

NOTES ON
Senior Secondary Liberal Studies (SS LS)
Relevant Topics in Basic Education (P1 to S3)
(Updated in Nov 2014)

1. The curriculum of Senior Secondary Liberal Studies is founded on the learning experiences in basic education of the students. It involves students' acquisition of foundational knowledge, sound development of generic skills, and positive values and attitudes during basic education. In particular, the acquisition of foundational knowledge in the years of basic education should NOT be compromised, whether such knowledge is acquired through an integrated subject or individual subjects.
2. Secondary school teachers (especially panel heads or curriculum coordinators) should examine their curricula for junior secondary, or discuss with the teachers of relevant subjects in junior secondary. Check whether such foundational knowledge is acquired by junior secondary students. To avoid students' learning outcome being affected by the absence of foundational knowledge, teachers should find proper ways to supplement their students with those missing elements, if any.
3. For facilitating schools' examination work, such foundational knowledge (as stated in Chapter 2 (2.5-2.7) of the Liberal Studies Curriculum and Assessment Guide and 'Liberal Studies Curriculum and Assessment Resource Package -- Interpreting the Curriculum and Understanding the Assessment') is presented here in the format of matrices. The curriculum guides and documents of different subjects are available at <http://www.edb.gov.hk/en/curriculum-development/index.html>
4. While the foundational knowledge presented in these matrices is essential for students to prepare for SS LS, the junior secondary curricula of the tabulated KLAs should NOT only consist of knowledge included in these matrices. Other elements mentioned in the KLA Curriculum Guides (P1-S3) are also essential in providing a balanced junior secondary curriculum and in preparing students to study elective senior secondary subjects in these KLAs.
5. While many parts of the official curricula / guidelines of different subjects may seem relevant to the titles of the six SS LS modules, the relevant topics in basic education cited here are considered relevant to the teaching and learning focuses of SS LS.
6. The emphasis of foundational knowledge in these matrices does not imply that early nurturing of SS LS-related skills and values (which are more generic than the said knowledge and therefore do not require detailed elaboration by subject or area) in S1-S3 should be neglected. For example:
 - Schools should help S1-S3 students to begin developing cross-disciplinary perspectives on perennial and contemporary issues, whether on an independent subject mode or on an integrated subject mode,
 - S1-S3 students should become increasingly accustomed to the process of knowledge construction in their learning
 - There is no reason why the appreciation and respect for diversity in cultures and views and the development of positive values and attitude towards life, which aims of SS LS, should not exist in the learning experience of S1-S3 students.

Senior Secondary Liberal Studies
Matrices of Relevant Topics in Basic Education (P1 to S3)

Area of Study: Self and Personal Development

Module 1: Personal Development and Interpersonal Relationships – Theme 1. Understanding oneself 2. Interpersonal relationships¹

Learning and Teaching Focuses	Relevant KLA References in Junior Secondary Curriculum Documents			Relevant References in Primary Curriculum Documents		
	PSHE KLA	Sci. Ed. KLA	Tech.Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)		
<p>1. Self-Development, Current Trends and Life Skills;</p> <p>2. Interpersonal Relationships and Conflicts;</p> <p>3. Roles and Identities, Rights, Responsibilities and Participation.</p>	<p><u>PSHE KLA Guide</u></p> <p><u>Strand 1 KS3</u> Personal identity and self-esteem, stress and its management; decision making in challenging situations; coping with the emotional experiences that accompany sexual maturation; external influences on the development and attitudes of sexuality; respect for others with different values and lifestyles; a healthy lifestyle; health problems of local teenagers; handling interpersonal relationships.</p> <p><u>Strand 5. KS3</u> the rights and responsibilities of consumers</p>	<p><u>Religious Education</u></p> <p><u>Confucianism:</u> 1. Achieving virtue: (1) About filial piety and fraternal duty (2) About loyalty and honesty (3) About the rites (4) About righteousness (5) About integrity (6) About sense of shame (7) About benevolence 2. Acquiring knowledge: (1) Resolution to learn (3) Thinking and judging.</p> <p><u>Islamism:</u> S1: The life of a Muslim: S2: Know yourself; know your family; know your neighborhood; know your community. S3: Social manner and basic virtues; avoid bad behaviour and conduct.</p> <p><u>Buddhism:</u> S1: (3) Basic Doctrines: Law of Co-dependent Origination, Law of retribution according to Karma, cycle of rebirths (6) Method of practice: To take refuge in the Triple Gems, to receive the Five Precepts, to put into practice of the Ten Good Virtues S2: (3) Basic Doctrines: The Law of Cause</p>	<p><u>Science</u></p> <p>S1: 3.3: Puberty; S3: 12.1 Keeping our bodies healthy; 12.9 Exercise & Health; 12.10 Need for rest.</p>	<p><u>TEKLA Guide</u></p> <p><u>Resources</u> <u>Management</u> <u>KS3</u> Know how to handle money, e.g. bank notes, electronic money, etc. wisely for self and the accounts of organizations such as class associations.</p> <p><u>Consumer Education</u> <u>KS3</u> Recognize the role and functions of the Consumer Council; make rational consumer decisions.</p> <p><u>Information</u></p>	<p><u>HEc</u></p> <p>S1: (HM II.) 4. Personal budgeting (Spending one's pocket money, ways of saving money); 5. Consumer guidance (Consumers' rights and responsibilities, weights and measures, wise shopping for oneself); 7. Health and fitness (Physical changes in the body during adolescence, importance of</p>	<p><u>Strand 1 KS1</u> The different stages of human growth & development; the changes that occur when one grows; similarities and differences between boys and girls; uniqueness of an individual; ways of seeking help when faced with problems; simple conflict-resolution skills in daily life situations; decision-making in simple dilemma situations; the harm of drug abuse.</p> <p><u>Strand 1 KS2</u> Physical, psychological and social changes during puberty; the differences between individuals in growth and development during puberty; sexual feelings and reactions, & ways to deal with them; gender roles and relationships; one's own strengths and</p>

¹Key Questions for Enquiry: What challenges and opportunities does a person have during adolescence? What interpersonal factors facilitate adolescents to reflect upon and prepare for the transition to adulthood?

