

Citizenship and Social Development Curriculum and Assessment Guide (Secondary 4 - 6)

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the Hong Kong Examinations and Assessment Authority

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Preamble

This Curriculum and Assessment (C&A) Guide, jointly prepared by the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) in 2021, is based on the goals of senior secondary education and on other official curriculum and assessment documents, including the *Basic Education Curriculum Guide (2002)*, the *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (2014)*, the *Senior Secondary Curriculum Guide (2009)* and the *Secondary Education Curriculum Guide (2017)*. It is published for use in schools at the senior secondary level and should be read in conjunction with all related documents.

The CDC is an advisory body that gives recommendations to the Government of the HKSAR on all matters relating to curriculum development for the school system from the kindergarten level to the senior secondary level. Its membership includes heads of schools, practising teachers, parents, employers, academics from tertiary institutions, professionals from related fields/bodies, representatives from the HKEAA and the Vocational Training Council, as well as officers from the Education Bureau.

The HKEAA is an independent statutory body responsible for the conduct of public assessment, including the assessment for the Hong Kong Diploma of Secondary Education (HKDSE). Its governing council includes members from the school sector, tertiary institutions and government bodies, as well as professionals and members of the business community. The subject curriculum forms the basis of the assessment designed and administered by the HKEAA. In this connection, the HKEAA will issue a handbook to provide information on the rules and regulations of the HKDSE Examination as well as the framework and format of the public assessment for each subject.

The CDC and HKEAA will keep the subject curriculum under constant review and evaluation in the light of classroom experiences, student performance in the public assessment, and the changing needs of students and society. All comments and suggestions on this C&A Guide can be sent to:

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Chapter 1 Introduction

This chapter provides the background, curriculum rationale and aims, and broad learning outcomes of Citizenship and Social Development as a core subject in the three-year senior secondary curriculum.

1.1 Background

Senior secondary Citizenship and Social Development is formerly Liberal Studies. There has been ongoing controversy over Liberal Studies in society since its implementation. To optimise student learning, the Government set up the Task Force on Review of School Curriculum (Task Force) in 2017 to holistically review the primary and secondary curricula, covering the arrangements for the four senior secondary core subjects (including Liberal Studies). After nearly three years of work, the Task Force submitted its review report entitled “Optimise the curriculum for the future, Foster whole-person development and diverse talents” to the Education Bureau (EDB) on 22 September 2020, putting forward six directional recommendations. As regards the controversy over Liberal Studies, having thoroughly considered the recommendations set out in the review report and the concerns of the community, the EDB announced the direction of reform for Liberal Studies in November 2020.

Under the principle of “Led by Professionals”, the relevant committees under the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) continued to follow up on the details of the reform, including conducting the school questionnaire survey, school briefing sessions and teacher focus group meetings, and put forward optimising proposals to the EDB. The EDB accepted the optimising proposal of the reform on Liberal Studies, and issued a circular memorandum (EDB Circular Memorandum No. 39/2021) to schools on 1 April 2021 to announce the details about the optimising measures, including renaming the subject Citizenship and Social Development in lieu of Liberal Studies; keeping the subject compulsory for public assessment; reporting the results of 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; 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, 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 country and global developments; providing Mainland study opportunities for students to gain a first-hand understanding of our country and its development; and putting in place a Recommended Textbook List for the subject. Citizenship and Social Development will be implemented at Secondary 4 from the 2021/22 school year. The circular memorandum issued to schools on 1 April 2021 also includes the optimising proposals of the other three senior secondary core subjects (i.e. Chinese Language, English Language and Mathematics), with a view to jointly creating space for senior secondary students and catering for learner diversity.

Citizenship and Social Development aims to help students develop a broad knowledge base and foster their sense of national identity with global perspective through studying topics related to Hong Kong, the country and the contemporary world. It enables students to develop multiple perspectives as well as understand the roles and interplay among individuals, society, the country and the world through studying different topics in the areas of economy, science, technology, environmental protection, sustainable development, public health, etc. This subject should complement with other senior secondary subjects to enable students to integrate and apply cross-disciplinary knowledge and skills. On the evidence-driven basis, coupled with a good grasp of the subject knowledge, students should be able to have a holistic and accurate understanding of the situation and development of Hong Kong, the country and the contemporary world. This subject also aims to enhance students' critical thinking, rational analysis and problem solving skills, as well as develop positive values and attitudes. Students are expected to apply these in daily life and become informed and responsible citizens with a sense of national identity and global perspective. These are the competencies for students to live and work in the 21st century.

1.2 Curriculum Rationale

Citizenship and Social Development adheres to the rationale of the senior secondary Liberal Studies curriculum. 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. Through the learning process, students can connect the knowledge learnt in various subjects at the junior and senior secondary levels, and understand, study and explore different topics from

multiple perspectives, so as to construct more knowledge relevant to various themes and build up a more solid knowledge base. Furthermore, students can understand the complexities, major considerations and priorities involved in the topics, decision-making process and different solutions to problems, in order to help students:

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

1.3 Curriculum Aims

The aims of Citizenship and Social Development are to help students:

- (a) enhance understanding of society, the country, the human world, the physical environment and related knowledge;
- (b) develop multiple perspectives on contemporary mature topics in different contexts (e.g. cultural, social, economic, political and technological contexts);
- (c) become independent thinkers; be able to adapt to the ever-changing personal, social, national and global circumstances and construct knowledge; understand the complexities of the topics, and the challenges and processes involved in decision-making for making law-abiding, rational and affective analysis, and learning how to handle conflicting values;
- (d) inherit Chinese culture and heritage in a pluralistic society, deepen understanding and sense of identity of individuals with Chinese nationality and Chinese citizenship, and at the same time appreciate, respect and embrace diversity in cultures and views;
- (e) develop skills relevant to life-long learning and strengthen their ability to integrate and apply knowledge and skills, including critical thinking skills, creativity, problem solving skills, communication skills, collaboration skills, data management skills, self-management skills, self-learning skills, and information technology skills;
- (f) develop positive values and attitudes towards life, so that they can become informed and responsible citizens of society, the country and the world.

1.4 Broad Learning Outcomes

Through studying the subject, students should be able to:

- (a) understand the constitutional basis of the Hong Kong Special Administrative Region, its relationship with the country and the latest development of the country, so as to explore the opportunities and challenges of the interactive development between Hong Kong and the Mainland;
- (b) understand the contemporary mature topics related to individuals, society, the country, the human world and the physical environment, so as to construct knowledge and promote self-directed learning;
- (c) understand the interplay among individuals, society, the country and the world in relation to the environmental, economic and social development through studying the topics of common human concerns covered in the curriculum framework, and based on the above understanding to explore how to resolve difficulties, promote development and reap mutual benefits;
- (d) develop a sense of national identity with global perspective, and understand the interconnectedness among areas of economy, science, technology, sustainable development, public health, etc., as well as the development of the contemporary world and the related impact; and recognise the roles of Hong Kong, the country, and the international community;
- (e) identify different views and the values behind various topics; and apply in an integrative manner critical thinking skills, problem solving skills, creativity, data management skills and self-learning skills in examining the background, content, developmental trends and the values of the topics from multiple perspectives, so as to make law-abiding, rational and affective judgements and decisions based on facts and evidence; as well as develop positive values and attitudes;
- (f) present arguments clearly based on facts and evidence, demonstrate objective, fair and empathetic attitudes towards the opinions and views held by other people;
- (g) understand, appreciate and inherit Chinese culture and treat other cultures with respect, receptiveness and appreciation, and become responsible and committed citizens.

1.5 Interface with Basic Education and Post-secondary Pathways

The design of the Citizenship and Social Development curriculum is built on the learning outcomes in basic education at the primary and junior secondary levels, including the knowledge, skills and attitudes acquired from the Key Learning Areas of Personal, Social and Humanities Education, Science Education, and Technology Education. Through the study of contemporary topics, students further broaden their knowledge and develop their generic skills, including critical thinking skills, problem solving skills and independent thinking skills, which equip them for lifelong learning and future development. The curriculum provides Mainland study opportunities for students to gain a first-hand understanding of our country's development, and widen their horizons. Such experience lays a solid academic foundation for students' further studies at the tertiary level, and is of benefit to students in their exploration of different pathways for further studies and future careers. In addition, this subject helps students cultivate civic literacy, social awareness, knowledge and analytical ability, which enable them to learn effectively and make wise decisions in the ever-changing and challenging environment.

Chapter 2 Curriculum Framework

This chapter explains the design principles underlying the curriculum framework for Citizenship and Social Development, the themes, topics and learning focuses of the subject, as well as the arrangements for the Mainland study tour.

2.1 Design Principles

With reference to the *Secondary Education Curriculum Guide* and other related curriculum documents, the design principles of this curriculum are as follows:

- (a) The Citizenship and Social Development curriculum is built on the knowledge, skills, values and attitudes, and learning experiences expected of students in the basic education. Students' learning in the eight Key Learning Areas (KLA) and their exposure to the five Essential Learning Experiences at the junior secondary level provide them with the necessary knowledge base and capacity for their learning in Citizenship and Social Development.
- (b) Through studying topics based on different contexts, the curriculum emphasises integration and application of what have learnt, and broadening and deepening the knowledge base of every student by means of enquiry and reflection.
- (c) The curriculum helps students understand the topics that are of concern to society, the country and the contemporary world through exposure to related knowledge as well as thinking and analysing from different perspectives. The curriculum also helps students transfer and apply the knowledge and skills gained to other topics, and continue to explore topics that interest them in an open-minded manner.
- (d) The curriculum emphasises adopting different learning and teaching strategies, taking into account students' abilities and learning needs, to cater for learner diversity, facilitate effective learning and unleash students' potential.
- (e) The knowledge, skills, positive values and attitudes developed in Citizenship and Social Development help prepare students for different pathways, including further studies, training and employment.

2.2 The Overall Structure

The curriculum comprises three themes, namely “Hong Kong under ‘One Country, Two Systems’”, “Our Country since Reform and Opening-up” and “Interconnectedness and Interdependence of the Contemporary World”. They serve as platforms for students to explore related topics for a more coherent understanding of

the situations of society, the country and the contemporary world. Students should also participate in the Mainland study tour, as it is an integral part of the curriculum of Citizenship and Social Development. Details on the arrangements for the Mainland study tour are given in Chapter 4.

The theme of “Hong Kong under ‘One Country, Two Systems’” mainly explains the relationship between the country and the Hong Kong Special Administrative Region since Hong Kong’s return to the motherland. It helps students understand the meaning of “one country, two systems”, the constitutional basis founded upon the Constitution and the Basic Law, as well as enhances their understanding of the latest development of the country for cultivating a sense of national identity. “Our Country since Reform and Opening-up” helps students understand the development process of the country from domestic and international aspects. “Interconnectedness and Interdependence of the Contemporary World” addresses the topics of economy, technology, sustainable development and public health, helping students widen their horizons through understanding the situations facing humankind in the contemporary world. The Mainland study tour provides opportunities for students to gain a first-hand understanding of the development of our country and people’s life. The table below shows the curriculum framework for Citizenship and Social Development:

Curriculum Framework for Citizenship and Social Development:

Theme		Topic	Learning Focus
1	Hong Kong under “One Country, Two Systems” (45–50 hours)	The meaning and implementation of “one country, two systems”	<ul style="list-style-type: none"> ● Brief introduction to the origin of the question of Hong Kong (the three unequal treaties and the background) and the process of Hong Kong’s return to China ● Constitutional relationship between the country and the Hong Kong Special Administrative Region (HKSAR) (China has indisputable sovereignty and jurisdiction over Hong Kong), legal basis of “one country, two systems” and the Basic Law ● Significance of safeguarding national security (i.e. a holistic approach to national security); the National Security Law and promoting long-term development of Hong Kong; and striking the balance between rule of law and human rights ● Political structure of the HKSAR

	Theme	Topic	Learning Focus
			<ul style="list-style-type: none"> ● Significance of rule of law: law-abidingness; judicial independence; equality before the law; fair and open trial ● Fundamental rights and duties of Hong Kong residents as stipulated in the Basic Law
		Situation of the country and sense of national identity	<ul style="list-style-type: none"> ● Brief introduction to the contemporary situation of the country: political structure of the country; composition of the Chinese nation; concept of Chinese nationality and Chinese citizens ● The national symbols (national flag, national emblem, national anthem) and stipulations as stated in Annex III to the Basic Law ● Achievements of the country in different areas in recent years (new high-end technologies, medical care and public health, culture and education, infrastructures, poverty eradication) ● Benefits and contributions of the HKSAR's participation in national affairs: <ul style="list-style-type: none"> ■ benefits: the country's policies supporting the development of Hong Kong; enabling Hong Kong to have the advantage of "one country, two systems" ■ contributions: Hong Kong promoting the development of and exchange with the Mainland in different areas; donations for natural disasters and supporting the needs of the developing regions of the Mainland
		Characteristics of cultural diversity of the Hong Kong society	<ul style="list-style-type: none"> ● Factors shaping the characteristics of cultural diversity with Chinese culture as the mainstay in the Hong Kong society: brief introduction to the development of Hong Kong, the impact of Chinese traditional culture integrating with different cultures on the Hong Kong society ● Positive significance of the characteristics of cultural diversity to

Theme		Topic	Learning Focus
			the Hong Kong society: promoting inclusion of cultures, facilitating cultural innovations and reflections, promoting harmony among different ethnic groups, nurturing citizenship rooted in Chinese culture with a global perspective
2	Our Country since Reform and Opening-up (45–50 hours)	Change in people’s life and overall national strength	<ul style="list-style-type: none"> ● Brief introduction to the development of China’s reform and opening-up (key stages) and related strategies ● Changes and enhancement of people’s quality of life (income, mode of consumption, educational level, standard of medical care, life expectancy, poverty eradication, etc.) ● Enhancement of overall national strength (economy, culture, natural resources, education, technology, national defence, etc.)
		The development of our country and the integration of Hong Kong into the overall national development	<ul style="list-style-type: none"> ● The focuses and policies of the recent Five-Year Plans of our country, and the connection of these focuses and policies with the promotion of the development of our country and Hong Kong ● The development plans and policies related to Hong Kong (the development of the Greater Bay Area, The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)) and the relationship with the promotion of the development of Hong Kong
		Participation in international affairs	<ul style="list-style-type: none"> ● The notion of multifaceted diplomacy since the 21st century ● Actions and initiatives: rescues of various nature and assistance to other countries; setting up international organisations and organising international forums; the Belt and Road Initiative ● Impact of participation in international affairs on the country’s overall development, and the active role played by Hong Kong
3	Interconnectedness and Interdependence	Economic globalisation	<ul style="list-style-type: none"> ● Interdependence of economies of all countries and cooperation of international economic organisations;

Theme	Topic	Learning Focus
of the Contemporary World (45–50 hours)		development of multinational corporations, global labour and financial market integration; development of new economies and the impact on individuals (consumption and employment) and the development of Hong Kong and our country
	Technological development and information literacy	<ul style="list-style-type: none"> ● Brief introduction to the latest technological development around the world: artificial intelligence, big data, cloud storage of data ● Development features of information technology: the Internet, social networking sites, instant messaging software ● Relationship between information literacy and positive values; identifying false information; morals and conduct in using technologies; observing the relevant laws
	Sustainable development	<ul style="list-style-type: none"> ● The rationale of sustainable development and the practical experiences of environmental conservation of our country, Hong Kong and other regions ● The roles and responsibilities of different stakeholders in promoting environmental conservation
	Public health and human health	<ul style="list-style-type: none"> ● Functions and roles of the World Health Organization in global public health matters ● Contributions of our country and Hong Kong to global public health (particularly in preventing and controlling infectious diseases) ● Individuals' responsibilities in promoting public health (particularly in responding to infectious diseases)

Mainland Study Tour (Not involving public assessment)

Theme	Topic	Learning Focus
Chinese Culture and Modern Life (10-hour learning time) ¹	Nature of traditional Chinese culture	<ul style="list-style-type: none">● Online self-learning of articles introducing the special characteristics of traditional Chinese culture● Conservation and inheritance of cultural heritage (including tangible and intangible cultural heritage), including applying technology in conservation works
	Introduction to the Mainland study tour	<ul style="list-style-type: none">● Study tour to the Mainland to experience the conservation and inheritance of Chinese culture in society<ul style="list-style-type: none">■ Detailed planning and reading information before the study tour■ Methods of on-site collection of information■ Study tour report drafting requirements

2.3 Basic Design of Curriculum Framework

The curriculum framework for this subject covers the themes of Hong Kong, the country and the contemporary world, enabling students to gradually widen their horizons. Teachers should plan the curriculum in accordance with the sequence of the themes prescribed in the curriculum throughout the three years of study at the senior secondary level. All themes should be addressed in line with the framework of the Constitution and the Basic Law to help students acquire the knowledge base of “one country, two systems”.

