

# General Studies for Primary Schools Curriculum Guide (Primary 1 - Primary 6)



Prepared by  
The Curriculum Development Council

Recommended for use in schools by  
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## Preamble

A series of eight Key Learning Area (KLA) Curriculum Guides (Primary 1 to Secondary 3) and the General Studies (GS) for Primary Schools Curriculum Guide (Primary 1-6) have been developed by the Curriculum Development Council (CDC) to support the ***Basic Education Curriculum Guide - Building on Strengths*** (2002) and to help realise the recommendations made in the CDC Report on ***Learning to Learn - The Way Forward in Curriculum Development*** (2001) and in the Education Commission's (EC's) education reform final report, ***Learning for Life, Learning through Life*** (2000).

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

The KLA and GS Curriculum Guides are based on the ***Learning to Learn*** consultation documents of the respective KLAs and GS published in November 2000. Relevant KLA committees under the CDC have taken into consideration the concerns, needs and interests of schools, teachers and students as well as societal expectations expressed during the consultation period when developing these Guides.

The KLA and GS Curriculum Guides aim to present curriculum frameworks, which specify the KLAs' or GS's curriculum aims, learning targets and objectives, and provide suggestions regarding curriculum planning, learning and teaching strategies, assessment and resources. In addition, each Curriculum Guide provides exemplars of effective learning, teaching and assessment practices. Schools are encouraged to adopt the recommendations in the Curriculum Guides and to achieve the learning goals of the school curriculum (CDC Report, 2001) and aims of education (EC Report, 2000), taking into consideration their contexts, needs and strengths.

Schools are also encouraged to make cross-reference to the ***Basic Education Curriculum Guide - Building on Strengths*** (2002) and the related

KLA curriculum guides. This will ensure that there is a coherent understanding of curriculum planning at school, KLA and subject levels.

The General Studies for Primary Schools Curriculum Guide (Primary 1 to 6) was first published in 2002. Since the full implementation of the curriculum in 2004, there has been marked changes in society and the world. The Curriculum Development Council, therefore, has updated and enriched the content of the Curriculum Guide to meet students' needs and align with societal development. The exemplars in the Curriculum Guide will be published in a separate edition to include more exemplars for teachers' easy reference. All primary schools should adopt the General Studies curriculum in accordance with the recommendations of this Curriculum Guide from the 2011-12 school year. The Education Bureau will provide teacher professional development programmes and exemplars on learning and teaching to facilitate the implementation of the curriculum.

As curriculum development is a collaborative and on-going enhancement process, we will update and improve the KLA and GS Curriculum Guides as well as their related subject guides from time to time to meet new needs of students and society.

Ideas and suggestions on the development of the GS curriculum are always welcome and may be sent to:

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## Key Messages

### General Studies (GS) for Primary Schools

- ❖ provides learning experiences for students to have a better understanding of themselves and the world around them
- ❖ arouses students' interest in and develop their skills to enquire about themes and issues related to science, technology and society
- ❖ cultivates positive attitudes and values for healthy personal and social development

### Existing Strengths

- ❖ teachers generally understand that GS can help develop students' learning skills, positive values and attitudes
- ❖ more schools develop different modes of curriculum planning in GS building on their strengths and student needs
- ❖ students can experience enquiry-based learning in GS
- ❖ students have great interest in GS
- ❖ schools begin to value diversified assessment as a means to improve learning
- ❖ continuous parental support for GS learning
- ❖ availability of more learning resources and opportunities for life-wide learning

### Direction of Curriculum Development

- ❖ to establish a culture of constant renewal of the school-based curriculum continuously and update the curriculum according to the GS curriculum framework, students' needs, interest and changing situations of society
- ❖ to strengthen the vertical and horizontal development of GS curriculum, as well as the linkage between GS and other subjects/learning experiences in whole-school curriculum planning

- ❖ to achieve the aims of the GS curriculum through sustaining the key tasks in curriculum reform, life-wide learning and effective use of learning and teaching strategies and resources
- ❖ to formulate an overall assessment policy for GS according to the guidelines set out for assessment in the GS Curriculum Guide, and to use the data/information collected to analyse the learning condition of students, thus develop effective learning and teaching strategies to promote learning

### **Principles to Guide Action**

- ❖ all primary schools implement GS curriculum according to the suggestions in the GS Curriculum Guide
- ❖ develop school-based GS curriculum according to the GS curriculum framework and the strengths of schools
- ❖ make use of diversified learning and teaching strategies to provide students with various learning experiences
- ❖ enhance teachers' professional development and collaboration for the promotion of students' learning

### **Curriculum Aims**

The GS curriculum aims at enabling students to :

- ❖ maintain a healthy personal development and become confident, rational and responsible citizens
- ❖ recognise their roles and responsibilities as members of the family and society and show concern for their well-being
- ❖ develop a sense of national identity and be committed to contributing to the nation and the world
- ❖ develop curiosity and interest in the natural and technological world as well as understand the impact of science and technology on society
- ❖ develop care and concern for the environment

## **Entitlement of Students**

- ❖ all students learn GS from P1-P6
- ❖ students engage in learning experiences for all core elements
- ❖ students are given appropriate learning time for GS, which constitutes 12-15 % of the total lesson time in the primary curriculum

## **The Central Curriculum**

The central GS curriculum, in the form of an open and flexible curriculum framework, sets out the learning targets and learning objectives for the development in students subject knowledge, generic skills, positive values and attitudes under the following six strands:

- ❖ Health and Living
- ❖ People and Environment
- ❖ Science and Technology in Everyday Life
- ❖ Community and Citizenship
- ❖ National Identity and Chinese Culture
- ❖ Global Understanding and the Information Era

There should be a balanced coverage of the six strands. The learning of Chinese history and culture is an entitlement of students in the strand of National Identity and Chinese Culture.

## **Connecting SBCD to Central Curriculum**

Schools are encouraged to adapt the central curriculum in developing their school-based curriculum to achieve the learning targets and objectives set out in the Curriculum Guide for GS in Primary Schools. Measures may include:

- ❖ readjust the learning objectives according to students' needs, interest and abilities
- ❖ taking into consideration students' needs, strengths of the school and teachers' professional knowledge and abilities, organise the learning

content to cover all core learning elements and adopt the appropriate extension studies, learning and teaching strategies, homework strategies and modes of assessment

### **Learning and Teaching**

- ❖ to adopt a diversified teaching approach such as the enquiry approach and relevant learning strategies to help students develop generic skills, knowledge, values and attitudes
- ❖ to use the life event approach to develop positive values and attitudes, strengthen affective development and nurture a sense of national identity
- ❖ to continue developing the Four Key Tasks and to facilitate learning through effective learning and teaching strategies
- ❖ to stimulate students' interest to enquire and explore with hands-on and problem-solving activities, rather than confine learning to the text and pen and paper assignments
- ❖ to make flexible use of textbooks and choose quality learning and teaching resources
- ❖ to tap community resources to promote life-wide learning

### **Assessment**

- ❖ for teachers and students to identify strengths and weaknesses and to bring about improvement in learning
- ❖ to use diversified modes of assessment and provide quality feedback in order to improve the curriculum as well as learning and teaching

## List of Abbreviations

CDC	Curriculum Development Council
CDI	Curriculum Development Institute
EC	Education Commission
EDB	Education Bureau
GS	General Studies
HKSAR	Hong Kong Special Administrative Region
IT	Information Technology
KLA(s)	Key Learning Area(s)
KS1	Key Stage One
KS2	Key Stage Two
PSHE	Personal, Social and Humanities Education
SBCD	School-based Curriculum Development
SE	Science Education
TE	Technology Education



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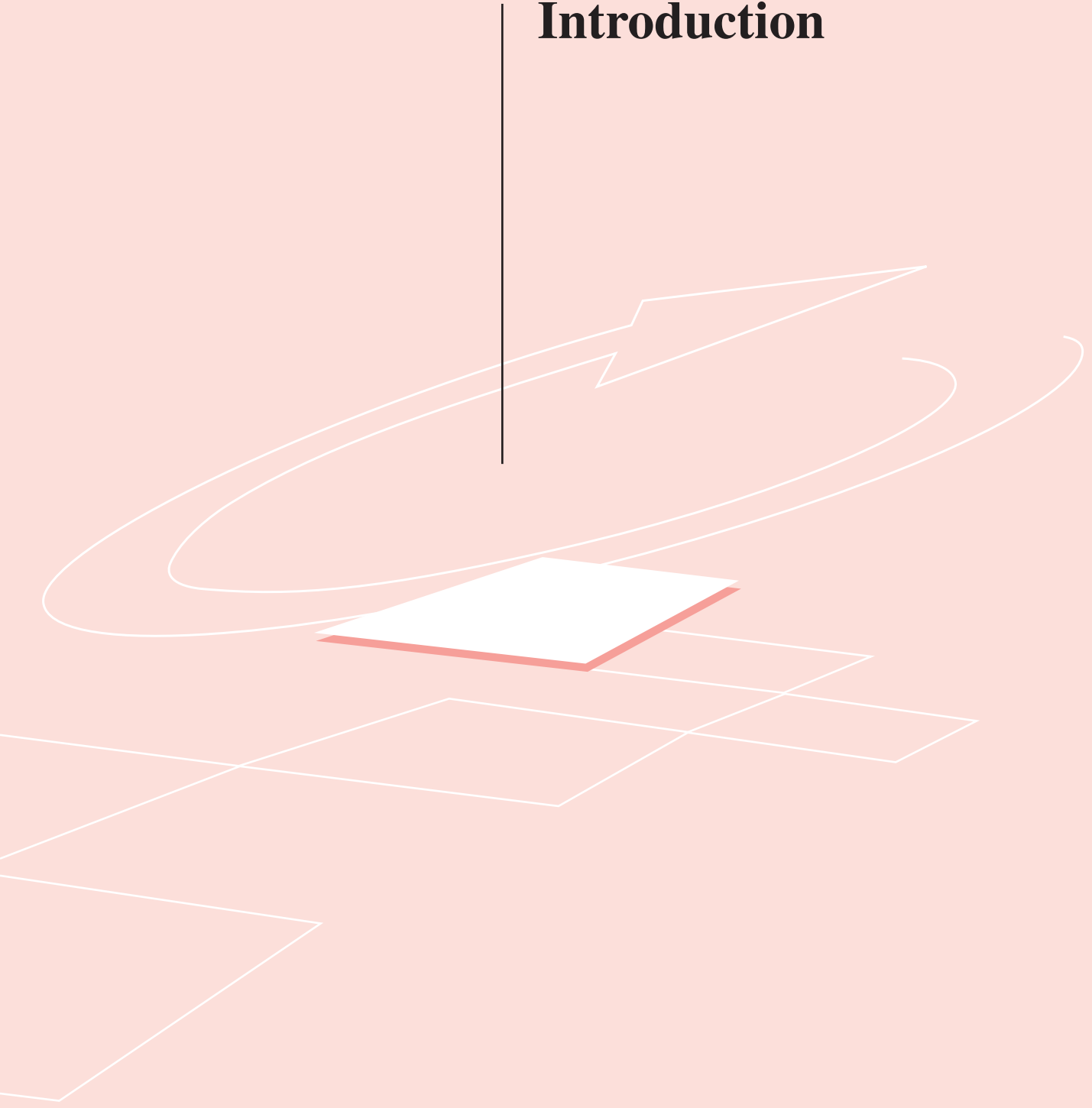
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# Chapter 1

## **Introduction**



# Introduction

## 1.1 Background

Children in the 21<sup>st</sup> century have to overcome the challenges brought about by the rapid developments in science, technology and society. The curriculum should provide them with learning experiences that enable them to construct knowledge and develop a global perspective, and develop life-long learning skills, so that they can contribute to today's knowledge-based economy and society.

The GS curriculum was first introduced in response to the recommendations of Education Commission Report No. 4 and has been implemented since 1996. The GS Curriculum Guide published in 2002 was developed on the basis of the previous one and was revised in accordance with the curriculum reform. It aims at guiding children to have a better understanding of themselves and the world around them, and of the inter-dependence between people, things and their environment. The curriculum proposes a range of contexts for developing students' knowledge and abilities to achieve the aims of education. As Hong Kong is experiencing rapid social, scientific and technological developments, it is necessary to introduce an open and flexible curriculum framework that enables teachers to enhance their students' capabilities of learning how to learn so that they can meet and overcome the challenges of the new century.

In 2011, the Curriculum Development Council (CDC) has updated and enriched the GS curriculum in accordance with the needs of society and schools. It aims at keeping abreast with time so that students can effectively enhance their capabilities of learning through content closely related to their daily life.

## 1.2 Position of General Studies in the School Curriculum

GS provides students with opportunities to integrate knowledge, skills, values and attitudes across the Key Learning Areas (KLAs) of Personal, Social and Humanities Education (PSHE), Science Education (SE) and Technology Education (TE). It promotes creativity through hands-on and minds-on learning

experiences and problem-solving process. It emphasises student enquiry and the development of skills for learning to learn.

As recommended in the CDC report *Learning to Learn - Life-long Learning and Whole-person Development* (2001) and the *Basic Education Curriculum Guide - Building on Strengths* (2002), 12-15 % of students' learning time in school should be allocated to the learning of GS.

### **1.3 Rationale and Direction of Development**

The GS curriculum is designed in the notion that students' learning experiences should be connected and not compartmentalised, so that students can develop a holistic view of themselves as individuals in the community, their place in the natural world, and the interaction of human beings with the environment. To ensure that students benefit from the curriculum, this Curriculum Guide has been developed with the following emphases:

- ❖ *Broadening the learning space*  
Students have sufficient time for enquiry-based learning in which they play an active role in the search for and construction of their own knowledge, and for the development of generic skills and values/attitudes that are essential for whole-person development.
- ❖ *Strengthening the interface with pre-primary and secondary school curricula*  
Thematic and project approaches are promoted to enhance personal and social education in the junior primary curriculum and to provide a smooth interface with the pre-primary curriculum. Strengthening the development of generic skills can facilitate students to adapt to the learning of relevant subjects in their future study in secondary school.
- ❖ *Integrating students' learning experiences*  
Through the learning of GS, students should develop a holistic view of themselves as individuals in the community, their place in the natural world, and the interaction of human beings with the environment. Coherence and connection between different areas of learning in the curriculum are strengthened through the adoption of a thematic approach and a life event approach since they link classroom learning with students' life experiences.

- ❖ *Promoting life-wide learning*  
The appropriate use of community resources is encouraged, e.g. museums, facilities and activities provided by community organisations and other public and private bodies to widen the scope of learning beyond the school setting.
- ❖ *Developing students' independent learning ability*  
Teachers are encouraged to provide students with diversified learning experiences including project learning, information technology (IT) for interactive learning, scientific exploration and the design of simple technological products.
- ❖ *Enhancing interest and curiosity in science and technology*  
Emphasis is placed on developing students' innovative abilities and their sensitivity to the effects of the development of science and technology. More hands-on learning activities are encouraged to nurture students' curiosity.
- ❖ *Putting emphasis on students' affective development*  
In relation to personal and social development and the nurturing of positive values and attitudes, there is an emphasis on affective development, including managing emotions and developing a sense of belonging to our local community and home country.