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<p>Strand 6, KS3 Individual interests and collective interests within social groups; main features of local social groups, political bodies and social interaction in the local context; the emergence of global identity in an interdependent world.</p>	<p>and Effect in the mundane world, the Law of Cause and Effect in the spiritual world, Non-self in the Five Aggregates. (7) Method of practice: To apply the teachings and practices of the Buddha in our daily life to develop self-awareness and to purify our body, speech and mind. S3: (4) Basic Doctrines: The twelve links of Co-dependent Origination (2) Method of practice:., Christianity: 1.Relationship between Human beings and Religion (1)Way of living (2) Objectives and meaning in human life 2. Christian Beliefs (7)Belief and doctrine (i) Teaching of Christ (8)Social service (9) Belief and doctrine: (i) Life issues Taoism: The Four ethical principles and eight cardinal virtues: filial piety; love and respect for one’s elder brother; loyalty; trustworthiness; righteousness, etc. Three important princpls: Benevolence, thriftiness; Modesty. Others: respect teachers (The importance of respecting teachers); self-knowledge (The importance of self knowledge); Studiousness (The importance of studiousness, the way to be studious) ,etc.</p> <p style="text-align: center;"><u>Life and Society</u> (CSM-E01) Media and Our Life; (PSD-E01) Life Planning; (PSD-E02) Enhancing Humanistic Qualities; (PSD01) Self-understanding, Self-esteem</p>		<p><u>Processing & Presentation KS3</u> Be aware of intellectual property rights, data privacy issues, etc. and observe the rules and regulations in handling information.</p> <p><u>Technology & Living KS3</u> Be aware of the importance of a healthy lifestyle, including nutrition and a balanced diet, to personal development,</p> <p>Participate actively and responsibly as individuals and family members; promote and maintain harmonious relationships in the family</p> <p>Manage time,</p>	<p>physical fitness); 8.Family and community living (Your roles and duties in the family and school) . S2: (HM II) 5.Managing money (value for money, keeping accounts, ways of saving money-fixed deposit); 6.Consumer guidance (Comparing prices and products, shopping sense:personal needs); 9. Family and community living (Roles of family members, understanding and consideration of others; proper social habits and manners.) S3: (HM II) 6.Managing</p> <p>weaknesses and the differences in strengths and weaknesses among individuals; enhancing relationships and assertiveness skills; simple first aid and safety in daily life situations; ways of seeking help when faced with problems; decision-making in simple dilemma situations. simple conflict-resolution skills in daily life situations; managing oneself in daily life situations, planning daily schedule for work, play & rest; emotions and ways to express them; dealing with stress and frustration; dealing with unfamiliar situations and challenges; use of pocket money, savings; minimizing risks in daily life situations; substance abuse and its consequences; say “NO” to smoking, drinking, substance abuse; minimizing risks in daily life situations.</p> <p><u>Strand 3 KS 2</u> the trends in scientific and technological advances; awareness that the usage of technology might be different in</p>

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	and Self-confidence; (PSD01-X) Healthy Lifestyle and Self-management; (PSD02) Coping with Adversities; (PSD02-X) Juvenile Delinquency; (PSD03) Building Friendships; (PSD03-X) Developing Potentials and Self-identity; (PSD04) Managing Cyber- friendship; (PSD04-X) Competition among Peers; (PSD05) Enhancing Family Life; (PSD05-X) Building Harmonious Family Relationship; (PSD06) Learning to Love; (PSD06-X) Handling Issues of Sexual Abuse; (PSD07) Attitudes towards Sex and Sexuality; (PSD07-X) Teenage Pregnancy; (PSD08) Developing Values; (PSD08-X) Making Responsible Decisions; (PSD09) Appreciating Diversity of Values; (PSD09-X) Maintaining Peaceful Relationship with Others; (REA01) Managing Finance and Being Your Own Master with Money; (REA01-X1) Banking Services; (REA01-X2) Gambling; (REA02) Rights and Responsibilities of Sensible Consumer; (REA02-X) Respecting Intellectual Property Rights; (SSC-E01) Global Issue: Well-being of the Child; (SSC-E02) Global Issue: Gender Equality; (SSC01) Rights, Responsibilities and the Rule of Law; (SSC01-X) Rights of the Child;		human and physical resources to make a quality home; take actions in conserving resources	money (Family budgets:income and fixed expenditure,keeping accounts for the family, ways of payment:cash,cheque, credit card and hire purchase); 7.Consumer studies (Consumer Council: function and activities, protection for consumer safety, shopping sense: types of shops and modes of shopping, influences on shopping: peer group and advertisement) 8.Health responsibility (Health hazards: smoking, , drugs and alcohol. Healthy attitude towards sex.) 9.Family and community living (Promotion of	other cultures. <u>Strand 4 KS 1</u> Our rights and responsibilities as consumers of goods and services and in using community facilities; roles and responsibilities of individuals as a member in a group (family, school, society); the differences among people and the need to respect the rights of others; communicating and getting along with others in the community. <u>Strand 4 KS2</u> The importance of participation in local affairs; rights and responsibilities of Hong Kong residents; the functions of and services provided by the government and local institutions in response to the needs and interests of Hong Kong residents; some current and relevant social issues in the community. <u>Strand 6 KS2</u> the impact of science and technology on different societies; the impact of the information era on individuals and the community; communicating using IT tools with people in different parts of the world

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	(SSC02) Decision-making Process and Development of Electoral System; (SSC02-X) Youngsters' Propensity to Vote; (SSC03) "Right to Freedom of Opinion & Expression" and "Narrowing the Gap between the Rich & the Poor".		harmony within the family and the community.) <u>CL</u> S3 IT05 Computer Communications and Internet Access – Impact of computer communications on society. <u>TF</u> <u>Strand A:</u> 6.3 Understand the advantages and impact of telecommunication technology in the society. <u>Strand C:</u> 1.2 : Technology and Society. <u>D & T (A.S.)</u> 1.3 Impacts and influence of technology; 1.4 Prediction of technological changes in the future.	

