

Optimising the Senior Secondary Core Subjects

Citizenship and Social Development

Direction of the reform

The Government announced the direction of the reform of senior secondary Liberal Studies in late November 2020 and the main features are as follows:

- Renaming the subject
- Keeping the subject compulsory for public assessment
- Marking the public examination as “attained” and “unattained” to release students’ examination pressure
- Stating clearly the important learning concepts to strengthen the coverage of knowledge, so as to build a solid knowledge base for students
- Reorganising and reducing the curriculum content, including lesson time, to cover about half of the original so as to free up space for student learning

Direction of the reform

- Removing “Independent Enquiry Study” (IES) to reduce the workload of both teachers and students
- Attaching importance to cultivating students' positive values and attitudes, sense of national identity, and their learning about national development, and the education of the Constitution, the Basic Law and the rule of law
- Broadening students' international perspectives, helping them connect knowledge across different subjects, developing their critical thinking skills and teaching them to analyse contemporary topics in a rational manner through studying important topics related to Hong Kong, the nation and the global developments
- Providing Mainland study opportunities for students to gain a first-hand understanding of our country and its developments
- Putting in place a Recommended Textbook List for the subject

Direction of the reform

- **The CDC-HKEAA Committee on Citizenship and Social Development** is set up under the CDC and the HKEAA Public Examinations Board to follow up the following issues on the subject, including:
 - Curriculum Rationale, Curriculum Aims and Broad Learning Outcomes
 - Curriculum and assessment framework
 - Sample examination questions
 - Name of the subject

Curriculum Rationale

- The curriculum emphasises helping senior secondary students understand the situations of Hong Kong, the country and the contemporary world, as well as their pluralistic and interdependent nature.

Curriculum Rationale

Citizenship and Social Development helps students:

- acquire a broad knowledge base, and understand contemporary issues that may affect their daily life at personal, community, national and global levels;
- become informed and responsible citizens with a sense of national identity and global perspective;
- respect pluralism of cultures and views, and become critical, rational, reflective and independent thinkers; and
- acquire skills necessary to life-long learning, and be confident in facing future challenges.

Themes for the Curriculum

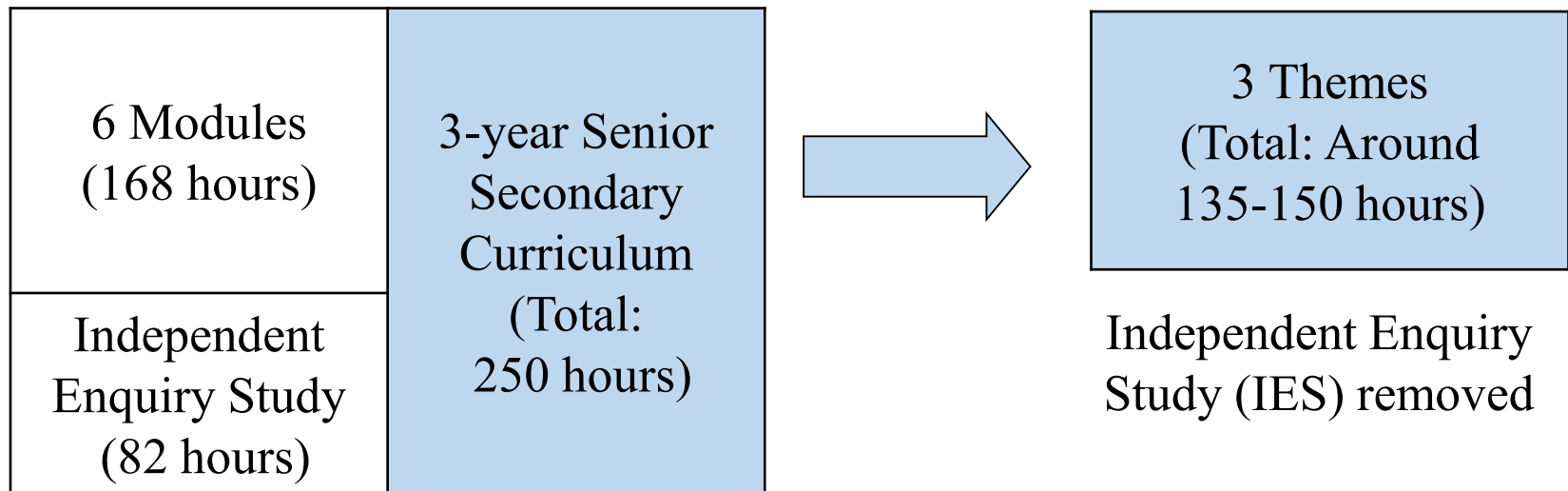
The curriculum is integrated into 3 Themes

Themes and sequence of the curriculum

- **Hong Kong under “One Country, Two Systems”** (45–50 hours)
- **Our Country since Reform and Opening-up** (45–50 hours)
- **Interconnectedness and Interdependence of the Contemporary World** (45–50 hours)

Lesson Time

- Trim the curriculum content, including lesson time, to cover about half of the original subject so as to free up space for student learning.



Mainland Study Tour

Not involving public examination

Chinese Culture and Modern Life
(10-hour learning time)

Mainland Study Tour

Students participating in the Mainland study tours will be subsidised by the Education Bureau (EDB). They are required to conduct project learning for the Mainland study tour.

How can students' learning performance of project learning be reflected?

Schools may adopt appropriate means, such as Student Learning Profile and school reports, to reflect students' performance.

Public Assessment

- The result of public examination will only be marked as “attained” and “unattained”.
- The examination time will be shortened and the examination will consist of one paper only
- The examination of this subject mainly contains data-response questions.
- Various types of questions will be set, such as multiple choice questions, short questions, short essay questions, etc. depending on the nature of data and topics.

Support Measures

Professional Development Programmes

- Curriculum leadership and management
- Understanding and interpreting the curriculum
- Knowledge enrichment
- Public assessment



Learning and Teaching Resources

- Teaching materials
- Self-learning resources for students

Others

- Teachers' sharing networks
- Setting up a textbook review mechanism


Learning and Teaching Resources developed by the Education Bureau


 Home  Latest News  About the Subject

The learning and teaching resources contained in this website are developed by reference of teachers, parents and students. Users should note that the resources objectives stipulated in the "Citizenship and Social Development Curriculum and Assessment Guide (Secondary 4-6)" to help students construct knowledge, develop skills, and become responsible citizens of society, the country and the world.

Citizenship and Social Development

 Theme 1:
Hong Kong under
"One Country, Two Systems"

 Theme 2:
Our Country since
Reform and Opening-up

 Theme 3:
Interconnectedness and
Interdependence of the
Contemporary World

<https://cs.edb.hkedcity.net>

Curriculum Monitoring

- All along, EDB officers have been monitoring the quality of learning and teaching through focus inspections and curriculum development visits, and provide professional advice to facilitate the continuous development of schools.
- Should the quality of learning and teaching of the subject be unsatisfactory, EDB will take follow-up actions in accordance with the established mechanism.
- It is the responsibility of the school management to understand and monitor the implementation of all subject curricula in classroom.

Time for Implementation

- The curriculum has been implemented starting from Secondary 4 in the 2021/22 school year.