#### **1.4 Development Strategies in the General Studies Curriculum**

With the various support measures from the EDB, tertiary institutions and other related organisations, schools can build on their strengths to open up more opportunities and space for learning and teaching of GS. Since the adoption of the curriculum in 2004, schools have gained achievements in the following aspects to a certain extent. They can continue to evaluate whether they have fulfilled these expectations:

##### **At Key Stage One (Primary 1 - Primary 3)**

<b>Our students will</b>	<b>Our teachers will</b>
<ul style="list-style-type: none"> <li>• develop a healthy lifestyle</li> <li>• be able to manage their daily life needs and live in harmony with other people</li> </ul>	<ul style="list-style-type: none"> <li>• strengthen personal and social education by using a life event approach</li> </ul>

Our students will	Our teachers will
<ul style="list-style-type: none"> <li>• develop a keen interest in observing the environment instead of focusing on the study of textbook content, and have hands-on experiences to cultivate a sense of curiosity in the natural and human world</li> <li>• develop investigative and enquiry skills to solve problems encountered in daily life</li> </ul>	<ul style="list-style-type: none"> <li>• avoid being textbook-bound in teaching</li> <li>• design hands-on and minds-on activities to arouse students' interest in the natural and human world</li> <li>• put emphasis on investigative and enquiry learning to help students solve daily life problems</li> </ul>

### At Key Stage Two (Primary 4 - Primary 6)

Our students will	Our teachers will
<ul style="list-style-type: none"> <li>• conduct hands-on and minds-on enquiry with an open mind</li> <li>• develop positive attitudes and values through learning experiences of various life events</li> <li>• develop an awareness of their role in society and their national identity through understanding local society, Chinese history and culture</li> <li>• connect what they have learnt in school to daily life through project learning</li> <li>• develop basic knowledge, investigative skills and problem-solving capabilities in science and technology</li> </ul>	<ul style="list-style-type: none"> <li>• move away from content-based teaching</li> <li>• increase the use of hands-on and minds-on learning activities to develop students' enquiry skills, including IT for interactive learning</li> <li>• foster positive values and attitudes in students in their personal and social development</li> <li>• strengthen students' affective development, especially towards their national identity and Chinese culture</li> <li>• develop students' generic skills through a wide range of learning activities including project learning</li> </ul>



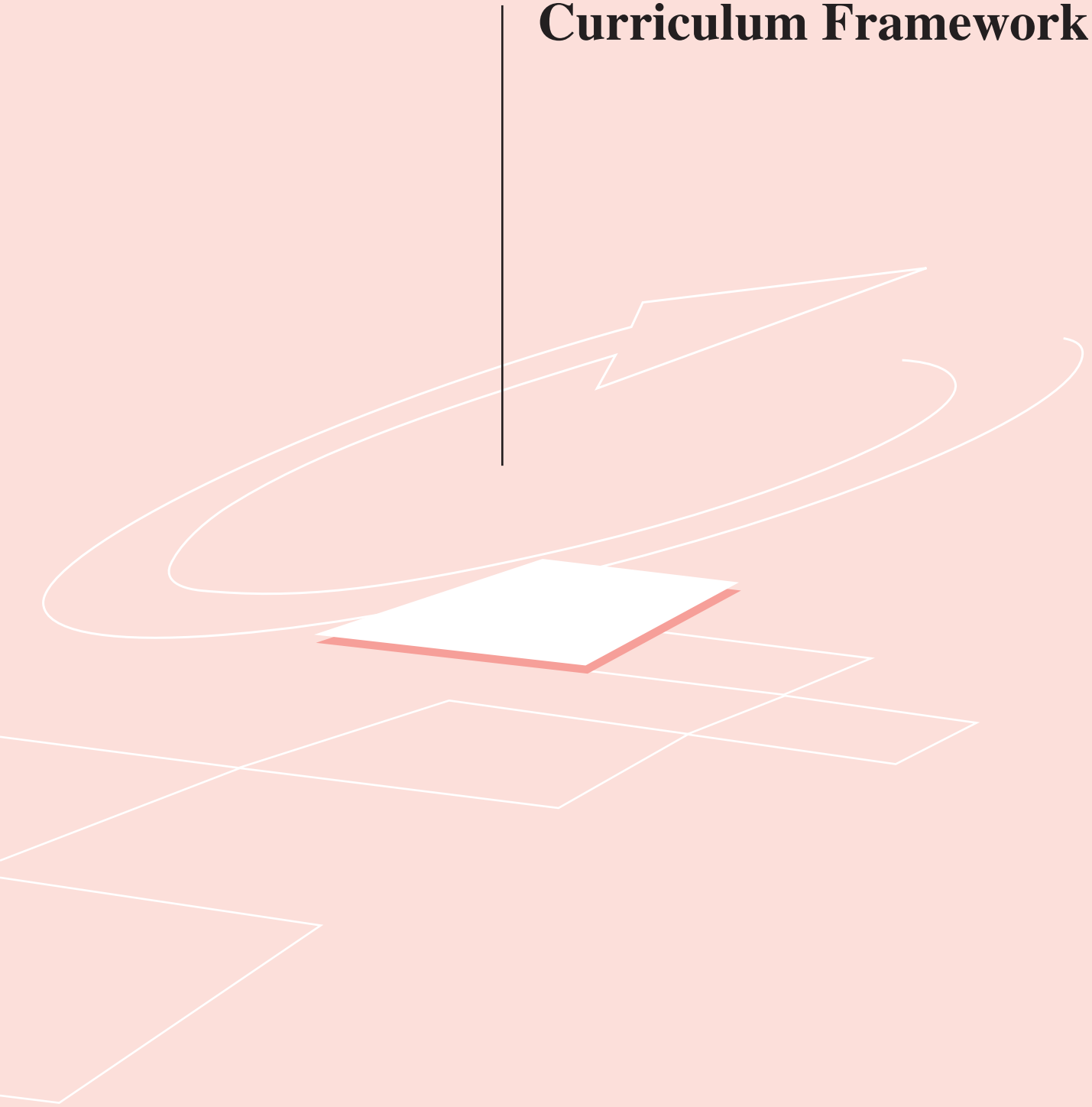
Our students will	Our teachers will
	<ul style="list-style-type: none"> <li>• motivate students' interest and develop their knowledge and skills in science and technology through hands-on problem-solving and investigative activities</li> </ul>

It is suggested that schools should develop a culture of constant renewal of the school-based curriculum. They are also encouraged to update the curriculum according to the GS curriculum framework, the needs and interests of students as well as societal changes. In whole-school curriculum planning, schools should strengthen the vertical and horizontal development of the GS curriculum, as well as the linkage between GS and other subjects and other learning experiences. Moreover, they should achieve the curriculum goals through sustaining the key tasks in curriculum reform, life-wide learning as well as effective use of learning and teaching strategies and resources.

Schools should also formulate an overall assessment policy of GS following the guidelines set out for assessment in the GS Curriculum Guide, and use the data/information collected to analyse the learning condition of students, thus develop effective learning and teaching strategies to promote learning.

## Chapter 2

# Curriculum Framework



# Learning to Learn - The Hong Kong School Curriculum

## Lifelong Learning Whole-Person Development

### Curriculum Framework



LEVEL	Chinese Language Education	English Language Education	Mathematics Education	Science Education	Technology Education	Personal, Social and Humanities Education	Art Education	Physical Education	Generic Skills	Values and Attitudes	Basic Skills	Values & Attitudes
Senior Secondary (S4-6)	<ul style="list-style-type: none"> <li>Chinese Language</li> <li>Chinese Literature</li> </ul>	<ul style="list-style-type: none"> <li>English Language</li> <li>Literature in English</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics - including the Compulsory Part and 2 Modules in the Extended Part: Module 1 (Calculus and Statistics) and Module 2 (Algebra and Calculus)</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Science (Integrated Science, Combined Science)</li> </ul>	<ul style="list-style-type: none"> <li>Business, Accounting and Financial Studies</li> <li>Design and Applied Technology</li> <li>Health Management and Social Care</li> <li>Information and Communication Technology and Living</li> </ul>	<ul style="list-style-type: none"> <li>Chinese History</li> <li>Economics</li> <li>Ethics and Religious Studies</li> <li>Geography</li> <li>History</li> <li>Tourism and Hospitality Studies</li> </ul>	<ul style="list-style-type: none"> <li>Music (General and Elective)</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education (General and Elective)</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Critical thinking skills</li> <li>Creativity</li> <li>Collaboration skills</li> <li>Information technology skills</li> <li>Numeracy skills</li> <li>Problem-solving skills</li> <li>Self-management skills</li> <li>Study skills</li> </ul>	<ul style="list-style-type: none"> <li>National identity</li> <li>Responsibility</li> <li>Perseverance</li> <li>Respect for others</li> <li>Commitment</li> <li>Care for others</li> <li>Integrity</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>Physical Fitness &amp; Health</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>
Junior Secondary (S1-3)	<ul style="list-style-type: none"> <li>Chinese Language</li> <li>Putonghua</li> </ul>	<ul style="list-style-type: none"> <li>English Language</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Automobile Technology</li> <li>Business Fundamentals</li> <li>Catering Services</li> <li>Computer Literacy</li> <li>Design Fundamentals</li> <li>Design &amp; Technology / Design &amp; Technology (Alt. Syll.)</li> <li>Desktop Publishing</li> <li>Electronics &amp; Electricity</li> <li>Fashion Design</li> <li>Graphical Communication</li> <li>Home Economics / Technology and Living</li> <li>Retail Merchandising</li> <li>Technology Fundamentals</li> </ul>	<ul style="list-style-type: none"> <li>Chinese History</li> <li>Civic Education</li> <li>Economic &amp; Public Affairs</li> <li>Geography</li> <li>History</li> <li>Religious Education</li> <li>Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Media and Communication Studies</li> <li>Creative Studies</li> <li>Design Studies</li> <li>Media Management</li> <li>Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	
Primary (P1-6)	<ul style="list-style-type: none"> <li>Chinese Language</li> <li>Putonghua</li> </ul>	<ul style="list-style-type: none"> <li>English Language</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>General Studies for Primary Schools</li> </ul>	<ul style="list-style-type: none"> <li>Science &amp; Technology</li> </ul>	<ul style="list-style-type: none"> <li>Self &amp; Society</li> </ul>	<ul style="list-style-type: none"> <li>Arts</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	
Pre-primary	<ul style="list-style-type: none"> <li>Language</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> </ul>	<ul style="list-style-type: none"> <li>Early Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Child-centredness and whole-person development</li> </ul>	<ul style="list-style-type: none"> <li>Science &amp; Technology</li> </ul>	<ul style="list-style-type: none"> <li>Child-centredness and whole-person development</li> </ul>	<ul style="list-style-type: none"> <li>Arts</li> </ul>	<ul style="list-style-type: none"> <li>Physical Fitness &amp; Health</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>		

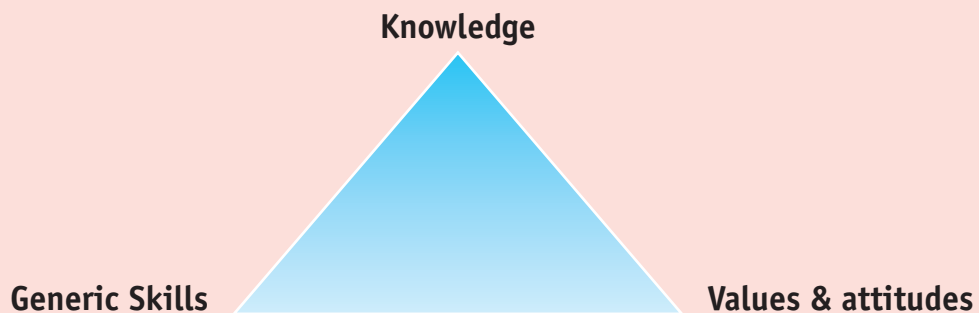
At junior and senior secondary levels, schools will offer different subjects depending on individual schools' context and students' needs. Some schools may also offer Applied Learning courses and/or other language courses. Further details regarding the 8 Key Learning Areas can be found at [http://www.edb.gov.hk/subjects\\_e](http://www.edb.gov.hk/subjects_e).

# Curriculum Framework

The curriculum framework for GS comprises a set of interlocking components including:

- ❖ subject knowledge;
- ❖ generic skills; and
- ❖ positive values and attitudes.

The relationships among knowledge, generic skills, and values and attitudes are illustrated in the following diagram.



The framework sets out what students should know, value and be able to do at Key Stages 1 and 2. It gives schools and teachers flexibility and ownership to plan and develop alternative curriculum modes to meet their varied needs.

Cross-reference should be made to the Curriculum Guides of KLAs of PSHE, SE and TE for the related components at Key Stages 1 and 2.

## 2.1 Aims

The GS curriculum aims to enable students to:

- ❖ maintain a healthy personal development and become confident, rational and responsible citizens
- ❖ recognise their roles and responsibilities as members of the family and society and show concern for their well-being
- ❖ develop a sense of national identity and be committed to contributing to the nation and the world

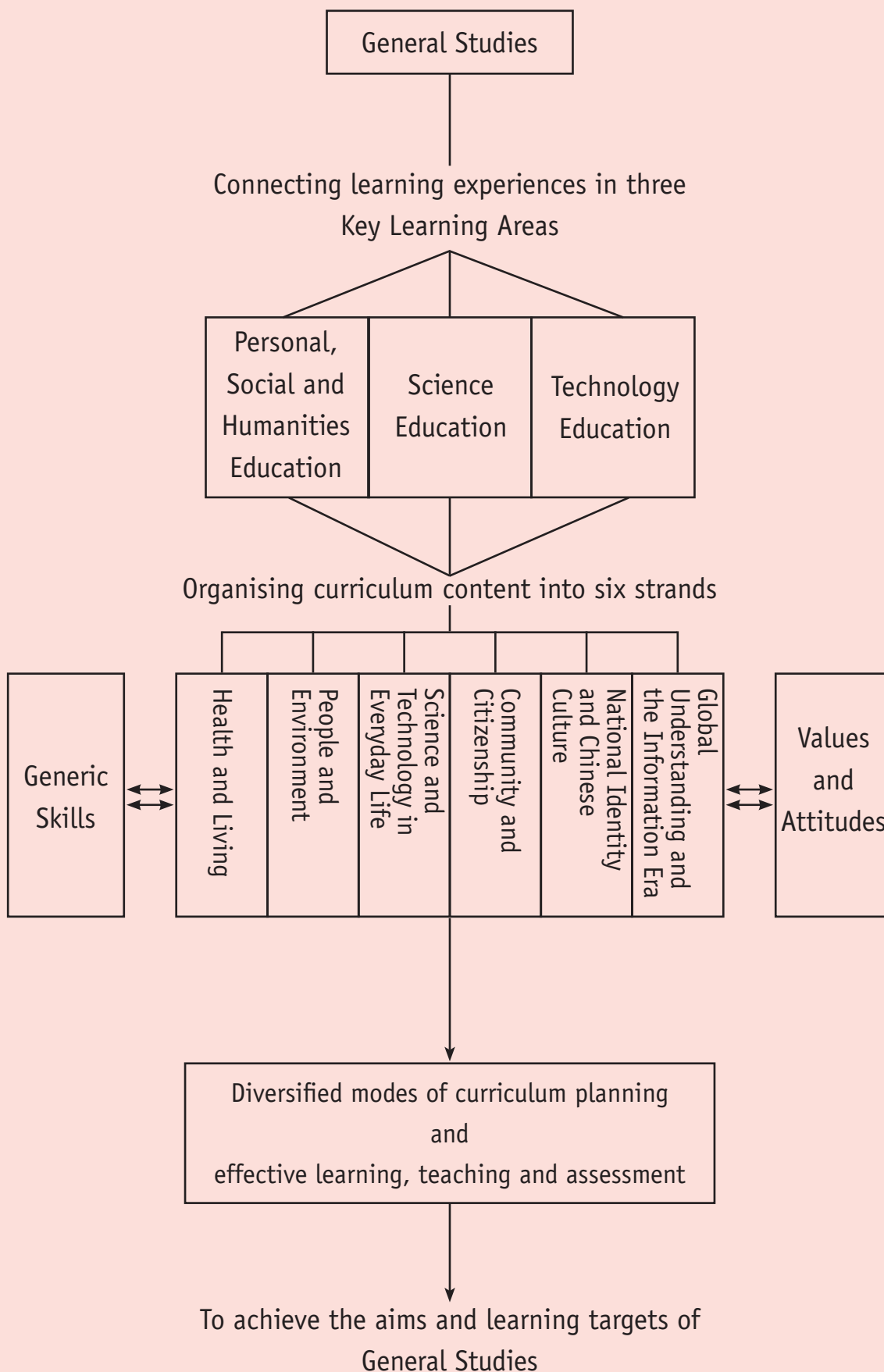
- ❖ develop curiosity and interest in the natural and technological world as well as understand the impact of science and technology on society
- ❖ develop a care and concern for the environment

