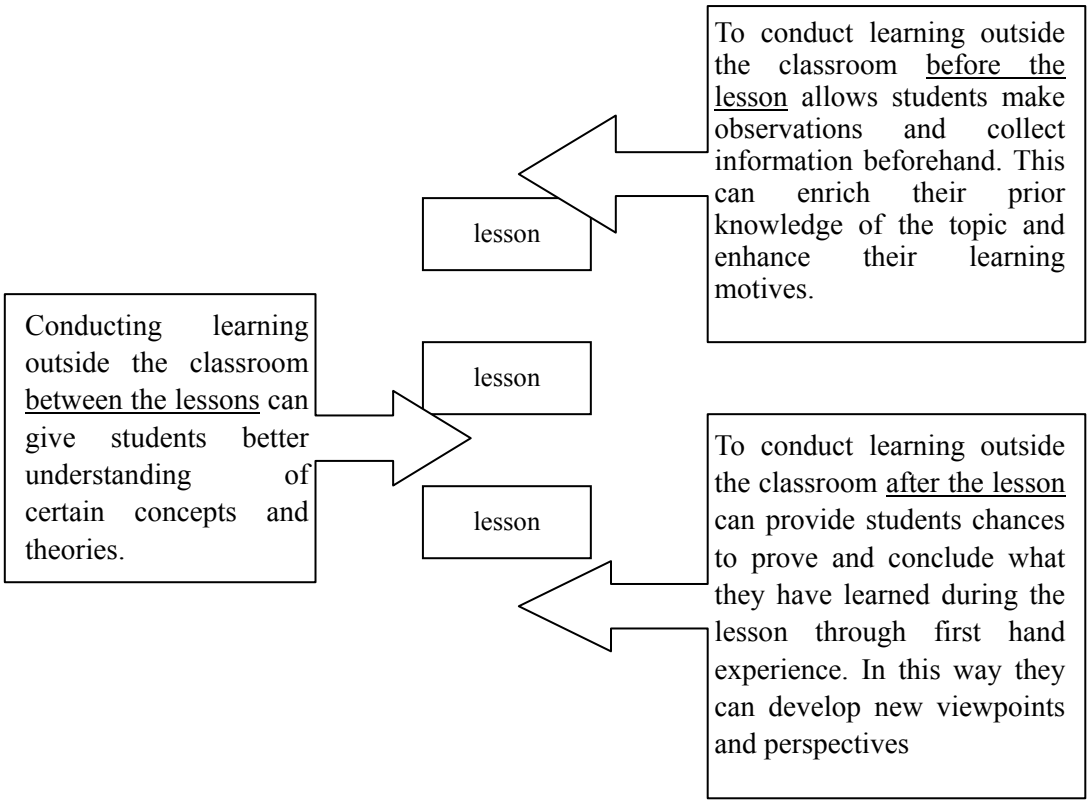


Fig 4.8 Learning outside the classroom and different stages of classroom learning

3. Conducting effective learning outside the classroom

To conduct effective learning outside the classroom, the preparation before the activity, the guidance provided during the activity and the subsequent debriefing by teachers are equally important.

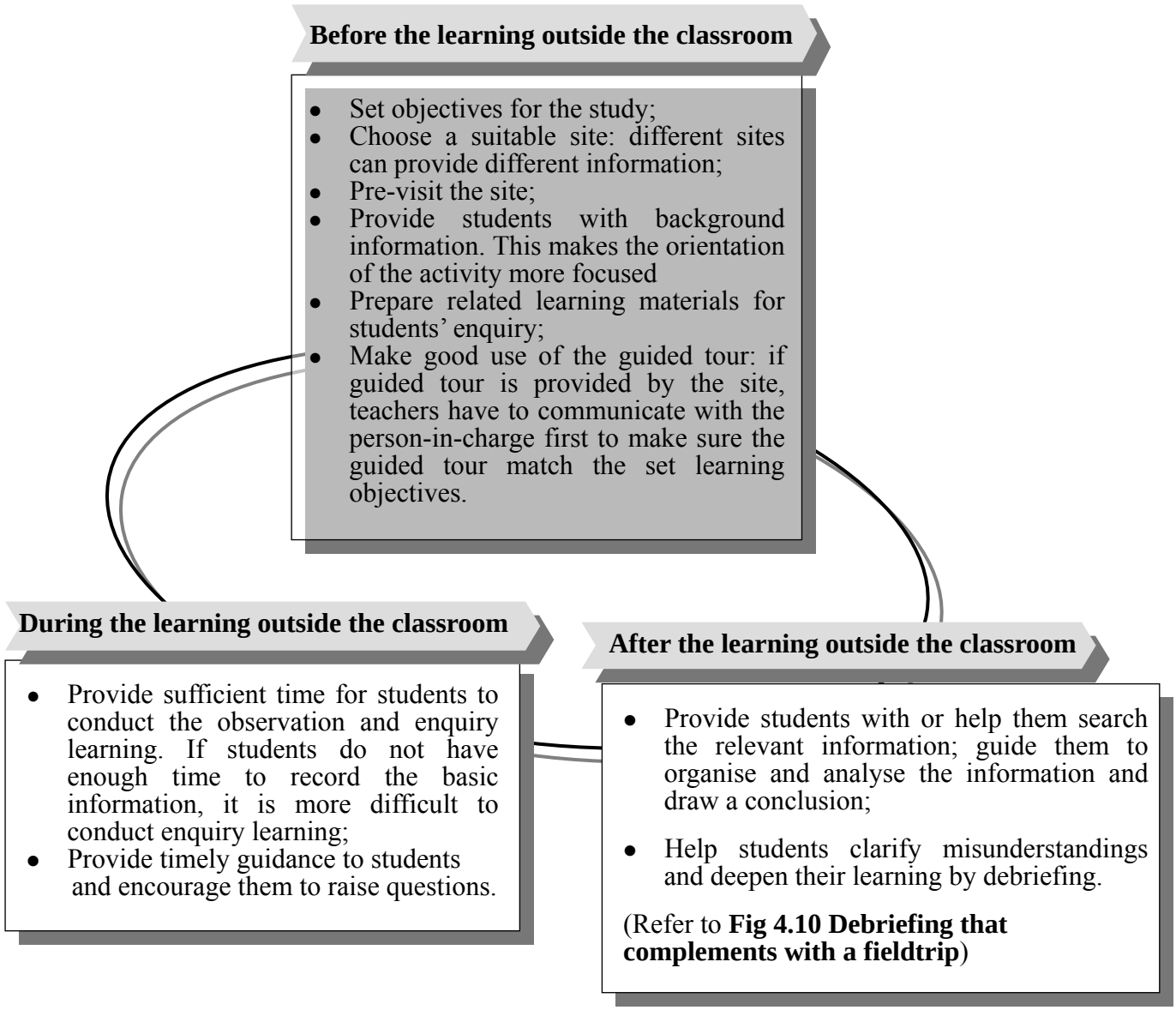


Fig 4.9 How to conduct effective learning outside the classroom

In conclusion, learning outside the classroom is not to simply change the location of learning, but to guide students to conduct observation and enquiries in a process carefully planned by teachers. The objective of learning outside the classroom is to choose contexts related to the taught topic to allow students acquire personal experiences outside the classroom and enrich the content knowledge. For example, when studying the gap between the poor and the rich, local communities can provide resourceful information. If students are studying the issue of the aging population, they may have to pay a visit to homes for the elderly or to visit old people who live alone. Through learning outside the classroom, students can have more in-depth understanding of what they have learned during the lesson, develop generic skills and reflect on their values, etc., thus achieving objectives relating to knowledge, skills and

attitudes. More importantly, learning outside the classroom can spark students' curiosity, encourage them to explore the questions and try to find the answer or to solve the problem on their own. This is helpful in motivating their learning and developing self-directed learning capabilities.

(h) Strategies that consolidate learning

Consolidation of learning is an integral part of the learning and teaching process. Effective debriefing and extended activities and homework designed according to students' learning needs not only help students better retain knowledge, but also deepen their understanding and enhance their learning effectiveness.

1. Debriefing that matches with learning and teaching activities

The aim of debriefing is to provide students chances to organize the learning experiences they have gained during the lesson or an activity to deepen their learning. For example, students can reflect on the process of group discussion, the conclusions drawn and how the skills and strategies used during discussions can be applied to other situations. After participating in an activity, debriefing can help students link classroom learning with daily lives through reflection. This can add a realistic sense to the learning process and make it more meaningful.

Is this an effective debriefing?

- After students finish the group discussion, a teacher responded in this way: "Group 1 has raised a very good viewpoint. The views of students from group 2 and 3 are similar. The suggestion from students of group 4 is quite creative but it is not feasible. All of you have raised different viewpoints. Well done!"

- After participating in a classroom activity, a student responded in this way: "The activity designed by the teacher is interesting. We all enjoyed it. But if you ask me what I have learned in this lesson. It seems that I have learned nothing. I only found the activity enjoyable."

- The application of debriefing

  Debriefing is originally used in complex operation or mission, such as military operation. To avoid missing, forgetting or distorting important pieces of information after completing a complex operation, participants have to share and review the key points of the mission, experiences gained, ways of handling the tasks and the events happened in the process. This sharing can be used as a reference for the adjustment of next operation. The application of debriefing in the lessons can help students organize, compare, classify, analyse, summarise and evaluate the learning process and experiences gained. Not all classroom activities need debriefing. Debriefing is effective to help students of diverse abilities re-focus and re-organize their learning only after they have experienced inspiring, challenging and complex learning and teaching activities.

- Debriefing that complements with a field trip

  Below is an example on the debriefing conducted after a field trip. From this example, one can see how debriefing can complement the field trip and make learning more effective. When teaching the topic "Decision-making Process and Development of Electoral System" a teacher organized a visit to the Legislative Council (LegCo) and let students observe the LegCo meeting to help them understand the decision-making process of the HKSAR Government and the considerations, feedback and impact involved.

Visit and the subsequent debriefing		**Effects of debriefing**
In an afternoon, students sat in a LegCo meeting and observe which LegCo councillors / representatives from interest groups have expressed their opinions, the views and arguments they hold, and whether others agree with their opinions.	➔	Echo with the objectives of the activity
After the visit, the teacher told students to list the viewpoints and arguments proposed during the meeting and then classify them. Analyse from which perspectives	➔	Through questioning, the teacher knew how much students have mastered about the topic and what they have misunderstood. Using this visit as an example, when students

Visit and the subsequent debriefing		Effects of debriefing
these arguments are derived from? Which argument did students find most agreeable? Which argument was the most convincing?		organized the viewpoints and arguments, they found that different students focused on different areas: some paid attention to the economic factors mentioned during the meeting, some found that the effects on under-privileged groups are more worth noting, some noted the performance of Legislative Councillors during the meeting. Through exchanging ideas, students gained more viewpoints and know what they have neglected.
• Based on the observations made from the visit, students exchanged ideas with each other. Students voiced their opinions on the most convincing argument during the meeting. After discussions, students reached a consensus on the viewpoint and decision on the meeting • Each group presented its views to the whole class. Teacher encouraged students to raise questions, responded to the views presented or commented on the viewpoints. Teacher also gave timely feedback.	➔	• Debriefing will be more effective if the learning and teaching activities are conducted in groups. Group work can provide students with opportunities to exchange ideas with others, defend their own positions and consider suggestions from fellow students. Finally, through discussing feasible solutions, a conclusion was drawn. • Debriefing helps students organize, think and discuss the outcomes of the activity and share them with others.
The teacher further asked students the reasons leading to different viewpoints. For example, were the	➔	By questioning, the teacher helps students understand the considerations rose during the decision-making

Visit and the subsequent debriefing	Effects of debriefing
viewpoints of councillors addressing the demands of a particular group of people / organizations? Who are the beneficiaries of the decision? Finally, the teacher asked students to write a short essay to answer the questions above.	process and the possible short term and long term impact brought by the decision. This process helps students explain and interpret the learning process and the experiences gained, and to reflect on the process of the whole activity.