Area of Study: Society and Culture

Module 2: Hong Kong Today -Theme1. Quality of life; 2.Rule of law and socio-political participation; 3.Identity²

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	PSHE KLA	Sci. Ed. KLA	Tech. Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 –6)	
<p>1. Quality of life;</p> <p>2. Rule of law and socio-political participation;</p> <p>3. Identity.</p>	<p><u>PHSE KLA Guide</u></p> <p><u>Strand 2 KS 3</u> Significant historical periods in local history; the causes, consequences, and sequences of the major events and developments in local history; the part played by significant individuals and groups in history; characteristic features of the local and the national community, and how their developments are linked with each other and with that of the wider world; the nature of changes brought by significant historical events (e.g. rapid progress, economic recession, coup d’etat); the background and different interpretations of some significant historical events.</p> <p><u>Strand 4, KS3</u> The natural and human processes leading to the formation of the characteristics of places and regions; the reasons for the specific distribution patterns of major natural and human features in Hong Kong; the consequences of large-scale</p>	<p><u>History</u></p> <p>S1: Topic2: Traditional rural life of HK.. (1).Life of people in Hong Kong in pre-historic times. (2) The major groups and the great clans. (3). Life in the rural community. (4). Traditional customs and festivals of the rural community.</p> <p>S2: Topic5: Growth and development of Hong Kong up to the early twentieth century. (1): British administration since 1842. (2)Growth of Hong Kong into an entrepot. (3) The study of local history through buildings, organizations and streets.</p> <p>S3: Topic2: Growth and development of Hong Kong in the twentieth century (2) From an entrepot to an international financial centre. (3) Popular culture. (4): Relations with China.</p> <p><u>Geography</u></p> <p>S1 (Core Modules): 1.Using Urban Space Wisely—Can we maintain a</p>	<p><u>Science</u></p> <p>S1: 4.5 Energy sources & we 5.4 Water conservation & pollution</p> <p>S3: 13.5 Environmental problems associated with the disposal of used metals 14.2 Environmental problems associated with the disposal of plastics</p>	<p><u>TEKLA guide</u></p> <p><u>Technology & Society KS3:</u> Changes in lifestyle, health issues; environmental issues; legal issues; ethical issues.</p> <p><u>Consumer Education KS3:</u> Recognize the role and functions of the Consumer Council; make rational consumer decisions.</p> <p><u>Marketing KS3:</u> Be aware of the importance of always providing quality customer service and obtaining feedback from customers.</p>	<p><u>Strand 2 KS1</u> Weather changes and how they affect our daily life; how natural and human features in the neighbouring areas affect people’s life; characteristics of our immediate living environment; care of environment and ways of conserving resources; ways of minimizing generation of waste in daily life.</p> <p><u>Strand 2 KS2</u> Adverse weather conditions and related safety measures; the effect of natural changes of the environment on people and how people respond to these changes; the impact of human activities on the balance of nature and our responsibilities in environment conservation; simple solutions in solving energy problems; planning and managing resources to develop solutions in daily life situations; some local and national environmental issues; a lifestyle which promotes sustainable development.</p>

²Key questions for enquiry: Which directions might be chosen in maintaining and improving Hong Kong residents’ quality of life? How do Hong Kong residents participate in political and social affairs and come to grips with rights and responsibilities with respect to the rule of law? How are the identities of Hong Kong residents developed?

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	<p>human modification of the global environment.</p> <p><u>Strand 5, KS3</u> Types of resources available in Hong Kong; choices made by the government in making use of scarce resources to satisfy our wants, and the cost involved; primary, secondary and tertiary industries in Hong Kong; factors affecting productivity and income; services provided by common financial institutions; major government measures to facilitate trade between Hong Kong and her trading partners; a future perspective on trade development in Hong Kong and the Mainland.</p> <p><u>Strand 6, KS3</u> Main features of local social groups, political bodies and social interaction in the local context; causes and effects of social and political issues at local level; importance of the National Constitution and the Basic Law to Hong Kong residents; functions of social norms and laws in the local context; importance of justice in society; functions of the Government and its relationship with Hong Kong residents;</p>	<p>sustainable urban environment?</p> <ul style="list-style-type: none"> ● Urban land use pattern in Hong Kong ● Hong Kong urban problems (including traffic congestion, pollution, housing and urban decay): causes, characteristics and solutions. ● A comparison of the urban problems of Guangzhou /Tianjin and Hong Kong. ● Sustainable urban development and characteristics of a sustainable city <p>2. Living with Natural Hazards—Are we better equipped than the others?</p> <ul style="list-style-type: none"> ● A brief introduction of the relief of Hong Kong. ● Causes of landslides in Hong Kong and their effects on Hong Kong people <p>S1 (Elective Module): Tourists—Friends or Foes? Changing Climate, Changing Environments.</p> <ul style="list-style-type: none"> ● Seasonal pattern of Hong Kong people travelling abroad ● Reasons for increasing number of Hong Kong people travelling abroad (e.g. increasing leisure time, increasing income, better communication and 			<p><u>Strand 4 KS1</u> Characteristics of our community; goods, facilities and services in the community; our rights and responsibilities as consumers of goods and services and in using community facilities; the importance of the Basic Law to the life of Hong Kong residents; roles and responsibilities of individuals as a member in a group;</p> <p><u>Strand 4 KS2</u> The history of Hong Kong; major features of the Hong Kong economy; factors affecting the economic development of Hong Kong; the benefits for Hong Kong in trading with other parts of the world; the functions of and services provided by the government and local institutions in response to the needs and interests of Hong Kong residents; rights and responsibilities of Hong Kong residents according to Basic Law. the importance of observing rules and laws; the importance of participation in local affairs, e.g. participating in fund-raising activities or voluntary work in the community; channels and ways to express opinions to government, organizations or groups.</p> <p><u>Strand 5 KS1</u> My home country – national flag and</p>