## **2.2 Learning Targets**

Students are expected to:

- ❖ understand their growth and development, develop a healthy lifestyle and a respect for self and others, and value harmonious human relationships
- ❖ understand their local community and the wider community of Hong Kong, development, characteristics and possible future developments
- ❖ develop a caring concern for the well-being of their family, the community of Hong Kong, the Chinese nation and the world
- ❖ develop motivation and the skills to explore, investigate and generate solutions for scientific problems emerging from the study of the material world, use of energy, living things and the Earth and beyond
- ❖ develop an interest in exploring the technological world and perform technology activities creatively to solve simple problems in daily life
- ❖ understand that science and technology may impact negatively on human society and the environment, and that they have the responsibility to guard against this

## 2.3 Components of the General Studies Curriculum Framework



### 2.3.1 Strands

Strands are used to organise the curriculum content. There are six strands in the GS curriculum, which are derived from the elements of learning in the KLAs of PSHE, SE and TE. They are:

- ❖ Health and Living
- ❖ People and Environment
- ❖ Science and Technology in Everyday Life
- ❖ Community and Citizenship
- ❖ National Identity and Chinese Culture
- ❖ Global Understanding and the Information Era

### 2.3.2 Generic Skills

Generic skills are fundamental to enabling students to learn. They are to be developed through learning and teaching and are transferable to different learning situations. The CDC Report on ***Learning To Learn - The Way Forward in Curriculum Development*** (2001) proposes nine generic skills to be developed in the school curriculum: collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

As a cross-KLA curriculum, GS provides great scope for the development of these generic skills. The emphasis on personal and social development, citizenship education, scientific investigation and technological awareness in the local setting contributes to students' acquisition of self-management skills, study skills, problem-solving skills, critical thinking skills and creativity. Students also make use of numeracy and IT skills to solve problems and search for information. Through project learning and investigation activities, students develop collaboration skills and communication skills when they interact with people and work with others in learning environments in and outside the classroom. Starting from the short-term phase of 2001-02 to 2005-06, schools have been placing priority on the development of critical thinking skills, creativity and communication skills recommended by the CDC Report on ***Learning To Learn - The Way Forward in Curriculum Development*** (2001). Schools should continue to help students develop these generic skills through GS, and develop other generic skills through different learning content and contexts.

### 2.3.3 *Values and Attitudes*

Values are qualities that students should develop as principles underlying conduct and decision-making, while attitudes are personal dispositions needed to perform a task well. Values and attitudes affect each other.

The development of personal and social values and attitudes is intrinsic within the GS curriculum. These values and attitudes are spelt out in the learning objectives of the relevant strands below.

## **2.4 Learning Objectives**

Learning objectives define more specifically what students are expected to learn in accordance with the broad learning targets for Key Stages 1 and 2. They are to be used by teachers in the planning of the curriculum, units, lessons and activities.

## **2.5 Core and Extension**

The proposed content of the GS curriculum consists of two components, core and extension. It allows the curriculum to cater for students of different abilities and needs. In terms of curriculum time, the core will constitute approximately 80% of the whole curriculum. The core contains the basic components of the GS curriculum and is for all students, whereas the extension component is generally more demanding and allows students to pursue further in-depth study on particular issues in the core elements.

For some students, it will be more desirable for them to concentrate on the core so that more time is available for them to master the basic knowledge and develop generic skills and relevant values and attitudes. For others, the challenges provided by the extension component may allow them to have deeper learning and a greater sense of achievement. Schools should consider the interests and abilities of their students and make appropriate adaptations in the curriculum so that a balance between coverage and mastery of the curriculum can be achieved.

The learning objectives, core and proposed extension elements of the six strands are listed in the following tables.



## Strand 1: Health and Living

This strand aims at arousing students' awareness of their growth and development, as well as helping them to develop a healthy lifestyle. Students are expected to acquire some basic understanding of the physical, psychological and social aspects of health, possess a positive attitude towards their personal growth and development, and make informed decisions related to their health and safety. Through life-wide learning opportunities, they should also be guided to carry out investigations on health-related issues.

### *Learning Objectives*

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• to identify the different stages of growth and development</li> <li>• to understand that there are individual differences in growth and development</li> <li>• to know the importance of maintaining personal hygiene, environmental hygiene and safety, and ways of bringing them about</li> <li>• to understand one's own interests and realise that one's own emotions and behaviour may influence oneself and others</li> <li>• to understand the importance of family to an individual</li> <li>• to understand the harm of drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>• to know the physical and emotional changes which occur at puberty and ways to cope with them</li> <li>• to know the factors affecting one's health and safety</li> <li>• to know the ways to manage risks</li> <li>• to understand one's own needs, aspirations and strengths and ways to address one's weaknesses</li> <li>• to be aware that a person's actions may have positive or negative consequences on oneself or others</li> <li>• to understand the effects of drug abuse on individual, family and society</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding (Cont'd)	<ul style="list-style-type: none"> <li>• to understand the importance of living in responsible ways to reflect a loving regard for all life</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise the importance of setting life goals</li> <li>• to know the ways of making rational consumer decisions</li> <li>• to understand the importance of community health</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• to develop healthy living and eating habits</li> <li>• to manage oneself in daily life situations, and to exercise self-discipline in managing personal hygiene, safety and emotions in daily life situations</li> <li>• to observe safety codes in daily life situations</li> <li>• to use the support and advice of adults to make personal decisions related to health</li> <li>• to use appropriate verbal and non-verbal ways to communicate with others and to express emotions</li> <li>• to practise planning one's use of time</li> </ul>	<ul style="list-style-type: none"> <li>• to be able to manage personal health as well as physical and emotional changes at puberty</li> <li>• to analyse relevant information and make informed decisions on personal health</li> <li>• to practise a healthy lifestyle</li> <li>• to master the skills of rejecting temptation</li> <li>• to identify current issues concerning health and environmental hygiene, and carry out investigations into selected ones</li> <li>• to identify situations where expectations differ according to gender and understand how these expectations may influence one's choices and options</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Skills (Cont'd)		<ul style="list-style-type: none"> <li>• to communicate one's anxieties, excitements and queries to family members, peers and elders where appropriate, and to seek help from elders, counselors or institutions when necessary</li> <li>• to enhance relationships with family members and peers while developing assertiveness skills</li> <li>• to make rational consumer decisions</li> </ul>
Values and attitudes	<ul style="list-style-type: none"> <li>• to be positive towards healthy living, including eating habits, work, rest and physical exercise</li> <li>• to accept changes that occur as one grows and individual differences in growth and development</li> <li>• to treasure harmonious relationships with family members, peers and others around</li> <li>• to observe the proper use of medicine</li> </ul>	<ul style="list-style-type: none"> <li>• to appreciate the uniqueness of individuals and respect their variations in strengths and weaknesses</li> <li>• to accept that individuals are different in their growth and development during puberty</li> <li>• to value one's own body</li> <li>• to accept sexual feelings and reactions, and show positive attitudes in dealing with them</li> <li>• to show sensitivity for the feelings and concern of others</li> <li>• to reject unhealthy behaviours</li> <li>• to respect and value life</li> </ul>

	Key Stage One	Key Stage Two
Values and attitudes (Cont'd)		<ul style="list-style-type: none"> <li>to show commitment in participating in activities related to promotion/ maintenance of community health</li> </ul>

### ***Core Elements***

#### *Key Stage One:*

- ❖ the different stages of human growth and development
- ❖ the changes that occur when one grows
- ❖ similarities and differences between boys and girls
- ❖ uniqueness of an individual (e.g. physique, likes and dislikes, aptitudes and abilities, thoughts and feelings)
- ❖ the importance of food, physical exercises and rest to health
- ❖ the importance of food hygiene
- ❖ simple personal and environmental hygiene practices
- ❖ functions of different parts of the body as a basis for body care
- ❖ ways of protecting the body, including the private parts of the body
- ❖ simple safety procedures in daily situations
- ❖ ways of seeking help when faced with problems (e.g. health, safety)
- ❖ proper handling and use of medicine
- ❖ getting along with friends and family members
- ❖ the need to express feelings and emotions which would influence oneself and others
- ❖ decision-making in simple dilemma situations
- ❖ simple conflict-resolution skills in daily life situations
- ❖ managing oneself in daily life situations, e.g. getting dressed, keeping proper posture, eye protection, exercise and rest

- ❖ planning daily schedule for work, play and rest
- ❖ the harm of drug abuse

*Key Stage Two:*

- ❖ physical, psychological and social changes during puberty
- ❖ the differences between individuals in growth and development during puberty
- ❖ functions of major organs and systems of the body
- ❖ gender roles and relationships
- ❖ sexual feelings and reactions, and ways to deal with them
- ❖ a healthy lifestyle (e.g. regular pattern of work and rest, do not indulge in web surfing, healthy diet)
- ❖ the effects of drugs on individual, family and society
- ❖ say “NO” to gambling, drug abuse, substance abuse, smoking, drinking and sexual requests
- ❖ major causes and prevention of common diseases
- ❖ one's own strengths and weaknesses and the differences in strengths and weaknesses among individuals
- ❖ emotions and ways to express them
- ❖ dealing with stress and frustration (e.g. peer pressure, harassment, study)
- ❖ enhancing relationships and assertiveness skills
- ❖ managing and using money
- ❖ dealing with unfamiliar situations and challenges
- ❖ simple first aid and safety in daily life situations
- ❖ minimising risks in daily life situations (e.g. safety, health, relationships)
- ❖ people and agencies that can assist with injury prevention, emergency care and violence prevention

- ❖ problems and solutions related to environmental hygiene
- ❖ activities related to promotion/maintenance of community health

### ***Suggestions for Extension***

Depending on students' abilities and interests, as well as strengths of the school, teachers may consider providing more in-depth study on selected content within the strand. For example:

- ❖ When students learn about healthy diet in Key Stage One, they can find out what healthy food is through project learning, and to put healthy diet into practice by designing a menu and preparing food for Healthy Picnic Day and Healthy Christmas Party.
- ❖ Students can investigate in Key Stage Two the social issues related to this strand through case study, e.g. pre-marriage pregnancy, drug abuse, compensated dating, indulgence in online games. They can understand the causes of these issues and their effects on teenagers. Schools can also bring in external resources such as visits, seminars and workshops organised by relevant organisations so that they can have a better understanding of these issues.

## Strand 2: People and Environment

This strand aims at arousing students' concern for the environment and its sustainable development. Students are expected to acquire a basic understanding of Nature and the relationships between mankind and the environment, and be willing to bear the responsibility of environmental conservation. Through enquiry learning on environmental issues, they should be guided to use information from various sources in making decisions on their actions for making good use of earth resources, protecting and improving the environment.

### *Learning Objectives*

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• to recognise the features of living things through observing and interacting with Nature</li> <li>• to have basic understanding of the life processes</li> <li>• to identify the features of day and night and how they are related to people's life patterns</li> <li>• to identify simple features of weather changes</li> <li>• to know the characteristic features of our immediate environment</li> <li>• to understand the natural and human environment in a place and describe the environment in different places</li> </ul>	<ul style="list-style-type: none"> <li>• to identify features of animals and plants that change over time</li> <li>• to recognise the interdependence of living things and their environment</li> <li>• to know that different natural and human processes are shaping the characteristics of a place</li> <li>• to understand how people are affected by the natural environment and how they react to the limitations imposed by the natural environment</li> <li>• to understand how the local environment influences our daily life</li> <li>• to identify and describe climate and seasonal changes and their effects</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding (Cont'd)	<ul style="list-style-type: none"> <li>• to understand how local human activities and natural environment may affect each another</li> <li>• to understand the need for energy conservation</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise the Earth as a wealth of resources</li> <li>• to recognise the effects of human activities on the natural environment</li> <li>• to understand people's responsibility of environmental conservation, treasure and make good use of earth resources</li> <li>• to understand the cost of consuming natural resources and the various ways to manage and manipulate resources</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• to make careful observation of our surroundings</li> <li>• to identify features on maps and photographs</li> <li>• to draw pictorial maps to illustrate key features of our surroundings</li> <li>• to work with peers in taking care of plants</li> <li>• to develop environmentally friendly practices</li> </ul>	<ul style="list-style-type: none"> <li>• to plan and carry out simple investigations into the environment and related issues</li> <li>• to draw sketches/maps and other graphical representations to display information about places</li> <li>• to identify patterns shown on maps and other graphical representations</li> <li>• to report on patterns of energy use in the home, school and other workplaces</li> <li>• to make wise use of natural resources and develop a lifestyle which promotes sustainable development</li> </ul>



	<b>Key Stage One</b>	<b>Key Stage Two</b>
Values and attitudes	<ul style="list-style-type: none"> <li>• to appreciate that there are similarities and differences among different types of living things</li> <li>• to appreciate how living things depend on one another in the environment</li> <li>• to develop a caring attitude towards animals and plants</li> <li>• to show concern for the environment and make wise use of natural resources</li> <li>• to show concern and readiness to take action in caring for and improving the environment</li> </ul>	<ul style="list-style-type: none"> <li>• to appreciate the wonder of Nature and show interest in exploring our environment</li> <li>• to accept that birth, growth, illness and death are the major processes in the life cycle of living things</li> <li>• to respect and care for all living things and show concern for endangered species</li> <li>• to recognise the importance of environmental conservation, and to participate actively in it</li> <li>• to be open-minded and objective towards different views</li> <li>• to develop a concern for major local and national environmental issues</li> </ul>

### ***Core Elements***

#### *Key Stage One:*

- ❖ the existence of a variety of living things, their observable characteristics and life processes
- ❖ the needs of living things
- ❖ taking care of living things
- ❖ the importance of the environment in fulfilling the basic needs of living things

- ❖ living things in different environments and their dependence on each other
- ❖ features of day and night and how they relate to the patterns of our daily life
- ❖ weather changes and how they affect our daily life
- ❖ managing oneself in activities under different weather conditions
- ❖ characteristics of our immediate living environment
- ❖ how natural and human environment in the neighbouring areas affect people's life
- ❖ care of the environment and ways of conserving resources
- ❖ ways of minimising generation of waste in daily life

*Key Stage Two:*

- ❖ cycles in the living world and their major processes
- ❖ the changing features of animals and plants in life processes
- ❖ simple classification of different varieties of living things
- ❖ interdependence and interaction between living things and the environment
- ❖ the adaptation of living things to the environment
- ❖ concern for endangered species
- ❖ interaction between human activities and natural environment
- ❖ adverse weather conditions and related safety measures
- ❖ the effect of natural changes of the environment and natural hazards on people and how people respond to these changes and hazards
- ❖ our responsibilities in environmental conservation
- ❖ the Earth as a source of resources
- ❖ renewable and non-renewable resources
- ❖ energy saving and good use of resources

- ❖ some local and national environmental issues
- ❖ a lifestyle which promotes sustainable development

### ***Suggestions for Extension***

Since the aims of this strand are to arouse students' concern for the environment and its sustainable development, it is desirable to provide authentic learning situations to students. For example, students can learn about Nature through outings and camping. During these activities, students of Key Stage One can select the plants they are interested in for in-depth study. They can carry out simple experiments to find out the functions of different parts of the plants. In Key Stage Two, students can choose an environmental issue of global concern that they are interested in and conduct project learning. They can act as different stakeholders and study the issues from various perspectives. They can also hold debates on some global environmental conservation issues to develop their critical thinking skills.

