

## FAQs on Citizenship and Social Development

<b>Q1</b>	<b>When will the curriculum and public assessment of Citizenship and Social Development be implemented?</b>
	The EDB conducted a school questionnaire survey on the proposals of “Optimising the Four Senior Secondary Core Subjects to Create Space for Students and Cater for Learner Diversity” from 2 February to 2 March 2021. Views collected were submitted to the relevant CDC-HKEAA Committee for deliberation. The Citizenship and Social Development Curriculum and Assessment Guide (Secondary 4-6) was endorsed on 1 June 2021. The implementation of CS started at Secondary 4 in September 2021.
<b>Q2</b>	<b>Is an issue-enquiry approach to learning and teaching not allowed to be adopted in Citizenship and Social Development?</b>
	Issue-enquiry approach is a learning and teaching strategy, which has been adopted in different subjects. Citizenship and Social Development is no exception. Through enquiries of issues relevant to the curriculum, teachers can help students construct knowledge, understand the origin and development of the issues, develop skills, and positive values and attitudes.
<b>Q3</b>	<b>Why is discussion on more mature topics proposed in the curriculum of Citizenship and Social Development?</b>
	The Task Force recommended in its final report that newly emerging current issues or those which are still developing are not suitable for enquiry. It is considered that the questions for enquiry have to be based on objective facts and knowledge so as to engage students in rational and impartial discussions. As there is a lack of comprehensive information on newly emerging issues or events which are still developing, it would not only hinder students’ mastery of the development of the issues holistically, but also limit students’ thinking or analysis, and even lead to misunderstanding. In view of this, the Task Force recommended that teachers should select mature topics with objective and reliable information for teaching, so that classroom discussions could be conducted based on objective facts, as well as rational and impartial attitudes so as to help students construct knowledge.
<b>Q4</b>	<b>Does the 150-hour lesson time of Citizenship and Social Development include conducting the Mainland study tour?</b>
	About 10 hours of learning time are allocated to the Mainland study tour so as to help students meet the learning requirements before and after the tour. For example, collecting and reading information related to the themes / topics of the study tour before departure is required for the preparation of the study tour. After the study tour, achievement outcomes and personal reflection are also consolidated by means of project learning. Therefore, the 10-hour learning time does not include those for conducting the Mainland study tour, nor is it included in the 150-hour lesson time.
<b>Q5</b>	<b>Is it compulsory for students to participate in the Mainland study tour? Can schools arrange study tours according to their school contexts?</b>
	The Mainland study tour is an integral part of the curriculum of Citizenship and Social Development. Schools and parents should encourage students to participate in the Mainland study tour as far as possible. The EDB would provide Mainland study tours for schools, so that

	<p>students could understand different facets of our country and its vision of development through first-hand experience. The EDB will also provide subsidy for students participating in the study tour. For details, please refer to related circular memorandum.</p>
<b>Q6</b>	<p><b>What are the detailed arrangements of the Mainland study tour, such as resources, destination, frequency, and the number of days?</b></p>
	<p>There are no compulsory requirements for the number of days and distance of the routes of the Mainland study tour in the curriculum of Citizenship and Social Development. In line with the curriculum aims and objectives of Citizenship and Social Development, the EDB arranged Mainland study tours for schools to join with reference to the past itineraries of the Mainland Exchange Programmes, and provide subsidies for students participating in the Mainland study tour. Schools can decide the number of study tours in light of school-based situations. However, each student is eligible for the subsidy once in his / her senior secondary years. The Bureau developed relevant learning and teaching resources to support teachers guiding students to conduct project learning for the study tour, as well as provide professional development programmes, so as to enhance the effectiveness of the study tour. For details, please refer to related circular memorandum.</p>
<b>Q7</b>	<p><b>If students choose not to participate in the Mainland study tour, would their public examination grades be affected (even graded as "Unattained")?</b></p>
	<p>The Mainland study tour is an integral part of the curriculum of Citizenship and Social Development, which should not be perceived as a choice for students. Schools and teachers should strongly advise students to participate in the study tour as far as possible so that students are able to gain first-hand understanding of our country and its latest development. Students' performance in the study tour will not be counted towards their public examination results, and therefore their public examination grades will not be affected. However, students will lose precious learning experiences with their classmates if they do not participate in the study tour. In case students cannot participate in the study tour due to practical difficulties, schools may consider other practical means to provide remote study tour opportunities for those students to experience the development of our country. If students cannot participate in the study tour due to personal reasons, they should apply to their schools and obtain the prior permission. Schools should handle these matters prudently on a case-by-case basis taking into account the situation and justifications provided by individual students.</p>
<b>Q8</b>	<p><b>Students are required to conduct project learning for the Mainland study tour. Has the EDB formulated standard assessment criteria for the project?</b></p>
	<p>Students are required to conduct project learning for the Mainland study tour but the requirement is completely different from that of the Independent Enquiry Study (IES) of the existing Liberal Studies curriculum. Apart from not involving the public examination, there is no standard report structure, word limit and assessment criteria, etc. for project learning. Schools may assess students' learning performance on their own and reflect it by appropriate means.</p>
<b>Q9</b>	<p><b>What are the specific details about reflecting students' performance of project learning in the school report cards, HKDSE certificate, Student Learning Profile (SLP) or even Other Experiences and Achievements in Competitions / Activities (OEA) of JUPAS application?</b></p>
	<p>Students' performance in study tour will not be counted towards their public examination</p>