Fig 4.10 Debriefing that complements with a field trip

- Questioning during debriefing

  In the debriefing, teachers can raise questions so that students can reflect on the learning experiences relating to knowledge, thinking skills and attitudes during the process. Below are some examples:

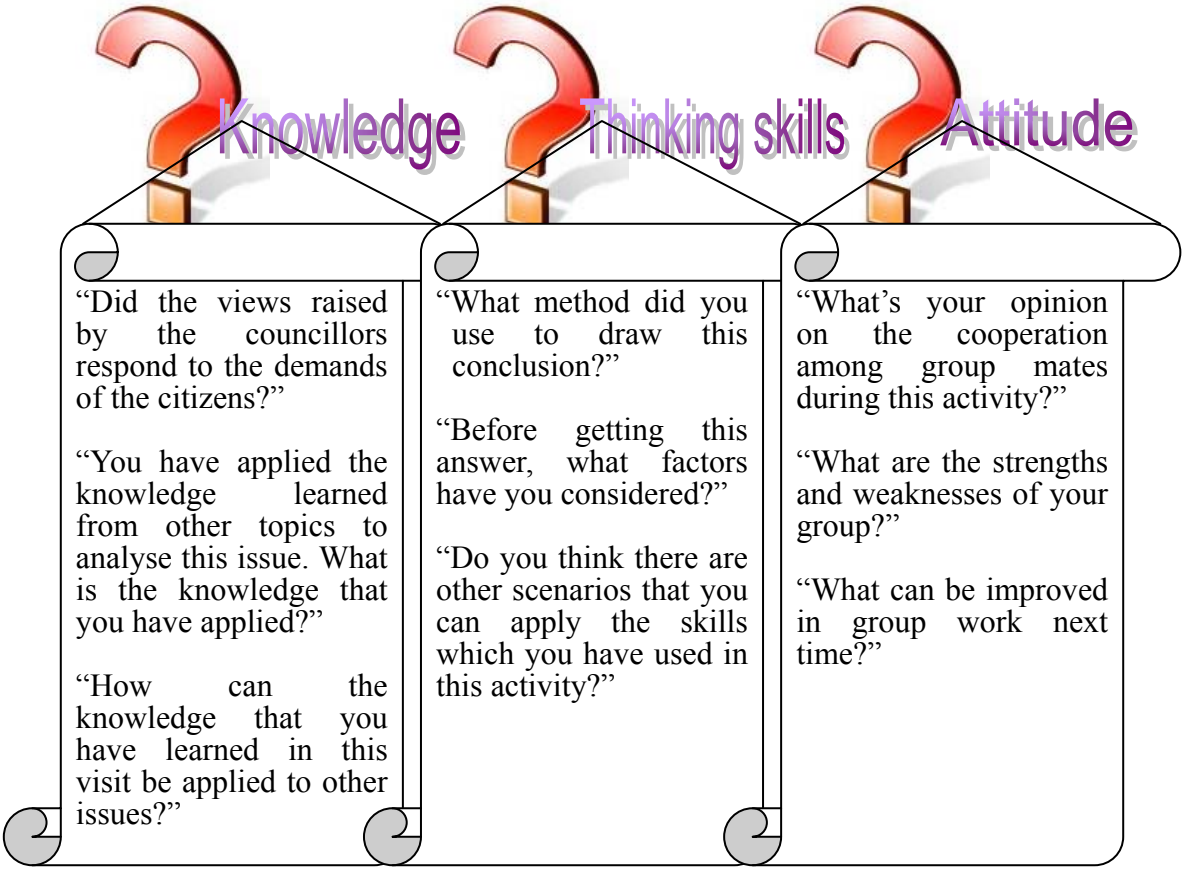


Fig 4.11 Debriefing questions and their relationship with knowledge, thinking skills and attitudes

- Three elements of effective debriefing

  To achieve effective debriefing, questioning and objective conditions, including sufficient time and an open learning atmosphere, are very important.

  (i) *Questioning that challenges students' thinking*

  Debriefing questions aim at extending what students have learned during the learning activity. The questions raised should not be simple yes or no questions or questions with definite answers, but those which require students to think and are challenging. Hence, students can further extend and deepen their learning by discussing and exchanging views with other students.

  (ii) *Sufficient time*

  To achieve effective debriefing, time allocation is crucial. Teachers should leave sufficient lesson time for debriefing. Debriefing should not be conducted only because there is some time left at the end of the lesson. Teachers must provide enough time for students to respond to the questions. If there is not enough time for students to think, the answers they provided will be superficial. If lesson time is not enough, teachers can assign debriefing questions as homework so students can have a chance to think about them and reorganize what they have learned during the learning activity. Debriefing can be conducted in the next lesson. If sufficient time is provided for thinking, the discussion during the lesson will be more smooth and richer in content.

  (iii) *Positive, interactive and open learning atmosphere*

  Teachers should set norms for the class. Students know that they have to listen to others' presentation during the debriefing. They then compare others' viewpoints with their own and look for similarities and differences. This, in turn, can compensate their shortcomings and enrich what they have learned. Of course, teacher has to ensure that the learning atmosphere in the classroom encourages students to voice their opinions and accommodates different views. When students express viewpoints are that different from others, teachers have to make sure that these views will be respected and they will not be laughed at. Students should also learn how to respect others' rights of expression and to give constructive comments to others appropriately. A positive and interactive learning atmosphere is key to effective debriefing.

In conclusion, debriefing is not a summary of a learning activity or an equivocal response. Effective debriefing should provide students with chances to present and reflect on what they have learned. The role of teachers is to encourage students to develop deeper thinking through questioning and give timely feedback. Debriefing helps students link the outcomes with the objectives of the activity. It also allows students to integrate the experience and new understanding gained from the activity with their knowledge structure. Teachers can also encourage students to apply the experiences gained from debriefing to other learning activities and daily life contexts. Learning becomes deepened, consolidated and more meaningful.

2. Extended activities and assignments

Extended activities and assignments are integral parts of learning. Through concluding and applying what they have learned, students achieve deep understanding and consolidate the knowledge learned. The assignment designed by teachers should not only focus on students' needs, abilities and interests, but also suitably extend and strengthen students' learning. Teacher should further design assignments that allow students demonstrate their creativity so as to stimulate their interests, motivation and finally enhance learning effectiveness.

Students make use of creativity in doing assignment

When teaching the topic "Juvenile Delinquency", after students have conducted in-class discussions on issues of teenage drug use, teachers may ask them to conclude the reasons for teenagers to take drugs. Students are then instructed to choose according to their interest one of the follow tasks on the harmful effects of drug addict:

1. Write an appeal using not more than 150 words for the television programme "Police Magazine" to warn young people of the harmful effects of using drugs, and to list considerations that they should pay attention to. The appeal may cover the following aspects:
   - What are the harmful effects of drug use?
   - How do young people gain access to drugs?
   - Is there any particular pattern that drug traffickers follow to lure youths into taking drugs?

2. Design a 4-panel comic that warns young people about the harmful effects of drug use and reminds them of the dire consequences.

3. Design a poster and a slogan that warn young people about the harmful effects of drug use and remind them of the dire consequences.

(i) Exemplar: A blend of various learning and teaching strategies in unit planning

The following shows how wide repertoire of learning and teaching strategies can be used to deliver the learning objectives in different stages of a unit, as well as to cater for learner diversity.

1. **Direct Instruction** is used to help the whole class understand the definition of cyber-friendship and its development trends.

2. Students **enquire** the characteristics of cyber-friendship in small group discussions using different forms of learning and teaching materials which they collected from different sources.

3. Through **reading** a few pieces of selected articles, students understand the meaning and importance of friendship in one's life, and are giving opportunities to make comparison between cyber-friendship with friendship developed in the tradition way.

4. In an **enquiry study**, students refer to criminal cases and court verdicts to analyse the possible dangers of cyber-friendship. Ways to protect one's safety would also be explored.

5. In **debriefing**, teachers enhance students' understanding of the values of cyber-friendship. Students learn ways to manage cyber- friendship and recognise its potential dangers.

6. **Direct Instruction** is used to remind students of key points one should be attentive of when developing cyber-friendship.

7. The writing activities of **Values Clarification** help students reflect on the impact of cyber-friendship on personal growth and inter-personal relationship.

4.4 Classroom Interactions that Enhances Learning Effectiveness

Learning becomes more fruitful when students participate actively in class. It is essential to reinforce interaction during lesson so that students would be more motivated to participate in class. Classroom interactions can be of different dimensions. Communication between fellow students and also teachers are a common form of interaction. Teachers may use questions and activities to arouse the student's interest in learning and encourage them to participate. The use of diversified resources can help strengthen this interaction with remarkable effect.

4.4.1 The roles of students and teachers – Who is the master of the learning?

Learning is derived from experience since students create own viewpoints and understanding when facing different situations. It is reasonable to make student the master of learning. Recent researches in neuroscience have also revealed that when brain cells receive external stimuli, relative connections would be strengthened and increased. With more connections, the ability to acquire, retain, and process knowledge and memory would be strengthened. Furthermore, the activated brain cells will further be activated if they encounter similar experience again. In other words, students' learning effectiveness is enhanced through discussing, considering, grappling and sometimes rethinking their original ideas and standpoints. These researches help teachers understand the importance of student being the subject to learn and the significance of constructing knowledge through learning experience.

What about the role of the teacher? In the learning process, teacher acts as a planner and facilitator. As explained above, the more interaction in class, the higher the learning effectiveness. Therefore, teachers should foster a learning atmosphere which favours mutual communication among students. They are also advised to organize meaningful learning activities and use effective questioning to induce high-quality interaction, so as to encourage students' thinking and, consequently, strengthen the connections among the knowledge they have learned as well as enhance the retention and retrieval of the knowledge learned. It is vital for teachers to facilitate students' interaction, as the timely guiding, questioning and feedback from teachers are of critical importance in raising learning effectiveness. To strengthen students' role of being the subject of learning, teachers should encourage students to participate actively in class and be responsible for their own learning. Hence, teachers perform a decisive role throughout the learning process.

4.4.2 Activities that enhance classroom interactions

The effectiveness of classroom learning is closely related to the involvement of students. Teachers should allow students more opportunities to participate when designing class activities. For strategies that enhance classroom interaction, teachers may refer to section 4.3.2 of this chapter and make use of them.

Learning activities such as group-discussions and debates allow students to exchange their knowledge with fellow schoolmates. Students have greater motives to take part in class when they have chances to show their merits. For instance, group discussion offers many chances for students and teachers to interflow. When teaching the core module "Global Citizenship and Humanitarian Work", teachers may arrange students to discuss in groups the contributions of different individuals or organizations in promoting humanitarian work. They should also encourage students to question, respond and comment on classmates' presentations. Students need to think vigorously and apply relevant concepts to propose prompt and extempore questions while their reply may induce another round of questions and answers. These interactions help promote learning effectiveness. Though students are the subjects who take part in mutual interflow, teachers' role is also of utmost importance in the process. Apart from regulating the frequency and quality of students' interaction timely, teachers may also interact with students by giving hints, suggestions and feedback. Hints and suggestions from teachers help students to explore and clarify confusing concepts as well as to grasp learning focus and broaden the domains of interaction. Teachers' immediate feedback can also help students understand their own and classmates' merits and the room for improvement.