The various topics under each theme are selected for students to study. They are related to different areas of the themes with positive values and attitudes incorporated so as to deepen students’ understanding of these themes. Suggested lesson time is also

¹ The notion of “learning time” was stated in the Task Force on Review of School Curriculum Final Report. It includes lesson time, the time outside class at school as well as the time spent outside school including holidays. The “learning time” stated in this Guide is based on the same notion stated in that report. Based on their schools’ situations, teachers can holistically plan the curriculum and make arrangements for students to conduct different learning activities before and after the Mainland study tour using the notion of “learning time”. (Task Force on Review of School Curriculum Final Report (September 2020), pp.13-14.)

provided for the themes to delineate the scope of enquiry and ensure alignment with the total lesson time of the curriculum.

There are related “learning focuses” under each topic, indicating the breadth and depth of learning and teaching, and the possible perspectives and directions for exploration, thereby helping teachers and students understand the curriculum content and adopt appropriate learning and teaching strategies for enhancing the effectiveness of learning and teaching. Teachers should appropriately facilitate students’ learning with reference to the content of “learning focuses” as well as students’ interest and abilities. Reference materials for teachers and students are also provided on the “Web-based Resource Platform” developed by the EDB.

2.4 Detailed Explanation of the Curriculum Content

2.4.1 Hong Kong under “One Country, Two Systems”

Introduction

Hong Kong is a Chinese society with the roots grounded in Chinese culture. Economically, Hong Kong has developed into an international financial and commercial centre and ranks among the world’s metropolises. In recent times, the integration of the Chinese and the Western cultures has formed Hong Kong’s unique culture and social ethos. After the return to the motherland, the Hong Kong Special Administrative Region, which has been established in accordance with the Constitution and comes directly under the Central People’s Government, is granted a high degree of autonomy to maintain Hong Kong’s prosperity and stability.

The Constitution and the Basic Law together constitute the constitutional order of the Hong Kong Special Administrative Region and stipulate various systems of the Hong Kong Special Administrative Region. Under the principle of “one country, two systems”, after Hong Kong’s return to China, Hong Kong continues to develop into an international metropolis based on its previous economic foundation and way of living; on the other hand, it also acts as a special administrative region of the country. When studying this theme, students are expected to learn from the meaning and implementation of “one country, two systems”, understand the close relationship between the country and Hong Kong, enhance their national identity through further understanding of the situation of the country, and learn the multicultural characteristics of Hong Kong society from the cultural development perspective.

Related learning experiences in the basic education

Through the basic education, students should be provided with the following learning experiences on topics related to Theme 1: Hong Kong under “One Country, Two Systems”:

- **Topic: The meaning and implementation of “one country, two systems”**

The process of the occupation of Hong Kong by the British under its colonial administration after the Opium War to Hong Kong’s return to China; the constitutional relationship between the Central Authorities and the Hong Kong Special Administrative Region; the significance of the Constitution and the Basic Law to Hong Kong residents; the basis of the laws of the Hong Kong Special

Administrative Region; the significance of the rule of law; the political structure of the Hong Kong Special Administrative Region; the fundamental rights and duties of Hong Kong residents; national security, etc.

- **Topic: Situation of the country and sense of national identity**

Important government organisations of the country; brief introduction to the situation of contemporary development of the country; factors that promote national identity, etc.

- **Topic: Characteristics of cultural diversity of the Hong Kong society**

The origin and major characteristics of Chinese culture; the similarities and differences in traditional customs and habits of people of the same and different regions, cultures, ethnicities and religions in the country; the history and recent political and social development of Hong Kong over the last hundred years and the development of cultural diversity, etc.

Theme and Structure

Theme 1: Hong Kong under “One Country, Two Systems”

Topic	Learning Focus
The meaning and implementation of “one country, two systems”	<ul style="list-style-type: none"> ● Brief introduction to the origin of the question of Hong Kong (the three unequal treaties and the background) and the process of Hong Kong’s return to China ● Constitutional relationship between the country and the Hong Kong Special Administrative Region (HKSAR) (China has indisputable sovereignty and jurisdiction over Hong Kong), legal basis of “one country, two systems” and the Basic Law ● Significance of safeguarding national security (i.e. a holistic approach to national security); the National Security Law and promoting long-term development of Hong Kong; and striking the balance between rule of law and human rights ● Political structure of the HKSAR

	<ul style="list-style-type: none"> ● Significance of rule of law: law-abidingness; judicial independence; equality before the law; fair and open trial ● Fundamental rights and duties of Hong Kong residents as stipulated in the Basic Law
<p>Situation of the country and sense of national identity</p>	<ul style="list-style-type: none"> ● Brief introduction to the contemporary situation of the country: political structure of the country; composition of the Chinese nation; concept of Chinese nationality and Chinese citizens ● The national symbols (national flag, national emblem, national anthem) and stipulations as stated in Annex III to the Basic Law ● Achievements of the country in different areas in recent years (new high-end technologies, medical care and public health, culture and education, infrastructures, poverty eradication) ● Benefits and contributions of the HKSAR’s participation in national affairs: <ul style="list-style-type: none"> ■ benefits: the country’s policies supporting the development of Hong Kong; enabling Hong Kong to have the advantage of “one country, two systems” ■ contributions: Hong Kong promoting the development of and exchange with the Mainland in different areas; donations for natural disasters and supporting the needs of the developing regions of the Mainland
<p>Characteristics of cultural diversity of the Hong Kong society</p>	<ul style="list-style-type: none"> ● Factors shaping the characteristics of cultural diversity with Chinese culture as the mainstay in the Hong Kong society: brief introduction to the development of Hong Kong, the impact of Chinese traditional culture integrating with different cultures on the Hong Kong society ● Positive significance of the characteristics of cultural diversity to the Hong Kong society: promoting inclusion of cultures, facilitating cultural innovations and reflections, promoting harmony among different ethnic groups, nurturing citizenship rooted in Chinese culture with a global perspective

Supplementary explanatory notes

The following supplementary explanatory notes are intended to help teachers and students understand the “learning focuses” of the above theme and topics. There would not be further explanation provided if not deemed necessary.

- Hong Kong has been part of the territory of China since ancient times; the three unequal treaties are the Treaty of Nanking (1842), the Convention of Peking (1860), and the Convention for the Extension of Hong Kong Territory (1898).
- Brief introduction to Hong Kong's return to China
 - The negotiations between China and the United Kingdom on the Hong Kong issue: an outline of the negotiation process; the country's position and the rationale for the question of Hong Kong
 - Our country putting forward the concept of "one country, two systems"
 - The signing of the "Sino-British Joint Declaration"
 - The enactment and promulgation of the Basic Law
 - Our country resuming the exercise of sovereignty over Hong Kong
 - The establishment of the Government of the Hong Kong Special Administrative Region
- The provisions about the Hong Kong Special Administrative Region in the Constitution and the Basic Law
 - The Hong Kong Special Administrative Region is an inalienable part of the People's Republic of China. China has indisputable sovereignty and jurisdiction over Hong Kong
 - The People's Republic of China establishes special administrative regions and decides the systems instituted in special administrative regions in accordance with the provisions of the Constitution
 - The Basic Law implements the basic policies of the country regarding Hong Kong, safeguarding the implementation of "one country, two systems" in Hong Kong
 - The National People's Congress authorises the Hong Kong Special Administrative Region to exercise a high degree of autonomy in accordance with the provisions of the Basic Law
- National security
 - Safeguarding sovereignty and territorial integrity is the cornerstone of our country's long-term security and social stability. Other countries also have legislations on national security
 - An overview of the legislative background, enactment process, main content, and implementation of the National Security Law in Hong Kong
 - Safeguarding the security of the country and Hong Kong; ensuring the implementation of "one country, two systems"; stabilising the social order
 - National security does not affect the rule of law in Hong Kong and the rights of Hong Kong residents in accordance with the law; Hong Kong residents must abide by the law to safeguard national security and the rule

of law

- The political structure of the Hong Kong Special Administrative Region
 - An executive-led system headed by the Chief Executive
 - The executive authorities, the legislature and the judiciary perform their respective functions under the executive-led system in accordance with the Basic Law and complement each other

- Brief introduction to the political structure of the country
 - Article 1 of the Constitution states that “The socialist system is the fundamental system of the People’s Republic of China”
 - National People’s Congress
 - Chinese People’s Political Consultative Conference

- Composition of the Chinese nation
 - China is a unified multiethnic state
 - The requirements regarding the relations and policy of ethnic groups of the People’s Republic of China as stipulated in Article 4 of the Constitution

- The provisions about Chinese nationality and Chinese citizens in the Constitution and the Nationality Law of the People’s Republic of China; the provisions about residents of the Hong Kong Special Administrative Region in the Basic Law (including permanent residents and non-permanent residents)

- National symbols: national flag, national emblem, national anthem
 - The meaning behind the design of the national flag and the national emblem; the national sentiments embodied in the national anthem
 - Suggestions to promote Hong Kong residents’ understanding of and respect for the national symbols

- Achievements of the country

- Cultural diversity with Chinese culture as the mainstay in the Hong Kong society
 - Hong Kong as a Chinese society, the continuity and development of Chinese culture in Hong Kong
 - Hong Kong as an open and inclusive international metropolis where different ethnic groups coexist, which promotes the development of Hong Kong’s cultural diversity

2.4.2 Theme 2: Our Country since Reform and Opening-up

Introduction

The People's Republic of China was established in 1949. In the early days of the founding of the country, the government put forward the goal of socialist construction and implemented different political, economic, and social planning and construction. However, during the "Cultural Revolution" from 1966 to 1976, the country and people experienced severe damage and losses. When the "Cultural Revolution" was over, the country had to rebuild its society and economy. The Third Plenary Session of the Eleventh Central Committee of the Communist Party of China held at the end of 1978 confirmed the path of reform and opening-up, and the country has thereafter set itself on the road of socialist modernisation with Chinese characteristics.

During the country's modernisation process, the people's quality of life and overall national strength have been enhanced, and China has also been actively participating in international affairs. Under this theme, students will understand our country's process of development and its vision since the reform and opening-up, as well as its participation in international affairs in line with the policy of multifaceted diplomacy. On the other hand, as Hong Kong is an inalienable part of the country, students will also explore the process of Hong Kong's integration into the overall development of our country.

Related learning experiences in the basic education

Through the basic education, students should have been provided with the following learning experiences on topics related to Theme 2: Our country since Reform and Opening-up:

- **Topic: Change in people's life and overall national strength**

Major historical development and important historical events of our country and the world over the last century; national economic and environmental issues, etc.

- **Topic: The development of our country and the integration of Hong Kong into the overall national development**

The domestic affairs of the People's Republic of China; the relationship between the

Central Authorities and the Hong Kong Special Administrative Region; the impact of the country's reform and opening up on Hong Kong, etc.

● **Topic: Participation in international affairs**

The formation of the international political situation in the 20th century; brief introduction to the foreign relations of the People's Republic of China; contact between the East and the West in promoting world peace and international cooperation, etc.

Theme and Structure

Theme 2: Our Country since Reform and Opening-up

Topic	Learning Focus
Change in people's life and overall national strength	<ul style="list-style-type: none"> ● Brief introduction to the development of China's reform and opening-up (key stages) and related strategies ● Changes and enhancement of people's quality of life (income, mode of consumption, educational level, standard of medical care, life expectancy, poverty eradication, etc.) ● Enhancement of overall national strength (economy, culture, natural resources, education, technology, national defence, etc.)
The development of our country and the integration of Hong Kong into the overall national development	<ul style="list-style-type: none"> ● The focuses and policies of the recent Five-Year Plans of our country, and the connection of these focuses and policies with the promotion of the development of our country and Hong Kong ● The development plans and policies related to Hong Kong (the development of the Greater Bay Area, The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)) and the relationship with the promotion of the development of Hong Kong

Participation in international affairs	<ul style="list-style-type: none"> ● The notion of multifaceted diplomacy since the 21st century ● Actions and initiatives: rescues of various nature and assistance to other countries; setting up international organisations and organising international forums; the Belt and Road Initiative ● Impact of participation in international affairs on the country’s overall development, and the active role played by Hong Kong
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Supplementary explanatory notes

The following supplementary explanatory notes are intended to help teachers and students understand the “learning focuses” of the above theme and topics. There would not be further explanation provided if not deemed necessary.