When studying the sources of our resources in Key Stage Two, students can understand the importance of renewable energy to people through project learning. They can also explore the use of solar energy by designing and making a device or toy that can be driven by solar energy. They can further compare the effect of different kinds of energy used in operating the same device or toy. Students' creativity is nurtured through interesting enquiry activities and artifact making.

### Strand 3: Science and Technology in Everyday Life

This strand aims at arousing students' curiosity and interest in science and technology through hands-on and minds-on activities. Students are expected to have an increased awareness of the natural and human world, keen interest in observing their surroundings, pose questions and to acquire a basic understanding of some simple natural phenomena. Under the guidance of teachers, students are expected to relate their experience of science and technology to everyday contexts. They are also expected to develop sensitivity to safety issues related to science and technology in everyday life, as well as treating the environment with care.

#### *Learning Objectives*

	Key Stage One	Key Stage Two
Knowledge and understanding	<ul style="list-style-type: none"><li>• to recognise sources of energy and know their uses in daily life</li><li>• to identify some common materials and know their uses in daily life</li><li>• to recognise and describe the basic patterns of objects in the sky</li><li>• to recognise some properties of heat</li><li>• to recognise some properties of movement</li><li>• to know some examples of contributions from scientists and inventors, in particular Chinese, in improving our living conditions</li></ul>	<ul style="list-style-type: none"><li>• to know how scientific ideas can be used to explain some phenomena and the importance of providing experimental evidence to support or disprove claims</li><li>• to recognise some patterns and phenomena related to light, sound, electricity, movement and energy</li><li>• to distinguish between reversible changes and those that cannot be easily reversed</li><li>• to illustrate the patterns of changes / phenomena observable on Earth caused by movements of the Earth and the Moon</li></ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding (Con'd)		<ul style="list-style-type: none"> <li>• to know some applications and effects of scientific and technological advances in daily life</li> <li>• to know the concepts and applications of the design cycle</li> <li>• to understand the functional and aesthetic requirements in various processes in technology learning activities</li> <li>• to recognise differences in the applications of technology in different cultures</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• to make careful observation, simple measurement and classification</li> <li>• to observe natural phenomena to predict changes</li> <li>• to identify the characteristics and changes of materials using senses</li> <li>• to design and make artifacts with daily materials</li> <li>• to work individually/ collaboratively with peers to identify problems and design feasible solutions</li> </ul>	<ul style="list-style-type: none"> <li>• to discuss observations and suggest simple interpretation</li> <li>• to use focused exploration and investigation to acquire simple scientific investigation skills</li> <li>• to explore the properties of materials in relation to their suitability for different purposes</li> <li>• to work in accordance with safety rules while using tools/ technology</li> <li>• to communicate scientific findings and solutions using different forms</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Skills (Con'd)		<ul style="list-style-type: none"> <li>• to apply the design cycle when solving problems</li> <li>• to design and build models by using different materials and to test selected functional characteristic of the model built with the chosen material(s)</li> </ul>
Values and attitudes	<ul style="list-style-type: none"> <li>• to show curiosity and interest about Nature</li> <li>• to show interest and curiosity in knowing how things work</li> <li>• to appreciate the functional and aesthetic aspects in various processes in technology learning activities</li> <li>• to be aware that science and technology are closely connected to activities in daily life</li> <li>• to show concern about the safety issues in using science and technology</li> </ul>	<ul style="list-style-type: none"> <li>• to show curiosity and sustained interest in science</li> <li>• to accept decisions and inferences based on sound evidence</li> <li>• to show concern about the beneficial and harmful effects of the use of science and technology to mankind and the environment</li> <li>• to accept that it is a person's responsibility to make sound judgements on the use of science and technology</li> <li>• to be committed to practising safety precautions in daily life, taking special care in issues related to science and technology</li> </ul>

	Key Stage One	Key Stage Two
Values and attitudes (Con'd)		<ul style="list-style-type: none"> <li>to be aware of the latest advances in science and technology and appreciate the people who have made their efforts to contribute to the success</li> </ul>

### ***Core Elements***

#### *Key Stage One:*

- ❖ methods of observation (e.g. using sense organs and equipment)
- ❖ methods of recording observation results (e.g. photos and sketches)
- ❖ observing natural phenomena
- ❖ the wonder of Nature
- ❖ daily materials, their characteristics and uses
- ❖ designing and making artifacts with daily materials
- ❖ sources of energy and ways in which energy is used in daily life
- ❖ properties of heat
- ❖ properties of movement
- ❖ how technology contributes to daily life
- ❖ using science and technology to solve problems at home
- ❖ safety issues in relation to science and technology
- ❖ famous scientists and inventors and their contributions

#### *Key Stage Two:*

- ❖ planning and conducting simple investigations
- ❖ investigating some simple patterns and phenomena related to light, sound, electricity, movement and energy

- ❖ use of some materials and their related consequences on human and environment
- ❖ efficient transfer of energy and the interaction between energy and materials
- ❖ the patterns of changes / phenomena observable on Earth caused by movements of the Earth and the Moon around the Sun
- ❖ the wonder of the Universe
- ❖ contributions of space exploration to everyday life
- ❖ the design cycle and its application in making models
- ❖ the application and effects of scientific and technological advances in daily life
- ❖ technological advances leading to the detailed observation of distant big objects and very small objects
- ❖ the trends in scientific and technological advances
- ❖ safety and personal responsibility in using science and technology
- ❖ awareness that the usage of technology might be different in other cultures

### ***Suggestions for Extension***

- ❖ Schools may choose to provide more life-wide learning opportunities for students, e.g. taking part in science competitions, visiting resource-based learning centres such as laboratories in secondary schools or tertiary institutes, using data logging system to conduct outdoor and indoor exploration.
- ❖ Further exploration on “famous scientists and inventors and their contributions” can also be introduced in addition to information from textbooks on the subject, e.g. students may read leisure books to know some scientists/ inventors and study about their discoveries/inventions and their impact on our daily life.
- ❖ Schools may also consider extending the depth of study on all or part of the core elements. Schools can get students to undertake the sort of



scientific investigation that requires them to make hypotheses, design and carry out experiments, collect and analyse data, make judgements and report results and conclusions.

- ❖ Schools can also choose to allow students to study and use the design cycle when engaged in technology learning activities, e.g. students choose different materials for building the same structure (e.g. tower) or to build different structures with the same material (e.g. straw).

## Strand 4: Community and Citizenship

This strand is designed to help students understand their local community and develop concern for community affairs, understand the rights and responsibilities of citizens and to arouse their sense of civic awareness. Teachers can guide their students to know Hong Kong and investigate current community issues from different perspectives through enquiry learning. The emphasis in this strand is NOT on the amount of factual information students memorise, but rather on developing their capability to adapt to the changing needs of society, their willingness to participate actively in community affairs and their involvement as active and responsible citizens.

### *Learning Objectives*

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• to know the characteristics of our community</li> <li>• to identify one’s role, rights and responsibilities in different social groups</li> <li>• to know the importance of respecting the rights of others in groups</li> <li>• to recognise the diversified background of Hong Kong residents</li> <li>• to know that the local people meet their needs through trading activities</li> <li>• to identify facilities and services in the community</li> <li>• to have basic knowledge about the background and the importance of the Basic Law</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise the history of Hong Kong</li> <li>• to recognise the factors affecting the economic development of Hong Kong</li> <li>• to understand there are different family structures in Hong Kong nowadays</li> <li>• to understand the importance of harmony among members in different communities</li> <li>• to understand the rights and responsibilities of an individual and how they are protected by the Basic Law and the local legal system</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding (Con'd)	<ul style="list-style-type: none"> <li>• to know the importance of rules and regulations to the life of Hong Kong residents</li> <li>• to recognise the regional flag and regional emblem of the Hong Kong Special Administrative Region (HKSAR)</li> </ul>	<ul style="list-style-type: none"> <li>• to understand the functions of and major services provided by the government and local social institutions in response to the needs and interests of Hong Kong residents</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• to identify diverse customs, practices and traditions in society</li> <li>• to identify ways in which one's own needs and the needs of others are met, individually and co-operatively</li> <li>• to acquire the skills necessary for participating in a group</li> <li>• to exercise one's rights appropriately and make good use of community services and facilities</li> <li>• to identify behaviours that one should practise in order to be a responsible citizen</li> <li>• to identify the regional symbols of the HKSAR</li> </ul>	<ul style="list-style-type: none"> <li>• to grasp the skills in collecting information on history and current affairs</li> <li>• to analyse some family, school and social issues, and attempt to suggest solutions to the problems</li> <li>• to suggest ways to help members of family, school and society get along harmoniously with one another</li> <li>• to reflect on the balance between one's rights and responsibilities in various settings through different channels</li> </ul>
Values and attitudes	<ul style="list-style-type: none"> <li>• to appreciate the efforts and contributions of people who work to meet our needs and maintain a harmonious community</li> </ul>	<ul style="list-style-type: none"> <li>• to show concern for the development of the local community and conservation of cultural heritage</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Values and attitudes (Con'd)	<ul style="list-style-type: none"> <li>• to respect people from different backgrounds and their rights</li> <li>• to recognise the need for fair rules and be willing to observe rules and regulations</li> <li>• to develop a sense of belonging to the local community</li> <li>• to develop a concern for community issues</li> </ul>	<ul style="list-style-type: none"> <li>• to appreciate the ways the people of Hong Kong adapt to the changing society</li> <li>• to have an awareness that economic decisions of the individual, family and society can affect our lives as well as the environment</li> <li>• to be willing to get along harmoniously with other members in different communities.</li> <li>• to appreciate the contributions made by different sectors in Hong Kong</li> <li>• to appreciate and respect the multi-cultures of Hong Kong</li> <li>• to respect and be willing to observe the Basic Law, rules and laws</li> <li>• to be willing to contribute to the collective interest of the community</li> <li>• to recognise the importance of basic rights and observe duties in appropriate situations</li> <li>• to develop a concern for and willing to participate in local affairs</li> </ul>

## ***Core Elements***

### *Key Stage One:*

- ❖ family members
- ❖ roles and responsibilities of individuals as a member in a group (family, school and community)
- ❖ characteristics of our community
- ❖ goods, facilities and services in the community
- ❖ diversified background of Hong Kong residents (e.g. occupation, ethnicity and religion)
- ❖ people who work to satisfy our needs and maintain a harmonious community
- ❖ conduct of goods and services exchange activities to meet our needs and the needs of others
- ❖ our rights and responsibilities as consumers of goods and services and in using community facilities
- ❖ the differences among people and the need to respect the rights of others
- ❖ communicating and getting along with others in the community
- ❖ the need for order and regulations
- ❖ origin of the Basic Law
- ❖ the importance of the Basic Law to the life of Hong Kong residents
- ❖ local symbols (e.g. flag, emblem) of the HKSAR and their meanings

### *Key Stage Two:*

- ❖ maintain harmony with members of different communities
- ❖ 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 of Hong Kong residents
- ❖ rights and responsibilities of Hong Kong residents according to the 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, organisations or groups

### ***Suggestions for Extension***

Schools can deepen and/or extend the exploration of core learning elements by providing extended learning activities for their students. Here are examples of such learning activities:

- ❖ School can enhance students' understanding on local history by organising field trips to local historical sites related to students' interest, such as Ping Shan Heritage Trail, to discover relevant historical information. Afterwards, students suggest ways to conserve these monuments. Students can also join some guided tours of monuments in other districts, e.g. History field trip organised by the Hong Kong Museum of History in Lung Yeuk Tau, and then compare the characteristics of monuments in different districts.
- ❖ When students are learning topics on rights and responsibilities, they can search for information about "the rights of children" through project learning, thus enhancing their understanding of their rights, knowledge on the living situations of other children in the world, as well as nurturing an attitude of caring for others.
- ❖ Through the activity of visiting the Legislative Council Building, students understand how the "One Country, Two Systems" and the election system stipulated in the Basic Law are implemented in the HKSAR.
- ❖ When students are investigating the importance of maintaining law and order in society, they can understand the operation of relevant organisations through firsthand information. e.g. paying a visit to a police station or Independent Commission Against Corruption (ICAC). They can also suggest ways to maintain law and order in society, so as to develop their critical thinking skills and creativity.

## Strand 5: National Identity and Chinese Culture

Through stories and topics of interest relevant to our daily life, this strand aims at arousing students' interest in Chinese history, nation, culture and national development. The overall expectation is that students will enhance their understanding of our country and national identity, as well as develop their knowledge of the country and sense of belonging through enquiry learning. Students should be guided to make use of different sources of information and develop a concern for the development of China and for current Chinese affairs. The emphasis of study for this strand is **NOT** on the number of topics taught or the amount of information students memorise. In contrast, schools should select appropriate stories or examples as teaching materials to meet their needs.

### *Learning Objectives*

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• to recognise the national symbols of one's home country and their meanings</li> <li>• to understand the customs of people from different cultural backgrounds in the country</li> <li>• to know the major features of national capital and some important cities in China</li> <li>• to know the characteristics of Chinese people</li> <li>• to know the important features of Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise the geographical position, physical characteristics and territory of China</li> <li>• to recognise the major historical periods in Chinese history</li> <li>• to know the major characteristics of ancient Chinese civilisation through studying information collected from various sources</li> <li>• to understand that significant historical figures, events and viewpoints have influenced China in different periods of time</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding (Con'd)	<ul style="list-style-type: none"> <li>• to recognise some important people and events that have significant impact on the history of China and its nation</li> </ul>	<ul style="list-style-type: none"> <li>• to know the special natural landscapes and characteristics of people's life in China</li> <li>• to understand what is unique and significant in Chinese culture</li> <li>• to understand the influences of Chinese culture on the life of people in Hong Kong</li> <li>• to understand the ways adopted by individuals and groups to pass on and sustain their culture and heritage</li> <li>• to recognise the development of China</li> <li>• to have basic understanding of the relationship between the Central government and the HKSAR</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• to observe and compare the differences between Chinese people and people of other countries</li> <li>• to identify the national symbols of China</li> <li>• to investigate major features in Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>• to read and use simple 2D and 3D diagrams showing features of China</li> <li>• to identify the major features and characteristics of ancient Chinese culture</li> </ul>



	<b>Key Stage One</b>	<b>Key Stage Two</b>
Skills (Con'd)	<ul style="list-style-type: none"> <li>• to identify significant events in Chinese history and match them with the stories of important historical figures</li> <li>• to make use of information from books and other sources and present it in different ways and styles</li> </ul>	<ul style="list-style-type: none"> <li>• to make use of timelines and different source materials in studying the history and life of the Chinese people</li> <li>• to locate and select useful information for making comparisons of daily life today and in the past</li> <li>• to examine different views used in presenting historical events and characters</li> <li>• to develop study plans for finding out more about the customs, traditions and major features of Chinese culture</li> <li>• to make use of different information for the understanding of events happened in the past and present</li> <li>• to distinguish fact from opinion as well as source and evidence through analysing current affairs</li> </ul>
Values and attitudes	<ul style="list-style-type: none"> <li>• to develop a sense of time and an appreciation of the contributions made by people in the past</li> </ul>	<ul style="list-style-type: none"> <li>• to show interest in the understanding of Chinese history, the Chinese nation and Chinese culture</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Values and attitudes (Con'd)	<ul style="list-style-type: none"> <li>• to develop an appreciation of the unique contributions of Chinese culture and an interest to find out more</li> <li>• to recognise the importance of conservation of cultural heritage</li> <li>• to respect the long history of Chinese culture</li> <li>• to appreciate the development of Chinese values through history</li> <li>• to develop a concern for the people and events in China</li> <li>• to appreciate that old and new as well as different cultures co-exist in Hong Kong</li> <li>• to be aware and proud of one's national identity</li> </ul>	<ul style="list-style-type: none"> <li>• to develop a concern for the protection of culture and heritage in China</li> <li>• to develop a pride for the long history of the Chinese nation and its culture</li> <li>• to show concern for the development of China in the past, present and future</li> <li>• to develop an attitude of respecting historical evidence in studying</li> <li>• to develop an awareness of analysing events or people from different viewpoints</li> <li>• to develop a sense of belonging and responsibility towards one's country and nation</li> </ul>