Example: Designing class activity for the core module "Life of Chinese Nationals"

When conferring the changes of living features of mainlanders, students from the mainland may be invited to share or discuss with students born and bred in Hong Kong. Let them explore the changes of their living styles and the reasons behind. It greatly helps promote learning effectiveness when there is exchange with classmates from different backgrounds.

4.4.3 Questioning that promotes classroom interactions

Questioning is a common form of classroom interaction. By questioning issues which students have prior knowledge or they are interested in, teachers may encourage them to engage actively in learning as they are more willing to respond to and follow up on teachers' questions. Teachers may refer to the "Suggested Introductory Questions" provided in chapter 2 of this Curriculum Guide to stimulate students' interests in learning. Effective questioning can stimulate students' thinking and their learning interests. It also helps students focus on the learning objectives, re-visit their prior knowledge, connect learning content and clarify puzzles. Therefore, teachers' questioning skills and the types of questions asked are crucial in advancing classroom interaction and are weighty in promoting learning effectiveness.

(a) Different types of questions

Different types of questions can achieve different learning objectives and induce different levels of students' participation. Close-ended question is effective for testing students' understanding while open-ended question is useful for encouraging them to deliberate, consider, assess and apply what they have learned. Teachers can quickly and directly assess students' understanding of the topics using close-ended questions. When teachers want to deepen and broaden students' learning, they may use open-ended questions which are more effective in encouraging students to think and fostering their creativity.

(b) Questioning skills

Questioning skills are also vital in advancing class interaction as mentioned above. Some suggestions are set out below:

- Asking questions that contribute to learning
  Sometimes, teachers ask questions that do not aim to stimulating thinking but to serve other reasons. For example, reinforcing teacher's image of the authority figure and source of control and maintaining the discipline in class, etc. Questions served for such purposes should be minimised.

- Differentiating questions based on students' abilities
  Although students in the same class may be of the same chronological age, they differ in readiness, learning styles, interests, and personal backgrounds. As

teachers formulate questions, they should consider the individuality of students and craft quality questions based on each student's need. In addition, for topics such as Chinese Political System where students have limited knowledge, teachers may ask questions of different levels or organize lead-in activities to scaffold learning. In this case, students would not be left speechless due to their ignorance of the questions. Questioning in different levels is introduced below.

- Providing opportunities for all students to participate
  It is not unusual for several students to monopolise the classroom interaction. Owing to limited time, teachers usually call on the first responding students to give their answers. However, by focusing only on the talkative students teachers may overlook the viewpoints of quiet students. Thus, teachers should encourage the silent students to express their views.

- Questioning in different levels
  To achieve different learning objectives and promote interaction in class, teachers can use questions in several levels. When teaching "Rights and Responsibilities of Citizens", questions like 'Does the Basic Law list the rights of Hong Kong citizens?' is direct and simple, while 'What are the rights and responsibilities of Hong Kong citizens?' requires students to list relevant rights and duties. Both questions lead to interaction between students and teachers. Questions of higher level such as 'Do you think it is important that Hong Kong citizens take on certain responsibilities? Why?' emphasise on drawing out students' standpoints. It is helpful to strengthen interaction, broaden levels of discussion and deepen understanding of the content. Manipulate and combine questions of various levels can scaffold learning and stretch students' thinking from fundamental knowledge to complex issues. It helps diversify learning.

- Providing wait time
  Teachers should avoid raising new questions before students answer the first one. Running questions do not generate effective discussion but bother and confuse students. They would be less inclined to give answers. Questions should be clear, concrete, and concise so that no amendment is needed. Clear and concise questions encourage students to give replies. Teachers should also be patient. "Wait time" can provide students room to deliberate on teachers' questions and develop their habit in taking part in class discussion. The significance of "Wait Time" is introduced below.

- Giving useful feedback
  Useful feedbacks can definitely encourage learning. Improper feedbacks may in turn discourage students from learning. Thus, teachers should offer concrete, constructive feedback or questions that can deepen students' learning.

The Significance of "Wait Time"

The following is a common scenario in classroom. The teacher is waiting anxiously for responses to his/he questions. Meanwhile, students discover that teacher will soon provide answers when he/she starts to form responses in different ways. For students who need more time to formulate their answers, teacher's urging becomes a real pressure which discourages them from answering.

"Wait time" is like "leaving a blank space", a common technique in Chinese painting. Part of the lesson should be left as "blanks" as room for students to think. When teachers allow waiting time, students would be more willing to think and reply thoroughly. Lower achievers will have more confidence in answering as the longer wait time allows them to be better prepared. Longer wait time is needed for students to produce creative ideas or inspiring questions.

Owing to limited time, it is not an easy task for teachers to provide wait time. However, as long as we focus on the quality of learning, teachers should offer wait time; well thought-out answers helps to greatly improve the quality of learning.

4.4.4 Using resources effectively to enhance classroom interactions

Using diverse learning resources also helps enhance classroom interaction. Resources such as news reports, advertisements and television programmes can easily bring about a discussion for students to express their views. Teachers can grasp the opportunity to stimulate more thoughts on the related topics from students so as to enrich classroom learning. Teachers may refer to chapter 6 of this Curriculum Guide for the selection and uses of learning and teaching resources.

4.4.5 Fostering positive learning atmosphere

Fostering a positive learning atmosphere is essential to encourage students to participate in learning activities and enhance classroom interactions. Students are sometimes discouraged by the fear of making mistakes, failing or being rejected. They take a passive attitude towards learning. Therefore, teachers should foster an accepting, open and encouraging learning environment so that students are willing to take risks and challenges in learning and share their personal knowledge. With a safe and supportive learning atmosphere, students are more inclined to take on difficulties in learning positively and work with their peers to solve problems. To foster a learning atmosphere centred on rational communication and in-depth enquiry, teachers should also encourage students to respect and appreciate the views of others and treat disparate views with reason.

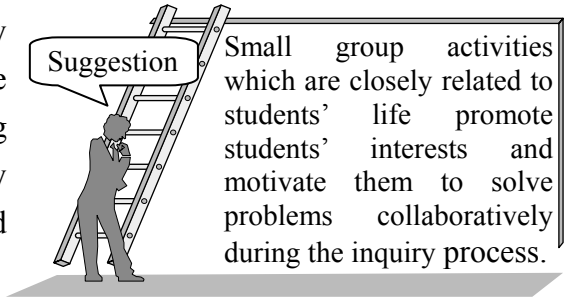
4.5 Learning Communities

Life and Society (S1-3) is closely related to students' lives. Students from diverse backgrounds and life experiences bring vast knowledge and multiple views to learning. To gain the most benefits of diverse characteristics of students, building a learning community which emphasises participation, sharing and collaboration provides a platform for students to share and construct knowledge related to the curriculum collaboratively. When every member contributes knowledge and heads towards the building of a body of collective knowledge, this makes the best use of a learning community. Appropriate learning and teaching strategies and the use of information and communication technologies also help improve the quality of learning of the community, develop students' personal knowledge and expertise, as well as foster self-directed learning capabilities.

4.5.1 Collaborative knowledge construction and self-directed learning

(a) Collaborative knowledge construction

When members of the learning community contribute their personal knowledge and share the workload to achieve common learning goals, they obtain new views or knowledge by interacting with peers, sharing and contributing knowledge in the learning



community. Based on different social issues, teachers can promote peer learning and group work by designing varied group learning activities.

(b) Self-directed learning

With reflective learning activities, students can engage in self-directed learning while learning collaboratively with peers. For example, students express their own views and listen to the peers' opinions and feedback in the enquiry of different social issues. When they are asked to write an essay or a reflective journal on the activity, students develop their own views by reflecting on the learning process and the peers' feedback. If students further connect learning to prior knowledge and the knowledge obtained from the community, organize and analyse them, they go beyond their individual existing knowledge base and construct new knowledge. Students' self-directed learning capabilities are thus enhanced. When they share new learning with classmates, circular advancement of knowledge is likely to happen and the community knowledge are expected to grow.

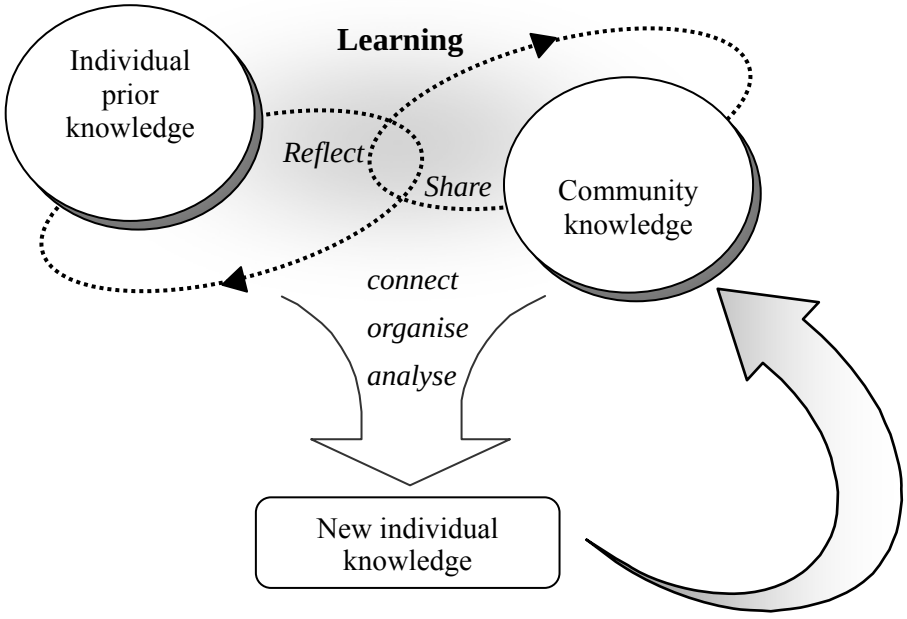


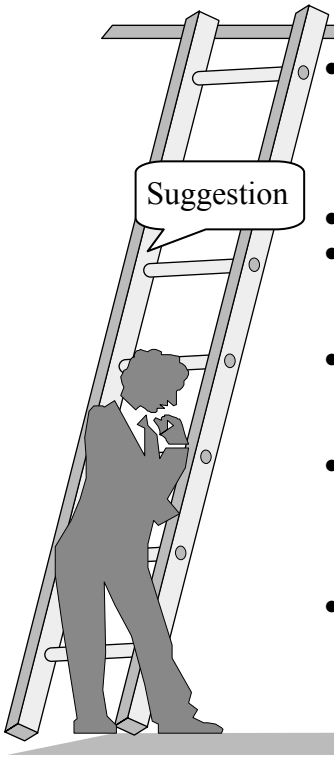
Fig 4.12 Constructing knowledge from individual prior knowledge and the learning community

4.5.2 Developing individual expertise in the learning community

More learning takes place when students develop individual expertise in peer learning. Teachers can provide varied learning and teaching activities to help students obtain different learning experiences through taking up different roles and responsibilities. Through different learning experiences, students develop their own expertise and achieve balanced development of diverse potentials. This is helpful not only to enhance students' self-efficacy but also to cater for learner diversity, which is positive to learning as a whole.