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changing meanings of social virtues in the local context; individual interests and collective interests within social groups; the emergence of global identity in an interdependent world.	<p>knowledge of other places)</p> <p><u>Life and Society</u></p> <p>(SSC-E01) Global Issue: Well-being of the Child;</p> <p>(SSC-E02) Global Issue: Gender Equality;</p> <p>(SSC01) Rights, Responsibilities and the Rule of Law;</p> <p>(SSC01-X) Rights of the Child;</p> <p>(SSC02-X) Youngsters’ Propensity to Vote;</p> <p>(SSC03) “Right to Freedom of Opinion & Expression” and “Narrowing the Gap between the Rich & the Poor”;</p> <p>(SSC03-X) “Diversity & Inclusiveness” and “Clean, Honesty & Integrity”;</p> <p>(SSC04) Everyday Life in Rural and Urban Areas;</p> <p>(SSC04-X) Life of Minority Nationalities;</p> <p>(SSC07) Social Characteristics of “Global City” as demonstrated by Hong Kong;</p> <p>(SSC07-X) Social Characteristics of “Global City” as Demonstrated by other “Global Cities”;</p> <p>(SSC09) Consciousness of Global Citizenship and its Contribution to Humanitarian Work;</p> <p>(SSC09-X) International Humanitarian Relief Organizations and Global Citizenship.</p> <p>(REA02-X) Respecting Intellectual Property Rights;</p> <p>(REA03) Economic and Social</p>			<p>emblem, national capital important cities and some important dates;</p> <p>The Chinese nation- the characteristics of Chinese people and how they are similar to or different from people of other nations;</p> <p>Some significant and interesting current affairs/incidents in the mainland of China</p> <p><u>Strand 5 KS2</u></p> <p>Geographical position, physical characteristics and territory of China; special natural landscapes in China and characteristics of people’s life; some major historical events that have had an impact on today;</p> <p><u>Strand 6 KS1</u></p> <p>Characteristics of people of different cultures;</p> <p>cultural difference which affect the lives of different people.</p> <p><u>Strand 6 KS2</u></p> <p>How Hong Kong and the mainland of China are related to the regions around them;</p> <p>common elements found in different cultures;</p> <p>major current international events and their meanings to us;</p> <p>The interdependence of different parts of the world.</p>

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	Consequences of Public Finance of Hong Kong; (REA03-X) Public Finance in Hong Kong facing an Aging Population; (REA04) Ups and Downs of the Hong Kong Economy; (REA04-X) Hong Kong's Competitiveness and Sustainable Economic Development; (REA05) Employment and Income of Labour in Hong Kong; (REA05-X) Protection for Labour in Hong Kong; (REA09) Hong Kong as an International Financial Centre; (REA09-X) Capital Market. (SSC02) Decision-making Process and Development of Electoral System ”			

Module 3: Modern China Theme 1 : China’s reform and opening-up Theme 2: Chinese culture and modern life³

Learning and Teaching Focuses	Relevant KLA References in Junior Secondary Curriculum Documents		Relevant References in Primary Curriculum Documents
	PSHE KLA		General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)
<p>1. People’s Lives since China’s Reform and Opening-up;</p> <p>2. Responses of the Chinese Government to the Impact of Reform and Opening-up;</p> <p>3. Participation in International Affairs and the Overall National Strength of the Country;</p> <p>4. Evolution of Concepts of the Family in Modern Life;</p> <p>5. Cultural Conservation and Inheritance of Traditional Customs.</p>	<p><u>PSHE KLA Guide</u></p> <p><u>Strand 2 KS3</u> Significant historical periods in national history; the causes, consequences, and sequences of the major events and developments in national history; the part played by significant individuals and groups in history; characteristic features of the local and the national community, and how their developments are linked with each other and with that of the wider world; the nature of changes brought by significant historical events; the background and different interpretations of some significant historical events.</p> <p><u>Strand 3 KS3</u> Places/events in which Chinese culture is reflected; similarities and differences of customs and practices of people from different geographic, cultural, racial, religious and ethnic backgrounds; factors contributing to cross-cultural understanding or posing obstacles to it; forms of new technology that affect the preservation and conservation of culture and heritage; emergence of “global culture” and its impact on the nation as a whole; how various cultures have adapted to their changing environments.</p> <p><u>Strand 4 KS3</u> The natural and human processes leading to the formation of the</p>	<p><u>Chinese History</u></p> <p>甲部、中三： 課題四至八：革命運動與中華民國成立；國共第一次合作與分裂；國共第二次合作與抗日戰爭；戰後國共關係與中華人民共和國成立。 課題九：中華人民共和國的內政與外交。</p> <p>乙部、中一： 課題一：遠古時期的文化。 課題二：文字的起源與發展。</p> <p>乙部、中三： 課題一：學術思想的發展。 課題二：宗教概說。</p> <p><u>History</u></p> <p>S1: Topic 2: Traditional rural life of Hong Kong 2. The major groups and the grant clans 3. Life in the rural community 4. Traditional customs and festivals of the rural community</p> <p>Topic 3: Life in the main centres of early civilization 4. Case study of a centre of early civilization (Life of people (economic, social, religious) and legacy.</p> <p>S2: Topic 4: East-West Encounters 3. Effects of western expansion to Asia</p>	<p><u>Strand 5 KS1</u> Historical figures who have had an important impact on Chinese history; Historical events which have had an important impact on Chinese history; my home country- national flag and emblem, national capital, important cities and some important dates; the Chinese nation-the characteristics of Chinese people and how they are similar to or different from people of other nations; some significant and interesting current affairs/incidents in the mainland of China; characteristics of Chinese culture as demonstrated by one of the following: Chinese surnames, concept of ‘family’, Chinese characters, customs.</p> <p><u>Strand 5 KS2</u> The important historical periods and their sequence in Chinese history; prominent historical figures and stories that have had an impact on</p>