- Reform and opening-up
 - Origin: background and beginning of reform and opening up; the “three-step development strategy” (meeting the most basic needs of the people → moderate prosperity → prosperity) and the adjustments made; the relationship between the “three-step development strategy” and the realisation of the goal of national modernisation
 - Examples of strategies: changing the mindset and acting with pragmatism, making adjustments to the development strategy to prioritise economic development; letting some people get rich first, and finally achieving common prosperity; promoting development in coastal areas and establishing Special Economic Zones first; establishing a socialist market economy

- The recent Five-Year Plans
 - The relationship between the overall focus and the promotion of the development of the country, such as aligning with the country’s overall development vision, meeting the country’s development needs, and enhancing the country’s competitiveness in different aspects
 - Items included in the document that support the development of Hong Kong; the importance of the items in promoting the development of Hong Kong; and the relevant supporting measures taken by Hong Kong

- The development of the Greater Bay Area

- The cities involved and their respective development positioning; important infrastructure constructions in the region; development opportunities of Hong Kong
- The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)
 - Scope of coverage; benefits to the Mainland and Hong Kong
- The notion of multifaceted diplomacy
 - Diplomacy is not one-way, but requires mutual exchanges, balanced and full participation in international affairs
 - Through different diplomatic aspects (such as energy, culture, medical care, trading), implement the notion of multifaceted diplomacy, realise national development goals, and strengthen cooperative relations with other countries
- Participation in actions and initiatives
 - Overseas humanitarian rescue after natural disasters (such as earthquakes); offering foreign aid; operations to maintain regional peace (such as participation in the United Nations peacekeeping forces)
 - Setting up and organising international organisations (such as Shanghai Cooperation Organisation); organising international forums (such as Boao Forum for Asia)
 - The “Belt and Road Initiative”: a brief background, routes, and the focus of cooperation (“Five Links”)
- Impact of participation in international affairs on the country’s overall development
 - Strengthen relations with other countries; safeguard an environment conducive to the development of the country; promote economic, trade and cultural exchanges
 - Increase international status and influence
- The active role played by Hong Kong
 - As a special administrative region of our country and an international city, Hong Kong is an important bridge between the Mainland and the international market, and helps the country in extending its international connections

2.4.3 Theme 3: Interconnectedness and Interdependence of the Contemporary World

Introduction

In the 21st century, due to the rapid development of transportation and information technology, real and virtual cross-border activities have become more frequent, and relations between countries have become closer.

In this theme, students will learn about the situation of the contemporary world from four topics. In the economy aspect, global economic activities have gradually crossed national borders, reflecting the trend of economic globalisation. In the technology aspect, the development of new technology is changing with each passing day, and information technology can connect people in an instant, making it necessary to cultivate students' information literacy. In the aspect of sustainable development, the concept emphasises the balance of the three dimensions of environment, society and economy to ensure that present and future generations can enjoy a quality life. In the aspect of public health, while the World Health Organization plays an important role in handling global public health affairs, our country and Hong Kong also make considerable contributions. Individuals are also responsible for maintaining good public health.

Related learning experiences in the basic education

Through the basic education, students should have been provided with the following learning experiences on topics related to Theme 3: Interconnectedness and Interdependence of the Contemporary World:

- **Topic: Economic globalisation**

The characteristics of economic globalisation; the mutual influence of the economic systems of various countries, etc.

- **Topic: Technological development and information literacy**

Making good use of technology to enhance connections; understand the development of innovative technology and its impact on daily life; media and information literacy, etc.

- **Topic: Sustainable development**

The importance of promoting sustainable development; cooperation among countries of different development levels; strategies and actions of regional organisations and international non-governmental organisations promoting environmental protection and sustainable development since the 20th century, etc.

- **Topic: Public health and human health**

Main factors affecting personal health and means to stay healthy; the impact of personal hygiene and lifestyle on personal health and public health; the work of some international organisations, etc.

Theme and Structure

Theme 3: Interconnectedness and Interdependence of the Contemporary World

Topic	Learning Focus
Economic globalisation	<ul style="list-style-type: none"> ● Interdependence of economies of all countries and cooperation of international economic organisations; development of multinational corporations, global labour and financial market integration; development of new economies and the impact on individuals (consumption and employment) and the development of Hong Kong and our country
Technological development and information literacy	<ul style="list-style-type: none"> ● Brief introduction to the latest technological development around the world: artificial intelligence, big data, cloud storage of data ● Development features of information technology: the Internet, social networking sites, instant messaging software ● Relationship between information literacy and positive values; identifying false information; morals and conduct in using technologies; observing the relevant laws
Sustainable development	<ul style="list-style-type: none"> ● The rationale of sustainable development and the practical experiences of environmental conservation of our country, Hong Kong and other regions ● The roles and responsibilities of different stakeholders in

	promoting environmental conservation
Public health and human health	<ul style="list-style-type: none"> ● Functions and roles of the World Health Organization in global public health matters ● Contributions of our country and Hong Kong to global public health (particularly in preventing and controlling infectious diseases) ● Individuals' responsibilities in promoting public health (particularly in responding to infectious diseases)

Supplementary explanatory notes

The following supplementary explanatory notes are intended to help teachers and students understand the “learning focuses” of the above theme and topics. There would not be further explanation provided if not deemed necessary.

- Economic globalisation
 - The meaning of economic globalisation in brief
 - International economic organisations (such as the World Trade Organization, World Bank) coordinating international trade and promoting international cooperation
 - The development of multinational corporations overseas and its impact
 - The mobility of the global labour market and the international division of labour; the opening and integration of the global financial market
 - The meaning of new economies: from manufacturing-based economies to technology-based economies
- The impact of artificial intelligence, big data, cloud storage of data on people's daily life
- The characteristics of the development of information technology
 - Characteristics such as informatisation, digitalisation, and smartisation
 - Wide circulation of a large amount of information in a short period of time, accompanied with constant updating and forwarding
 - Real-time communication, sharing of information and concerted action among people in different geographical locations
 - Proliferation of false information, which users need to discern carefully

- Information literacy
 - Referring to the government (including the Education Bureau) website for information on information literacy

- Understanding the concept of sustainable development as interpreted by the United Nations

- Practical experience in environmental conservation, such as
 - Low-carbon transportation system
 - Sustainable waste management
 - Protection of biodiversity
 - Responsible consumption and production

- The roles and responsibilities of government, education sector, business sector, non-governmental organisations, and individuals in promoting environmental conservation

- The meaning of public health in brief

- Contributions of our country to global public health
 - Prevention and control of infectious diseases: effectively preventing and controlling epidemics domestically and slowing down the spread of the virus; launching work on the research and development of vaccines; assisting countries/regions with insufficient epidemic prevention facilities to fight the epidemic
 - Other: establishing foreign aid medical teams to support the medical and health services in developing countries; supporting and cooperating with the World Health Organization to promote the development of global public health

- Contributions of Hong Kong to global public health
 - Pathogen identification technology, monitoring and diagnosis of emerging infectious diseases (such as SARS)

- The relationship between the individuals and public health
 - Maintaining a healthy lifestyle and promoting physical and mental health
 - When an epidemic breaks out and spreads, fulfilling civic responsibilities and cooperating with the government's policy to fight the epidemic together

2.5 Mainland Study Tour

The Mainland study tour, with its related project learning, includes learning elements of Chinese culture and the latest development and achievements of our country. It forms part of the curriculum of Citizenship and Social Development but does not involve any public assessment. The Mainland study tour contributes to the curriculum aims through experiential learning by:

- (a) providing an opportunity for students to learn to become self-directed learners responsible for their own learning;
- (b) enhancing students' ability to connect, integrate and apply what they have learnt from the three themes;
- (c) helping students develop generic skills, including critical thinking, communication and self-learning skills, through field study and project learning; and
- (d) broadening students' horizons, enhancing their understanding of our country and cultivating a sense of national identity.

2.5.1 Expected learning outcomes

The learning experiences in the Mainland study tour will help students:

- (a) enhance their learning effectiveness through studying the themes of Citizenship and Social Development;
- (b) enhance their understanding of the achievements of our country to cultivate a sense of national identity and to broaden their perspectives through studying various curriculum-related areas;
- (c) present their learning and self-reflection based on facts and evidence, with an objective, fair and empathetic attitude;
- (d) become responsible and committed citizens through understanding, appreciating and inheriting Chinese culture; and
- (e) gain first-hand understanding of the various aspects of the development of our country, and the interactive relationship between our country and Hong Kong, in order to understand the opportunities and challenges facing the development of our country and Hong Kong, enabling them to conduct life planning and think about how to contribute to our country and Hong Kong.

2.5.2 Framework

Chinese culture has a long history with continuity across centuries. It is a treasure of human civilisation. The meaning of Chinese culture can be approached from three dimensions, the material dimension (e.g. architecture, historical sites), the institutional dimension (e.g. folk customs, rituals) and the spiritual dimension (e.g. philosophy, ethics and morality). The three dimensions are interrelated, demonstrating the richness and multifacetedness of Chinese culture. During the modernisation of our country, traditional Chinese culture has naturally evolved. While some cultural practices remain a vital part of the daily life of various ethnic groups in China, some are inherited through different means of conservation.

To accurately understand the meaning of Chinese culture, there is no better way than personal experience. The Mainland study tour of Citizenship and Social Development is linked to the theme of Chinese Culture and Modern Life. It provides Mainland study opportunities for students to experience local customs and ways of life, appreciate precious historical sites and relics, as well as explore the development and changes of Chinese culture in modern society from multiple perspectives. After the tour, students will conduct project learning to demonstrate their learning outcomes.

The table below shows the framework for the theme of the Mainland study tour.

Theme: Chinese Culture and Modern Life

Topic	Learning Focus
Nature of traditional Chinese culture	<ul style="list-style-type: none">● Online self-learning of articles introducing the special characteristics of traditional Chinese culture● Conservation and inheritance of cultural heritage (including tangible and intangible cultural heritage), including applying technology in conservation works
Introduction to the Mainland study tour	<ul style="list-style-type: none">● Study tour to the Mainland to experience the conservation and inheritance of Chinese culture in society<ul style="list-style-type: none">■ Detailed planning and reading information before the study tour■ Methods of on-site collection of information■ Study tour report drafting requirements

2.5.3 Arrangement of Mainland study tour

The EDB will not prescribe standardised requirements for the Mainland study tour. Based on the school-based situations, schools can decide the details of the study tours, including the number of study tours, number of days, itinerary and routes, and the form(s) involved at the senior secondary level. Schools can appropriately arrange students to join those EDB Mainland study tours that are aligned with the Citizenship and Social Development curriculum.¹ The EDB will provide subsidies for students and teachers participating in the Mainland study tours. Schools can also make use of the Life-wide Learning Grant, the Senior Secondary School Students Exchange Programme Subvention Scheme, the Grant for the Sister School Scheme or integrate other appropriate resources² to organise Mainland study tours for students, or participate in Mainland study tours organised by external organisations.³ However, the premise is that the itinerary should be in line with the curriculum rationale and aims of Citizenship and Social Development.

In accordance with the requirements of the framework of the theme, the itinerary of the Mainland study tour should include site visits or study topics with elements of Chinese culture, such as experiencing the inheritance and development of traditional Chinese culture in modern society, understanding the conservation and revitalisation of cultural heritage, visiting exhibits of Chinese culture in museums, and visiting historical and cultural sites (historical sites, religious or sacrificial buildings, former residences of cultural figures, etc.). Site visits or study topics other than Chinese culture but are relevant to the curriculum content of Citizenship and Social Development, such as the latest national development and the results of innovative technological applications in contemporary times, can also be included to enrich the itinerary, helping students understand the situation of our country from multiple perspectives and broaden their horizons.

The Mainland study tour, with its related project learning, is an integral part of the curriculum of Citizenship and Social Development. It should not be perceived by

¹ After the implementation of Citizenship and Social Development in the 2021/22 school year, the EDB will continue to organise Mainland study tours that are in line with the curriculum. Details and updates will be provided for schools for reference in due course.

² Schools should make reference to the EDB circulars and guidelines, ensuring the use of subsidies is in line with the principles and ambit. Schools should also maintain proper records of different subsidies distributed to the students.

³ Schools should follow the tendering and procurement procedures in accordance with the related circulars/guidelines applicable to the school types when commissioning an external organisation to organise the school-based Mainland study tours or exchange programmes.

students as an optional arrangement, to avoid missing the valuable peer learning experiences.

2.5.4 Project learning of Mainland study tour

Students are required to conduct project learning for the Mainland study tour to demonstrate their learning and self-reflection. Students should set a title for their project, based on those elements in the study tour itinerary that touch on Chinese culture and modern life and taking into consideration their own interests and abilities. Students are required to collect and study information for the selected title during the Mainland study tour, followed by appropriate analysis, integration and elaboration of the information to complete the study tour report. During project learning, students can collaborate, discuss as well as share information with peers, but eventually they are required to submit the study tour report individually.

The project learning of the Mainland study tour is not part of any public assessment, and there is no standardised presentation format and structure and word limit prescribed for the project report. Regarding the marking criteria, schools may assess students' performance in project learning in accordance with school-based requirements, and adopt appropriate means, such as Student Learning Profile and school reports, to reflect their performance.

2.5.5 Learning time before and after the tour

It is recommended that students spend about 10 hours of learning time, which is arranged with flexibility and under teachers' guidance, to:

- collect and study the information related to the tour itinerary;
- set the title of project learning related to the tour itinerary;
- master the skills of conducting field study; and
- complete the project report and submit it to schools for assessing their learning performance according to school-based requirements.

The above suggested learning time can be increased if considered necessary, depending on the school situation.

2.6 Time Allocation

The total lesson time allocated to Citizenship and Social Development is 135-150 hours. It is proposed that about 45-50 hours be allocated to each of the three themes

with about 10 hours of learning time for the Mainland study tour, which is not counted towards the 135-150 hours of total lesson time and the time spent during the study tour. The 10 hours of learning time is mainly for students to fulfil the learning requirements before and after the tour, including collecting and studying information before the tour, and consolidating learning points and reflecting on the experience after the tour, in order to complete the learning in the project. Teachers should provide appropriate guidance during students' participation in the Mainland study tour and preparation for project learning.

The table shows the proposed overall time allocation:

Three Themes of the Curriculum	Mainland Study Tour
<p>45-50 hours are allocated to each theme. The total lesson time is 135-150 hours.</p>	<p>Theme: Chinese Culture and Modern Life (Around 10-hour learning time)</p> <p>The 10-hour learning time and the time spent for visiting Mainland are not included in the 135-150 hours of total lesson time.</p>

Chapter 3 Curriculum Planning

In accordance with the curriculum framework provided in Chapter 2, this chapter provides guidelines on how curriculum leaders and teachers plan the curriculum, prepare schemes of work and arrange learning activities in line with the curriculum rationale, aims and objectives, taking into consideration the needs, interests and abilities of their students as well as the context of their schools so as to help students achieve the learning outcomes.