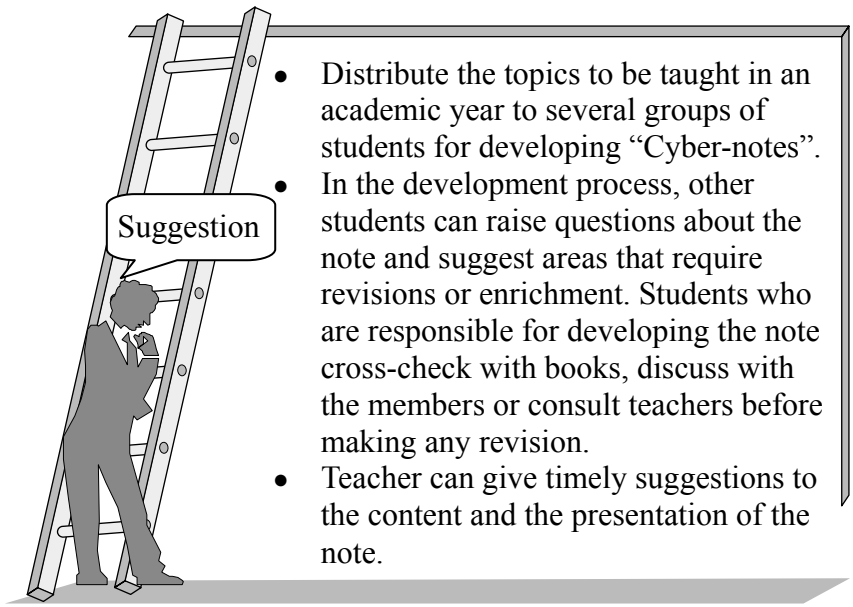
4.5.3 e-learning community

Information and communication technology (ICT) has been applied in education for years. As students are closely connected with ICT in learning and in daily lives, teachers can use ICT to build a learning community in Life and Society (S1-3) to stimulate students' interest in peer learning. Rich resources on the web also allow students to obtain different information more effectively and encourage diversity in views. Complemented by different learning activities, peer learning becomes more effective. Learning with ICT is a breakthrough to the face-to-face discussion. It frees learning from class time constraints and provides a platform for students to interact outside the class. Students who are passive in class can participate in peer discussions on the web and thus add new power to the learning community.



- Set a question and provide students with related reading materials such as articles, expert critics or newspaper commentaries. (Allow students of higher ability or with stronger motivation to learn to collect information themselves)
- Conduct a whole class discussion.
- After the lesson, students provide opinions or give comments to other classmates' views on the class discussion on the school web.
- Encourage students to go beyond discussion with their classmates and discuss openly with schoolmates in other classes or forms to enhance the exchange of knowledge.
- After the web discussion, select several good questions, opinions or comments posted by students and analyse them with the class to help students grasp the main points, clarify misunderstandings and deepen learning.
- Lastly, ask students to write a short essay on the discussion question to consolidate learning.

If the learning community is relatively stable and mature, teacher can help students develop a “Cyber-note”. As students have to develop or give comments on the “Cyber-note”, they will be more attentive in class. With students’ collaborative efforts and thorough discussion in developing the note, students will have stronger ownership to the learning content and develop a better mastery of the topic. This demonstrates the characteristics of collaborative knowledge construction in a learning community.



Case: Electronic book and fostering students' self-directed learning capabilities

A secondary school in Shatin facilitates students' self-directed learning with an electronic book and a learning portfolio. To broaden students' learning, teachers develop an electronic book by selecting related topics that have yet to be covered in lessons. The electronic book is uploaded to the school web with varied learning tasks such as worksheets or instructions for model-making. Students choose the topics that they are interested, retrieve the tasks from the web and complete them at their own pace. Then, they file the tasks and make record on the learning portfolio to demonstrate their learning. Students of higher ability can challenge more difficult topics while students of lower ability can learn the topic and complete the tasks at their own pace and according to their own schedule. To encourage active participation, students who complete 3 topics in a school term will be awarded a maximum of 10% daily marks as bonus.

It is a good idea to apply the electronic book project in Life and Society (S1-3) to topics of the extended parts of the core modules and/or the enrichment modules. With reference to students' abilities and interests, teachers can select appropriate topics to develop the electronic book and facilitate students in web learning. During the enquiry, teachers can encourage students to discuss with schoolmates on the school web and engage in online reading for more information to enrich learning. Before the end of the school term, teachers can give compliments or gifts to students with outstanding performances in the electronic book project, such as students who have completed the most topics, done the best work, and contributed to the best discussion on the web.

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Chapter 5 Assessment

This chapter discusses the principles that guide the assessment of students taking Life and Society (S1-3) and the need for both formative and summative assessment. In aligning learning objectives with assessment strategies and standards, schools should refer to the curriculum aim, learning objectives and essential learning elements stipulated in this Curriculum Guide.

Assessment is an integral part of classroom instruction. It provides important information to students, teachers, schools and parents about the effectiveness of teaching and the students' strengths and weaknesses in learning. "Formative" and "summative" assessment are two major types of internal assessment in schools; both aim to improve students' learning.

5.1 Guiding Principles

Effective assessment for learning should satisfy the following conditions:

- Teachers should select appropriate assessment tools to identify students' needs and assess their progress in acquiring knowledge, mastering skills and developing attitude;
- Assessment should be aligned with learning objectives and the process of learning and teaching. It should also be aligned with the students' learning experiences and be revised when appropriate;
- Assessment should be student-centred. Students should be encouraged to become independent learners and be given adequate opportunities to express their opinions of learning objectives, explain the learning strategies used and their views;
- Teachers should have well thought-out plans so that students are well informed of the criteria and formats of assessment. Assessment should not be an one-off exercise. Teachers should implement measures to track the learning progress of students. This help students set learning targets, manage learning pace and observe their own progress;
- Teachers should provide timely and effective feedback which enables students to understand their strengths and weaknesses, and to make improvements in their learning.
- Student abilities are diversified and disparate. Assessment practices with

different levels of difficulty and in diverse modes should be adopted to allow students with diverse aptitudes and abilities to exhibit their potentials.

5.2 Assessment for Learning

"Summative assessment" is usually conducted at the conclusion of a unit or after a significant period of instruction. For example, tests conducted after the completion of a unit, mid-term examination and final examination conducted after the first term and at the end of the term respectively. They usually take the format of paper-and-pencil examinations. The aims of "summative assessment" usually are to evaluate and judge the learning outcomes, and to rank students by using grades and marks.

"Formative assessment" refers to the assessment of students' performance using different assessment tools, providing feedback for improving the quality of learning and teaching. As it aims to promote learning; it is also called "Assessment for learning". This kind of assessment can be conducted during the learning and teaching process. For example, teachers may ask questions in class that encourage students to express opinions. Teachers then give constructive feedback to students' opinions. Feedback is the most important element in this question-response-feedback process. Feedback helps students understand the progression of their learning. They may improve their learning by referring to what they have learned, how they learn as well as the standard they have achieved. On the other hand, based on the information of the learning progress of students, teachers are able to evaluate the strengths and weaknesses of their teaching and adjust the learning and teaching strategies. Learning effectiveness will improve as the learning and teaching strategies are better geared to students' needs. "Assessment for learning" is not only a strategy to evaluate students; it provides information to teachers on how to adjust, perfect and refine learning and teaching strategies. As a result the three components, learning, teaching and assessment are all inter-connected in a mutually benefiting process.

5.3 Assessment as Learning

"Assessment for Learning" is a diagnostic process which gives teachers insights into instructional decisions. "Assessment as Learning" extends the role of formative assessment so that the assessment process becomes a learning process, encouraging students to assess their own work and monitor their learning journey.

"Assessment as Learning" emphasises the role of students in assessment. They are not

only contributors to but also critical connectors between the assessment and learning process. Students are the link. As active, engaged and critical assessors, they first absorb the information given by assessment, then relate it to their prior knowledge, and master the necessary skills. The ultimate goal of "Assessment as Learning" is to make students into their own best assessors.

Students cannot simply wait for teachers to provide them the correct answer. They have to take personal responsibility for the outcomes of their learning. They should actively compare their mastery of knowledge before and after the lessons, make references to other information and fine-tune their understanding of knowledge. During assessment, students have to ask reflective questions and consider a range of strategies that can promote learning. "Assessment as learning" helps students reflect on their work and make judgments about how they can capitalise on what they have done already.

5.4 Assessment that Motivates Learning

Teachers can motivate students to learn by appealing to their intrinsic interest and providing them with the direction and confidence they need to take on the challenge. Assessment can also motivate learning. When assessment capitalises on students' interests, concerns, enthusiasm and opens their eyes to the world that lies ahead, they are much more likely to engage in learning and be inspired. Assessment will then become the motivator for learning. By making connections among curriculum, teaching strategies, assessment and students' daily lives—for example, to compare the daily schedule of a school principal with that of a state leader or to compare factors affecting government expenditure with student's personal expenditure —teachers can better engage students in learning.

5.5 Assessment that Scaffolds Learning

Students learn best when they are in a context that provides moderate challenges. Through teachers' support, students can gain successful learning experiences with reasonable effort in a moderately challenging context.

An assessment which scaffolds learning happens when students know how to get started and can rely on teachers' support to reach a new level of understanding. Students will be more motivated to learn when teachers perceive doubts, uncertainties or mistakes as part of learning and provide students with timely feedback, chances of

reflection and refreshment. For example, while learning about the role of the Union Nations (UN) in promoting world peace, students can also correct their own misunderstandings (e.g. the UN is a world government) through studying learning materials provided by teachers. Through reading more supplementary information and navigating related web pages, students can gradually shed their misunderstandings about the functions of the UN and reach a new understanding. In this sense, students are controlling their own learning progress and are able to develop and assess their own learning journey.

When assessment is designed to encourage students to complete the task independently as well as allow them to seek help, teachers can thus provide assistance in helping students to scaffold learning during, not just at the end of the learning process. For example, if students in an assessment task show a tendency to emphasise the personal factor and miss out the role of the government should play in addressing unemployment rates, teachers should intervene and grasp this opportunity to revisit upon the relations between the unemployment rates and the socioeconomic factors. When teachers intervene during his/her assessment of students' learning, it creates a perfect opportunity for teachers to teach exactly what students need to know and to provide focused feedback to drive their learning forward.

5.6 Using Diversified Assessment Methods

The aims of assessment for learning can be achieved by making full use of diversified assessment activities. Life and Society (S1-3) emphasises the integration of knowledge acquisition with the development of generic skills and values and attitudes. Teachers can use non-paper-and-pencil assessment tasks such as participation, learning journals, oral presentations, poster designs, project learning and field studies etc. to assess the learning effectiveness of students. These assessment tasks can be implemented in groups. During the activities, students have to voice their views and opinions, listen to the views of others, reach a consensus after discussion and review and, finally, make decisions and reach a conclusion. At the same time, teachers can assess students' generic skills, behaviour, attitudes and learning progress, for examples, how they collaborate, communicate, and get along with other students, how they exercise critical thinking skills, what their attitudes are when responding to other people's views, and the factors students have taken into consideration when evaluating different opinions. Students can in turn apply the knowledge they have learned to the tasks and activities assigned by teachers. After completing the activity, students can reflect on their own abilities and progress with reference to teachers'

feedback for further improvement.