³Key Questions for Enquiry: What impact has reform and opening-up had on the overall development of the country and on people’s life? With respect to the evolution of concepts of the family, what kind of relationship between traditional culture and modern life has been manifested? To what extent are traditional customs compatible with modern Chinese society?

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	<p>characteristics of places and regions; the reasons for the specific distribution patterns of major natural and human features on the mainland; the impact of the interaction between natural and human systems on human activities in China and the people’s response to it.</p> <p><u>Strand 5, KS3</u> Types of resources available on the mainland; a future perspective on trade development on the mainland.</p> <p><u>Strand 6, KS3</u> Causes and effects of social and political issues at local, national and global levels; the emergence of global identity in an interdependent world.</p>	<p>Chinese history; some major historical events that have had an impact on today; geographical position, physical characteristics and territory of China; special natural landscapes and characteristics of human life; characteristics of ancient Chinese civilization as demonstrated by cultural heritage, or archaeological finds of daily life utensils excavated in different parts of China; differences between the daily life of today and that of the past in a selected period of Chinese history; linkage between China and other parts of the world.</p>

S3:
Topic1:International conflicts and threats to peace in the twentieth century:The two World Wars, The Cold War.
Topic 2: The growth and development of Hong Kong in the twentieth century.
4. Relations with China.

Geography

S1 (Core Module):
1.Using Urban Space Wisely—Can we maintain a sustainable urban environment?
● A comparison of the urban problems of Guangzhou/Tianjin and Hong Kong
● A brief study of Guangzhou (green community) /Tianjian (Eco-city) in their progression towards sustainable urban development. (;

2.Living with Natural Hazards – Are we better equipped than the others?
● A brief introduction of the climate of South China (including seasonal patterns, monsoon system, extreme weather, conditions in summer; heavy rainstorms and typhoons)

S1 (Elective module):
Changing climate, changing environments
● General patterns and characteristics of the climate of Hong Kong, China, East Asia and the World.
● Measures already taken by China (including Hong Kong) and the other countries in combating climate change.

S2 (Core Modules):
3.Food Problem—Can we feed ourselves?
● Distribution of major agricultural regions in China

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	PSHE KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)
	<p>(Northwest China/North and Northeast China/South China) and factors affecting their distribution</p> <ul style="list-style-type: none"> ● Major types of farming in China and the world ● Trend of population growth in China ● Major farming problems of China, e.g. loss of cultivated land, soil erosion, water shortage, environmental pollution, natural hazard, low level of technology and mechanization, and the ir impact on food supply. <p>4.The Trouble of Water—Too much and too little;</p> <ul style="list-style-type: none"> ● Major water problems in China, including flooding, drought and water pollution ● Distribution patterns of flooding and drought in China and their impacts ● Water pollution in China: causes and impacts ● General relief and climate of China and the distribution of wet and dry regions ● Causes of flooding and drought in China ● Measures for solving water problems in China (including the Three Gorges Dam Project and the South-North Water Transfer Project) ● Water conservation and water management strategies in China and other parts of the world. <p>S2 (Elective Modules):Population Problems—Just about numbers?</p> <ul style="list-style-type: none"> ● Population of China: size, structure, growth pattern and changes over time; ● Strategies adopted by the Chinese government to alleviate overpopulation problems ● Population distribution pattern of China and the major factors affecting population distribution ● Reasons for the uneven distribution of the population in China 	

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	<ul style="list-style-type: none"> ● Population problems in the coastal and interior regions of China ● Measures adopted by the Chinese government to deal with the problem of uneven population distribution <p>Taming the Sand—A long-lasting combat against desertification and sandstorms.</p> <ul style="list-style-type: none"> ● Origin of sandstorms in China and their major tracks in China ● Characteristics of the physical environment of North China ● Characteristics of desertification and sandstorms in North China ● Causes of desertification and sandstorms in North China <p style="text-align: center;"><u>Life and Society</u></p> <p>(REA-E01) Sustainable Development of the Chinese Economy; (REA-E02) The Agricultural and Rural Development of China (REA06) Macro-economy of the Mainland; (REA06-X) Industrial Sector of the Mainland; (REA07) Economic Planning and Regulation of the Chinese Government; (REA07-X) State-owned Enterprises and Private Enterprises on the Mainland; (REA08) Economic Development of Regions: Yangtze River Delta Region / Changjiang Delta Region; (REA08-X) “Industrial shift” of Guangdong; (REA10-X1) External Trade of China; (SSC04) Everyday Life in Rural and Urban Areas; (SSC04-X) Life of Minority Nationalities; (SSC05) An Overview of the Political System; (SSC05-X) Local Organs of State Power and their Executive Bodies; (SSC06) Participation in International Affairs; (SSC06-X) Foreign Policies.</p>	