### ***Core Elements***

#### *Key Stage One:*

- ❖ 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 (e.g. in colour of skin, facial features, language, costume and daily life practices)
- ❖ characteristics of Chinese culture (e.g. concept of 'family', Chinese characters, customs, festivals)

- ❖ historical figures who have had an important impact on Chinese history (e.g. Confucius, Yue Fei and Sun Yat-sen)
- ❖ historical events which have had an important impact on Chinese history (e.g. construction of the Great Wall)
- ❖ some significant and interesting current affairs / incidents in the mainland of China

*Key Stage Two:*

- ❖ geographical position, physical characteristics and territory of China
- ❖ the important historical periods and their sequence in Chinese history
- ❖ characteristics of ancient Chinese civilisation as demonstrated by cultural heritage, such as the Great Wall or archeological finds of daily life utensils excavated in different parts of China
- ❖ prominent historical figures and stories that have had an impact on Chinese history (e.g. people with contributions in cultural exchange and foreign trade; or famous scholars, national heroes, writers, poets and scientists)
- ❖ differences between the daily life of today and that of the past in a selected period of Chinese history (e.g. Han, Tang, Qing) in areas such as food, clothing, accommodation, schooling, games.
- ❖ special natural landscapes in China (e.g. Guilin, Hainan) and characteristics of people's life (e.g. customs, music, art forms, food)
- ❖ some major historical events that have had an impact on today (e.g. the Opium War, the Xin Hai Revolution, establishment of the People's Republic of China, Signing of the Sino-British Joint Declaration, establishment of the HKSAR)
- ❖ recent development of China (e.g. economic and technological aspects)
- ❖ linkage between China and other parts of the world
- ❖ the relationship between the Central government and the HKSAR

### ***Suggestions for Extension***

Schools may consider providing extension elements for their students so that they can study a particular topic more deeply. When planning elements for extension, schools can consider the following:

- ❖ Getting students to investigate a topic related to their interest and experiences, e.g. when students study the characteristics of national culture, they can study their places of origins. They can conduct project learning, e.g. by interviewing elderly/relatives, collecting objects and photos that relate to their family history, customs and traditions. Students can then make presentations in different forms to show the characteristics of these places.
- ❖ When students study a major historical event or the recent development of the country, they can select a topic of interest and study it in depth, such as the impact of the Opium War on China, development of aviation technology in China, Chinese medicine and the role of China in the world. They can collect information on this topic from various sources, e.g. they can visit museums, collect information from books and the Internet, attend talks or interview experts.
- ❖ Covering a greater amount of relevant topics, historical events or figures in the curriculum if students are interested to find out more about Chinese history and culture. They can be encouraged to read more leisure books or search for more information, and share the findings with the class.

## Strand 6: Global Understanding and the Information Era

This strand aims at arousing students' interest in understanding the past, the present and the future through stories and the study of issues of interest relevant to students' daily life. The overall expectation is that students will develop a caring attitude towards issues of global concern and acquire some basic understanding and appreciation of people around the world and their cultures through enquiry and issue-based learning.

### *Learning Objectives*

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• to understand that our community is made up of people of different cultures</li> <li>• to know the characteristics of people of different cultures and the ways in which people of different cultural groups interact</li> <li>• to understand how science and technology are changing people's interactions and relationships throughout the world</li> <li>• to understand the importance of obtaining, storing and sorting information</li> <li>• to know the importance of exchanging goods and services</li> <li>• to know the ways that people in the world are linked</li> </ul>	<ul style="list-style-type: none"> <li>• to know other regional communities around Hong Kong and the mainland of China and how they are related</li> <li>• to understand influences of the physical environment and social conditions on cultural development in different parts of the world</li> <li>• to know the ways that people of different cultures interact in the global system and how such interaction has developed over time</li> <li>• to understand the interdependence of different parts of the world through the study of current international events</li> <li>• to recognise the impact of science and technology on societies with different cultures</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Knowledge and understanding (Con'd)		<ul style="list-style-type: none"> <li>• to be aware that there are positive and negative messages in media information</li> <li>• to recognise the impact of media on individuals and society</li> <li>• to understand that culture is one of the elements that affects how people use science and technology</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• to observe how people perceive other cultural groupings</li> <li>• to interact with people of different cultural backgrounds</li> <li>• to extract, organise and classify information</li> <li>• to discern relevant information from available sources and choose appropriate information to meet a specific purpose</li> <li>• to obtain information by means of computers and related devices</li> </ul>	<ul style="list-style-type: none"> <li>• to interact actively with people of different cultures</li> <li>• to develop critical thinking skills to solve international problems through collaborative work</li> <li>• to access, store and extract information via communication networks</li> <li>• to attempt to distinguish between fact and opinion as a basis for developing critical thinking capabilities</li> <li>• to use IT tools to express opinions, communicate with other people and process information</li> <li>• to obey the security rules when using information technology</li> </ul>

	<b>Key Stage One</b>	<b>Key Stage Two</b>
Values and attitudes	<ul style="list-style-type: none"> <li>• to appreciate and respect the cultural differences that affect the lives of different people</li> <li>• to understand and accept that different cultural groupings may have diverse views</li> <li>• to respect people of different cultures, traditions, religions, customs, values and ways of life</li> <li>• to appreciate and respect the wide range of human experiences and perspectives</li> <li>• to appreciate the importance of the increasing interactions among people that has been brought about by science and technology</li> <li>• to show interest and positive attitudes in using IT as a communication tool</li> </ul>	<ul style="list-style-type: none"> <li>• to show interest in and concern for international events</li> <li>• to appreciate the existence of different cultures in the world and show acceptance of people of different cultures</li> <li>• to appreciate the historical development of other communities that constitute the cultural profile of the world</li> <li>• to show concern about the impact of IT on the interactions among people</li> <li>• to respect intellectual property rights and privacy</li> <li>• to identify the nature of the messages conveyed by different media, especially the communication network, and to reject indecent and inaccurate information</li> <li>• to show concern for the consequences information overflow in society</li> <li>• to appreciate the need for life-long learning to cope with the fast-changing world</li> </ul>

## ***Core Elements***

### *Key Stage One:*

- ❖ 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
- ❖ ways people interact with other cultural groups
- ❖ reasons for people to exchange information, goods and services
- ❖ the importance of and ways to obtain, store and sort information
- ❖ obtaining information by means of computers and related devices
- ❖ organising and classifying information collected
- ❖ ways to contact people from different places in the world

### *Key Stage Two:*

- ❖ how Hong Kong and the mainland of China are connected to the regions around them
- ❖ common elements found in different cultures
- ❖ influences of the physical environment and social conditions on cultural development in different parts of the world
- ❖ effects of cultural interaction on cultures and societies
- ❖ 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
- ❖ the interdependence of different parts of the world (e.g. trading, utilisation of resources)
- ❖ the impact of science and technology on different societies
- ❖ the impact of the information era on individuals and the community (e.g. media, digital divide)



- ❖ accessing information via communication networks
- ❖ processing information and present ideas using IT tools
- ❖ communicating using IT tools with people in different parts of the world
- ❖ intellectual property rights and privacy

### ***Suggestions for Extension***

The emphasis in extension is not how much more students learn but how much deeper they have been able to go. Schools need to motivate students to care passionately about the issues around them. Knowledge and passion must be tempered by thoughtful and critical scrutiny. Students should be led to think about issues and their implications and to choose to act positively. Teachers may ask students to investigate into some current international issues. For example, students can collect information on some TV advertisements, newspapers or the Internet, analyse the different ways of presentation and discuss their impacts on individuals and society. They can also collect information on a place or a country that is at war, discuss the causes and consequences of this and try to come up with solutions to improve the situation.

When handling learning content related to IT tools, schools can introduce them with reference to the school culture and the readiness of students. Students who are more competent can be allowed to build on their IT strengths within the limits of what the school can provide. To broaden students' experience in using IT tools and to establish a learning community, schools can liaise with their counterparts in Hong Kong, the mainland or other regions/countries and encourage inter-school communication among students through communication networks. Schools can also guide students to establish or join network communities with a positive attitude. Students can exchange information and views on their daily life, family, study and culture, as well as global issues.

Moreover, students can also choose to have an in-depth investigation on topics related to the digital era, such as the significance and importance of equal access to information (digital divide, gender differences and the needs of people with disabilities, etc.), the effects of IT on health or the hidden threats of the Internet.

## 2.6 Thematic Approach

Schools can develop different themes to integrate the core elements of the curriculum. An example is provided below **for reference. Schools may develop other themes** to meet the needs and interests of their students, and update them in accordance with social changes. Different curriculum units may be designed, as illustrated by the examples in the following pages, to enable students to adopt a multi-perspective approach in the study of different themes.

## Examples of Themes for General Studies Curriculum

### Primary 1

Theme	Unit	Content
我長大了 I am Getting Older	我的身體 My Body	<ul style="list-style-type: none"> <li>• Changes in appearance (e.g. height and weight, permanent teeth)</li> <li>• Mental changes</li> <li>• Similarities and differences in appearance</li> <li>• Accepting uniqueness and differences</li> <li>• Basic needs of the body</li> </ul>
	我做得好 Things that I can Do	<ul style="list-style-type: none"> <li>• Body care: personal hygiene, proper posture</li> <li>• Protecting the body: body parts, teeth, privacy</li> <li>• Taking care of personal belongings</li> <li>• Planning of daily schedule for play, work, meals, exercise and rest</li> <li>• Expressing needs and feelings</li> <li>• Helping out at home (e.g. keeping clean, preparing food)</li> </ul>
溫暖的家 Home Sweet Home	我的家人 My Family	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Family activities</li> <li>• Roles and responsibilities within the family</li> <li>• Maintaining harmonious relationships with family members</li> </ul>
	家居環境 Home Environment	<ul style="list-style-type: none"> <li>• The surrounding environment</li> <li>• Facilities at home</li> <li>• Some materials for domestic use (e.g. wood, water, cotton), their textures and how they are used</li> <li>• Common technological products used at home</li> <li>• Energy used at home</li> </ul>

<b>Theme</b>	<b>Unit</b>	<b>Content</b>
溫暖的家 (續) Home Sweet Home (Con'd)	家居環境 (續) Home Environment (Con'd)	<ul style="list-style-type: none"> <li>• Hygiene at home</li> <li>• Home safety</li> </ul>
上學去 Going to School	學校的環境 School Environment	<ul style="list-style-type: none"> <li>• The school campus</li> <li>• School safety</li> <li>• Concern for the school</li> </ul>
	快樂的學校生活 Happy School Life	<ul style="list-style-type: none"> <li>• Activities and special events</li> <li>• Roles and responsibilities within the school</li> <li>• School rules and their purposes</li> <li>• Maintaining harmonious relationships with school members</li> </ul>
	不用上學的日子 No School Today	<ul style="list-style-type: none"> <li>• Origins of some popular festivals (e.g. Easter, Ching Ming Festival, Dragon Boat Festival, Mid-Autumn Festival, Christmas)</li> <li>• Activities related to the festivals</li> <li>• Other reasons for not going to school (e.g. when ill, under adverse weather conditions)</li> </ul>

## Primary 2

Theme	Unit	Content
快高長大 Growing Up	我的成長 My Growth	<ul style="list-style-type: none"> <li>Physical changes at different stages of growth</li> <li>Good eating habits</li> <li>Emotions</li> <li>Proper use of medicine</li> <li>Things to do in case of emergency</li> </ul>
	動、植物的生長 Growth of Animals and Plants	<ul style="list-style-type: none"> <li>Observing characteristics of living things</li> <li>Keeping pets and growing plants</li> <li>Life and death</li> </ul>
遊戲多樂趣 Fun to Play	善用餘暇 Proper Use of Leisure	<ul style="list-style-type: none"> <li>Choice of leisure activities</li> <li>Developing healthy hobbies</li> </ul>
	齊來玩耍 Let's Play	<ul style="list-style-type: none"> <li>Choice of toys and games</li> <li>Home-made toys: exploring everyday materials</li> <li>Playing games: safety, fair play, co-operation</li> <li>Care of toys</li> </ul>
親親社區 Our Neighbourhood	我們的社區 Our Community	<ul style="list-style-type: none"> <li>Location and direction</li> <li>Characteristics of our community</li> <li>Facilities and services</li> <li>Responsibilities within the local area</li> </ul>
	我的鄰居 My Neighbours	<ul style="list-style-type: none"> <li>People who work/ serve us in the local area</li> <li>Neighbourliness</li> </ul>
	我的朋友 My Friends	<ul style="list-style-type: none"> <li>Different ways of communicating</li> <li>Making and keeping friends</li> </ul>
香港是我家 Hong Kong: Our Home	特區的成立 Establishment of the HKSAR	<ul style="list-style-type: none"> <li>Origin of the HKSAR Establishment Day</li> <li>Regional flag and emblem</li> </ul>

Theme	Unit	Content
香港是我家 (續) Hong Kong: Our Home (Con'd)	慶新春 Happy New Year	<ul style="list-style-type: none"> <li>• Traditions and customs for Chinese New Year</li> <li>• Celebrating Chinese New Year</li> <li>• Wise use of lucky money</li> </ul>
	我的祖國 My Country	<ul style="list-style-type: none"> <li>• Our nationalities</li> <li>• Accepting people of different nationalities/ ethnic groups</li> <li>• Historical figures in Chinese history</li> <li>• Science and technological inventions originating in China</li> </ul>
親親大自然 Back to Nature	我愛大自然 Love of Nature	<ul style="list-style-type: none"> <li>• Pattern of day and night</li> <li>• Living things around us (e.g. in the park)</li> <li>• Features of Nature (as observed in parks/ country parks or on beaches)</li> </ul>
	郊遊樂 Outing is Fun	<ul style="list-style-type: none"> <li>• Suitable seasons for outing</li> <li>• Taking part in outdoor activities</li> <li>• Things to consider when on an outing (e.g. safety, equipment, weather)</li> <li>• Personal responsibilities in environmental conservation</li> </ul>

### Primary 3

Theme	Unit	Content
健康的生活 Healthy Living	良好的習慣 Healthy Habits	<ul style="list-style-type: none"> <li>• Food hygiene and preservation</li> <li>• Over-eating and under-eating</li> <li>• Exercises and rest</li> <li>• Sport safety (e.g. swimming, hiking, cycling)</li> <li>• Good habits in public places</li> <li>• the harm of drug abuse</li> </ul>
	居住好環境 A Healthy Living Environment	<ul style="list-style-type: none"> <li>• Maintaining environmental hygiene</li> <li>• Greening/ beautifying our environment</li> <li>• Reduce, reuse, replace and recycle</li> <li>• Energy conservation</li> <li>• Concern and action to improve our living environment</li> </ul>
生活在香港 Living in Hong Kong	我們的社會 Our Society	<ul style="list-style-type: none"> <li>• Different groups in society</li> <li>• Division of labour in society</li> <li>• Customs and mores</li> <li>• Diversified background of residents</li> <li>• Respecting the rights of others</li> <li>• The importance of the Basic Law in preserving our way of life</li> <li>• Observing law and order</li> <li>• Being a good citizen</li> </ul>
	購物好去處 Good Shopping Places	<ul style="list-style-type: none"> <li>• Shopping places, e.g. supermarket, market, department store and shop</li> <li>• Types and sources of goods</li> <li>• Being a wise consumer</li> </ul>
	生活所需 Our Daily Needs	<ul style="list-style-type: none"> <li>• Eating, travelling, housing and clothing in the local community</li> <li>• Road safety</li> <li>• Technology that affects our daily life</li> <li>• Need for communication and common methods to communicate</li> </ul>