Example: The diversified assessment methods formulated by a school for S2 Integrated Humanities

Assessment items and loading of marks:

Term examination 50%	Diversified Formative Assessment Tasks 50%
	Video program commentary (content, personal viewpoints, presentation): 5%
	Homework: 15%
	Project Learning: 15%
	Reading to Learn (Book reports, extended readings, news commentary)：10%
	Classroom performance (classroom participation, class work, portfolio): 5%

Diversified Formative Assessment Tasks					
	Homework	Reading to Learn	Video program commentary	Classroom performance	Project Learning
S1	✓	✓	--	✓	--
S2	✓	✓	✓	✓	✓(individual)
S3	✓	✓	✓	✓	✓(group)

5.6.1 Self-assessment and peer assessment

Apart from various assessment methods described above, teachers can also encourage students to conduct self-assessment and peer assessment to promote learning. This enables students to shoulder the responsibility of learning and self improvement. Self-assessment enables students to supervise and judge their own learning. Peer assessment enables students to evaluate each other's learning performance. Teachers can introduce self-assessment in topics relating to personal and social development and let students conduct self-assessment after completing learning activities and self-reflection. Some students may not want to disclose their personal opinions to others. Therefore, self-assessment which is conducted on an individual basis is more

appropriate. Peer assessment can be adopted in relatively complex learning and teaching activities that require a division of labour such as role plays, project learning, debates, etc. Since each student is responsible for a particular role and task in the activity, they have to collaborate with other group members to complete the task assigned by teachers. There is great flexibility and room for them to discuss how to collaborate, what factors to consider and how to make decisions. These can be reflected and evaluated in peer assessment and let group members learn and gain experiences from others' comments and opinions.

Example: Peer assessment

During the peer assessment, a student gave her classmate the following comments:

> When discussing "Hong Kong as an international financial centre: the problems faced and possible solutions", besides using the reference materials delivered by the teacher, Student Chan also cited the experience of Shanghai in developing its economy, which he had learned about during the Shanghai Study Tour organised by our school, to compare with the situation in Hong Kong. This argument has not been considered by my group mates before. His viewpoints provided more substantial argument for our group to discuss. Therefore, I gave him the highest mark in the peer assessment.

As students take up the role of assessor, the role of teachers should not be neglected. Teachers have to provide clear learning objectives as the bases of self-assessment and peer assessment. Self-assessment and peer assessment should be underpinned by appropriate guidelines and instructions so that students fully comprehend the assessment criteria and the necessary skills. Teachers should also create an atmosphere of mutual trust in the classroom so that students can express their opinions, discuss with peers and evaluate each others' views with confidence. After students identified their strengths and weaknesses, teachers should provide suggestions for further improvement and let them know how learning can be improved.

5.6.2 Homework

Homework is a continuation and deepening of classroom learning. It helps to consolidate what students have learned in class and provides opportunities for further

enquiry. Lesson time is limited. Homework can be finished outside classroom and help students understand their learning progress and identify the areas which need further improvement. Homework also helps teachers to identify the difficulties encountered by students during the learning process, and adjust the teaching accordingly in order to solve students' learning problems. Teachers should avoid designing homework which stresses copying; instead, he/she should provide interesting and challenging homework aiming to motivate students into learning. (Refer to the example in Appendix 4 on pp. 178-180)

Topics in Life and Society (S1-3) relate closely with students' personal growth and the society. Therefore, it is much easier to arouse students' interest if the homework is designed taking into aspects of students' daily lives, allowing them to apply what they have learned during the lessons to the homework. Students in the 21st century are keen on searching information, expressing ideas and sharing feelings on the internet. Teachers can design a variety of homework and let students make use of these learning modes in the process of doing homework. For example, teachers may ask students to search information on internet fraud, then organize and analyse the ways the fraudsters carry out the frauds, and finally write a speech to alert teenagers the possible threats of making cyber-friends. When marking the homework, teachers should give specific and constructive comments, feedback and suggestions for improvement. This informs students of their progress and enables them to know what they should do next in order to improve.

Examples: Constructive comments and feedback

- I appreciate that you can express your opinions by citing some daily examples …
- I can see that you have given 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 can master the focus of the issue.
- If you can elaborate more on your viewpoint in paragraph two, the essay will be much more convincing.
- You have grasped the focus of the issue. Try to give one or two more examples to support your argument.

5.6.3 Tests and examinations

Tests and examinations are the most widely used modes of internal assessment. However, if the assessment stresses memorisation of information, the motive to learn will be weakened. In designing test and examination items, teachers should balance between different requirements for accessing students' cognitive skills. Conceptual understanding, declarative knowledge, skills and generic skills of students should be fully assessed. There should be diversity in question type too, such as

(a) data-based questions;
(b) open-ended questions;
(c) script writing for a short play;
(d) drawing a design.

The items above are suitable for assessing a wide range of skills such as creativity, problem solving and critical thinking skills.

Teachers should also avoid directly citing questions from workbooks or textbook activities to minimise high scores resulting simply from rote memorisation. During the lessons and when designing homework, instead of using textbooks as the sole resource, teachers may also make use of daily life examples and current issues as illustrations to arouse students' interest. It is encouraging that teachers do not simply follow the textbook but to extend the learning and teaching beyond the textbook. The use of current issues and other related materials should be also apply to tests and examinations so that students recognise that what they have learned in the lessons will be assessed.

Example: Application of current issue

After studying the topic "The Labour Market of Hong Kong", students have already understood the factors affecting the salary. Teacher can set questions on the issue of minimum wage in the examination to assess students whether they can apply their knowledge to factors affecting the employment of a person to identify the age group that will be threatened by unemployment if the minimum wage is set at a high level. If students can apply the concept of the labour supply and demand to answer the question, they can get bonus marks.

Making good use of summative assessment can also achieve the aims of formative assessment:

From teachers' perspective:

(a) Teachers can analyse the performance of students in the assessment to identify the learning needs of individual students.
(b) Teaching strategies could then be adjusted to meet their learning needs.

From students' perspective:

(a) Students should also be encouraged to reflect on their performance in the tests and examinations and note where they have done well and what they need to improve.
(b) They can attempt the test and examination papers again, which helps them to understand the aims of their learning and perform better in future assessments.

In conclusion, different assessment tools can be introduced in the process of learning and teaching. On one hand, assessment is perceived as part of students' learning and helps to improve their learning. On the other hand, teachers can make use of the findings from the assessment to adjust the learning and teaching strategies and achieve the integration of learning, teaching and assessment.

5.7 Making Use of Rubrics

Rubrics are criteria to assess the performance of students. Teachers formulate different rubrics for different assessment tasks and list them out clearly. They should inform students of the rubrics and explain to them item by item. They may also use examples from assessment tasks to illustrate how rubrics are used to assess the tasks. Students then can understand what is meant by "good performance" and what is meant by "further improvement needed". This is to make sure that students understand the requirements of the rubrics before completing the assessment tasks.

Example: A set of rubrics for marking essay type questions

Assessment items	Good	Fair	Further improvement needed
Content	Responded to the theme, rich content, can enquire the question from different perspectives, reasonable analysis and can provide objective judgment and feasible suggestions （11-15 marks）	Merely responded to the theme, fairly rich content, can enquire the question from certain perspectives, fairly reasonable analysis and can provide some feasible suggestions （6-10 marks）	No response to the theme, inadequate content, self-contradictory analysis, provide no suggestions （0-5 marks）
Use of information	Can analyse and organise information from different sources and present using one's own words （8-10 marks）	Showed some attempts to analyse and organise information from different sources and can present using one's own words （4-7 marks）	Cannot analyse and organise information from different sources. Most of the time simply copied from the information （0-3 marks）
Organization	Well organised and clearly presented （4-5 marks）	Reasonably well organised and fairly well presented （2-3 marks）	Poorly organised and poorly presented （0-1 marks）
Presentation	Fluent, free from major inaccuracies （4-5 marks）	Fairly fluent, contains occasional inaccuracies （2-3 marks）	Difficult to understand and marred by inaccuracies （0-1 marks）

When marking the assessment tasks, teachers mark according to the items listed in the rubrics and give constructive feedback. When receiving the marked assessment tasks, students will understand that even when they get same marks as others, the items that need further improvement are not the same. Students can use the rubrics to review their assessment tasks and investigate what they have achieved in different items, and which items need further improvement.

Besides being a tool that assesses the works of students, rubrics can be used as a learning tool.

(a) Teachers can discuss and formulate the items, the grades and the allocation of marks together with students so that they can understand the objectives, focus and standard requirements of the assessment.
(b) Rubrics can be used as a self-assessment tool. Students can play the role of teachers and become their own assessor. They can assess their own work first and then compare with teachers' assessment. They will then know the areas they have neglected or over-estimated. Having internalised these criteria and standards, they may apply them in other assessment tasks in future. As a result, students can gradually direct the progress of own learning.
(c) Rubrics can also be used in peer assessment. Students assess the work of fellow students and give comments according to the rubrics. The comments they gave can reflect how much they understand the requirements of the rubrics. On the other hand, they can apply the assessment skills and standards they have used in peer assessment on their own work and further strengthen their skills in self-assessment.

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Chapter 6 Learning & Teaching Resources

This chapter discusses the importance of selecting and making effective use of learning and teaching resources to enhance learning. Schools need to select, adapt and, where appropriate, develop relevant resources to support student learning.

6.1 Purpose and Function of Learning and Teaching Resources

The purpose of learning and teaching resources is to provide a basis for learning experiences. Learning resources include not only textbooks, workbooks, and audio-visual teaching aids produced by the Education Bureau or other organizations, but also web-based learning materials, IT software, the Internet, the media, resources in the natural environment, libraries, and even people themselves. All of these should be drawn upon to help students learn, broaden their learning experiences and meet a variety of learning needs. These sources help students construct knowledge for themselves and develop learning strategies, generic skills, positive values and attitudes, thus laying a solid foundation for lifelong learning. Teachers can also make use of learning resources to provide a scaffolding for knowledge construction that goes beyond their confines, giving support to the process of learning to learn.

6.2 Using Learning and Teaching Resources Flexibly

There is a wide variety of common learning and teaching resources for this curriculum. Based on professional judgement, teachers should select and adapt the materials during the teaching process to keep in line with the teaching objectives and different pedagogies, as well as to cater for the needs of different students.

The common learning and teaching resources for this curriculum will inevitably exhibit different information, data, categories, analyses, views, opinions, ideologies, worldviews, values, perspectives and paradigms. While teaching personal and social incidents, teachers can introduce different sources of information so that students can be exposed to a diversity of views and perspectives, for example macro perspective and cases at micro level. The authenticity, accuracy, completeness, sufficiency or timeliness of data can be complemented and cross-checked given the availability of different information. Any piece of information should be seen as providing one of a number of possible perspectives on an issue, but not as having the final word.

Teachers should also take note of the use of different types of learning and teaching resources. One type is textual resources, which include textbooks, books, journals, official and non-official reports, documents, news reports, commentaries and analyses. There are also a wide range of non-textual resources from the electronic media, online media and museums, etc. that can also act as important learning and teaching resources. These resources include photographs, audio records, video records, music, films, maps and posters, etc. Another type of commonly used resources are people themselves. Teachers and students can attempt to read the feelings, descriptions, memories, cognition, professional opinions, and experiences of different people with respect to daily lives and social conditions, through channels such as self-reflection, observation, chatting, listening, and interviews, etc. These people include teachers and students themselves, other teachers and students, parents, relatives and friends, members of the community and professionals, etc.