3.1 Guiding Principles

When planning the curriculum of Citizenship and Social Development, schools and teachers should consider the following major principles:

- When planning the curriculum, due consideration should be given to students' prior knowledge and learning experiences gained from the eight Key Learning Areas in basic education, which are the foundation for their study of senior secondary Citizenship and Social Development. Schools should make use of the flexible curriculum organisation at the junior secondary level to provide balanced learning experiences for students. However, they should not make reference to the senior secondary *Citizenship and Social Development Curriculum and Assessment Guide* (C&A Guide) to develop their own school-based "Citizenship and Social Development" or related subjects at the junior secondary level in the absence of relevant C&A Guides prepared by the Curriculum Development Council. If schools were to implement the school-based "Citizenship and Social Development" at the junior secondary level for the sake of releasing lesson time, the reduction of essential learning content of the Key Learning Areas (e.g. Personal, Social & Humanities Education, Technology Education) which is crucial for students' knowledge base, is unfavourable for students' learning at the junior secondary level and for laying the learning foundation for their study at the senior secondary level in the long run.
- Links to students' experiences in other curricula should be established to enrich their learning experiences through experiential learning.
- Citizenship and Social Development is a cross-disciplinary subject. Strengthening the co-ordination and collaboration with relevant subjects and committees can help broaden students' learning, enhance their ability to integrate and apply knowledge and skills, and deepen their learning.

- In view of different school contexts, diversified learning and teaching strategies should be adopted in the light of varied abilities of students so as to cater for their diversity in needs, interests, abilities and learning styles.
- Assessment should be designed as an integral part of the process of learning and teaching. Schools should provide diversified modes of assessment for students and provide data for facilitating assessment for learning so as to inform learning and teaching and enhance learning effectiveness.
- In accordance with the curriculum rationale, aims and objectives as well as students' learning, debriefing should be provided at the end of lessons so as to optimise the learning process and consolidate the learning outcomes.

3.2 Curriculum Leadership and Co-ordination

Curriculum leadership is a crucial factor to sustain ongoing curriculum development. Good curriculum leadership facilitates effective curriculum planning and smooth implementation of the curriculum as well as the optimisation and renewal in response to the future curriculum development. To lead and promote the ongoing development of Citizenship and Social Development, the following areas should be included:

3.2.1 Curriculum planning

School curriculum leaders and teachers should have a thorough understanding of the curriculum rationale, aims and objectives as well as the curriculum and assessment framework. They should also fully understand the existing school situations, including the school context, expertise and experience of teachers as well as students' needs and abilities in order to conduct curriculum planning on various matters of the subject (e.g. overall learning objectives, annual scheme of work, learning and teaching strategies and learning activities, selection of resources, and assessment strategies and arrangements) and lead the subject development.

Attention should be paid to the following points in planning the curriculum of Citizenship and Social Development:

- Review the junior secondary curricula and related learning experiences, and conduct overall planning of the Citizenship and Social Development curriculum based on students' prior knowledge, skills and experience;

- Identify relevant knowledge, skills, values and attitudes from the themes, topics and learning focuses of the curriculum, and devise the annual scheme of work in accordance with the sequence of the themes prescribed in the curriculum and school-based student situations for teachers to use as the basis for teaching the subject;
- Help students learn different topics with appropriate examples and select various and adapted resources for students so that they have a basic understanding of the areas covered by the topics. The selected examples and topics should be in line with the curriculum aims and objectives of the subject as well as the learning focuses of the topics to be covered;
- In line with the principle of catering for learning diversity, flexibly adopt diversified learning and teaching strategies to enhance learning and teaching effectiveness. Explore the possibility of cross-subject collaboration and arrange appropriate learning activities or life-wide learning activities in the light of the nature of the topics, thereby allowing students to deepen learning through experience and cultivate positive values and attitudes;
- Design internal assessment policy, activities and assignments which are aligned with the curriculum aims, learning objectives and learning content so as to enhance students' learning interest, consolidate and extend classroom learning, and gradually develop their knowledge, generic skills, and positive values, attitudes and behaviours.

3.2.2 Curriculum co-ordination, support and management

To effectively perform the functions of curriculum leaders, panel chairpersons or middle managers should play the coordinating, mentoring, supporting and monitoring roles, formulate clear guidelines and allocation of duties, and gather collective wisdom and collaboration to ensure the smooth operation of the work of the subject panel in line with the curriculum.

Panel chairpersons / middle managers should understand the implementation of the work plan and learning and teaching activities, as well as the progress of curriculum implementation and the learning and teaching effectiveness through measures such as regular panel meetings, lesson observations for development and appraisal purposes and assignment inspection. When reviewing the internal learning assessments, they should be aware of the types of tasks, scope and modes of assessment, quality and the appropriateness of questions, and the appropriateness and effectiveness of teachers'

feedback. For curriculum evaluation, they should evaluate each task in the subject plan and reflect on the effectiveness of their work to inform strategies for enhancing learning and teaching effectiveness.

Teachers play a pivotal role in passing on knowledge and nurturing students' character. They are a role model for students in their learning and growth and exert profound impact on them. In the light of curriculum implementation, including the content and quality of school-based learning and teaching materials as well as the learning and teaching effectiveness, panel chairpersons / middle managers should provide guidance and support, maintain ongoing communication and discussion with subject teachers, and help them teach the subject in accordance with the requirements stipulated in the C&A Guide to enable students to grasp accurate knowledge and cultivate positive values, attitudes and behaviours.

Panel chairpersons should properly manage the panel and handle related administrative duties in order to enhance the effectiveness and quality of the panel management. For example, they should support the learning and teaching of the subject by using relevant subsidies to develop and procure learning and teaching resources and professional development services, and organise exchange tours, joint-school activities or competitions. In the procurement / tendering process, teachers have to observe the requirements stipulated in the "Guidelines on Procurement Procedures in Aided Schools" and monitor the quality of stores and services provided by the suppliers to ensure the proper use of resources.

3.2.3 Facilitating professional development

Citizenship and Social Development, as a core subject at the senior secondary level, is generally taught by teachers with varied academic backgrounds and expertise. Thus, continuing professional development of teachers is very important. Panel chairpersons and subject teachers can understand the rationale, aims, objectives and pedagogies by making reference to the C&A Guide and experience sharing among teachers to enhance their understanding of the latest curriculum development trends. They are also encouraged to participate in the professional development programmes organised by the EDB and external professional organisations, and share insights with their fellow members or other school teachers to collaboratively facilitate teachers' professional development.

To facilitate professional interflow among subject teachers, collaborative lesson planning periods can be arranged by panel chairpersons for all subject teachers or teachers teaching the same year level so that they can work together on reviewing the

teaching progress and designing learning activities as well as share teaching experience. On the other hand, subject teachers can share their lesson designs and conduct peer lesson observation and evaluation for promoting peer learning and sharing. They can also share the learning and teaching materials, assignment designs and learning and teaching resources. Through these sharing activities, subject teachers can support each other, promote a positive learning culture and create a co-operative atmosphere.

Professional interflow and sharing should not be limited to teachers within the subject panel. Schools should provide more opportunities for teachers of senior secondary Citizenship and Social Development to communicate with teachers teaching related subjects at the junior secondary level so as to better evaluate students' learning outcomes in different aspects and help establish a solid foundation for students studying this subject. Panel chairpersons can collaborate with other subjects or committees to arrange teacher interflow activities across subjects / Key Learning Areas. For instance, in-house staff development workshops can be organised for subject teachers to have professional exchange on subject knowledge, skills and learning and teaching strategies with teachers of other subjects. Collaborative networks with other schools can also be established to share successful school-based practices with a view to enhancing the professional capacity of the teaching force.

3.2.4 Developing, selecting and adapting learning and teaching resources

Success in learning and teaching this subject hinges on the use of a variety of suitable resources. Therefore, collaborative efforts among teachers and prudence are needed in the selection and development of learning and teaching resources and their subsequent updates for sustained optimisation of learning and teaching.

There is a variety of types and sources of learning and teaching resources. Teachers should select and adapt learning and teaching resources in accordance with the curriculum rationale, aims, objectives and curriculum framework and content in a serious and professional manner. Teachers can make reference to or adopt the learning and teaching resources provided by the EDB when in doubt. Collaboration with teachers of other subjects and teacher-librarians can be promoted to update the collection in the library and related reference materials of different subjects continually so as to enrich and use the resources more effectively and fully support the learning and teaching of this subject.

Regarding adaptation of learning and teaching materials, panel chairpersons can clearly define the direction of adaptation through deliberation with subject teachers to suit students' learning needs and cater for learner diversity. Schools should strengthen the school-based monitoring mechanism for regularly reviewing the content and quality of learning and teaching resources to ensure that the design, content and quality of the learning and teaching resources align with the curriculum rationale, aims and objectives prescribed by the Curriculum Development Council and suit students' levels and learning needs. School-based learning and teaching resources related to the constitutional order, including Constitution and Basic Law education as well as national security education should be archived for retention for no less than two school years so that such resource materials for the relevant key stages of learning can be made available to the school sponsoring body, the school management or the EDB for inspection when needed.

3.3 Learning Progression

The curriculum of senior secondary Citizenship and Social Development comprises three themes, namely “Hong Kong under ‘One Country, Two Systems’”, “Our Country since Reform and Opening-up” and “Interconnectedness and Interdependence of the Contemporary World”, to provide a platform for students to explore related topics so that they can have a clearer understanding of the situations of society, our country and the contemporary world. The three themes are designed based on students' prior learning experiences in basic education in the Hong Kong School Curriculum. Teachers should appropriately allocate the lesson time for each theme in an appropriate and balanced way in accordance with the sequence of the three themes stated in the curriculum framework to facilitate students' learning of the subject in a gradual and orderly manner.

Teachers can reserve some time in Secondary 6 to re-visit the themes covered in the previous year levels. With the enhancement of students' cognitive development and the increasing maturity level during the three-year course of study, re-visiting the themes allows students to understand different topics under each theme from broader perspectives based on their prior knowledge. It can help students gain a clearer understanding of the content covered in the three themes, including the inalienable relationship between Hong Kong and our country, and the interactive connection among Hong Kong, our country and the world.

Mainland study tour is part of the curriculum of Citizenship and Social Development. Schools can organise Mainland study tours flexibly throughout the three years at the senior secondary level to tie in with the holistic curriculum planning of the subject.

Through the learning experiences acquired in the Mainland study tour, students not only enhance their understanding of our country, but also learn to collect information, construct knowledge and develop generic skills. The project learning conducted in relation to the Mainland study tour is also built on students' prior learning experiences (e.g. different mainland exchange programmes) and therefore students should not be unfamiliar with that. Schools should help students deepen and consolidate the learning outcomes of the Mainland study tour and project learning so as to achieve the learning objectives and intended outcomes of this subject.

As stipulated in the National Security Law, schools have the responsibility to implement national security education. Teachers can refer to the EDB Circulars No. 2/2021, No. 4/2021, No. 6/2021 and the content of 《香港特別行政區維護國家安全法讀本》¹(Chinese version only) to understand how the elements of national security education can be connected naturally with and integrated organically into the curriculum content of various subjects to enhance students' sense of belonging to our country and the people and their awareness of law-abidingness for safeguarding national security. For Citizenship and Social Development, the elements of national security education have been embedded in the curriculum and included in the themes to different extent. Please refer to the content related to national security education in the curriculum framework as mentioned in Chapter 2, and adopt appropriate learning and teaching strategies to strengthen students' understanding of the rule of law and the situation of our country in order to develop a sense of national identity and understand the importance of safeguarding national security.

¹ 王振民、黃風、畢雁英《香港特別行政區維護國家安全法讀本》，香港：三聯書店，2021年。

Chapter 4 Learning and Teaching

This chapter provides guidelines and recommendations on the learning and teaching of the Citizenship and Social Development curriculum. To understand the following recommendations on the learning and teaching of the senior secondary curriculum, this chapter should be read in conjunction with the *Secondary Education Curriculum Guide*.

4.1 Subject-based Knowledge Construction

The learning process of Citizenship and Social Development is the same as that of other subjects, which includes three elements, i.e. knowledge, generic skills and values and attitudes.

4.1.1 Subject knowledge

Citizenship and Social Development is the platform for students to learn about the situations and development of Hong Kong, our country and the contemporary world. The curriculum emphasises the knowledge learnt from various subjects, which includes facts, concepts and viewpoints. Such knowledge helps students gain an in-depth understanding of the curriculum content of the three themes of Citizenship and Social Development, and is also the foundation for further acquisition of information and construction of new knowledge.

The knowledge of the topics under each theme of Citizenship and Social Development is interconnected and highly relevant to the daily life of students. When learning the curriculum content of each theme, students have to connect with prior learning experiences, knowledge of different subjects, personal experiences and observations on how the development of society and the country are interacting with the human and the material world so as to construct knowledge. At the same time, students develop multiple-perspective thinking to acquire an in-depth understanding of the topics which are the common concerns of different societies and people in the contemporary world. The learning and teaching strategies adopted by teachers should be in line with the curriculum rationale, aims and learning focuses so as to consolidate and broaden the knowledge base of students, develop their generic skills, including problem solving, critical thinking, etc. Teachers should also conduct debriefings for relevant learning activities.

Knowledge of humanities or cross-curricular subjects, including academic theories,

analysis of viewpoints, etc., may vary because of individuals' cultural backgrounds and experiences. It may also vary due to the changes in society, the country and the contemporary world. Students should understand the nature of knowledge, and acquire and construct knowledge with open and objective attitudes.

4.1.2 Generic skills and thinking tools

Developing students' generic skills (including critical thinking skills) is an indispensable part of the school curriculum, and is not specific to individual subjects. Students develop generic skills continuously through the eight Key Learning Areas and holistic learning experiences in the basic education. Citizenship and Social Development provides the contexts for integrative application of generic skills to help students construct knowledge during the learning and teaching process.

A variety of approaches can be adopted for the development of generic skills, depending on students' stage of development and the objectives of individual lessons. In the process of direct instruction, teachers can make use of the thinking tools (e.g. mind maps, thinking models) to promote thinking of students; or they may design learning tasks (e.g. problem-solving tasks, creative processes) for specific topics for students to apply generic skills¹.

4.1.3 Values education

Nurturing positive values and attitudes is the core element of the Hong Kong school curriculum. The nine priority values and attitudes are “Perseverance”, “Respect for Others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity”, “Care for Others”, “Law-abidingness” and “Empathy”. In addition, there are other positive values included in various subjects. The aims of Citizenship and Social Development, like other subjects, should emphasise the cultivation of good characters and behaviours which meet social expectations in students as well as guide them to differentiate right from wrong, make responsible decisions and understand the roles and responsibilities / obligations that individuals should undertake in society, the country and the world.