<b>Theme</b>	<b>Unit</b>	<b>Content</b>
生活在香港 (續) Living in Hong Kong (Con'd)	旅遊好去處 Good Sightseeing Spots	<ul style="list-style-type: none"> <li>• Good places for visits in Hong Kong</li> <li>• Popular places of attractions in our country/ other countries</li> <li>• Culture, heritage, lifestyle of people and other characteristics of these places</li> <li>• Respect for different cultures</li> <li>• Importance of conservation of cultural heritage</li> </ul>
	香港的動植物 Animals and Plants in Hong Kong	<ul style="list-style-type: none"> <li>• Wide variety of living things in Hong Kong</li> <li>• Basic needs of living things</li> <li>• Living things and their living environment</li> <li>• Living things and my living environment</li> </ul>
香港的天氣 The Weather of Hong Kong	變幻莫測 Sunny Days and Windy Nights	<ul style="list-style-type: none"> <li>• Daily changes of the Sun and the Moon: relative positions</li> <li>• Simple features of a day's weather</li> <li>• Weather forecasts and keeping weather records</li> <li>• Relationship between cloud and rain</li> </ul>
	冷和熱 Hot or Cold	<ul style="list-style-type: none"> <li>• Sources of heat</li> <li>• Investigating with keeping warm and cold</li> <li>• Transfer of heat and conservation of heat</li> <li>• Safety in handling hot objects</li> </ul>
慶祝國慶 The National Day		<ul style="list-style-type: none"> <li>• Establishment of the People's Republic of China (PRC)</li> <li>• Celebrating the national day</li> <li>• National flag and national emblem</li> <li>• Hoisting of the national flag</li> </ul>



**Primary 4**

<b>Theme</b>	<b>Unit</b>	<b>Content</b>
健康生活由我創 My Health	身體的奧秘 Wonders of the Body	<ul style="list-style-type: none"> <li>• Body parts/ systems and their functions</li> <li>• Ways of keeping my body healthy</li> </ul>
	預防勝於治療 Prevention of Diseases	<ul style="list-style-type: none"> <li>• Common diseases in Hong Kong</li> <li>• Bacteria and viruses</li> <li>• Causes and prevention of diseases</li> <li>• Proper use of medication</li> <li>• Oral health</li> </ul>
天地全接觸 Keep in Touch	資訊科技 Information Technology	<ul style="list-style-type: none"> <li>• Simple software that helps us to handle information</li> <li>• Introduction to digital equipment</li> <li>• Information technology and communication</li> <li>• Prevention of computer viruses</li> <li>• Concerns in the Information Technology and Computer (ITC) world (e.g. intellectual property rights, privacy and avoiding indulgence in web surfing )</li> </ul>
	明智的選擇 Making Choices: Being a Wise Consumer	<ul style="list-style-type: none"> <li>• Services provided to Hong Kong residents</li> <li>• Factors affecting our choice of goods and services</li> <li>• Messages conveyed by advertisements</li> <li>• The impact of advertisements on consumer behaviour</li> <li>• Rights and responsibilities of a consumer</li> <li>• Ways of managing money in daily life</li> </ul>

Theme	Unit	Content
奇妙的世界 The Wonderful World	地球 Mother Earth	<ul style="list-style-type: none"> <li>• Surface of the Earth (continent and ocean) and changes in it</li> <li>• Seasons in Hong Kong</li> <li>• Pattern of climate in Hong Kong</li> </ul>
	四海一家 Children in Other Parts of the World	<ul style="list-style-type: none"> <li>• Lifestyles in other countries of the world (e.g. food, clothing, lodging, transport, games)</li> <li>• Similarities and differences between children in the local community and other parts of the world</li> <li>• Communicating with children in other parts of the world</li> <li>• Rules of making online friends</li> <li>• Respecting children with customs and behaviours different from our own</li> </ul>
	齊來聽聽看看 Hearing and Looking at Fantastic Things	<ul style="list-style-type: none"> <li>• Investigating light and sound</li> <li>• The wonderful world of colours and sound</li> <li>• Special effects of sound and light</li> <li>• Protecting our eyes and ears</li> </ul>
資源和環境 Our Environment, Our Resources	環境與我 The Environment and I	<ul style="list-style-type: none"> <li>• The geographical position of Hong Kong</li> <li>• The natural environment</li> <li>• The built environment</li> <li>• How human beings are affected by the environment</li> <li>• People's responses to natural hazards</li> <li>• Protecting our environment</li> </ul>
	大地寶庫：水 Natural Resources: Water	<ul style="list-style-type: none"> <li>• Uses of water</li> <li>• Purification of water</li> <li>• Investigating water</li> <li>• Water conservation</li> </ul>

Theme	Unit	Content
昔日的香港 Hong Kong in the Past		<ul style="list-style-type: none"> <li>• Historical sites in Hong Kong</li> <li>• How these historical sites reflect the early history of Hong Kong</li> <li>• Life of Hong Kong people in the past</li> </ul>

**Primary 5**

<b>Theme</b>	<b>Unit</b>	<b>Content</b>
生命變變變 Life: Change, Change, Change	童裝大碼、成人細碼 Puberty	<ul style="list-style-type: none"> <li>• Changes experienced at puberty</li> <li>• Healthy habits at puberty</li> <li>• Food and nutrition</li> <li>• Managing emotions and stress</li> <li>• Respecting but not offending the others</li> <li>• Protecting ourselves from harassment and sexual abuse</li> <li>• Seeking help and advice when in need</li> </ul>
	生命的接棒 Continuation of Life	<ul style="list-style-type: none"> <li>• Need for continuation of life</li> <li>• Cycles in the living world</li> </ul>
	珍惜生命 Respect for Life	<ul style="list-style-type: none"> <li>• Recognising one's own strengths and weaknesses</li> <li>• Facing new challenges and times of difficulty</li> <li>• Positive attitudes towards life</li> </ul>
都市生活 Life in the City	大地寶庫：空氣 Natural Resources: Air	<ul style="list-style-type: none"> <li>• Air: basic need for survival</li> <li>• Characteristic properties of air</li> <li>• Air and burning</li> <li>• Inter-relationship between green plants and the atmosphere</li> <li>• Air pollution and health</li> </ul>
	電的故事 Switched On	<ul style="list-style-type: none"> <li>• Closed circuits</li> <li>• Investigating electricity (simple circuits)</li> <li>• Electricity and everyday life</li> <li>• Safety in using electricity</li> <li>• Conservation of resources by using less electricity</li> </ul>
	遠離毒品 Keeping Away from Drugs	<ul style="list-style-type: none"> <li>• Smoking and health</li> <li>• Alcohol and health</li> </ul>

Theme	Unit	Content
都市生活 (續) Life in the City (Con'd)	遠離毒品 (續) Keeping Away from Drugs (Con'd)	<ul style="list-style-type: none"> <li>• The causes and consequences of drug abuse (the effects on individual, family and society)</li> <li>• rejecting requests related to drug abuse, smoking, drinking and substance abuse</li> </ul>
	環境、科技與文化 Physical Environment, Technology and Culture	<ul style="list-style-type: none"> <li>• The impact of the physical environment on people's life</li> <li>• Advances in science and technology which improve our living and society</li> <li>• Positive attitudes towards using technology</li> <li>• The impact of cultural exchange on the development of human society</li> <li>• Big cities in the world</li> <li>• Some common problems in big cities</li> <li>• Ways of improving our living and our society</li> </ul>
	活在資訊中 Information and Communication	<ul style="list-style-type: none"> <li>• Using technology to process information and convey messages</li> <li>• Assisting people with special needs in communication</li> <li>• Different forms of mass media in our society and their importance</li> <li>• How messages are conveyed by the mass media and their impact on our daily life</li> <li>• Rejecting indecent and inaccurate information</li> <li>• Proper attitudes towards mass media</li> </ul>
	我們的經濟 Our Economy	<ul style="list-style-type: none"> <li>• Characteristics of Hong Kong's economic life, e.g. free trade, low tax</li> <li>• Factors affecting the economic development of Hong Kong</li> </ul>

Theme	Unit	Content
都市生活 (續) Life in the City (Con'd)	我們的經濟(續) Our Economy (Con'd)	<ul style="list-style-type: none"> <li>• The benefits for Hong Kong to trade with other parts of the world</li> <li>• Future economic development</li> </ul>
認識祖國 To Know About My Country	神州大地 Our Homeland	<ul style="list-style-type: none"> <li>• The geographical position, physical characteristics and territory of China</li> <li>• Characteristics of ancient Chinese civilisation</li> <li>• Differences between the daily life of today and that of the past (e.g. in Tang Dynasty)</li> <li>• Special natural landscapes and characteristics of human life</li> <li>• Linkage between China and the other parts of the world</li> </ul>
	大事回顧 Major Events	<ul style="list-style-type: none"> <li>• Important historical periods and historical figures in Chinese history</li> <li>• Some major historical events</li> <li>• Recent development of China (e.g. economic, science and technology aspects)</li> </ul>
衝出地球 Beyond our Earth		<ul style="list-style-type: none"> <li>• Rotation of the Earth and its revolution around the Sun</li> <li>• Planets of our Solar System</li> <li>• Phenomena that we can observe when the Moon and the Earth move around the Sun</li> </ul>

**Primary 6**

<b>Theme</b>	<b>Unit</b>	<b>Content</b>
健康成長 Healthy Growth	平安是福 Keeping Safe and Healthy	<ul style="list-style-type: none"> <li>• Killer diseases in Hong Kong</li> <li>• Occupational safety</li> <li>• Causes and prevention of accidents and injuries</li> <li>• Dealing with accidents and simple first aid</li> <li>• Health care services in Hong Kong</li> <li>• Making the right choice of medical service</li> <li>• Rights and responsibilities of patients</li> <li>• Responsibilities of the individual towards community health</li> </ul>
	踏上青春路 Adolescence	<ul style="list-style-type: none"> <li>• Social needs of adolescents</li> <li>• Factors (e.g. trust, honesty, caring) that enhance healthy relationships with friends and peers</li> <li>• Handling pressure</li> <li>• Dating</li> <li>• Rejecting temptation (e.g. gambling, sexual requests)</li> </ul>
環境與生活 Environment and Living	物料變變變 Materials: Change, Change, Change	<ul style="list-style-type: none"> <li>• Change of state using water as an example</li> <li>• Examples of common materials existing in different states</li> <li>• Energy and the environment</li> </ul>
	適者生存 Adaptation of Living Things	<ul style="list-style-type: none"> <li>• Adaptation of living things to the environment</li> <li>• Inheritance of characteristics</li> <li>• Balance of Nature affected by human activities</li> </ul>

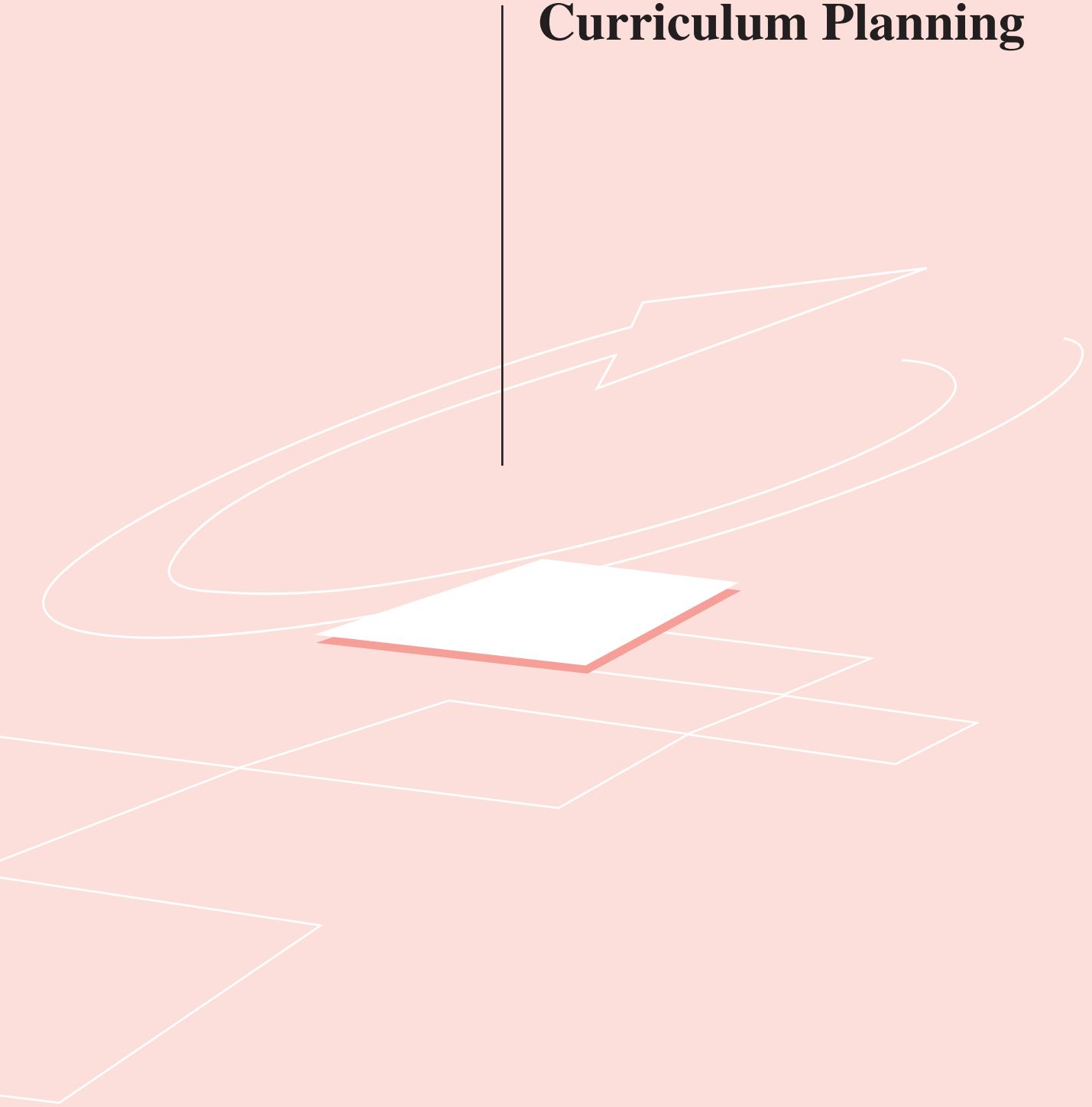
Theme	Unit	Content
環境與生活 (續) Environment and Living (Con'd)	防止污染、保護 資源 Pollution Prevention and Conservation of the Environment	<ul style="list-style-type: none"> <li>• Different types of pollution in our community: causes and effects</li> <li>• Ways to protect our environment from pollution</li> <li>• Problems caused by exploitation of resources and its possible solutions</li> <li>• Conservation of our environment</li> <li>• Reduce, reuse, replace and recycle in action</li> </ul>
香港是特區 Hong Kong : A Special Administrative Region	選賢與能 Political Features of Hong Kong	<ul style="list-style-type: none"> <li>• Hong Kong as a Special Administrative Region of China</li> <li>• Life in Hong Kong under the Basic Law</li> <li>• Election and roles of the following in Hong Kong: the Chief Executive, the Legislative Council, the Executive Council and district organisations</li> <li>• Work of the government and our daily life</li> <li>• Rights and responsibilities of Hong Kong residents</li> <li>• Channels and ways to express opinions</li> </ul>
	中華文化多姿彩 Culture of China	<ul style="list-style-type: none"> <li>• Culture of some major Chinese ethnic groups, e.g. dialects, dances, operas, festivities, food, folk art</li> </ul>
放眼世界 A Global Perspective	國際問題初探 Introduction to Common Issues of Concern	<ul style="list-style-type: none"> <li>• Important people in world history and their contributions in improving society</li> <li>• Significant current global issues, e.g. poverty and hunger, war and peace, population, exhaustion of energy, depletion of forests, global warming and infectious disease</li> </ul>



Theme	Unit	Content
放眼世界 (續) A Global Perspective (Con'd)	國際問題初探 (續) Introduction to Common Issues of Concern (Con'd)	<ul style="list-style-type: none"> <li>• Ways to tackle problems of common concern (e.g. environmental protection, genetically modified food, endangered species)</li> <li>• Importance of international exchange and co-operation in tackling global problems</li> </ul>
	科技世界：設計 與文化 Technological World: Design and Culture	<ul style="list-style-type: none"> <li>• Development of tools and machines to help us solve daily problems</li> <li>• Influence of technological advance on the development of society</li> <li>• Cultural influence on the use of technology</li> <li>• Safety in handling machines</li> </ul>
	奇妙的宇宙 Out in Space	<ul style="list-style-type: none"> <li>• Aims of exploration of space</li> <li>• Changes to our daily life brought about by space exploration</li> <li>• Contribution and success of China and other countries in the exploration of space</li> </ul>

## Chapter 3

# Curriculum Planning



# Curriculum Planning

## 3.1 Central Curriculum and School-based Curriculum Development

This Curriculum Guide is prepared by the CDC to set the direction of curriculum development for the learning and teaching of GS from Primary 1 to Primary 6. It provides a **central curriculum in the form of an open and flexible framework** with learning targets and objectives, and essential contents. It sets out what schools should do to help learners develop under the six strands in terms of :

- ❖ subject knowledge;
- ❖ generic skills; and
- ❖ positive values and attitudes.