While selecting different types of information, teachers need to understand and cater for the diversity among students, which include differences in socioeconomic background, gender, religion, language proficiency and learning style, etc. The data from different types of information will be different in terms of comprehensiveness, level of abstraction, perspectives provided, and space of imagination. If teachers can frequently adopt diverse types of information, they can optimize the learning spaces of students with different sensitivity of the information. In turn, their learning motivation can be suitably heightened and their cognitive faculties better fostered.

When teachers select and adopt different information in the students' learning processes, they need to remind students of the following points:

- What were the socio-political and economic contexts when a piece of information was created by an individual or organization?
- Who or which organization created the message?
- What were the purposes?
- What ways and methods were adopted for disseminating the message?
- What values and views were embedded?
- How may different individuals interpret the message?
- What is omitted from the message?
- Where can alternative information be found?
- What channels are available to compare the authenticity, accuracy, completeness, sufficiency or timeliness of different pieces of information? (For example, certain news search engines allow students to easily locate news reports on the

same incident from different newspapers.)

Example: Select different types of information

In teaching "An Overview of World Order", teachers may introduce the official information from the United Nations, different countries, and other important international political organizations. They may cite the reports and analyses from local, national and global media as well as the opinions and analyses of academics and non-governmental organizations with different views and standpoints. Apart from these, teachers can encourage students to read books about personal experiences, for example those of officials from different countries, humanitarian workers, journalists, child soldiers, and victimised females. This way, students can understand the contemporary world order through different perspectives.

6.3 Commonly Used Learning and Teaching Resources

Teachers should take into account students' prior knowledge and experiences, learning styles, abilities, teaching objectives and current social environment, etc. before deciding on the use of different learning and teaching resources in support of student learning. They can make use of textbooks, reference books, newspapers and magazines, multimedia resources, web-based materials, etc., to bring real world problems into the classroom, and help students see the relevance of what they are learning and achieve a broader understanding of the issues. Teachers should not simply summarize information from textbooks, reference books, the Internet, people and / or the media, etc. for students, but should use them to help students define problems and issues, conduct research, and create a product which reflects their learning. In the selection and use of resources, teachers have to be mindful of the impact of the sources and forms of the information on students. The flexible use of different resources can cater for the diversity among students and help them grasp related information more fully.

6.3.1 Textbooks

Textbooks can be an important medium for student learning and classroom teaching. When different sets of textbooks are available in the market, a teacher should

carefully consider whether a particular set of textbooks suits the needs of his/her students, matches the curriculum planning of his / her school, and meets the needs of the teachers in his / her school. The following are some useful references on the choice of suitable textbooks for teachers:

Notes on Selection of Textbooks and Learning Materials for Use in Schools
Guiding Principles for Quality Textbooks
Recommended Textbook List

(http://www.edb.gov.hk/; then ＞ Kindergarten, Primary and Secondary Education＞ Curriculum Development＞ Resources and Support＞ Textbook Information)

Teachers should also take note of the following considerations when using textbooks:

(a) Textbooks are only tools to bring about learning. They are not the curriculum itself. Teachers should exercise professional judgement, and take into account the teaching objectives as well as students' needs and abilities, before deciding on whether to cover all the materials in the textbooks.

(b) Teachers should select relevant materials from textbooks in order to cover the essential learning elements and to achieve the learning objectives of the curriculum.

(c) Teachers should avoid using workbooks / supplementary exercises associated with particular textbooks indiscriminately; they should allow students space to engage in a range of meaningful learning activities.

6.3.2 Materials from the Education Bureau

Apart from textbooks, the Education Bureau also provides learning and teaching resources for teachers' reference. The Education Bureau provides resource materials through its web page such as exemplars of learning and teaching strategies, and resources collected from teachers' professional training and network activities.
(http://www.edb.gov.hk/; then ＞ Kindergarten, Primary and Secondary Education＞ Curriculum Development＞ Key Learning Areas＞ Personal, Social & Humanities Education＞ References & Resources)

Example: A resource produced by Education Bureau

In 2008, the PSHE Section, CDI, Education Bureau issued *Thirty Years of Reform and Opening-up: Collected Works of the National Education Seminar Series* (Chinese version only). The booklet collects the latest research and unique perspectives of more than 20 experts and academics with respect to different aspects of the development of our country. It provides useful resources for teachers.

6.3.3 Materials from governmental organizations

Documents or reports prepared by national and regional governmental institutions, quasi governmental organizations, and intergovernmental bodies are sources of official and updated information and data. The information can also provide teachers with a comprehensive understanding of the official perspectives.

6.3.4 Materials from non-governmental organizations and independent persons

Information, statistics, views and opinions of non-governmental organizations, community organizations, civil society organizations, experts, academics, and independent persons from different countries and places also provide students with different levels of information, analyses and perspectives. Apart from these, teachers and students may consider participating in related activities organized by local non-governmental organizations, community organizations and civil society organizations, etc. so that students can learn outside of their classroom. For related considerations and points to note, please refer to Section 4.3.2(e) Participatory learning.

6.3.5 Materials from commercial and professional bodies

Information and statistics from different enterprises, chambers of commerce, and professional/occupational bodies allow students to grasp the economic conditions and latest development of different national and regional economies from another perspective.

6.3.6 Materials from different media

Live information, statistics, views and opinions of media at local, national and global levels as well as the different values and lifestyles demonstrated by such media can provide students with different levels of information, analyses and perspectives.

6.3.7 Books

When promoting the strategy of "reading to learn", teachers can encourage students to read books of biographies, social documentary, travel, humanities, culture and foreign countries. Although these books were not written for this curriculum, they can provide

students with profiles of economic, social and political issues at local, national and global levels. They can broaden students' awareness of related topics and heighten their interest in those topics. Apart from reading after class and at home, students can bring to classes the texts that they have a particular understanding and liking for and in order to share and discuss with his / her classmates.

Example: A resource that promotes "reading to learn"

In 2009, the PSHE Section, CDI, Education Bureau issued *A Reader in Humanistic Literacy (Junior Secondary)* (Chinese version only). The booklet contains a good collection of Chinese and Western seminal readings. Among them are texts that are both relevant and enlightening to the learning of this curriculum.

6.3.8 Materials from schools

Different people and things come together in schools and they can be important sources of learning and teaching resources. For instance, teachers of other panels, professionals who are providing services to schools, parents, relatives and friends of students, and alumni can provide teachers and students with ample professional knowledge as well as work and life experiences. Teachers can also adopt self-developed, school-based learning and teaching resources as well as students' products as part of the learning and teaching resources. Taking into account personal privacy and sensitivity issues, the personal experiences, views and reflections of students with different backgrounds, as well as observations and interviews conducted by them, can also be part of the learning and teaching resources.

6.3.9 Experiences and perception of concerned parties

Records of the experiences and subjective perception of concerned parties in different social incidents can also be important learning and teaching resources. The evolution of the cyber world, in particular under Web 2.0, strengthens the participation of users and sharing among people. More channels are available where people of different strata can demonstrate their experiences as well as express their subjective perception. Such kind of information can easily arouse students' empathy and provide them a deeper understanding of different cases from multiple perspectives.

6.3.10 Materials selected by students

The learning and teaching resources are not necessarily all chosen or developed by the teacher. Students can take initiative to identify, propose and select learning resources. Having different genders, religious backgrounds, language proficiency, learning styles, and socioeconomic backgrounds, the students might see issues in very different ways and choose material very differently. Their suggestions can complement the teachers' choices and provide more diverse perspectives on issues.

6.4 Resource Management

6.4.1 Sharing of learning and teaching resources

Knowledge Management (KM) is a process through which organizations make the most of their intellectual and knowledge-based assets. Very often, making the most of such assets means sharing knowledge and experience among staff, with other schools, even with other sectors in an effort to devise best practices. A culture of sharing is key to success in KM. Schools should make arrangements and provide opportunities for:

(a) teachers and students to share learning and teaching resources through the Intranet or other means within the school; and
(b) teachers to reflect on their teaching when using different types of learning and teaching resources, and form professional development groups for face-to-face and electronic sharing of experiences.

6.4.2 Management of learning and teaching resources

The management of learning and teaching resources is an ongoing process involving budgeting, purchasing, organizing and accessing:

(a) Budgeting must be carried out before funds are allocated for the acquisition of learning and teaching resources.
(b) Teachers should be encouraged to make suggestions on the procurement of learning and teaching resources, and on cost-effective purchasing, such as tendering or bulk purchasing.
(c) Teachers should make sure that the learning and teaching resources come from multiple sources and in diversified types. They should be properly organized and classified according to their nature.

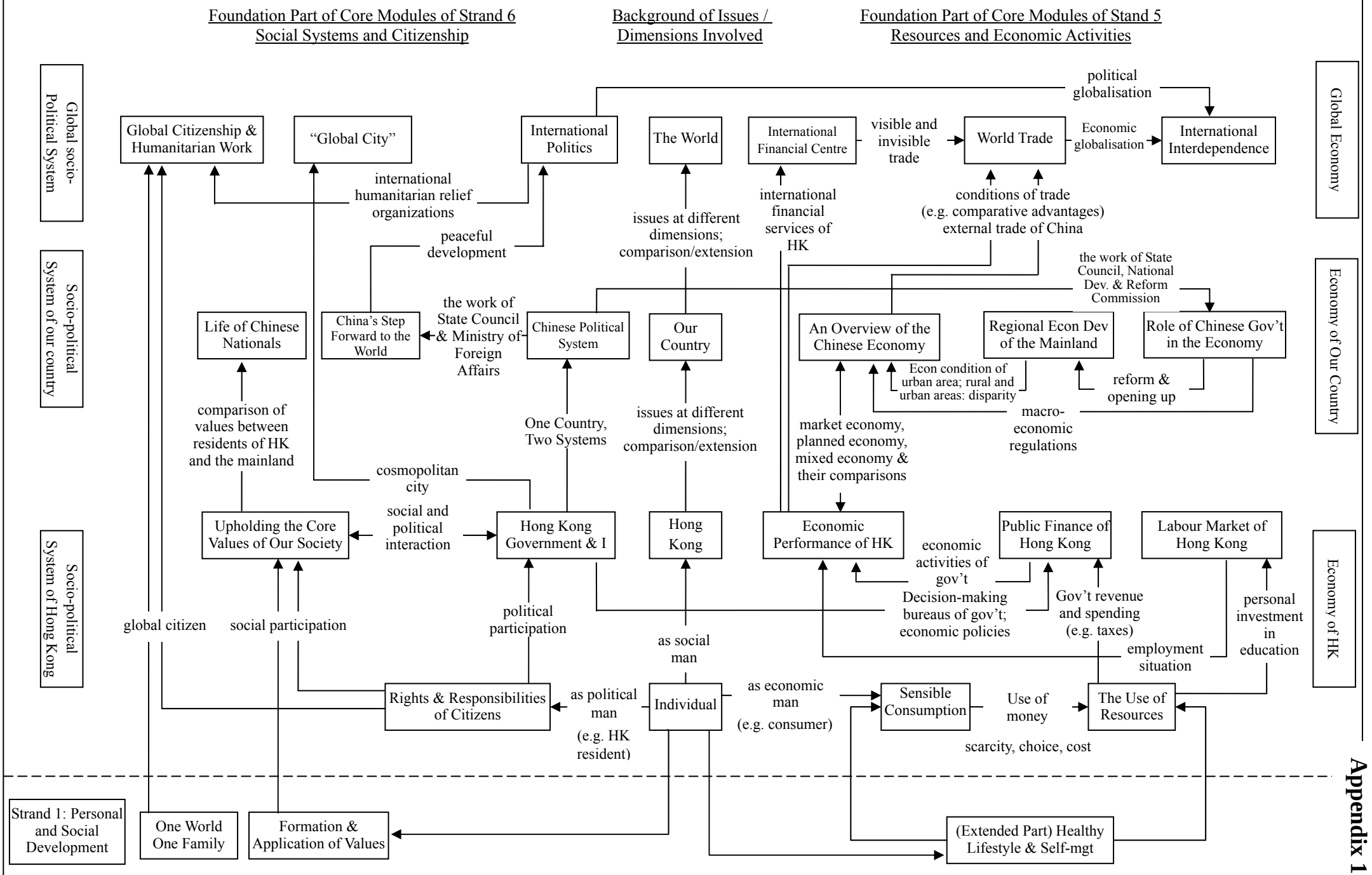
(d) It is important for teachers, with the help of school librarians, to categorise the learning and teaching resources properly and update them to meet the needs of the curriculum.
(e) An inventory of existing resources should be available for teachers' easy reference.
(f) All resource materials should be stored in places where panel members have easy access to them.
(g) Learning resources, books and journals in particular, should be easily accessible to students to promote reading.
(h) Teachers need to develop a code of conduct for the use of these resources in compliance with copyright laws.