Module 4: Globalization Theme 1. Impact of globalization and related responses⁴

Learning and teaching focuses	Relevant KLA References in Junior Secondary Curriculum Documents		Relevant References in Primary Curriculum Documents	
	PSHE KLA	Tech.Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)	
<p>1. Understanding globalization: The principle aspects of globalization and their unique characteristics;</p> <p>2. Economic globalization: Interplay and integration among the various; economies from around the world</p> <p>3. Political globalization: Global issues and global governance;</p> <p>4. Cultural globalization: Cultural plurality and integration;</p> <p>5. Responses to globalization: Dissensions about Globalization in the mainland and Hong Kong.</p>	<p><u>PSHE KLA Guide</u></p> <p><u>Strand 2 KS3</u> Significant historical periods in world history; the causes, consequences, and sequences of the major events and developments in world history; the part played by significant individuals and groups in history; characteristic features of the local and the national community, and how their developments are linked with each other and with that of the wider world; the nature of changes brought by significant historical events; the background and different interpretations of some significant historical events</p> <p><u>Strand 3 KS3</u> Forms of new technology that affect the preservation and conservation of culture and heritage; similarities and differences of customs and practices of people from different geographic, cultural, racial, religious and ethnic backgrounds; how various cultures have adapted to</p>	<p><u>Chinese History</u></p> <p>乙部、中二： 課題一：科技發明與重要建設。 乙部、中二： 課題二：中外交通的發展。</p> <p><u>History</u></p> <p>S2: 1. Renaissance; 2. Age of revolution; 3. Life in the Age of Machines; 4. East-West encounters. S3: 1. International conflicts and threats to peace in the twentieth century; 3. international cooperation and efforts towards peace; scientific and technological developments.</p> <p><u>Geography</u></p> <p>S1(Elective Module): Tourists—Friends or foes?</p> <ul style="list-style-type: none"> Economic (e.g. improved income and employment, economic growth) and environmental (e.g. preservation and conservation of the natural environment) benefits tourism brings to the host areas Negative environmental (e.g. pollution, physical deterioration) and socio-cultural (e.g. disturbance of local cultural practices and lifestyles, community problems like 	<p><u>TEKLA Guide</u></p> <p><u>Information Processing & Presentation KS3:</u> Be aware of intellectual property rights, data privacy issues, etc., and observe the rules and regulations in handling information.</p> <p><u>CL</u></p> <p>S3: IT05 Computer Communications and Internet Access– Impact of computer communications on society.</p> <p><u>TF</u></p> <p><u>Strand A 6.3</u> Understanding the advantages and Impact of telecommunications technology in the society. <u>Strand C 1.2</u> Technology and society.</p> <p><u>D&T</u></p> <p><u>Area 4 (b)</u> Developing an understanding of the impact of technology from a sociological and a historical perspective.</p>	<p><u>Strand 3 KS2</u> Trends in scientific and technological advances; awareness that the usage of technology might be different in other cultures.</p> <p><u>Strand 6 KS1</u> Characteristics of people of different cultures; cultural differences which affect the lives of different peoples; the ways we perceive other cultural groupings; respecting cultural differences; reasons for people to exchange information, goods and services; ways people interact with other cultural groups; ways to contact people from different places in the world; cultural differences which affect the lives of different peoples.</p> <p><u>Strand 6 KS2</u> The impact of science and technology on different societies; the impact of the information era on individuals and the community;</p>

⁴Key question for Enquiry : Why do people from different parts of the world react differently to the opportunities and challenges brought by globalization?

Learning and teaching focuses	Relevant KLA References in Junior Secondary Curriculum Documents		Relevant References in Primary Curriculum Documents	
	PSHE KLA	Tech.Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)	
	<p>their changing environments; emergence of "global culture" and its impact on local communities as well as the nation as a whole; factors contributing to cross-cultural understanding or posing obstacles to it.</p> <p><u>Strand 4 KS3</u> the consequences of large-scale human modification of the global environment; the natural and human processes leading to the formation of the characteristics of places and regions; the impact of the interaction between natural and human systems on human activities in China and other parts of Asia and the people's response to it.</p> <p><u>Strand 6 KS3</u> causes and effects of social and political issues at local, national and global levels; the emergence of global identity in an interdependent world.</p>	<p>crime and alcoholism) impacts of tourism on the host areas.</p> <p>S3 (Core Module): Global Shift of Manufacturing Industry—Opportunities and threats</p> <ul style="list-style-type: none"> ● Major industrial belts in the world ● The global shift in manufacturing as a result of changing industrial location factors, including increased mobility and interdependence, advancement of technology (including ICT), changing markets, relative labour costs, political influences, rising importance of research and development work, etc. ● Benefits of the global shift of manufacturing industry to more developed and less developed countries <p>S3 (Elective Module): The Geography of Disease—Facing a spreading risk</p> <ul style="list-style-type: none"> ● The similarities and differences in the patterns of spread and distribution of the most prominent infectious diseases of the world ● The relationship between globalization, transport network and spread of infectious diseases <p>Scramble for Energy (Global solutions for energy problem of the world); Ocean in Trouble (International effort and</p>	<p><u>D&T (A.S.)</u> 1.3 Impacts and influence of technology. 1.4 Prediction of technological changes in the future.</p>	<p>communicating using IT tools with people in different parts of the world; common elements found in different culture; influences of the physical environment and social conditions on cultural development in different parts of the world; the interdependence of different parts of the world; the effect of major historical events that have an influence on the cultural profile of the world; major current international events and their meanings to us.</p>