Schools should fulfill the basic requirements spelt out in the Guide to ensure that students receive their entitlement to the same learning opportunities.

It is well understood that the concept of “one-size fits all” does not work. Therefore, each school, with its unique characteristics of teachers and students, should attempt **to adapt the central curriculum to different degrees by varying the organisation of contents, contexts, learning and teaching strategies, and criteria and modes of assessment** to help their students achieve the learning targets.

It has been made clear in the CDC document *Learning to Learn - the Way Forward in Curriculum Development* (2001, p.69) that school-based curriculum development is **not** simply:

- ❖ deletion of subject content
- ❖ compilation of school-based curriculum package
- ❖ teachers working alone

Curriculum development is an on-going process. In school-based curriculum development for GS, schools should:

- ❖ follow direction and learning targets set out in this Guide
- ❖ vary the organisation of contents

- ❖ develop learning, teaching and assessment strategies (e.g. enquiry-based learning, project learning, life event approach, life-wide learning activities)
- ❖ adapt learning resources
- ❖ use time flexibly, including deciding on the percentage of time allocated for project learning and hands-on learning activities in science and technology
- ❖ develop teachers and collaborate with other partners
- ❖ reflect and improve based on informed practice

In developing the school-based curriculum, consideration should be given to:

**(i) *Helping Students Achieve Learning Targets***

Schools and teachers should adapt the central curriculum and develop their own school-based curriculum to help their students achieve the learning targets (knowledge, generic skills, values and attitudes). Regular review of the curriculum is necessary to ensure that the learning objectives are covered and that the students have the opportunity to learn the core elements, values and skills.

**(ii) *Creating Curriculum Space***

Of the 12-15% learning time recommended for GS, schools can create curriculum space by spending about 80% of the total learning time on core elements recommended in this curriculum guide and flexibly arrange the remaining 20% for:

- ❖ the extension part of the curriculum, e.g. with more emphasis given to generic skills such as problem-solving and critical thinking,
- ❖ providing students with life-wide learning opportunities which complement the learning of core elements,
- ❖ introducing new elements of learning according to students' interests and abilities.

All students are entitled to a range of learning experiences when they study GS. It is recommended that they should engage in:

- ❖ not less than 15 hours at KS1 and 20 hours at KS2 on project learning during GS lessons, and
- ❖ not less than 15 hours at KS1 and 20 hours at KS2 on hands-on and minds-on learning activities in science and technology during GS lessons.

### ***(iii) Building on Strengths***

Schools can exercise their autonomy in producing a quality GS curriculum by building on their strengths. The following are some examples:

- ❖ A school well equipped with IT facilities and expertise can place more emphasis on developing students' IT skills for interactive learning, e.g. building a database of learning resources or using blogs and WebQuest for students to carry out project learning via the Internet platform.
- ❖ A school with good experiences in learning and teaching of science can build on the science and technology elements in the GS Curriculum and lead students to study the extension elements in related strands for further development of students' skills in scientific investigation and technological activities.
- ❖ A school strong in personal and social education can further develop the learning of PSHE elements in GS by leading students to conduct projects which involve social enquiry and participate in community service.
- ❖ A school with a strong moral mission can strengthen the use of life event approach in promoting values education through GS.

## **3.2 Collaborative Lesson Preparation**

Collaborative lesson preparation is important for school-based curriculum development. It provides a good opportunity for teachers to discuss, share experiences and make joint efforts in designing the curriculum, learning and teaching strategies, as well as assessment modes, etc. GS teachers are strongly encouraged to make use of collaborative lesson preparation for promoting the culture of peer support and a collaborative culture, and enhancing teachers' professional development. This session can be used for:

- ❖ making necessary modifications/adjustments of the curriculum framework according to students' feedback
- ❖ improving learning and teaching to address learning difficulties identified from evidence collected from students' feedback
- ❖ collective preparation and sharing of learning resources, tasks and worksheets

- ❖ developing and trying out new learning and teaching strategies, assessment modes, curriculum design and organisation, etc., or conducting classroom research on some concerned topics related to the curriculum
- ❖ sharing of teaching experience
- ❖ sharing of experience of participation in professional development programmes

### **3.3 Modes of Curriculum Planning**

The open curriculum framework of GS allows a high degree of flexibility and innovation in curriculum planning. In order to provide different learning experiences for students, schools are encouraged to consider their own mission and background, and to build on their strengths in designing a quality GS curriculum to suit the needs and interests of their students. Different approaches may be adopted for organising the learning elements of the six strands in the GS curriculum as well as integrating with other KLAs. The following approaches may be considered:

**(i) *A balanced coverage of PSHE, SE and TE elements throughout Primary 1-6***

Under this curriculum approach, some themes integrate the learning elements related to PSHE, SE and TE better than others, while others are more subject-based. This approach helps to ensure that the essential contents are included in the schools' curriculum plan, but is less able to meet the range of different student needs and interests. Teachers may refer to the examples of themes suggested in Chapter 2 for planning their curriculum units.

**(ii) *Different emphases among the three KLAs at different levels***

Schools may put more emphasis on personal and social education at Primary 1 and 2 and to ease the transition from pre-primary to primary education. From Primary 3 upwards, themes and curriculum units with different emphasis on PSHE, SE and TE elements could be developed. The suggestions for extension in Chapter 2 provide ideas for planning the school-based curriculum units with different emphases to meet the interest of students.

***(iii) An integrated mode extending beyond the KLAs of PSHE, SE and TE to other KLAs***

Further integration of GS with other KLA/subjects is possible, e.g. with the two languages, Arts Education and Physical Education. This helps to provide a holistic learning environment for students through appropriate themes. Schools should exercise flexibility and design curriculum units that are related to other KLAs at different levels of learning as and when appropriate. To enable students to explore knowledge and gain experience in a more coherent manner, teachers of GS and other KLAs/subjects should collaborate to organise cross-KLA/subject learning experiences.

### **3.4 Curriculum Interface between Different Learning Stages**

***(i) Interface between primary and pre-primary curricula***

Both curricula of GS and pre-primary education closely relate to students' daily life, and they may possibly include similar topics. The curriculum of pre-primary education encourages children to observe, explore, raise questions and seek evidences, thus gaining deeper understanding of things and phenomena they experience in daily life. It is similar to the enquiry approach adopted in GS. Consequently, GS teachers ought to understand the learning situation of the kindergarten students, and create a learning environment resembles to kindergarten for the new primary school students, guiding them to take the initiative to explore topics relating to their lives so as to facilitate their adaptation to their study in primary schools. Teachers can understand more about the curriculum of pre-primary education by referring to the CDC document ***Guide to the Pre-primary Curriculum*** (2006) at [http://www.edb.gov.hk/FileManager/EN/Content\\_2405/pre-primaryguide-net\\_en.pdf](http://www.edb.gov.hk/FileManager/EN/Content_2405/pre-primaryguide-net_en.pdf)

***(ii) Interface between Key Stage One and Key Stage Two***

The GS curriculum of both Key Stages should cover all relevant core elements. When schools are planning the curriculum, they need to be aware of its vertical development. Gradual development based on students' prior knowledge and experience is recommended.

### ***(iii) Interface between primary and secondary curricula***

The GS curriculum provides fundamental knowledge of SE, TE and PSHE KLAs. The curriculum content of junior secondary subjects of these KLAs and Liberal Studies in senior secondary curriculum are progressive continuation of the GS curriculum. Teachers can apply various learning and teaching strategies so that students can master generic skills such as communication, creativity and critical thinking. Although there are slight dissimilarity in the subjects offered by different secondary schools, these skills can facilitate students' adaptation to the junior secondary curriculum, Liberal Studies as well as some elective subjects in senior secondary curriculum.

Please refer to the EDB website for the curriculum guides of the above-mentioned KLAs:

<http://www.edb.gov.hk/index.aspx?nodeID=7499&langno=1>

## **3.5 Cross-KLA Links**

As a cross-KLA subject, GS integrates the learning elements of PSHE, SE and TE KLAs. The nature and content of the subject also provide ample opportunities for collaboration with other KLAs.

Teachers should seek to establish links with other KLAs where appropriate to provide students with a coherent and holistic outlook to the learning of certain themes or issues. The following are some of the examples:

<b>KLA</b>	<b>Example</b>
Chinese Language Education	<ul style="list-style-type: none"><li>• Chinese customs and mores as reflected in Chinese Literature</li></ul>
English Language Education	<ul style="list-style-type: none"><li>• communicating with tourists in English</li></ul>
Mathematics Education	<ul style="list-style-type: none"><li>• collecting, processing and presentation of data when conducting survey and scientific investigation</li></ul>
Arts Education	<ul style="list-style-type: none"><li>• drawing and design for presentations in project learning</li><li>• musical that characterises different cultures and places</li></ul>
Physical Education	<ul style="list-style-type: none"><li>• physical exercises and healthy living</li></ul>



### 3.6 Time Allocation

- ❖ As recommended in the CDC report *Learning to Learn - the Way Forward in Curriculum Development* (2001) and the *Basic Education Curriculum Guide - Building on Strengths* (2002), 12-15 % of students' learning time in school should be allocated to the learning of GS, and the suggested learning time is **285** to **356** hours for each of the Key Stages One and Two. Students are therefore entitled to about **100** hours of learning time in GS per year. On the assumption that there are 32 teaching weeks in a school year, schools should allocate about a minimum of 5 periods per week to GS per school year for each level. However, schools may exercise flexibility to vary the total time allocated per year according to the above principle so as to meet the needs of different modes of curriculum development.
- ❖ The flexible curriculum framework allows teachers to design different themes to integrate the learning elements across the six strands and with other KLAs. Thus the time allocation for each topic/ theme/ unit may vary in accordance with the level of difficulty and content coverage. However, all core elements should be included in the curriculum.
- ❖ When drawing up their schemes of work, teachers must allow sufficient time for conducting learning activities with students such as project learning, investigation and hands-on activities.

### 3.7 Curriculum Planning Process

Figure 1 is a diagrammatic representation of how the school might conduct a situational analysis and arrive at a curriculum decision. A brief description of the major steps is provided below:

- ❖ **Refer to the GS Curriculum Guide as a basic reference**  
(e.g. aims and learning targets of the curriculum, learning objectives, core and extension elements, generic skills, values and attitudes, learning, teaching and assessment strategies)
- ❖ **Consider the current position of the school**  
The school evaluates the followings: (i) mode of curriculum planning, (ii) learning and teaching strategies and (iii) mode of assessment. In this stage, schools should also pay attention to the co-ordination between the curriculum and the school development plan, as well as other external factors that could affect curriculum development.

❖ ***Consider alternative modes or strategies***

Strengths in any or all of the above dimensions are recognised for further enhancement. Any inadequacies or weaknesses identified form the basis for consideration of alternative modes or strategies in that particular dimension.

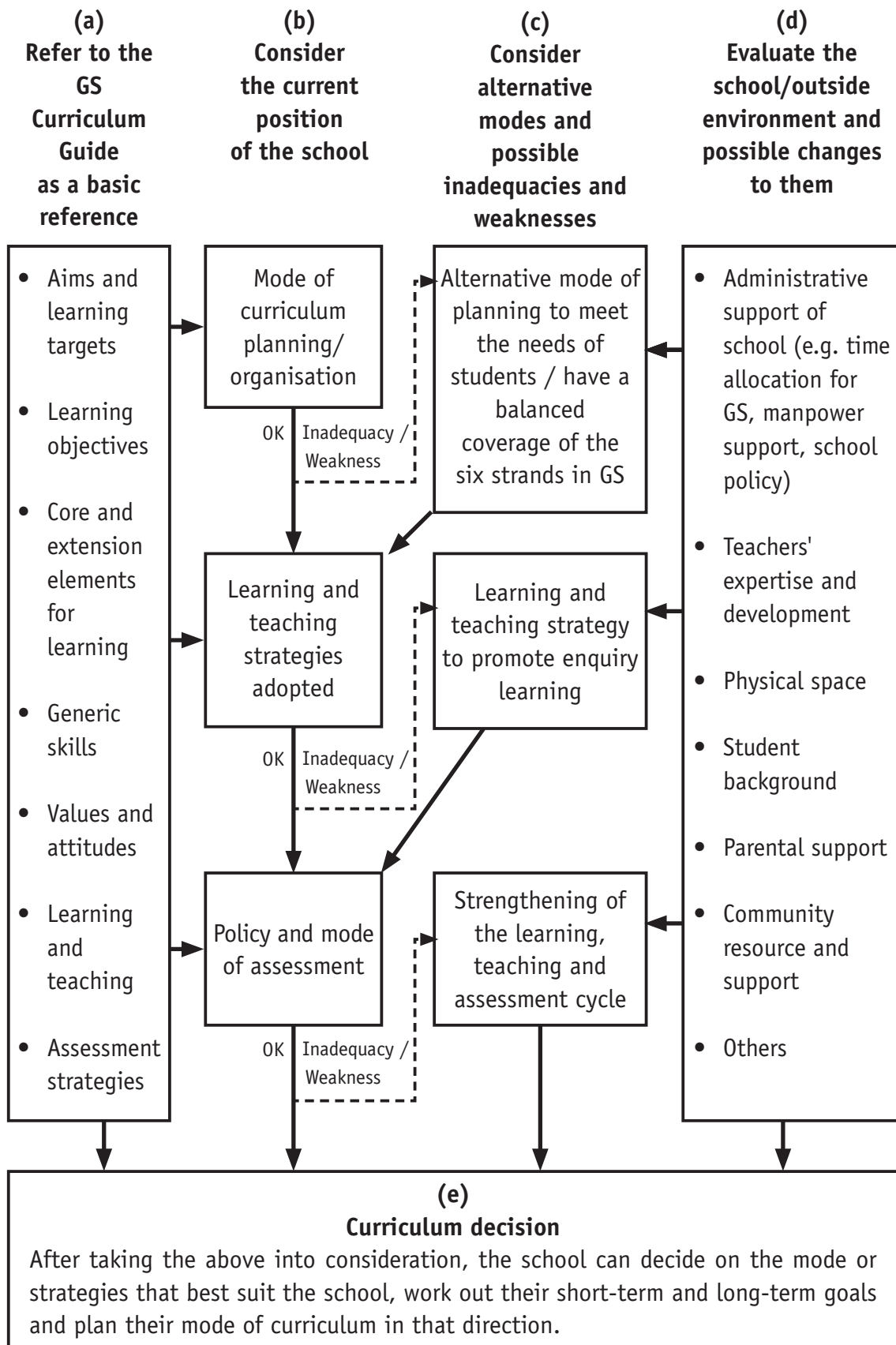
❖ ***Evaluate the school / outside environment***

The alternative modes or strategies should be weighed against the situation and environment of the school and the possible changes that could be made to them (e.g. administrative support, teachers' expertise and development, physical space, student background, parental support, community resource and support).