While collecting learning and teaching resources from different channels, teachers need to ensure diversities in terms of sources and types.

Example: Develop learning and teaching resources with student participation

Teachers can organise students into groups. Each group will be responsible for collecting learning resources from daily lives with respect to the foundation knowledge in one of the seven areas of this curriculum. These resources may come from newspapers, magazines, readers, web sites, and video records, etc. During the learning and teaching of individual topics or project learning, these "expert groups" can provide relevant resources and advice to teachers and fellow classmates. During discussion, these groups can readily provide alternative perspectives for others.

Organization Chart for Modules of Strands 5 (Resources and Economic Activities) and 6 (Social Systems and Citizenship)



Appendix 1

Appendix 2

Case: Let Students Win at the Starting Line

A school in Fanling believes that every student is full of potential. They can learn and they can learn well. Therefore, besides using diverse learning and teaching strategies in lessons, the school also develops many strategies to cater for learner diversity. Below are some examples:

Holistic strategies

(i) Strict request for students to do lesson preparation—bringing students closer at the starting point

Some students find that they fall behind and abandon their studies even in the middle of S1. To prevent students "losing at the starting line", the school believes that students should develop good learning habits. Therefore, the school strictly require students to prepare for lessons before they attend classes. With sufficient preparation, students will find learning easier and their self-efficacy will also be enhanced. The strategy also helps students of different abilities to learn better. A scholar points out that students fall behind the learning schedule not because they do not have the ability to learn, just because they need more time to learn. Lesson preparation allows students who learn at a slower pace to obtain a preliminary understanding of the topic before lesson and seek help from peers or teachers at the very moment they encounter problems in learning. This helps them get closer to the starting points of their peers in learning.

(ii) A distinct report card—emphasises on the assessment of student development in various aspects

Besides learning and teaching, the school also designs a distinct report card which aligns with the school rationale in catering for learner diversity. The school believes that whether a student can learn and can learn well cannot be judged by a single test or examination. A report card, as a summary of the students' academic performance in a school term, should demonstrate students' comprehensive performance in various aspects. Therefore, the school's report card of more than ten pages shows not only test and examination results, but also the continuous assessment and the assessment of students' learning attitude in each subject. Class teachers and subject teachers provide feedback to students so that students understand their strengths and weaknesses and know what to enhance or improve. The report card also contains a section of students' self-assessment on the performance in co-curricular activities and service

learning to help students reflect on their performance in areas other than academic studies.

Strategy for specific purpose

Study Guidance—More achievements, less frustration

To boost students' confidence in tackling examinations, the school provides study guidance for students of lower ability before examinations. It is hoped that, with teachers' guidance and better preparation for examinations, students who intend to give up will make a difference in their performance in examinations. The school expresses that the program does not help students get good marks, but makes them understand that their efforts do pay off. This experience not only gives them a sense of achievement and lessens their feeling of frustration, but also promotes self-confidence and self-esteem. The positive energy generated from the experience can provide tremendous help to their learning in the future.

Once a teacher from another school asks whether it is worth spending so much time and effort just to cater for learner diversity. The answer from the school: There is no shortcut in catering for learner diversity; but if you make an effort, your effort will pay off.

Appendix 3

Case: Reading to Learn – "Tough Materials and Soft Landing"

Different types of reading materials provide students with rich knowledge as well as widen and deepen thinking. However, many junior secondary students are not interested in "tough materials" which contain serious content. A teacher from a Tuen Mun secondary school shares with us how to facilitate the "soft landing" of "tough materials":

- A clear reading goal or reading task
  Before the reading activity, teachers spell out the reading goal or assign a reading task to students. For example, if the reading materials are to help develop students' understanding of certain concepts, teachers can first put the key terms or concepts on the blackboard and ask students to find out the explanations or definitions while reading, then highlight the main points by asking students questions. By doing this, the learning process becomes more interesting and students gain a deeper understanding of the related concepts. Teachers can also design interesting questions and ask students to look for answers from the materials. With a clear reading goal or reading task, students are more engaged in the reading and this helps their learning.

- Effective use of reading strategies
  If teachers want to minimise resistance brought about by difficult reading materials, they can first explain important or difficult concepts to students to eliminate some of the obstacles in the reading process. Teachers can also discuss with students the main ideas of different parts of the article to help students grasp the main points. With the use of graphic organizers, students can better organize and make connections between the main points. For a lengthy article, teachers can use jigsaw reading strategy. Different groups read different parts of the article then report to the class. During the reporting process, teachers highlight the main points of different parts through asking students questions. To help students develop a better understanding of the reading materials, teachers can design extended activities to help students revisit the article at home.

- Learning activities that complement to reading to learn
  Appropriate learning activities help deepen learning through applying and transferring the reading content. For example, teachers ask students to rewrite the ending of a story or a case with reference to the reading materials. The activity

expands the reading experiences from perceptual understanding to rational thinking. By rewriting, personal understanding and reflections on the reading materials are revealed. During the process, students do not passively read and receive knowledge, but experience the process of reading, thinking and re-constructing knowledge which deepens learning.

Appendix 4

An Example of Homework Design

To cater for learner diversity (diversified abilities and interests), teachers can apply the principles mentioned in Section 5.6.2 of chapter 5 flexibly when designing homework of Life and Society. Below is an example based on the topic "Managing Finance and Being Your Own Master with Money" under Foundation part of Core Module (10): The Use of Resources, which suggests different types of homework design for teachers' reference.

Learning Menu

Menu: Managing Finance and Being Your Own Master with Money

Students have to complete the menu below on or before xx-xx-xxxx (date). After completing the menu, please also complete the self-evaluation form and hand them in to me.

Main course (students have to complete all the items listed in the main course)

1. Personal consumption
   - How do you spend your money? Please make a record of your spending in the coming week, including items, amount etc.
   - Classify the spending, such as consumptions, savings, donation etc.
   - Discuss whether the spending is necessary or not.
   - Calculate the proportion of necessary and unnecessary spending.
   - Analyse the factors affecting how you spend money. Family, classmates, character, interest?

2. Future plan
   - List 3 items that you want most in the coming three months.

Use the menu format and provide different choices for students, which cater for diversified abilities and interests of different students.

Provide opportunity for self-assessment.

After completing the main course, students can achieve the objectives in knowledge, skills and attitudes of this topic.

The homework is designed in relation to their daily lives so as to arouse their interest.

- Prepare a budget and make a decision. (refer to the graphic organiser of decision making)

……

Side dishes (Students can choose any 1 item from the list)

1. My family (individual task)
   - How does your family spend money?
   - Classify the spending, such as consumptions, savings, donation etc.
   - Calculate the proportion of necessary and unnecessary spending.
   - Discuss whether the spending is necessary or not.
   - Compare your personal consumption with family consumption. Are there any similarities and differences?

2. My classmates (group work, 4-5 students a group)
   - Collect information on your group members on Main course 1: Personal consumption
   - Analyse the factors affecting how your group members spend money.
   - Suppose you want to buy a new model mobile phone but you do not have enough money. Will you borrow money from others or from a financial institution? Why?
   - Group members interview each other and write a blog. Describe the situation mentioned above. Other group members send their opinions and suggestions onto the blog.

……

Dessert (optional)

1. Collect news articles on cases where people borrowed money from financial institutions but failed to repay the loan, and finally went bankrupt.

Provide a decision making graphic organiser to help students complete the task and to develop students' higher order thinking skills.

Those students who do not like group work may choose the individual task.

Those students who like group work can choose this item.

Apply ways of communication which students are familiar with to the design of homework.

To search information on the Internet

Assume that you were the borrower; write an article in the first person to point out the responsibilities and risks of borrowing money.

Cater for students with higher writing skills

2. Dispel the myth of the low interest rates of credit card debts. Assume that you were the financial planner of "Mo Leung Financial Consultancy Company Limited". A client has failed to repay the credit debt of a 100 thousand loan for 6 months. Every month, s/he can only afford the minimum monthly payment. Calculate how much interest s/he has to pay for the credit card debt and how much time is needed to clear all the credit card debt.

Cater for students with higher numeric skills

3. Write a brief advice, list points to note when borrowing money and the possible financial costs.

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General 一般參考資料

	Address 網址	Name of Homepage 網頁名稱
(1)	http://www.edb.gov.hk/index.aspx?nodeID=3209&langno=1 http://www.edb.gov.hk/index.aspx?nodeID=3209&langno=2	EDB–Personal, Social and Humanities Education EDB 教育局－個人、社會及人文教育
(2)	http://www.news.gov.hk/en/index.shtml http://www.news.gov.hk/tc/index.shtml	News.gov.hk－From Hong Kong's Information Services Department 香港政府新聞網－政府新聞處網上採訪室
(3)	http://life.mingpao.com/cfm/main.cfm	明報通識網
(4)	http://resources.hkedcity.net	香港教育城教學資源庫
(5)	http://ls.edb.hkedcity.net/Home/Index.aspx	香港教育城通識教育科網上資源平台
(6)	http://www.hkliberalstudies.com	香港通識教育網
(7)	http://edu.singtao.com/lib/index.asp	星島教育通識網
(8)	http://www.edb.gov.hk/index.aspx?nodeID=2397&langno=2	教育局－德育、公民及國民教育