¹ Teachers can encourage students to participate in the Online Course on Integrative Use of Generic Skills to access useful thinking tools. (<https://genericskillswebcourse.edb.hkedcity.net/en>)

Teachers can help students differentiate the values behind particular perspectives and enhance their moral and affective development to enable them to make rational, reasonable and lawful decisions. Values education should neither be delivered out of cultural context nor through a third person or independent observer approach. Teachers should be the role models for students in the development of positive values and attitudes so as to bring positive impact on them. For example, when a teacher demonstrates qualities of respect for diversity and tolerance of differences, the students would learn to respect others' behaviours and internalise it as their own value. Furthermore, students may encounter various topics which involve different values and attitudes. Teachers should guide students to adopt a rational and objective attitude, thoroughly analyse these topics with reference to their own cultural background and the legal framework of the place where they reside, and make judgements and decisions under the guiding principles of positive values, attitudes and behaviours.

4.2 Guiding Principles

The learning and teaching of this subject must be based on the curriculum rationale and aims. To achieve the learning outcomes, the following principles should be adopted:

- **Knowing students' prior knowledge and experiences:** The learning activities should be planned with reference to the prior knowledge and experiences of students. Teachers should devise different strategies for finding out students' prior knowledge and experiences before introducing a topic.
- **Setting clear objectives which benefit students:** Each learning activity should be designed with learning targets which are clear to both teachers and students. Flexibility should also be given to cater for contingent needs, to encourage students' personal construction of knowledge in addition to understanding others' viewpoints, and to accommodate unintended learning outcomes.
- **Teaching for fostering understanding:** The pedagogies chosen should aim at enabling students to act and think flexibly with what they know.
- **Teaching for enhancing independent learning:** Generic skills and the ability to reflect and think critically should be nurtured through learning activities with suitable contexts which match the curriculum. Teachers should encourage

students to take responsibility for their own learning. Students are expected to articulate what has or has not been learnt, and what could be done to learn better.

- **Enhancing motivation:** Effective learning takes place only when students are motivated to learn. The aptitudes, learning styles and abilities of students are diverse. Therefore, there is no single strategy that suits all students. Teachers should share their experiences and use appropriate and diversified strategies to enhance students' learning motivation.
- **Effective use of resources:** A variety of teaching resources should be employed with reference to students' diverse learning needs to facilitate learning.
- **Maximising student engagement:** During learning tasks, it is important to engage and focus all students on their learning.
- **Promoting assessment for learning:** Feedback and assessment should be viewed as an indispensable part of learning and teaching. Assessment should be in line with the curriculum. The learning and teaching strategies adopted by teachers should be in line with assessment, and assessment data should be used appropriately to inform learning and to refine the curriculum as well as learning and teaching strategies.
- **Catering for learner diversity:** Students have different characteristics and strengths. Teachers should employ a range of appropriate strategies to cater for such learner diversity, such as building up a learning community in which students of varied abilities support each other's learning.

4.3 Learning and Teaching Strategies

Citizenship and Social Development centres on a series of contemporary topics. Regarding learning and teaching, teachers should, according to the requirements of the topics and lesson time, help students understand the knowledge and developmental contexts of the topics, as well as the nature of their complexity and interconnectedness. Teachers should make reference to the culture and background relevant to the topics being taught, encourage students to draw upon their own personal experiences, get in touch with various kinds of information obtained from different sources, and learn to understand and study the topics from multiple perspectives.

The suggestions below are by no means the only strategies for teaching the relevant topics. They should be adopted flexibly in accordance with the learning objectives and learner diversity to provide students with a variety of learning experiences so as to achieve the curriculum aims.

4.3.1 Choosing appropriate strategies

In choosing learning and teaching strategies, teachers should take into account students' prior knowledge, their learning styles and abilities, the topics to be taught and the learning objectives. A variety of learning and teaching strategies, such as direct instruction by teachers, enquiry learning by students, interactive activities with peers to co-construct knowledge, and extended activities and assignments, can be deployed appropriately to enhance learning and teaching effectiveness. Therefore, the main guiding principle of choosing learning and teaching strategies is to match the learning objectives of the lessons and students' needs.

Direct instruction by the teachers

The use of direct instruction for transmitting knowledge, concepts or facts can be an efficient and effective way of equipping students with the necessary content knowledge or consolidating their prior knowledge. Direct instruction by teachers can clarify the main points and difficult points, explain more complicated concepts and elucidate the development of events so that students can easily understand and acquire them. Teachers can also use direct instruction to give feedback to guide students to finish assignments and to clear up the factual and conceptual misunderstandings evident in discussions or the enquiry learning process. Direct instruction can be alternated with teacher-student discussions or students' group discussions so as to provide guidance and feedback to students in a timely manner.

When teachers use the direct instruction strategy, they have to fully prepare the lessons beforehand. For example, they can collect accurate and objective information with multiple perspectives from the EDB and various sources. The information has to be carefully selected and systematically consolidated, and then clearly presented to students in an organised way in the lessons. In direct instruction, teachers basically have more control over the aims, content, organisation, pace and direction of the lessons. However, this does not mean that teachers only explain to students in a one-way manner. Teachers can ask students questions in a timely manner to assess students' understanding of the learning content. They can also provide students with different perspectives for analysis so as to provoke students' discussion and thinking

and provide further guidance on reading quality books and materials. As such, students can acquire a deeper understanding of the main points and enhance their critical thinking and problem solving skills.

Enquiry learning by students

Enquiry learning has to be based on knowledge foundation. Students further consolidate and construct knowledge through exploration, analysis and reflection. Like other school curricula, Citizenship and Social Development also adopts enquiry learning as one of the learning and teaching strategies.

In the process of enquiry learning, teachers arrange diversified learning activities, such as formulating questions, processing information, discussing viewpoints, clarifying values, designing and selecting ways to solve problems, and carrying out in-depth analysis of specific topics. Figure 4.1 shows the process that may appear in the enquiry learning of the subject, and how the process is conducive to the nurturing of thinking from multiple perspectives. Some topics may involve viewpoints of different cultures, values and interests. If there is insufficient understanding of relevant facts and phenomena, or if there is a lack of suitable concepts for analysis, it is impossible to evaluate different viewpoints impartially and appropriately. Enquiry learning should not stop at delineating differences and understanding conflicts, but should also contribute to the improvement of the well-being of the whole society, or the formulation of the most appropriate or impartial decisions through connecting different perspectives. Therefore, teachers should guide students to make judgements and suggest feasible solutions based on empathy and evidence instead of merely adopting a “criticising” or negative attitude.

Figure 4.1 The relationship between the process of enquiry learning and the development of thinking from multiple perspectives

Processes of enquiry learning	Relationship with the development of multiple-perspective thinking
<p>(I) Mastering the facts, understanding the phenomena, clarifying the concepts</p>	<ul style="list-style-type: none"> ● Different sources of information ● Different ways of collecting data ● Different interpretations and explanations ● Different associations ● ...
<p>(II) Understanding the differences involved</p>	<ul style="list-style-type: none"> ● Different values ● Different interests ● Different convictions ● ...
<p>(III) Engaging in reflection, making evaluation and judgement, exploring solution, taking action</p>	<ul style="list-style-type: none"> ● Considering arguments and viewpoints from multiple perspectives ● Putting forward reasons and justifications ● Taking action, evaluating and accepting consequences ● revising stance, exploring a way out ● ...

When arranging students to conduct enquiry learning, teachers should ensure that the learning and teaching activities are of relevance to the curriculum, and are commensurate with the cognitive development of students. The information and numerical data provided should be carefully scrutinised for objectivity and reliability. Newly emerging current events and issues are usually very controversial, and may lack comprehensive, objective and reliable information. Also, the related media reports and comments change with the development of events. It is difficult for students to conduct impartial and evidence-based discussions. Therefore, this kind of topics is not suitable for enquiry learning so as to avoid misunderstandings among

students about the development of the events and subsequent premature judgements. Enquiry learning should not guide students to confine their direction of enquiry to the dichotomy between “for” and “against” only, so that students’ understanding of topics which involve different dimensions would not be restricted. In fact, such dichotomy does not exist in topics involving history and culture, moral standards, legal principles and the rule of law, religions and races.

This subject also emphasises the nurturing of students’ positive values and attitudes. Therefore, any events or topics which are illegal or immoral should not be used as topics for enquiry learning so as to avoid negative influence on students’ values and behaviours. Regarding issues with absolute right and wrong or clear legal principles, teachers should clearly state all the facts about the history, moral standards and legal principles, and point out to students that there is no room for discussions or compromise. Teachers should also point out that the facts about the development should not be twisted so that students have a correct understanding of the issues. Regarding the topics related to the constitutional relationship between our country and the Hong Kong Special Administrative Region, reference should be made to the Constitution and the Basic Law, which constitute the constitutional basis.

Promoting self-directed learning

Teachers should help students develop the skills and habits of self-directed learning so as to help them become lifelong learners. Teachers should employ diversified e-learning strategies to help students acquire the abilities to manage information (such as searching for information on the Internet and quoting the sources of references) so that students can apply them in their subsequent learning. Teachers can also use the “Flipped Classroom” strategy or arrange online pre-lesson preparation tasks or post-lesson extended activities according to the learning content so that students can conduct e-learning without time and space constraints and develop self-learning abilities. (Please refer to Booklet 6D – Information Technology for Interactive Learning: Towards Self-directed Learning of the *Secondary Education Curriculum Guide* and browse the EDB website to obtain more information on how to make use of information technology for interactive learning.)

Besides, through the use of “reading to learn” strategies, teachers can help students broaden their knowledge base and perspectives on their own. To encourage reading, teachers can devise a list of suitable books and relevant official documents for each theme for students’ reference. Teachers can also establish reading clubs or various award schemes to promote students’ reading. In this regard, Citizenship and Social

Development, as a cross-curricular subject which connects the learning experiences at the senior secondary level, is an ideal platform for encouraging students' reading. Teachers should encourage students to explore different knowledge domains and construct solid knowledge base through reading widely on books, journals, newspapers and information from official institutions or viewing various types of multimedia materials (with two or more modes of communication combined such as videos, sounds, graphics). (Please refer to Booklet 6B – Reading to Learn: Towards Reading across the Curriculum of the *Secondary Education Curriculum Guide* and browse the EDB website and the web-based resource platform of this subject to obtain more information about reading to learn.)

Peer interactions to co-construct knowledge

As facilitators of learning, teachers should frequently adopt strategies which facilitate students' collaboration and peer learning to help them co-construct knowledge and enrich their learning experiences. Group discussions and role-plays are two of the more commonly used learning and teaching strategies in the classroom.

When students are engaged in group discussions, they learn through actively formulating and communicating their opinions with their peers. Such discussions also provide an opportunity for them to learn to see things from others' viewpoints and to accept and respond to other people's challenges. Teachers can enhance the effectiveness of group discussions through different strategies, such as delineating clearly the scope of discussion, providing appropriate materials for discussion, and assigning specific roles (e.g. convenor, recorder, observer) to group members. This can enhance students' communication skills and help them develop positive values, such as respect for others.

Role-play is a commonly adopted strategy to guide students to understand the complexity and controversy of topics. Through role-plays, students understand the interests and viewpoints of different stakeholders. They are provided with the opportunities to experience the possible feelings, emotions and reactions of the parties involved, and thus nurture their empathy towards others. When students consider thoroughly different viewpoints in discussions and debates, their understanding can be deepened from a comparative perspective. However, teachers should not overlook that students' viewpoints may not be comprehensive or may be biased sometimes. Teachers' comments and consolidation after the discussions in accordance with the curriculum aims and objectives are of paramount importance for

students to achieve the learning outcomes, acquire a correct understanding and develop positive values (Please refer to Chapter 2).

Arranging extended activities and assignments

Teachers may arrange some extended activities or homework, such as writing summaries or reports, to help students connect the learning experiences and arrive at their own personal viewpoints. Similarly, in order to enrich students' learning experiences, teachers can make use of the Mainland study tour to design extended learning tasks.

4.3.2 Connecting other learning experiences and life-wide learning opportunities

Other Learning Experiences include moral, national and civic education, community service, career-related experiences, aesthetic development and physical development. In addition to serving their own purposes, they are also good experiential learning opportunities for enriching students' learning experiences in Citizenship and Social Development. The Mainland study tour of this subject is one of the examples. (Please refer to Booklet 7 – Life-wide Learning and Experiential Learning of the *Secondary Education Curriculum Guide*, and browse the EDB website to obtain more related information.)

4.3.3 Catering for learner diversity

Learner diversity is prevalent in every classroom. Teachers should plan classroom teaching flexibly to cater for the needs of students. Teachers should understand students' interests, progress, prior learning experiences and learning styles, and make informed decisions about teaching on these bases. By doing so, the learning and teaching experiences offered can facilitate students' mastery of knowledge and development of generic skills and positive values and attitudes.

Catering for less able students or students with special educational needs

In catering for the educational needs of less able students, teachers should adopt a holistic approach rather than just focusing on questions about their learning. Also, teachers' expectations on the potential learning outcomes of these students should be reasonable. In helping less able students maximise their learning effectiveness and make progress, it is crucial to build up their confidence and raise their self-esteem.

Regarding catering for students with special educational needs, teachers need to understand students' learning styles and adopt various teaching and remedial strategies to increase their participation in learning and enhance their learning effectiveness. This includes adopting appropriate classroom teaching strategies, multimedia teaching resources, adapting learning and teaching materials, etc. to help enhance students' learning motivation and abilities.

Teachers can foster a pleasant learning atmosphere in the classroom, create opportunities for experiencing success and enhance students' self-image, thereby increasing students' motivation to learn. Teachers can group students for co-operative learning and project work to facilitate their interaction with peers. Simple, specific, concrete and step-by-step instructions and examples can be given to facilitate students' understanding and provide scaffolding. Multisensory and small-step teaching approaches can also be adopted.

Enhancing the learning of more able students

For more able students or those with more potential, teachers should adjust the breadth and depth of the learning content to develop their capabilities further. Teachers should provide more opportunities for extended learning or independent study for these students so that they can come across more challenging tasks to further develop and enhance their abilities. Teachers should give sufficient attention to and feedback on these tasks.

Catering for students' emotional needs

Students' emotional state has an impact on their learning. Individual students' emotional problems may need to be catered for at a more personal level with coordinated support from the school and the family. Care should be taken when discussing issues that may trigger an intense emotional response from students. In general, in the lessons of Citizenship and Social Development, personal matters of class members should not be the subject of discussion. Teachers should also help students protect their own privacy and respect others' privacy. Any discriminatory remarks about family background, gender, physical appearance, religion, race, disability or performance in any aspect should be avoided at all times. Owing to the diverse needs of students, teachers should have close communication with parents, students and class teachers, and avoid categorising students in a simplistic way.