	<p>results, but students are required to submit the study tour reports. Schools may assess students' performance in project learning in accordance with school based requirements, and adopt appropriate means, such as Student Learning Pro file and school reports, to reflect their performance.</p>
<b>Q10</b>	<p><b>The curriculum framework of Citizenship and Social Development inclines to teach contents with positive connotations. Is it not in line with the “arguments for and against” approach as emphasised in the existing LS curriculum?</b></p>
	<p>The existing Liberal Studies Curriculum and Assessment Guide requires students to grasp relevant knowledge, explore contemporary issues from multiple perspectives, and make reasonable judgements basing on evidence in an objective and impartial manner. The so-called “arguments for and against” is one of the inference processes only before students express their opinions and make judgements. In fact, not all the issues could be rigidly polarised by the “arguments for and against”. Moreover, teachers have to help students understand the development background and conditions of the issues.</p>
<b>Q11</b>	<p><b>Will the international recognition of Citizenship and Social Development be affected?</b></p>
	<p>The existing Senior Secondary Curriculum has been implemented for more than 10 years. The international community has good understanding of the standards of the Hong Kong Diploma of Secondary Education Examination (HKDSE), which has been given a high recognition. Therefore, the international recognition of the HKDSE will not be affected by the changes in the curriculum content, mode of assessment and reporting of results of individual subjects. In the past, revisions had been made to the curricula and public assessment of individual HKDSE subjects, yet their recognitions remain unchanged. The HKEAA has explained on different occasions that the international recognition of HKDSE will not be affected by individual subjects.</p>
<b>Q12</b>	<p><b>Why is the result of the public examination of Citizenship and Social Development only reported as “attained” or “Unattained”? Would adding a level of “attained with distinction” be considered?</b></p>
	<p>Reporting the results of the public examination of Citizenship and Social Development as “Attained” or “Unattained” aims at alleviating the study pressure of students so as to create space for them. With reference to the reporting of results in Applied Learning subjects, there were views of having an additional level of “Attained with distinction” on top of “Attained”. However, Citizenship and Social Development is a compulsory core subject for the public examination, while the latter is an elective subject without any public examination and the assessment is undertaken by individual course providers. Therefore, the two subjects are of different nature. The relevant committees will further deliberate matters related to the levels in the reporting of results.</p>
<b>Q13</b>	<p><b>What support measures would the EDB provide for the implementation of Citizenship and Social Development proposed by the EDB?</b></p>
	<p>The curriculum of Citizenship and Social Development is not a brand new subject, but is formulated with reference to the aims and objectives of the streamlined Liberal Studies (LS) curriculum. It is believed that the LS teachers would not be unfamiliar with it and would be competent for undertaking relevant teaching duties. In order to facilitate the implementation of</p>

	<p>the new curriculum in schools, the EDB would organise a new series of teachers' professional development programmes, enabling teachers to accurately grasp the rationale, aims and pedagogies of Citizenship and Social Development, which in turn helps them thoroughly understand the curriculum and assessment requirements. The EDB discussed with the sector the details of arrangement regarding textbook review for Citizenship and Social Development to provide a "Recommended Textbook List" for schools. Simultaneously, the EDB would continue to provide professional development programmes as well as learning and teaching resources for teachers so as to support the implementation of Citizenship and Social Development.</p>
<b>Q14</b>	<p><b>Can Citizenship and Social Development be taught in English? Can students prepare their report on study tours in English? Will the EDB provide teaching resources for NCS students?</b></p>
	<p>As with the current arrangement for SS Liberal Studies, English can be the medium of instruction for Citizenship and Social Development, and students can write their Mainland study reports in English. As usual, the EDB will continue to provide learning and teaching materials appropriate for NCS students, for teachers' use and reference.</p>
<b>Q15</b>	<p><b>The EDB has announced that there would be "curriculum monitoring" for Citizenship and Social Development and the quality of learning and teaching of the subject will be monitored through inspections and curriculum visits. Would EDB have clear monitoring "criteria/requirements"?</b></p>
	<p>Through measures such as focus inspections and curriculum visits of various subjects (including the Citizenship and Social Development), the EDB understands the implementation of the relevant curricula in schools, including whether the teaching content and strategies are in line with the curriculum aims and objectives, etc. The EDB will also provide schools with specific professional advice to support their continuous implementation of the subject.</p>
<b>Q16</b>	<p><b>Regarding the curriculum for special schools, will a corresponding curriculum framework (Citizenship and Social Development in particular) be provided?</b></p>
	<p>On the principle of "one curriculum framework for all", special schools in general adopt the curriculum framework of the Hong Kong school curriculum and make reference to the Basic Education Curriculum Guide, Secondary Education Curriculum Guide and the curriculum guides of the various subjects for the development of their school-based curriculum that suits their students' abilities and addresses their specific needs. For implementation of Citizenship and Social Development, special schools should make reference to its suggested themes and learning foci for curriculum adaptation and development of the school-based learning and teaching materials according to the abilities and learning needs of students. The Education Bureau (EDB) will continue to provide professional support in various subjects to enhance teachers' professional capacity in school-based curriculum planning, curriculum adaptation and module planning for implementing Citizenship and Social Development. As for the Mainland study tour, if individual students would not be able to participate due to their specific situations, schools should make necessary arrangements with flexibility.</p>