Personal & Social Development 個人與群性發展

	Address 網址	Name of Homepage 網頁名稱
(1)	http://www.gamblercaritas.org.hk/html/eng/index.asp http://www.gamblercaritas.org.hk/html/chi/index.asp	Caritas Addicted Gamblers Counselling Centre 明愛展晴中心戒賭輔導服務
(2)	http://www.cheu.gov.hk/eng/info/index.htm http://www.cheu.gov.hk/b5/resources/index.htm	Department of Health－Health Zone－Central Health Education Unit 衛生署中央健康教育組健康地帶
(3)	http://www.famplan.org.hk/sexedu/en/resource/resource.asp http://www.famplan.org.hk/sexedu/b5/resource/resource.asp	FPAHK Sexuality Education Website 家計會性教育網頁
(4)	http://www.aids.org.hk/en/index.html http://www.aids.org.hk/big5/index.html	Hong Kong AIDS Foundation 香港愛滋病基金會網頁
(5)	http://www.csu.med.cuhk.edu.hk/hkaids/eindex.htm http://www.csu.med.cuhk.edu.hk/hkaids/cindex.htm	Hong Kong AIDS Information Network 香港愛滋病資訊網
(6)	http://www.nd.gov.hk/en/index.htm http://www.nd.gov.hk/tc/index.htm	Narcotics Division, Security Bureau, The Government of the HKSAR 香港特別區政府保安局禁毒處
(7)	http://www.sexedonline.tv/index_eng.html http://www.sexedonline.tv/index.html	Sex Education Online 性本善 Online
(8)	http://gcc.hkfyg.org.hk/en_home.htm http://gcc.hkfyg.org.hk/aboutus.htm	The Hong Kong Federation of Youth Groups 香港青年協會
(9)	http://www.eoc.org.hk/eoc/otherproject/eng/color/youthcorner/index.html http://www.eoc.org.hk/eoc/otherproject/chi/color/youthcorner/index.html	Youth Corner & Education 青年視窗及教育
(10)	http://yrc.hkfyg.org.hk/eng/index.html http://yrc.hkfyg.org.hk/chi/index.html	The Hong Kong Federation of Youth Group－Youth Research Centre 香港青年協會青年研究中心
(11)	http://qsxl.psych.ac.cn/index.php	中國兒童與青少年心理健康網
(12)	http://life.edu.tw	台灣教育部生命教育學習網
(13)	http://www.breakthrough.org.hk/ir/researchlog.htm	突破青少年研究資料庫
(14)	http://www.hkedcity.net/iworld/index.phtml?iworld_id=69	香港教育城性教育園地

Local Economy and Socio-political System 香港經濟及社會政治體系

	Address 網址	Name of Homepage 網頁名稱
(1)	http://www.gov.hk/en/residents/ http://www.gov.hk/tc/residents/	GovHK: Residents 香港政府一站通：本港居民
(2)	http://www.legco.gov.hk/young/english/index_e.php http://www.legco.gov.hk/young/chinese/index_c.php	LegCo Civic Education Corner 立法會公民教育網
(3)	http://www.basiclaw.gov.hk/en/index/ http://www.basiclaw.gov.hk/tc/index/	The Basic Law 基本法
(4)	http://www.brandhk.gov.hk/en/#/ http://www.brandhk.gov.hk/tc/#/	Brand Hong Kong 香港品牌
(5)	http://www.cpu.gov.hk/english/index.htm http://www.cpu.gov.hk/tc/index.htm	Central Policy Unit, The Government of the HKSAR 香港特別行政區政府中央政策組
(6)	http://www.cmab.gov.hk/en/press/reports_human.htm http://www.cmab.gov.hk/tc/press/reports_human.htm	Constitutional and Mainland Affairs Bureau, The Government of the HKSAR－Human Rights Report 香港特別行政區政府政制及內地事務局－人權報告
(7)	http://www.eoc.org.hk/eoc/GraphicsFolder/default.aspx	Equal Opportunities Commission 平等機會委員會
(8)	http://www.icac.org.hk/me/new/index.html	廉政公署德育資源網
(9)	http://www.civic-exchange.org/wp/ http://cht.civic-exchange.org/wp/	Civic Exchange 思匯
(10)	http://www.bauhinia.org/index.htm http://www.bauhinia.org/tchi_index.htm	Bauhinia Foundation Research Centre 智經研究中心
(11)	http://www.jcpbasiclaw.org.hk/new/index.html	香港基本法推介聯席會議
(12)	http://www.hkjournal.org/index.html	Hong Kong Journal
(13)	http://hkupop.hku.hk/	HKU POP Site 香港大學民意網站
(14)	http://www.hkeconomy.gov.hk/en/home/index.htm http://www.hkeconomy.gov.hk/tc/home/index.htm	Hong Kong Economy 香港經濟近況
(15)	http://www.info.gov.hk/hkma/index.htm http://www.info.gov.hk/hkma/chi/index.htm	Hong Kong Monetary Authority 香港金融管理局
(16)	http://www.hkpri.org.hk/	Hong Kong Policy Research Institute Ltd. 香港政策研究所
(17)	http://www.labour.gov.hk/eng/news/content.htm http://www.labour.gov.hk/tc/news/content.htm	Labour Department, The Government of the HKSAR 香港特別行政區政府勞工處
(18)	http://www.censtatd.gov.hk/hong_kong_statistics/statistics_by_subject/index.jsp?subjectID=2&charsetID=2&displayMode=T http://www.censtatd.gov.hk/hong_kong_statistics/statistics_by_subject/index_tc.jsp?subjectID=2&charsetID=1&displayMode=T	Census and Statistics Department, The Government of the HKSAR－Labour Statistics in Hong Kong 香港特別行政區政府政府統計處－香港「勞工」統計數字
(19)	http://www.budget.gov.hk/	The Budget 政府財政預算案
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(21)	http://www.roundtablecommunity.org.hk/	Roundtable Community
(22)	http://www.synergynet.org.hk/en_index.php http://www.synergynet.org.hk/b5_index.php	SynergyNet 新力量網絡
(23)	http://www.women.gov.hk/eng/home.html http://www.women.gov.hk/big5/home.html	Women's Commission 婦女事務委員會

National Economy and Socio-political System 國家經濟及社會政治體系

	Address 網址	Name of Homepage 網頁名稱
(1)	http://www.gov.cn/	中華人民共和國中央人民政府門戶網站
(2)	http://www.npc.gov.cn/	中國人大網
(3)	http://www.cppcc.gov.cn/	中國人民政治協商會議全國委員會
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(5)	http://www.spp.gov.cn/	中華人民共和國最高人民檢察院
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(9)	http://www.cpirc.org.cn/index.asp	中國人口資訊網－中國人口與發展研究中心
(10)	http://big5.china.com.cn/ch-zhengzhi/index.htm	中國網－中國政治制度
(11)	http://big5.china.com.cn/ch-company/index.htm	中國網－中國統計數據
(12)	http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/ziliao/2003-01/24/content_706099.htm	新華網－中國經濟
(13)	http://chinese.wsj.com/big5/checo.asp	華爾街日報－中國經濟
(14)	http://chinabiz.mpfinance.com/cfm/index.cfm	明報－中國經濟網
(15)	http://ics.nccu.edu.tw/eced/ http://ics.nccu.edu.tw/ced/	China Economic Databases 中國經濟資料庫
(16)	http://chinadigitaltimes.net/chinese/ http://chinadigitaltimes.net/	中國數字時代 China Digital Times
(17)	http://www.chinaelections.org/	中國選舉與治理
(18)	http://www.women.org.cn/ http://www.womenofchina.cn/	中國婦女網 All China Women's Federation中國婦女（英文）網
(19)	http://www.cuhk.edu.hk/ics/21c/	《二十一世紀》雙月刊
(20)	http://www.chinarural.org/	村民自治
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(27)	http://www.hoover.org/publications/china-leadership-monitor	China Leadership Monitor
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(29)	http://www.chinavitae.org	China Vitae（中國名人錄）
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	Address 網址	Name of Homepage 網頁名稱
(1)	http://www.apec.org/	Asia-Pacific Economic Cooperation
(2)	http://www.brookings.edu/World.aspx	Brookings Institution
(3)	http://carnegieendowment.org/ http://chinese.carnegieendowment.org/	Carnegie Endowment for International Peace 卡內基國際和平基金會
(4)	http://csis.org/	Centre for Strategic and International Studies
(5)	http://www.cyberschool.oxfam.org.hk/index.php?lang=eng http://www.cyberschool.oxfam.org.hk/index.php	Oxfam－Cyber School 樂施會－無窮校園
(6)	http://www.globalissues.org/	Global Issues
(7)	http://www.globalpolicyjournal.com/	Global Policy
(8)	http://www.hsrgroup.org/	Human Security Report Project
(9)	http://www.icrc.org/	International Committee of the Red Cross 紅十字會國際委員會
(10)	http://www.imf.org/external/index.htm http://www.imf.org/external/chinese/index.htm	International Monetary Fund 國際貨幣基金會
(11)	http://www.msf.org.hk/index.php?lang=en http://www.msf.org.hk/index.php?lang=tc	Médecins Sans Frontières 無國界醫生
(12)	http://www.oecd.org/home/	Organization for Economic Co-operation and Development
(13)	http://www.newint.org/	New Internationalist
(14)	http://www.nato.int/cps/en/natolive/index.htm	North Atlantic Treaty Organization
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(16)	http://www.cuhk.edu.hk/soc/courses/ih/globalization/	Support Programme on Integrated Humanities (S4-5) Module of Globalization
(17)	http://www.hku.hk/cupem/swcp/html/city/list_city.htm	Sustainable World Cities Programme
(18)	http://www.un.org/en/index.shtml http://www.un.org/zh/	United Nations 聯合國
(19)	http://www.unaoc.org/content/view/80/119/lang,english/	United Nations Alliance of Civilizations
(20)	http://www.unicef.org http://www.unicef.org/chinese/	UNICEF 聯合國兒童基金會
(21)	http://www.undp.org/	United Nations Development Programme
(22)	http://www.unicef.org/voy/	UNICEF–Voices of Youth
(23)	http://www.un.org/en/events/tenstories/08/index.shtml	The United Nations–Ten stories the world should hear more about
(24)	http://www.un.org/Pubs/CyberSchoolBus/index.shtml http://www.un.org/zh/cyberschoolbus/	United Nations–Cyberschoolbus 聯合國青少年天地
(25)	http://www.worldbank.org/ http://www.worldbank.org.cn/Chinese/	The World Bank 世界銀行
(26)	http://www.wto.org/english/forums_e/students_e/students_e.htm	World Trade Organization: Community–For students
(27)	http://www.worldvision.org.hk/eng/world/index1.html http://www.worldvision.org.hk/world/index1.html	World Vision–World Watch 世界宣明會－世界視野
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(29)	http://youthink.worldbank.org/	Youthink!
(30)	http://www.rthk.org.hk/special/awardpro/award07/onhongkong_tsoi.htm	香港電台得獎節目：想一想香港－蔡東豪

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Membership of the Ad Hoc Committee on Life and Society (Secondary 1-3)

(From February 2009)

Chairperson:	Mr CHEUNG Yui-fai	
Members:	Ms CHIN Kwan-ying	
	Dr CHIU Chi-shing	
	Ms HO Wai-man, Tabitha	
	Ms KWAN Wai-fong	
	Mr KWAN Wing-bun	
	Mr LAM Chong-hang, Alvin	
	Ms LUI Yee-man, Karen	
	Mr TO King-man	
	Mr WAN Ho-yin	
	Mr WONG Ka-sing	(EDB)
	Mr YIP Wai-yee	(until April 2010)
Ex-officio Members:	Mr LEE Ming-kin, Simon	(EDB)
Secretary:	Dr FONG Yiu-chak	(EDB)
In attendance:	Mrs LAI LEE Suk-ching, Penelope	(EDB)
	Mr NG Kwok-chi	(ICAC)
	Mr WONG Koon-shing	(Consumer Council)