4.4 Interactions

4.4.1 Roles and interactions of students and teachers

In constructing knowledge, students bear the major responsibility for learning. In general, teachers should help students break down challenging learning tasks into manageable “chunks” and indicate possible directions and means. Overall, students remain responsible for their learning, and teachers’ responsibility is to make it possible for students to achieve their learning objectives. Assistance from teachers should be gradually withdrawn as students’ competence increases so that they can progressively take up the responsibility for learning.

Among the many possible interventions to improve learning outcomes, teacher feedback has the greatest impact. Teachers’ compliments and encouragement can reinforce students’ positive learning outcomes. Teachers’ hints or suggestions help students identify the areas for improvement to enhance their learning effectiveness. Feedback is most helpful to students when it is specific, constructive and based on facts.

4.4.2 Classroom assessment

Teachers should arrange appropriate assessment activities in lessons. For example, group activities can be arranged to understand students’ learning progress. Teachers can walk around to observe the learning progress during the activities, and provide guidance and hints to address students’ difficulties when appropriate. Teachers can also give hints and guidance to individual groups / students to provoke their thinking and help them achieve the expected learning objectives.

4.4.3 Teachers’ debriefings

In Citizenship and Social Development, students construct knowledge through diversified learning activities and exposure to a variety of materials. They gain insights and new ideas from individual activities. However, such insights and ideas may not be organised systematically. There may even be seemingly conflicting values or unrelated facts and concepts which need to be organised to construct knowledge. Otherwise, students may become confused. Appropriate debriefings after learning activities can help students organise the new knowledge and viewpoints as well as connect them to the curriculum and prior learning. Students will also have a clearer orientation when they move on to the next step in learning.

A debriefing after an activity can be a brief discussion to guide students to reflect on the experience and to summarise the ideas generated from each participant. It can also be done by constructing a concept map for the theme being discussed by the whole class. Teachers can also assign assignment task after an activity for debriefing to enable students to construct meaning for the learning experiences. For example, students can be asked to write a reflective article. This helps teachers assess students' ability in integrating and understanding new knowledge.

The following are some suggestions / key points for teachers to consider in conducting debriefings:

- Debriefings should be in line with the curriculum and learning focuses.
- An immediate debriefing after an activity helps reduce confusion and misunderstanding.
- Debriefings should be integrated into the scheme of work and given sufficient lesson time.
- In conducting debriefings, teachers should make reference to students' contribution to the activities as far as possible.
- Debriefings should provide students with key knowledge, concepts and important perspectives as well as summarise and consolidate students' learning. A simple framework to help students understand and organise their learning experiences can also be provided.
- Another purpose of debriefing after an activity is to prepare students for further exploration of the topic or the next learning activity.
- Teachers should consider making use of the discussion outcomes to nurture students' learning habits of note-taking and self-learning.

4.5 Learning Communities

Both students and teachers of Citizenship and Social Development can contribute to building learning communities for the subject. Members of a learning community may differ in many respects, including their learning styles and abilities. They may play different roles and share the workload in different tasks, including searching for information and conducting surveys. In this way, members of the learning community develop their own expertise when achieving the common learning goal of the community.

4.5.1 Co-construction of knowledge in a learning community

Apart from taking the lead in fostering a sharing culture and an inclusive atmosphere

in a learning community, teachers, as members of the learning community, can also learn with students and take part in the co-construction of knowledge. Students share their views and even their feelings in the process of knowledge construction. Through discussions, debates and other collaborative tasks, students interact with one another and learn to appreciate and evaluate the views of others, though they do not necessarily have to reach a consensus.

4.5.2 Developing each student's potential in a learning community

A wide variety of learning and teaching activities should be designed to provide students with a variety of ways to participate in the learning community. In order to help students fulfil their potential to the full, teachers should organise learning and teaching activities carefully to encourage students to inspire each other based on the existing knowledge, thereby constructing knowledge through deepening learning.

4.5.3 Information and communication technology (ICT) and learning communities

The Internet provides a very effective means to facilitate interaction and support the building of learning communities among teachers and students. In fact, many youngsters in Hong Kong are already very familiar with communicating and networking through, for example, emails, web-based instant messages and weblogs (“blogs”). In Hong Kong, teachers have already accumulated rich experience in using these technologies to construct and connect learning communities. However, technology itself does not bring about the emergence of learning communities. Teachers and students need to have shared goals and to contribute so that their interaction will help achieve the learning goals of the community.

4.6 Mainland Study Tour and Related Project Learning

The following paragraphs explain the points to note about the school arrangements for the Mainland study tour and project learning. To understand the school arrangements for the Mainland study tour and project learning, teachers may also refer to the example in the Appendix.

4.6.1 Building on prior experiences

Project learning has been implemented in primary and secondary schools since 2001. The learning elements of project learning have been incorporated into the learning and teaching activities of many subjects. Teachers should understand students' prior

experiences of project learning and their self-directed learning capabilities to facilitate the implementation of project learning under the Mainland study tour of Citizenship and Social Development at the senior secondary level.

4.6.2 Mainland study tour

The Mainland study tour of Citizenship and Social Development is closely linked to the themes of the curriculum, and provides opportunities for students to experience the development of our country and to enrich their learning experiences. The EDB has organised diversified Mainland study tours which are in line with the curriculum aims and objectives. There have been itineraries which cover both short and long trips, and different locations that are relevant to the various themes of the curriculum so as to allow teachers to choose appropriate study tours for their students to participate. Before the study tours, students have to prepare well by searching and reading relevant information about the tours. After the study tours, students also have to conduct project learning to consolidate and reflect on what they have learnt.

If students have practical difficulties with sound justifications for not participating in the Mainland study tour, they should apply for and obtain prior permission from schools. Schools should handle these matters prudently on a case-by-case basis. Schools should also provide feasible alternatives which are meaningful and in line with the curriculum for students to acquire learning experiences that help them understand the development of our country. For example, virtual reality or videos can be used to let students experience the development of our country in the form of a remote study tour. Schools can also consider arranging sharing on the learning outcomes of the Mainland study tour. This arrangement provides opportunities for students who have participated in the tours to share their insights of learning, and provides reference for students who cannot participate in the study tours (such as sharing the photographs and video footage taken on the spot). Students who cannot participate in the study tours can compare these photographs and video footage with the virtual reality or videos they have seen to understand the development of our country. Besides, students who have not participated in the Mainland study tour also have to conduct project learning based on the information they have browsed and collected, and submit their project reports to schools for assessment.

Teachers' concrete guidance and leadership are important factors accounting for the success of the Mainland study tour. Teachers can help students acquire the relevant knowledge by designing worksheets appropriate to the different spots to be visited. Teachers can also assign tasks and set reflection questions for completion after the study tours to help students conduct the tours and consolidate the learning outcomes

with proper focuses. In addition, teachers have to guide students on the directions and means of collecting information, and help them connect and apply what they have learnt from the Mainland study tour of Citizenship and Social Development and different subjects so as to enrich the content of the project reports.

Each student has to be responsible for his/her own project report, but they can still benefit from sharing their views, experience and learning outcomes gained from the study tours. Teachers should appropriately introduce group learning activities during the study tours and project learning in order to encourage and lead students to collaborate and share.

4.6.3 Project learning

The project learning that comes with the Mainland study tour is also an integral part of the Citizenship and Social Development curriculum. Through participating in project learning, students gain experiences of self-directed learning, which are conducive to achieving the curriculum aims and objectives of this subject.

The experiences gained from study tours can be the starting point of conducting project learning in this subject. This can be subsequently integrated with the knowledge learnt in Citizenship and Social Development and other subjects to formulate the titles and delineate the scope of the study. Elements related to Chinese culture must be included. Teachers can help students formulate appropriate topics and delineate the scope of the studies. Students should understand the itineraries of the tours and the spots to be visited before the trips, and search for relevant information on the Internet or in the libraries. During the Mainland study tour, students have to collect more information within the scope of their selected topics. As they have already read relevant information before the tours, students should be able to conduct observations with focuses on the spots to be visited and collect information about these sites through different means. Such information can match and enrich what students have observed in the tours so as to enrich the content of the project reports.

After the study tours, students can integrate what they have read before and after the tours with the information collected from the spots visited, and formally start writing the reports. Students should have developed the elementary skills of conducting project learning at the junior secondary level. Teachers can give appropriate guidance to students after understanding their prior learning experiences, including orientating the titles and directions of studies to be in line with the curriculum aims and objectives of Citizenship and Social Development. Teachers should also give

guidance to students on how to analyse information and data, and construct knowledge based on the information collected.

Project learning emphasises personal reflections of students. Teachers can encourage students to reflect on how the experiences gained from the Mainland study tour have helped them understand the development of our country, learn Citizenship and Social Development and their personal development. Students may also reflect on the myths which have been dispelled through the activities of the study tours. In addition, teachers should emphasise to students that they should take the major responsibilities for the learning progress of project learning so as to help them become self-directed learners.

In addition to the written mode, students can also adopt the non-written mode to complete the project reports. For example, model-making, short videos and webpages are all acceptable modes of presentation for students to present their ideas appropriately. Diversified presentation modes suit the different needs, inclinations and abilities of students, and create space for nurturing their creativity. However, teachers should remind students that the choice of presentation mode aims primarily to help deliver knowledge and content appropriately and therefore students should not spend effort on fancy decorations and possibly meaningless audio-visual effects.

Chapter 5 Assessment

This chapter explains the role of assessment in the learning and teaching of Citizenship and Social Development, the guiding principles of assessment and the importance of both formative and summative assessment. It also provides details on the internal assessment and the public assessment of Citizenship and Social Development, and elaborates on how standards are established and how results are reported. General guidance on assessment can be found in the *Secondary Education Curriculum Guide*.

5.1 The Roles of Assessment

Assessment is the practice of collecting evidence of student learning. It is a vital and integral part of classroom teaching.

First and foremost, assessment involves giving feedback to students, teachers, schools and parents on the effectiveness of teaching and student learning. In addition, it provides information for schools, the school system, the government, tertiary institutions and employers to enable them to understand students' standards, thus facilitating selection decisions.

The most important role of assessment is to promote learning and monitor students' learning progress.

The Hong Kong Diploma of Secondary Education (HKDSE) provides a common end-of-school credential that gives access to university study, work, further education and training. It summarises student performance in the four core subjects (including Citizenship and Social Development) and in various elective subjects, including the discipline-oriented and Applied Learning courses. It needs to be read in conjunction with other relevant information about student performance shown in the Student Learning Profile.

5.2 Formative and Summative Assessment

There are two main purposes of assessment, namely “assessment for learning” and “assessment of learning”.

“Assessment for learning” is concerned with obtaining feedback on learning and teaching, and utilising this to help teachers adjust teaching strategies, thereby making

learning more effective. This kind of assessment is referred to as “formative assessment” because it is all about forming or shaping learning and teaching. “Assessment of learning” is concerned with determining progress in learning, and is referred to as “summative assessment” because it is all about summarising students’ learning outcomes. Summative assessment is normally undertaken after a longer period of learning (for example, at the end of the school year, or of a stage of learning). It is also used as reporting students’ learning performance to students, parents, teachers, schools, and educational systems.

In fact, a sharp distinction cannot always be made between formative and summative assessment, because the same assessment can in some circumstances serve both formative and summative purposes.

There is distinction between internal assessment and public assessment. Internal assessment refers to the assessment practices that teachers and schools employ as part of the ongoing learning and teaching process during the three years of senior secondary studies. In contrast, public assessment refers to the assessment conducted as part of the assessment processes in place for students of all schools. Within the context of the HKDSE, it refers to the public assessment conducted and supervised by the Hong Kong Examinations and Assessment Authority (HKEAA). On the whole, internal assessment should be more formative, whereas public assessment tends to be more summative.

5.3 Assessment Objectives

The assessment objectives of Citizenship and Social Development should be aligned with the curriculum rationale, aims and broad learning outcomes. Some of the assessment objectives are applicable to both internal assessment and public assessment.

- understand the key knowledge covered in the subject;
- understand the interconnectedness and interdependence among areas of society, the country, the human world and the physical environment;
- apply appropriate thinking skills in an integrated manner to analyse contemporary topics that may affect the daily life at personal, community, national and global levels;
- discern views and attitudes stated and implied in the given information;
- explore different topics from multiple perspectives, make reasonable judgements based on facts and evidence; as well as make law-abiding, rational and affective

- conclusions and suggestions; and
- show a sense of national identity with global perspective, and appreciate, respect and embrace diversity in cultures and views.

5.4 Internal Assessment

This section presents the guiding principles that can be used as the basis for designing internal assessment and some common assessment practices for Citizenship and Social Development for use in schools. Some of these principles are common to both internal and public assessment.

5.4.1 Guiding principles

Internal assessment should be aligned with the curriculum rationale, aims, broad learning outcomes and curriculum content of Citizenship and Social Development. The assessment practices should also match with the curriculum planning, teaching progression, student abilities and the school context. The information collected from the assessment will help motivate, promote and monitor student learning, and will also help teachers find ways of promoting more effective learning and teaching.

(a) Alignment with the learning focuses

Teachers can adopt a range of assessment practices to assess comprehensively student performance in different learning focuses to facilitate student learning. The assessment purposes and criteria should be made known to students so that they can have a full understanding of what is expected of them.

(b) Catering for learner diversity

Assessment with different levels of difficulty and in diversified modes should be used to cater for students with different aptitudes and abilities. This helps ensure that the more able students are challenged to develop their full potential and the less able ones are encouraged to learn more effectively, sustain their interest and strive for improvement.

(c) Tracking progress over time

The school assignment design should match students' learning progress. As internal assessment is not a one-off exercise, schools are encouraged to use practices that can track learning progress over time and help students learn in a gradual and orderly manner. These practices allow students to set their own progressive learning targets

and manage their pace of learning, which will have a positive impact on their learning.

(d) Giving timely feedback and encouragement

Teachers should provide timely feedback and encouragement through different means, such as constructive verbal comments during classroom activities and written remarks in marking assignments. Such feedback not only help students identify their strengths and weaknesses but also sustain their momentum in learning.

(e) Making reference to the school's context

As learning is more meaningful when the learning content or process is linked to a setting which is familiar to students, teachers are encouraged to design assessment tasks in the light of the school's context, such as its location, relationship with the community, and the school mission, etc.

(f) Encouraging peer assessment and self-assessment

In addition to giving their feedback, teachers should also provide opportunities for peer assessment and self-assessment in student learning. The former enables students to learn among themselves, and the latter promotes reflective thinking which is vital to students' lifelong learning.

(g) Appropriate use of assessment information to provide feedback

Internal assessment provides a rich source of data for teachers to give ongoing and specific feedback on student learning. It also enhances students' assessment literacy.