Learning and teaching focuses	Relevant KLA References in Junior Secondary Curriculum Documents		Relevant References in Primary Curriculum Documents
	PSHE KLA	Tech.Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)
	<p>cooperation to save oceans); Population Problems—Just about numbers?; Food Problem—Can we feed ourselves? (Food resource); The Trouble of Water—Too much and too little (Water resource).</p> <p style="text-align: center;"><u>Life and Society</u></p> <p>(CSM-E01) Media and Our Life; (REA10) Trade: Conditions, Gains and Disputes; (REA10-X2) Fair Trade; (REA11) Consequences of Economic Globalization; (REA11-X) Global Economic Problems; (SSC-E01) Global Issue: Well-being of the Child; (SSC-E02) Global Issue: Gender Equality; (SSC07) Social Characteristics of “Global City” as demonstrated by Hong Kong; (SSC07-X) Social Characteristics of “Global City” as Demonstrated by other “Global Cities”; (SSC08) An Overview of World Order; (SSC08-X) Maintenance of World Peace; (SSC09) Consciousness of Global Citizenship and its Contribution to Humanitarian Work; (SSC09-X) International Humanitarian Relief Organizations and Global Citizenship.</p>		

Learning and Teaching Focuses	Relevant KLA References in Junior Secondary Curriculum Documents			Relevant References in Primary Curriculum Documents		
	PSHE KLA	Sci. Ed. KLA	Tech.Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)		
<p>1. Understanding the Causes of Diseases and Public Health;</p> <p>2. Health Concepts and Health Information;</p> <p>3. Development of Medical Technology and the Accompanying Controversies;</p> <p>4. The Challenges of Sustaining and Promoting Public Health Development.</p>	<p><u>PSHE KLA Guide</u> Strand 1 KS3 a healthy lifestyle; health problems of local teenagers.</p>	<p><u>History</u> S3: Topic 3: Major achievements in the 20th century: scientific and technology developments; international cooperation and efforts of setting up major international organizations.</p> <p><u>Geography</u> S3 (Elective Module): The Geography of Disease—Facing a spreading risk</p> <ul style="list-style-type: none"> ● The definition of infectious diseases and their common characteristics ● The most prominent infectious diseases of the world and those that can be found in Hong Kong ● The spread and distribution of the infectious disease chosen for this study and its impacts on individuals and societies ● The response and risk-taking behaviours of people at different infected areas (Hong Kong included) ● The control measures of the infectious disease chosen for 	<p><u>Science</u> S1: 1.1 What is science; 1.4 Conducting a simple scientific investigation; 3 Cells and human reproduction (3.1-3.4 The basic units of living things). S2: 7.7 Effects of smoking and polluted air on our respiratory system; 11.11 Effect of drugs and solvents on our senses. S3: 12. A healthy body (12.1-12.10 Keeping our bodies healthy; food substances; balanced diet; natural food and processed food; how food is digested and absorbed in our body; the fate of digested food; our circulatory system; how fatty food affects our circulatory system; exercise and health;</p>	<p><u>TEKLA Guide</u> <u>Safety & Health KS3</u> Be aware the current issues on health; know how to release stress and physical fatigue in the office environment.</p> <p><u>Technology & Society KS3</u> Health issues; understand issues related to the use and advancement of technology, including legal, ethical, environmental and health issues, as well as issues related to a change in life style.</p>	<p><u>HEc</u> S1: (HM I.) Food, nutrition and diet (1-7); (HM II.) 1. Healthy environment. S2: (HMI.) Food, nutrition and diet (1-3); (HM II.) 2. Health environment; 8. health and fitness; 9. family and community living. S3: (HM I.) 1. A study of nutrients 2. balanced diet; 3. nutritional disorder; 4. food; (HM II.) 8. Health hazards: smoking, drugs and alcohol.</p> <p><u>D & T (A.S.)</u> 1.2 Examples of daily activities</p>	<p><u>Strand 1 KS1</u> The importance of food, physical exercises and rest to health; the importance of food hygiene; simple personal and environmental hygiene practices; planning daily schedule for work, play and rest.</p> <p><u>Strand 1 KS2</u> The importance of a healthy lifestyle, including the impact of nutrition and balanced diet on personal development; major causes and prevention of common diseases; say “NO” to gambling, drug abuse, smoking, drinking, sexual request; minimizing risks in daily life situations (e.g. safety, health, relationships); activities related to promotion / maintenance of community health; problems and solutions related to environmental hygiene.</p> <p><u>Strand 3 KS1</u></p>

⁵Key Questions for Enquiry: How is people’s understanding of disease and public health affected by different factors? To what extent does science and technology enhance the development of public health?

Learning and Teaching Focuses	Relevant KLA References in Junior Secondary Curriculum Documents			Relevant References in Primary Curriculum Documents
	PSHE KLA	Sci. Ed. KLA	Tech.Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)
	<p>this study adopted by Hong Kong and other places</p> <ul style="list-style-type: none"> ● The similarities and differences in the patterns of spread and distribution of the most prominent infectious diseases of the world ● The reasons for the variations in the spread, distribution and impacts of infectious diseases in different places and on different age groups. ● The relationship between globalization, transport network and spread of infectious diseases <p><u>Life and Society</u> (PSD01-X) Healthy Lifestyle and Self-management; (PSD02) Coping with Adversities; (PSD02-X) Juvenile delinquency (the harmful effects of drug abuse and drug addiction); (REA03) Economic and Social Consequences of Public Finance of Hong Kong; (REA03-X) Public Finance in Hong Kong facing an Aging Population.</p>	<p>need for rest); 12.8 How fatty food affects our circulatory system.</p>	<p>that involve the use of technology; 1.3 Impacts and influence of technology; 1.4 Prediction of technological changes in the future.</p>	<p>How technology contributes to daily life; using science and technology to solve problems at home.</p> <p><u>Strand 3 KS2</u> The application and effects of technological and scientific advances in daily life; the trends in scientific and technological advances; awareness that the usage of technology might be different in other cultures.</p> <p><u>Strand 6 KS2</u> The impact of science and technology on different societies.</p>

Module 6: Energy Technology and the Environment: Theme 1: The influences of energy technology 2: The environment and sustainable development⁶