5.4.2 Diversified internal assessment practices

Diversified assessment practices should be used to promote the attainment of the various learning outcomes in Citizenship and Social Development. These practices should be an integral part of learning and teaching, instead of “add-on” activities.

This subject emphasises knowledge construction, development of generic skills as well as positive values and attitudes. Considering that the public assessment results of this subject will be reported as “Attained” and “Unattained” to release students' examination pressure, more diversified assessment practices can be adopted for internal assessment. Besides written assessment, teachers can use non-written modes

of assessment, such as classroom participation, learning journals, oral presentations, poster designs, project learning and field studies, etc., to assess the learning effectiveness of students. During the activities, teachers can assess students' generic skills, behaviour, attitudes and learning progress, for example, how they apply critical thinking skills, their attitudes towards other people's views, and the factors they consider when evaluating different opinions. After the activities, students can reflect on their own abilities and progress with reference to teachers' feedback for further improvement.

5.5 Public Assessment

5.5.1 Guiding principles

Some principles guiding public assessment are outlined below for teachers' reference.

(a) Alignment with the curriculum

The outcomes that are assessed and examined through the HKDSE Examination should be aligned with the aims, objectives and intended learning outcomes of the three-year senior secondary curriculum. To enhance the validity of public assessment, the assessment procedures will address a range of valued learning outcomes.

(b) Fairness, objectivity and reliability

Students should be assessed in ways that are fair and are not biased against particular groups of students. A characteristic of fair assessment is that it is objective and under the control of an independent examining authority that is impartial and open to public scrutiny. Fairness also implies that assessments provide a reliable measure of each student's performance in a given subject so that, if they were to be repeated, very similar results would be obtained.

(c) Inclusiveness

The assessments and examinations in the HKDSE need to accommodate the full spectrum of student aptitude and ability. This is reflected in the questions and marking criteria set for the written examination.

(d) **Standards-referencing**

The reporting system is “standards-referenced”, i.e. student performance is matched against standards, which indicate what students have to know and are able to do to merit a certain level of performance.

(e) **Informativeness**

The HKDSE qualification and the associated assessment and examinations system provide useful information to all parties. First, it provides feedback to students on their performance and to teachers and schools on the quality of the teaching provided. Second, it communicates to parents, tertiary institutions, employers and the public at large what it is that students know and are able to do, in terms of how their performance matches the standards. Third, it facilitates selection decisions that are fair and defensible.

5.5.2 Assessment design

The table below shows the assessment design of this subject with effect from the 2024 HKDSE Examination. The assessment design is subject to continual refinement in the light of feedback. Details are provided in the Assessment Framework for the year of the examination and other supplementary documents, which are available on the HKEAA website (www.hkeaa.edu.hk/en/hkdse/assessment/assessment_framework/).

Mode	Description	Weighting	Duration
Public Examination	Data-response questions	100%	2 hours

5.5.3 Public examinations

The assessment objectives of this subject are closely aligned with the curriculum framework and the broad learning outcomes presented in earlier chapters. The objectives of public assessment are to evaluate candidates’ abilities:

- to demonstrate an understanding of the key knowledge covered in the subject;
- to apply relevant knowledge in analysing mature contemporary topics;
- to recognise the influence of personal and social values in analysing contemporary topics;

- to understand and analyse the interconnectedness and interdependence among individuals, society, the country, the human world and the physical environment;
- to master the ever-changing personal, social, national and global circumstances, understand and analyse the complexities of the topics, and the challenges and processes of decision making;
- to analyse matters, solve problems, and make reasonable judgements, evaluations and suggestions, using multiple perspectives, creativity and appropriate thinking skills (including social moral values);
- to discern views, attitudes and values stated and implied in the given information, and to draw general conclusions;
- to interpret information from multiple perspectives, and to consider and comment on different viewpoints;
- to select appropriate information and ideas, and to present arguments and views in a systematic way;
- to demonstrate an understanding, appreciation and respect of different cultures and values; and
- to demonstrate empathy in the handling of different topics.

The examination of this subject consists of one paper only, and mainly contains data-response questions.

Candidates will be required to answer all questions with the data provided by the 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.

Note: In this examination, the term “data” is to be interpreted in the broadest possible sense to mean any type of information. The data provided in the questions of the examination may include, but not limited to, the following:

- articles, news items, reports, memos, letters, and advertisements;
- written dialogues;
- charts, graphs, tables, maps; and
- pictures, illustrations and cartoons.

Schools may refer to the live examination papers regarding the format of the examination and the standards at which the questions are pitched.

5.5.4 Standards and reporting of results

The assessment results of Citizenship and Social Development in the HKDSE will be reported in only one level: “Attained”. A performance below the level of “Attained” is designated as “Unattained”.

For the level of “Attained” in this subject, a set of written descriptors is developed to describe what the typical candidate performing at this level is able to do. The principle behind these descriptors is that they describe what typical candidates can do, not what they cannot do. In other words, they describe performance in positive rather than negative terms. These descriptors represent “on-average” statements, and may not apply precisely to individuals, whose performance within this subject may be variable. Samples of candidates’ work at this level of attainment are provided to illustrate the standards expected of them. These samples, when used together with the level descriptors, will clarify the standards expected at the “Attained” level of performance.

Chapter 6 Learning and Teaching Resources

This chapter discusses the importance of selecting and making effective use of learning and teaching resources to enhance student learning. Schools need to select, adapt, and whenever appropriate, develop the relevant resources to support student learning. For relevant information, teachers can refer to the “Guiding Principles for Quality Textbooks” and “Selection of Quality Textbooks and Curriculum Resources for Use in Schools” on the “Textbook Information” webpage of the EDB.

6.1 Purposes and Functions of Learning and Teaching Resources

Learning and teaching resources include not only textbooks, workbooks, and audio-visual teaching aids produced by the EDB and other organisations, but also web-based learning materials, IT tools, and those from the Internet, the media, the natural environment, people, libraries, etc. Teachers should appropriately adapt these resource materials collected from various sources, and use them properly to help students’ learning, broaden their learning experiences and cater for different learning needs. If used effectively, they will help students consolidate their prior knowledge, extend and construct knowledge, devise learning strategies, develop the required generic skills and positive values and attitudes. Teachers can also make good use of various resources to provide scaffolding for knowledge construction that goes beyond their confines, thus supporting students’ learning to learn.

The learning and teaching resources provide relevant background information and basic knowledge for the topics in the Citizenship and Social Development curriculum. These complement students’ prior knowledge and learning experiences, which lay the foundation for enquiry learning and discussion.

Learning and teaching resources serve to bring out different values, interests, views, opinions and controversies, and enable students to understand different dimensions involved in the topics, thereby facilitating the conduct of enquiry learning from multiple perspectives. Teachers need not select and develop all the learning and teaching resources. Students are also encouraged to take the initiative to search, propose and identify learning resources. Having different socio-economic and cultural backgrounds, students may have diverse perceptions of the topics. With appropriate support and guidance from teachers, students can select a variety of learning materials which provide multiple perspectives so as to complement teachers’ choice of resources.

Textbooks are not the only learning and teaching resources. Teachers can exercise their professional judgement when developing and selecting appropriate materials to cater for students' needs and learner diversity. When developing school-based teaching resources, teachers have to ensure that all teaching materials are in line with the curriculum rationale, aims and objectives, and the information cited is correct, complete, consistent with facts, objective and impartial. Teachers should make reference to the information provided by official bodies and organisations with high credibility, so as to enable students to acquire relevant knowledge and skills, help them understand the events from multiple perspectives, and at the same time, nurture their positive values and attitudes.

6.2 Guiding Principles

Teachers should consider the following principles in the development and use of learning and teaching resources:

- The resources should align with the curriculum rationale and aims, and suit students' level;
- The information cited are based on facts, with accurate elaboration of knowledge and concepts;
- In regard to the constitutional order, reference should be made to the constitutional order as stipulated in the Constitution and the Basic Law, as well as the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region and relevant legal documents;
- Information from official bodies and organisations with high credibility should be adopted;
- Contents of the resources should be objective and impartial to facilitate multiple-perspective thinking;
- Illustrations adopted (photographs and comics) should match the learning content without being too exaggerated;
- The resources should help students build up a solid knowledge base, enhance their generic skills and nurture their positive values, attitudes and behaviours;
- The resources should arouse students' interests, help students engage in learning tasks, enable them to apply what they have learnt and inspire their higher-order thinking;
- Taking into account students' prior knowledge and experiences, the resources should provide access to knowledge as well as scaffolding to help students progress in their learning;
- Learning activities at different levels of difficulty and a variety of different

learning experiences should be provided to cater for students' individual differences;

- Appropriate language should be used. Information and ideas are presented accurately and effectively;
- The resources should facilitate discussion and further enquiry; and
- The resources should be affordable to students and match their learning ability in respect of cost, quantity, breadth and depth.

6.3 Commonly Used Resources

6.3.1 Learning and teaching resources provided by the EDB

To assist schools in managing curriculum change, the EDB has provided them with a one-stop curriculum resources directory service. The directory provides a central pool of ready-to-use learning and teaching resources and useful references developed by the EDB and other parties. Teachers can access the Citizenship and Social Development Web-based Resource Platform, which serves teachers through ongoing provision of learning and teaching resources. The EDB has also produced an online course on Integrative Use of Generic Skills to develop students' generic skills.

The learning and teaching resources provided on the Web-based Resource Platform serve as a convenient starting point for newly deployed teachers of Citizenship and Social Development, as they can obtain the materials cleared of copyrights and start the practice of teaching. Experienced teachers of this subject can also select, edit, analyse and evaluate the materials provided on this platform.

6.3.2 Textbooks

Textbooks are learning and teaching resources systematically written and compiled with reference to the Curriculum and Assessment Guide. Teachers should select appropriate textbooks to suit students' needs. When selecting textbooks, teachers may refer to the "Recommended Textbook List", "Recommended e-Textbook List", "Guiding Principles for Quality Textbooks" and "Selection of Quality Textbooks and Curriculum Resources for Use in Schools" on the "Textbook Information" website of the EDB.

Textbooks are not the only learning and teaching resources. Teachers can adapt textbooks as teaching references, but they are by no means indispensable teaching guides. While textbooks serve as learning materials for students, teachers' input is essential for guiding students on the use of textbooks.

To make effective use of textbooks, teachers should exercise their professional judgement on:

- whether it is appropriate to adopt the entire textbook, or replace part of the content with other resources;
- adapting the textbook content with consideration of the curriculum to suit students' learning needs, and supporting students' learning with the prudent use of other resources; and
- adjusting the sequence of activities to enhance learning effectiveness.

6.3.3 Government departments and non-government organisations

Government departments, other statutory bodies, government-subsidised organisations and non-government organisations (NGOs) provide a lot of information which serves as important learning and teaching resources for Citizenship and Social Development. They can provide information and numerical data about topics of local society, the country, as well as the world. Based on such information, students can understand and evaluate the viewpoints of different people.

6.3.4 Information from the Internet and social media

With the popularity of information technology, massive information appears on the Internet and social media with blended true and fake information. When teachers and students select information for learning and teaching resources, they have to identify and evaluate the accuracy and credibility of information prudently.

Obtaining information through technology (including information technology) helps learning in the following ways:

- providing audio-visual aids for difficult knowledge and concepts;
- facilitating the search for information from various sources and handling large quantities of information;
- allowing learners to work at their own pace, including using specially designed software;
- enhancing interaction among learners, resources and teachers;
- providing platforms for collaboration; and
- facilitating students' acquisition of information, development of critical thinking and knowledge building skills with teachers' necessary guidance and support.

For Citizenship and Social Development, the use of information technology provides a global platform. Through the use of information technology, students can obtain diversified information, which is conducive to learning and teaching of Citizenship and Social Development.

However, obtaining information through information technology may be problematic, and therefore has to be handled carefully. If the source of information is unknown, unclear, or fabricated, the information should be regarded as questionable to avoid making personal judgement prematurely. The reliability and validity of any claim should be verified and substantiated by other sources of information and evidence. Teachers and students should be aware of the value-laden and selective information provided on websites, in chat groups or weblogs (“blogs”), etc. When selecting information from newspapers, various organisations and websites, students should be guided to grasp a better understanding of the background and standpoints of the information providers to avoid being unconsciously influenced by the viewpoints, thereby enhancing their information literacy. As for encyclopedia-style websites, the information is provided by netizens with unknown background and the content could be freely edited. Therefore, attention should be paid to the credibility of the information provided by this type of website. As regards media literacy and information literacy, please refer to relevant information from the government (including the EDB) websites.

6.3.5 Mass media

The media are also one of the sources of information for Citizenship and Social Development. The media cover a wide range of information and articulate different values, views and opinions, and therefore can help students understand the content of some topics. However, teachers must appropriately remind and advise students on the proper use and appropriate interpretation of the information and comments provided by the media so that students can handle the information with open, impartial and objective attitudes.

6.3.6 Community resources

A major strategy and characteristic of the curriculum development of Citizenship and Social Development is the call for partnership among all parties. For example, parents and alumni networks can provide information for learning and teaching of the subject or offer different modes of support, which include guided tours and sharing, to widen students’ horizons and nurture multiple-perspective thinking skills.

Community organisations and NGOs can provide learning and teaching materials for Citizenship and Social Development at different levels and in different areas. Their publications, reports, websites, talks, briefing sessions, and activities for teachers and students provide valuable information, standpoints, views and opinions which help enhance teachers' and students' understanding of the topics. If possible, these organisations can refer to the curriculum framework of Citizenship and Social Development, and prepare information which is in line with the curriculum to benefit students. Public facilities such as parks, museums, libraries, and the information centres of government departments can all provide rich sources of materials for learning. Teachers can make use of these facilities to organise life-wide learning activities, or foster peer learning by engaging students to go with peers.

6.4 Flexible Use of Learning and Teaching Resources

Given the vast variety of possible sources of learning and teaching materials for Citizenship and Social Development, teachers should exercise their professional judgement in choosing and adapting resources, so as to support a wide range of pedagogies and suit the needs of different students.

6.4.1 Aligning with curriculum aims and learning objectives

The use of resources should be in line with the curriculum rationale, aims and objectives of relevant learning activities. For example, in designing a role-play activity, background information regarding the different parties involved and the scenario chosen should be provided. Such information may be given to students in the form of newspaper clippings, video clips or role-specification sheets provided by the teacher. In implementing "Reading to Learn", ample appropriate reading materials should be made accessible to students. In organising life-wide learning activities, suitable community resources such as museums and NGOs should be explored. A learning activity may involve different kinds of learning and teaching resources at the same time. For example, historic buildings in the community can serve as learning resources for students to understand how they are utilised through revitalisation. Teachers can provide electronic devices for students to help record their observations and facilitate their interactive learning during study trips.

6.4.2 Catering for learner diversity

The use of learning and teaching resources should meet the different needs and learning styles of students. Some students respond well to textual information, some to visual representation, and yet others to resources in other formats. Therefore, all the

resources used should take into consideration students' characteristics and suit their learning styles. They should also encompass a range of different formats so as to cater for student diversity.

6.4.3 Use of Chinese and English learning and teaching resources

The EDB will continue to develop teaching resources for Citizenship and Social Development in both Chinese and English, so that students can make reference to both Chinese and English learning resources. Learning materials in different languages may come from different countries or areas, and are conducive to broadening students' horizons. However, these learning resources may not necessarily align with the schools' Medium of Instruction (MOI) policies. Under such circumstances, there is no reason to refrain from using Chinese materials to study Citizenship and Social Development for classes using English as MOI, and vice versa, since students in Hong Kong study both languages throughout their years of schooling. With appropriate assistance (such as provision of a glossary), there should be no problem for English-medium instruction (EMI) classes to discuss and study information written in Chinese for Citizenship and Social Development lessons. By the same token, it is not always necessary to translate all the materials originally written in English for use in Chinese-medium instruction (CMI) classes.

6.5 Resource Management

Knowledge Management is the process through which organisations store and make the most of their intellectual and knowledge-based assets. Management and sustained renewal of the resource bank for Citizenship and Social Development is conducive to learning and teaching of the subject. Therefore, schools should make the following arrangements for managing resources:

- Teachers and students can share learning and teaching resources through the Intranet or other means within the school, and promote sharing culture;
- Teachers should reflect on the use of various learning and teaching resources in teaching from time to time and form professional development groups for face-to-face or electronic sharing of experiences;
- In accordance with teaching needs, teachers generally file the working plans, the selected resource materials, the customised teaching materials, etc. Schools may continue to make reference to their internal mechanism to request teachers to file learning and teaching resources, with the setting of a retention

period for these resources, including school-based materials and assignments (such as worksheets), test and examination papers and videos for teaching;

- The retention period for school-based learning and teaching resources related to Constitution and Basic Law education as well as national security education should not be less than two school years, so that such resource materials can be made available to the school management or the EDB for inspection if needed. Curriculum leaders and subject teachers can refer to the part on “National Security: Specific Measures for Schools” in EDB Circular No. 3/2021.

Suggestions on Schools' Planning for the Mainland Study Tour of Citizenship and Social Development

The Citizenship and Social Development curriculum includes the Mainland study tour and related project learning, which provide opportunities for students to gain first-hand understanding of our country and learn to become independent learners. Suggestions for planning the Mainland study tour and arrangement of related learning activities for students are provided below for schools' reference.

Scheduling

Schools need to provide students with the opportunity to take part in the Mainland study tour during the three years at the senior secondary level. It is recommended that the study tour can be arranged at Secondary 4 or Secondary 5 when the Hong Kong Diploma of Secondary Education (HKDSE) Examination is further ahead, and this allows more time for students to conduct project learning after the study tour. If schools have thoroughly considered students' learning progress and believe that the study tour would not make a significant impact on students' preparation for the HKDSE Examination, the study tour may also be arranged at Secondary 6.

As for the dates for organising the study tour, longer study tours (for example, four days or more) to the Mainland can be arranged over Christmas, Easter, end-of-year post-examination activities period, summer holidays and so on, while shorter study tours (for example, one to three days) can be arranged on school days and Saturdays. Schools can also organise a one-day Mainland study tour in place of a picnic in Hong Kong for students at certain year levels on the school picnic day. Students at the same year level can set off in batches at different times (for example, some during the Christmas holidays and the rest during the Easter holidays). It may not be necessary for them to travel to the same destination (for example, some students participate in a study tour to Beijing while others to Shanghai). Overall, schools should plan the Mainland study tour as flexibly as possible while ensuring that they are administratively feasible.

Choosing a suitable Mainland study tour

The EDB will provide the Mainland study tour related to the Citizenship and Social Development curriculum, which schools can apply to join. One of the characteristics of these study tours is that the various spots to be visited and related activities include certain Chinese cultural elements, hence meeting the itinerary requirements for the Mainland study tour in the curriculum as well as providing input on Chinese culture for students to generate titles for their projects following the study tour. Further, the study tour also cover spots or learning topics pertaining to areas beyond Chinese culture, such as the experience in sustainable development in relation to environmental conservation, development of technological and creative industries as well as urban planning and people’s lifestyles. Academic seminars or visits to Mainland schools could be incorporated into the study tour depending on the circumstances to enrich students’ learning experiences and widen their exposure. Schools could choose a suitable Mainland study tour for students in the light of their own contexts.

The following is an example of a study tour to Guangzhou. More than half of the spots and related activities cover Chinese cultural elements (Cantonese opera, Sino-foreign cultural exchange, revitalisation of industrial heritage, preservation of historic buildings, academic seminars and so on), while the rest of the spots cover other areas (waste management, urban environmental greening, urban planning, people’s livelihood and so on) to align with the Citizenship and Social Development curriculum and meet the itinerary requirements for the Mainland study tour. Schools could make reference to the itinerary when selecting and organising the Mainland study tour. The various student learning activities before, during and after the study tour set out in the following paragraphs are based on this Guangzhou study tour.

Itinerary		Learning Focus	
Day 1	a.m.	Tour bus to Guangzhou	
	p.m.	Cantonese Opera Art Museum	<ul style="list-style-type: none"> Understand the history and development of Cantonese opera, and explore the opportunities and challenges of preserving Cantonese opera
		Sacred Heart Cathedral	<ul style="list-style-type: none"> Understand the architectural features of the Sacred Heart Cathedral and study the Sino-foreign cultural exchange reflected in them Examine the government’s work on heritage conservation and its effectiveness taking religious buildings as examples

Itinerary			Learning Focus
		Historic buildings in the Shamian District	<ul style="list-style-type: none"> • Understand the history of the Shamian District and the characteristics of the historic buildings there • Understand the government's policy on conserving the historic buildings in the Shamian District and examine its effectiveness
Day 2	a.m.	Guangzhou Xingfeng Landfill	<ul style="list-style-type: none"> • Understand the handling of domestic waste and related facilities in the Mainland
		Donghao Chong and Donghao Chong Museum	<ul style="list-style-type: none"> • Understand the improvement work on the environment surrounding Donghao Chong undertaken by the Guangzhou Municipal Government and the related urban greening constructions
	p.m.	Chen Clan Academy	<ul style="list-style-type: none"> • Understand the architectural features and artistic value of traditional Lingnan ancestral halls • Study the traditional Chinese family concept and its functions in the light of the origin of the construction of Chen Clan Academy, its architectural layout and its care for the members of the Chen clan
		Academic Seminar	<ul style="list-style-type: none"> • An overview of the conservation of the historical heritage in Guangzhou presented by Mainland scholars
		Shangxiajiu Pedestrian Street	<ul style="list-style-type: none"> • Understand the daily lives of Mainland residents • Understand the special constructions of Guangzhou: the arcade buildings
	Evening	Sharing session in the conference room of the hotel	
Day 3	a.m.	Redtory Art and Design Factory	<ul style="list-style-type: none"> • Understand the ways to revitalise the industrial buildings and the development of creative arts in Guangzhou
		Zhujiang New Town	<ul style="list-style-type: none"> • Understand the concept of central business district • Study the impact of Zhujiang New Town on the quality of life of Guangzhou citizens
	p.m.	Tour bus back to Hong Kong	/

Learning activities before the study tour (this part is included in the 10-hour learning time)

10 hours of learning time is allocated to the Mainland study tour of Citizenship and Social Development for students to engage in the learning activities before and after the study tour flexibly (please note that the time spent on taking part in the Mainland study tour does not count towards the 10 hours of learning time). The learning activities before departure set out below are based on the Guangzhou study tour.

Teachers should arrange a briefing session before departure to introduce to students the spots to be visited and related learning activities during the study tour. Apart from providing an overview of the spots, teachers could draw students' attention to those areas, which are worthy of note and reflection during the study tour. These include the cultural and historical considerations behind the construction of the Cantonese Opera Art Museum in the Liwan District of Guangzhou, the impact of the revitalisation of the historic buildings in the Shamian District for commercial use on historic buildings, as well as how to strike a balance between heritage conservation and commercial activities. These points for thought could arouse students' interest in the study tour and help them generate titles for their projects.

Taking into account the spots to be visited during the study tour, teachers could design related worksheets before departure, which detail the preparatory activities, tasks during the study tour and reflections after the study tour, etc., to enable students to understand more accurately the requirements for the study tour and to enhance the effectiveness of the study tour.

After attending the briefing session and completing the preparatory activities set out in the worksheets, students should have a general understanding of the spots to be visited. Teachers could ask students to further collect relevant information on the Internet or from the library on their own, and determine the preliminary scope of enquiry for project learning. For example, the Redtory Art and Design Factory is one of the spots to be visited during the study tour to Guangzhou. If students are interested in exploring conservation by means of revitalising the industrial heritage as a creative industry park, they should read about the history of the development of the Redtory, the different means of revitalising industrial heritage, as well as the heritage conservation policy of Guangzhou in recent years so as to enrich personal knowledge and prepare better for the study tour.

Learning activities during the study tour

On arrival at the spots, students should pay attention to the explanation given by accompanying teachers and local tour guides, and engage in learning activities in accordance with the tasks set out in the worksheets prepared by teachers. Students should also make good use of their time and collect information on the spots through different means with a view to enriching the content of their projects. For example, students can take photos and film short videos from different angles, draw sketches or record documents (when taking photos of some spots or documents is not allowed), conduct short street interviews, as well as collect leaflets featuring the venues visited and exhibits. Students could even consider buying relevant books or publications, which are affordable to them for reference if necessary. Taking into account the content required of their project reports, they could also prepare their own log sheets for the study tour or a list of observation items for record purpose, which serves to provide input for the project reports to be written after the study tour.

Participating in the Mainland study tour is not a personal activity. Instead, it allows students to go through valuable learning experiences with peers from their schools or even other schools. There are lots of opportunities for exchanging thoughts and sharing information during the study tour. Accompanying teachers could arrange suitable activities during the study tour depending on the situation to promote exchange among students. For example, students could be asked to study materials related to some of the spots before the study tour, and play a role in briefing their peers in collaboration with local tour guides during the study tour. Alternatively, students could be made to collaboratively complete the tasks assigned to them. Moreover, the evening sharing session on the second day of the Guangzhou study tour is recommended in particular. Students can start off by sharing their experiences and feelings during the study tour in groups. Each group then presents the salient points covered in discussions and responds to the questions or comments raised by peers. Towards the end of the sharing session, teachers should consolidate the key points presented by each group and remind students of the points to note in conducting project learning. As the sharing session is meant to conclude the study tour activities, it is suggested to arrange the sharing session on the evening before the last day of the study tour.

Learning activities after the study tour (this part is included in the 10-hour learning time)

In accordance with the requirements of the Citizenship and Social Development curriculum, students are required to conduct project learning, which includes Chinese

cultural elements after the Mainland study tour. Students may review their learning experiences in the study tour with reference to the preliminary scope of study decided before the study tour. Taking into consideration their interests and abilities, for example, whether they can handle the scope of the topics, whether they can afford the time and expenses required of the projects and so on, they can subsequently set the titles for their projects and start writing their reports.

The project reports should include sections in which students demonstrate their learning during the study tour and personal reflections. In demonstrating their learning, students need to apply the skills they have mastered to systematically sort, analyse and present the information collected, and to put forward their observations and opinions from different perspectives. Students can also compare the Mainland and Hong Kong against the backdrop of similar topics to enrich and deepen the content of their reports. For example, students may select the conservation of the historic districts in Guangzhou as a project topic. Apart from analysing the spots visited (i.e. the measures to conserve the historic buildings in the Shamian District and their effectiveness), students can also draw a comparison with the conservation of the historic buildings in the Central District of Hong Kong¹ and explore what the two places can learn from each others' experiences. Teachers can provide students with suitable guidance on the requisite knowledge for the project reports and the methods for analysing information. However, teachers should help students attain an appropriate level of mastery of these methods according to their abilities and avoid setting excessively high requirements. For example, the ability to process statistical data expected of senior secondary students should be based on the learning content of the Mathematics curriculum.

With regard to personal reflections, students can express their overall feelings about the study tour and what they have gained. These include the particular areas of knowledge of our country, which students have acquired subsequent to the study tour and project learning, the change in their impression after participating in the study tour, how the study tour activities facilitate their learning of Citizenship and Social Development, as well as the particular aspects of the development of our country for further exploration in the future to facilitate better life planning.

Students can present their project reports in different modes. Apart from written reports, students can also choose to demonstrate their learning in non-written modes,

¹ The details of conserving the historic buildings in the Central District are available on the related web page of the Development Bureau:
https://www.devb.gov.hk/en/issues_in_focus/conserving_central/

including making models, producing audio-visual clips and creating web pages. For example, students can make a model to show the revitalisation of the historic buildings in the Shamian District of Guangzhou, or produce audio-visual clips to illustrate the stages of the development of Cantonese opera and the challenges of its preservation.

Assessment and Presentation of the project report

The Mainland study tour and project learning of Citizenship and Social Development are not part of the public assessment. Therefore, the assessment requirements are completely different from those for the Independent Enquiry Study (IES) of Liberal Studies. There is neither a standardised presentation format and word limit nor a set of assessment criteria for adoption in all schools. Schools may determine their respective assessment requirements with reference to their own contexts, and assess student performance in terms of the project content, organisation and structure, presentation of ideas, creativity, initiative, and any other aspects considered appropriate. Schools should also adopt suitable means of reflecting student performance of project learning, such as Student Learning Profile and school report card.

To enable more students to understand the development of our country, schools may organise sharing sessions for the student participants of the study tour to share their experiences by different means. If schools organise an open day or activities for their anniversary celebrations, exhibition boards or booths on the Mainland study tour could be set up to show students' project reports to the guests, which will give students great encouragement.

Conclusion

The Mainland study tour is an important part of the Citizenship and Social Development curriculum. It should not be perceived as a choice for students or they will miss out on the precious learning experiences with their classmates. The learning activities and project work for assessment illustrated herein are suggestions only. Schools should carefully plan the Mainland study tour based on their own school contexts to provide students with meaningful learning experiences.

**Membership of the CDC-HKEAA Committee on
Citizenship and Social Development**
(From January 2021)

Chairperson: Prof LAU Chi-pang

Members: Dr CHAU Yuk-lin
Dr FOK Ping-kwan
Dr FOK Wai-tung, Wilton
Mr FOO Yun-wai
Mr FUNG Yau-fai
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