Learning and teaching focuses	Relevant KLA References in Junior Secondary Curriculum Documents			Relevant References in Primary Curriculum Documents		
	PSHE KLA	Sci. Ed. KLA	Tech.Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)		
<p>1. Development and Application of Energy Technology;</p> <p>2. Relationship between Energy Policy and the Environment;</p> <p>3. Concept and Practice of Sustainable Development;</p> <p>4. International Collaboration and Conflicts Concerning Energy and Environmental Problems.</p>	<p>PSHE KLA Guide Strand 4 KS3 The consequences of large-scale human modification of the global environment.</p> <p>Strand 5 KS3 Choices made by the government in making use of scarce resources to satisfy our wants, and the cost involved.</p> <p>Strand 6 KS3 Causes and effects of social and political issues at local, national and global levels.</p>	<p>Chinese History 乙部、中二： 課題一：科技發明與重要建設（火藥的起源和火藥西傳的概況）。</p> <p>History S3: Topic 3 Major achievements in the twentieth century: Scientific and technological developments; International co-operation and efforts towards peace.</p> <p>Geography S1 (Elective Module): Changing Climate, Changing Environments</p> <ul style="list-style-type: none"> ● The impact of climate change on Hong Kong and China on the whole ● Measures already taken by China (including Hong Kong) and the other countries in combating climate change ● The problem of soliciting international cooperation in combating climate change ● Individual actions to help 	<p>Science S1: 2.5 Endangered species; 4. Energy (4.1-4.5 Forms of energy, energy changes, fuels, generating electricity, energy sources and we); 5. The wonderful solvent - Water (5.1-5.4 Water purification, further treatment of water, the water cycle, water conservation and pollution).</p> <p>S2: 7. Living things and air (7.1-7.6 What is air made up of, burning, how does man obtain energy, how do green plants obtain energy, gaseous exchange in animals and plants, balance of carbon dioxide and oxygen in nature); 7.7 Effects of smoking and polluted air on our respiratory system;</p>	<p>Technology & Society KS3: Appraise the impact of technology (direct and indirect, short-term and long term, etc.) on our personal and social lives, the natural and man-made world; environmental issue.</p> <p>Materials & resources KS3: reuse and recycle of resources.</p> <p>Design & Applications KS3: Know how to apply cost-benefit principles to technological processes.</p>	<p>TF Strand A 4 Power and energy technology. Strand C 1.2 Technology and society.</p> <p>D&T Area 2 (b) Technological Studies – Studies in applied scientific knowledge relating to concept of power and energy. Area 4 Analytical and critical studies – Analytical studies formulated from a technological, sociological and historical point of view.</p> <p>D & T (A.S.) 1.3 Impacts and influence of</p>	<p>Strand 2 KS1 Care of the environment and ways of conserving resources; ways of minimizing generation of waste in daily life.</p> <p>Strand 2 KS2 Interdependence and interaction between living things and the environment; our responsibilities in environmental conservation;</p> <p>a lifestyle which promotes sustainable development ; the earth as a source of resources; renewable and non-renewable resources; interdependence of living things and the environment; how living things and the environment affect each other; the adaptation of living things to the environment; concern for endangered species.</p> <p>Strand 3 KS1 Sources of energy and ways in which energy is used in daily life.</p> <p>Strand 3 KS2</p>

⁶Key Questions for Enquiry: How do energy technology and environmental problems related to each other? Why has sustainable development become an important contemporary issue? What is the relationship between its occurrence and the development of science and technology?

Learning and teaching focuses	Relevant KLA References in Junior Secondary Curriculum Documents			Relevant References in Primary Curriculum Documents
	PSHE KLA	Sci. Ed. KLA	Tech.Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)
	<p>alleviate the problem.</p> <p>S2 (Core Module): The Trouble of Water – Too much and too little</p> <ul style="list-style-type: none"> Measures for solving water problems in China (including the Three Gorges Dam Project and the South-North Water Transfer Project). Water conservation and water management strategies in China and other parts of the world <p>S3 (Core Module): Scramble for Energy</p> <ul style="list-style-type: none"> Major types of energy resources of the world: renewable and non-renewable resources Global pattern of energy production and consumption, related economic and political conflicts induced by such patterns Costs and benefits of using non-renewable energy, in particular the use of fossil fuels and fuel wood Advantages and limitations of renewable energy Major similarities and differences between the 	<p>10.3 Acids and corrosion; 10.4 Acid rain.</p> <p>S3: 13.5 & 14.2 Environmental problems associated with the disposal of used metal and plastics.</p>	<p>technology; 1.4 Prediction of technological changes in the future; 3.3 Equipment used in technology – describe examples of the wide range of equipment that are used to generate, process and measure energy.</p>	<p>Efficient transfer of energy and the interaction between energy and materials; awareness that the usage of technology might be different in other cultures.</p> <p><u>Strand 6 KS2</u> The impact of science and technology on different societies; the interdependence of different parts of the world.</p>

Learning and teaching focuses	Relevant KLA References in Junior Secondary Curriculum Documents			Relevant References in Primary Curriculum Documents
	PSHE KLA	Sci. Ed. KLA	Tech.Ed. KLA	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)
	<p>energy problems of the more developed and less developed countries</p> <ul style="list-style-type: none"> ● The pros and cons of using nuclear power and its increasing role in future energy supply ● Local, national and global solutions for energy problem of the world, Individual actions in saving and conserving energy <p>S3 (Elective Module): Oceans in trouble</p> <ul style="list-style-type: none"> ● Major types of ocean resources, including food (fish and other seafood), power (oil, natural gas, wind and tidal power) and minerals, and their distribution pattern. ● Measures to reduce the negative effects of human use of oceans ● Possible ways of exploiting and managing ocean resources in a more sustainable ways ● International effort and cooperation to save oceans, and the difficulties encountered 			

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