❖ ***Decide on the mode of curriculum design***

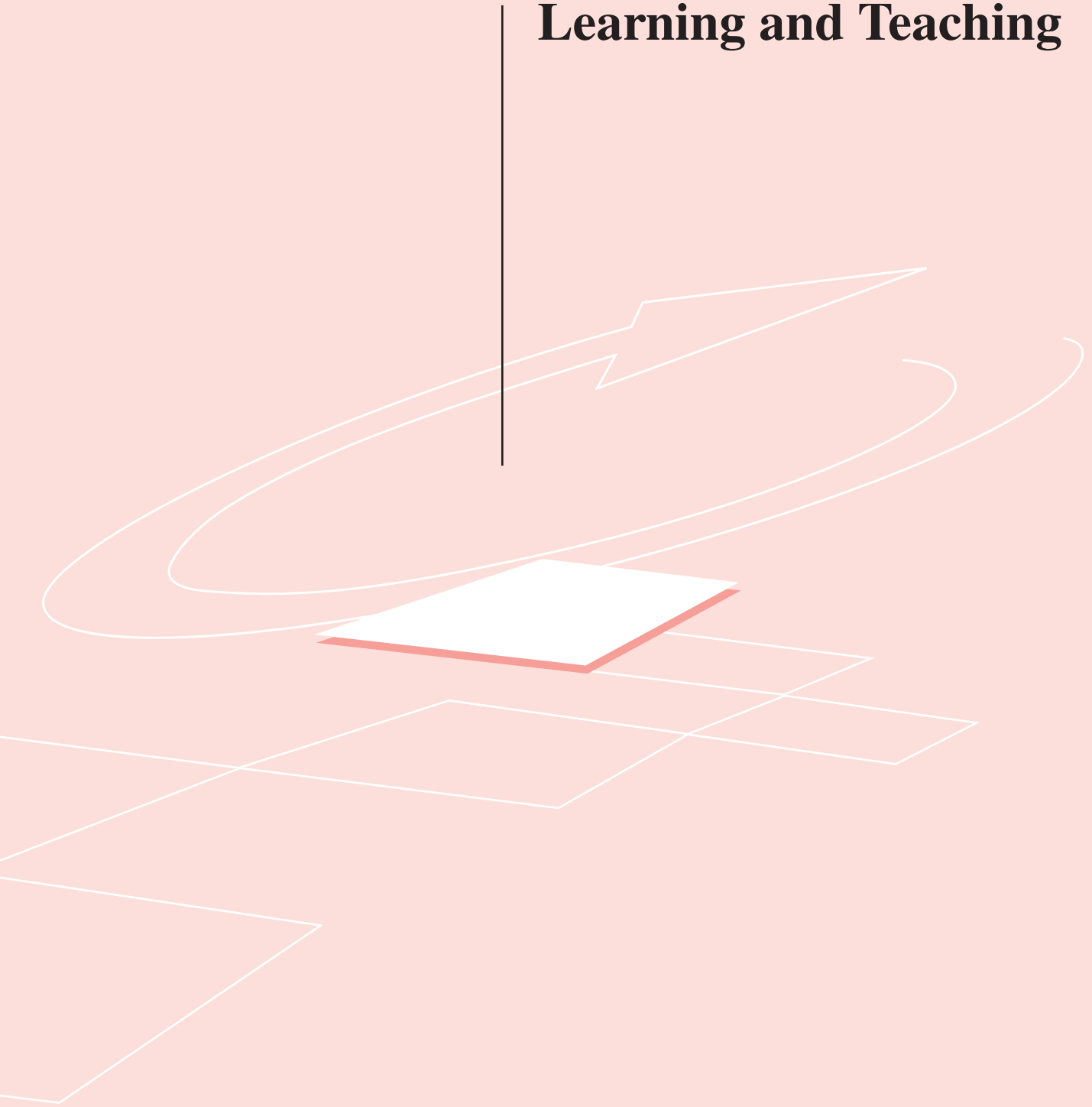
After taking the above into consideration, schools can decide on the mode or strategies that best suit their needs. Schools can work out their short-term and long-term goals and plan actions in that direction.

**Figure 1 Situational Analysis and the Curriculum Decision Process**



## Chapter 4

# Learning and Teaching



# Learning and Teaching

There is no single learning and teaching strategy that satisfies all the purposes of the GS curriculum. Some approaches may be better for acquiring knowledge and concepts, while others may be preferred for developing generic skills and for nurturing positive attitudes. Teachers should use different learning and teaching strategies to achieve different purposes and to suit the learning styles, abilities, interests and needs of students. Teachers can develop the repertoire which is most effective for them to enhance the independent learning capabilities of students for whole-person development.

## 4.1 Guiding Principles

In deciding what learning and teaching strategies are to be adopted for GS, teachers should take note of the following principles:

### 4.1.1 *Providing Various Learning Opportunities*

Teachers should optimise the learning opportunities for students, for example:

- ❖ Provide adequate resources
- ❖ Encourage students to explore and enquire from different viewpoints
- ❖ Encourage students to discuss and express their opinions
- ❖ Stimulate students' thinking by using open-ended questions

### 4.1.2 *Arousing Students' Interest in Learning*

Effective learning takes place best when students are motivated. Learning activities should be conducted to motivate students' interest. Teachers should provide opportunities for students to explore their surroundings, and have a say in the learning process.

### 4.1.3 *Developing Students' Learning to Learn Capabilities*

Knowledge is rapidly expanding and changing. Existing knowledge becomes obsolete rather quickly. Teachers should therefore bear in mind that memorising facts and information is not the most important skill in today's world. Studying

content knowledge is very important, but it is only a means to an end, not the goal of learning and teaching. Students need an understanding of how to get and make sense of informational content. It is vital that they develop the skills for lifelong learning.

#### *4.1.4 Developing Students' Generic Skills and Nurturing Students' Positive Values and Attitudes*

Generic skills can be applied in all situations that students will encounter in their daily life. The learning approach adopted in the GS curriculum will enable students to develop self-directed learning skills and facilitate their knowledge construction. Attention should also be paid to the development of students' positive values and attitudes.

#### *4.1.5 Enriching Students' Learning Experiences*

Students learn more effectively through authentic situations. Teachers are strongly encouraged to involve students in life-wide learning that takes place outside the classroom so as to enrich their learning experience.

Teachers should adopt diversified learning and teaching strategies (such as direct teaching and enquiry-based learning) according to the object of learning and resources available. They are also advised to construct knowledge with students together through interaction between them or interactions among students. Teachers ought to pay attention to their role in the learning and teaching process. For example, when they are using direct teaching, they should help students link the new information with their prior knowledge or experience, and conclude the key learning points at the right time.

## **4.2 The Enquiry Approach**

Taking the guiding principles into consideration, teachers are encouraged to adopt diversified learning and teaching strategies. Enquiry-based learning is a commonly used approach among them.

Enquiry-based learning is a student-centred approach which helps students to integrate generic skills, knowledge and values in the learning of GS.

In the enquiry process, students are active constructors of knowledge and the teacher is a facilitator of learning. Instead of the teacher giving the right answers, students have to raise questions, find their own answers and look for

the necessary information. They are engaged in identifying problems, collecting information and solving the problems they encounter. Enquiry is not so much seeking the right answer — because sometimes there is none — but rather, seeking appropriate solutions to problems.

#### *4.2.1 Merits of Enquiry-based Learning*

Enquiry-based learning is an effective approach for learning and teaching of GS because it enables students to:

- ❖ develop generic skills and nurture enquiring attitudes or habits of mind that will enable students to continue the quest for knowledge throughout life
- ❖ take a proactive role in the learning process to construct knowledge about the natural and man-made world
- ❖ become self-directed independent learners
- ❖ develop a holistic view of themselves as individuals in the community, their place in the natural world, and the interaction of human beings with the environment
- ❖ develop an interest in exploring, investigating and generating solutions for problems emerging from the study of social and science-related content

#### *4.2.2 Major Strategies of Enquiry-based Learning*

To implement enquiry-based learning, students may be involved in different types of learning activities such as interviews, surveys, field trips, case studies, experiments, design and make, data collection and analysis. Instead of focusing on individual activities, teachers should plan and develop learning strategies to integrate these learning activities, so as to help students construct knowledge. The following learning and teaching strategies have been used with success in many schools, both local and overseas.

##### **(i) Project Learning**

Project learning is one of the Four Key Tasks in the curriculum reform. It is a powerful learning and teaching strategy to promote self-directed learning. It usually starts with challenging questions or problems, and involves students in planning, reading, analysing data and making decisions over a period of time. It enables students to connect their

knowledge, skills, values and attitudes, so as to construct knowledge through a variety of activities. Project learning provides an alternative learning experience by using a range of learning materials obtained through various channels for students to construct their own knowledge.

Project learning is pedagogically sound because:

- ❖ *There is a focus on inspiring ideas*  
Project learning allows students to conduct in-depth investigation on central ideas and salient issues of a topic
- ❖ *It is effective in guiding students to participate in learning activities enthusiastically*  
Project learning engages students in enquiry and problem-solving
- ❖ *It promotes students' learning techniques*  
Project learning encourages collaborative learning and fosters self-directed learning. It also develops students' investigative skills
- ❖ *It provides rich content for learning*  
Students are able to obtain plentiful learning experiences and construct relevant knowledge through different methods of enquiry

### **The three stages of project learning**

There are three stages in conducting project learning: the Preparation Stage (Idea Initiation), Implementation Stage (Enquiry Process) and Concluding Stage (Knowledge Building). Students may develop their independent learning capacities through the project and their initiative in learning is brought into full play in each stage.



### **(1) Preparation Stage - Idea Initiation**

To build up students' ownership of their projects, the first task is to set clear learning aims and objectives with students and to motivate them to do their projects. Teachers may arrange various activities, such as a talk from an expert, discussion on an issue, a site visit, mind-mapping to arouse students' concern and enhance their understanding of a topic. Teachers may then encourage students to participate in discussion actively and guide them to formulate researchable and challenging questions.



### **(2) Implementation Stage - Enquiry Process**

Students collect various types of information through different channels to build up their knowledge of the topic. Teachers should help students develop the skill of information processing, including the collection, review and selection of information. In the process, teachers may gradually give less guidance to students and encourage them to become more independent.



### **(3) Concluding Stage - Knowledge Building**

Apart from analysing and consolidating the information, students have to come to a conclusion and reflect on the whole project. Finally, they have to present, share and reflect on the outcome of the project. This may be done in a variety of forms such as written report, oral presentation, exhibition, model, web-page, seminar, etc.

For ideas about how project learning can be implemented in GS, please refer to the exemplars on the website of General Studies for Primary Schools at <http://www.edb.gov.hk/index.aspx?nodeID=2822&langno=1>

Teachers can assign cross-subject projects to integrate students' learning experiences in different KLAs. It helps to enhance co-ordination and collaboration among teachers in the design of learning and teaching activities.

### **Points to note for Project Learning**

To ensure that project learning serves the purpose of facilitating student learning, schools should attend to the following:

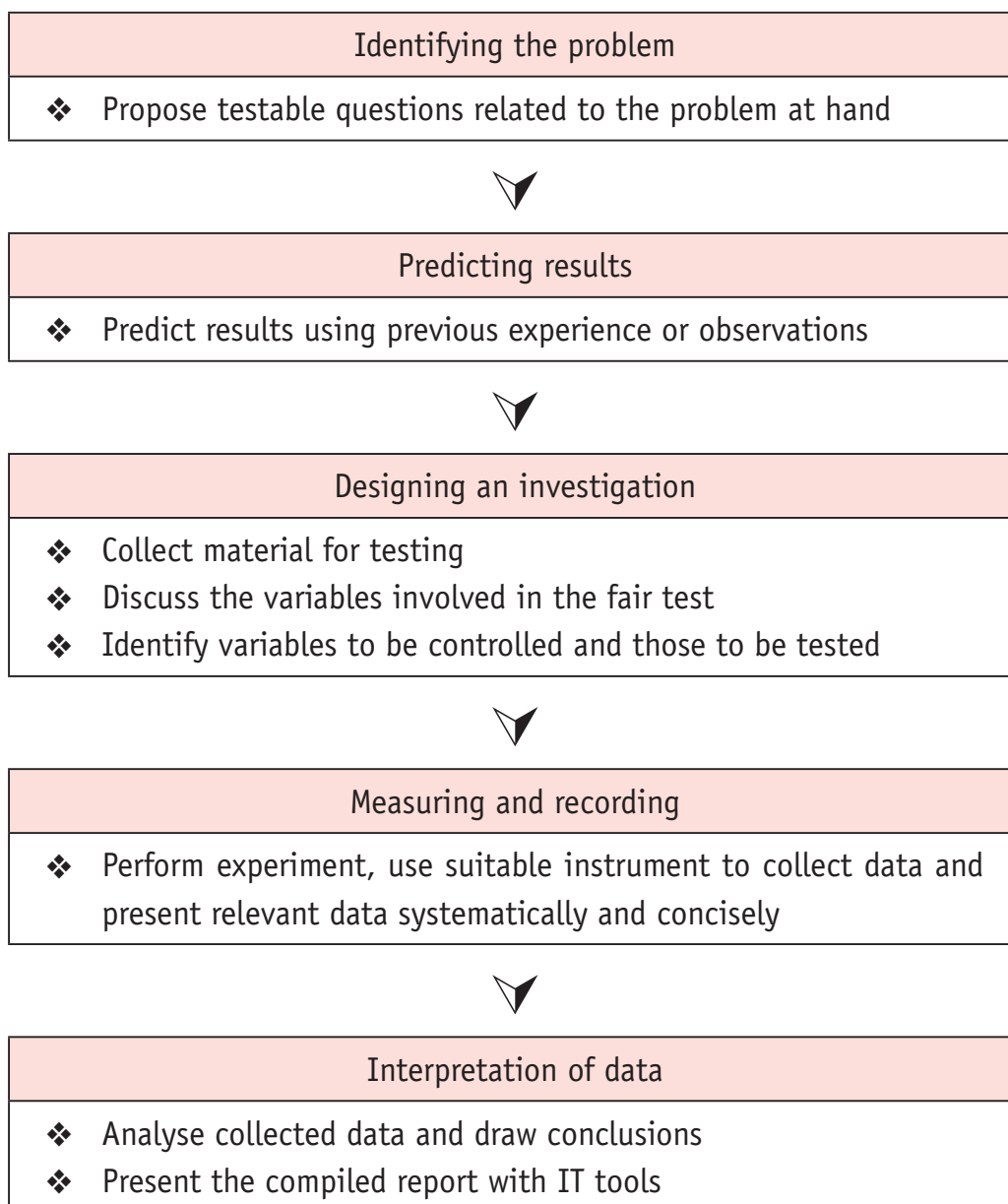
- ❖ Provide clearly defined learning objectives and guidance throughout the learning process
- ❖ Co-ordinate well among teachers of different KLAs / subjects so that projects are properly assigned to students
- ❖ Encourage cross-KLAs / cross-subject projects (e.g. once a year) to connect different areas of learning
- ❖ Use lesson time flexibly to enable students to conduct project work
- ❖ Put emphasis on both the learning process and its product

### **(ii) *Scientific Investigation***

In the learning of GS, the development of students' curiosity is more important than the learning of facts. The GS curriculum focuses on nurturing students' ability to enquire and solve problems through a range of learning experiences relevant to their daily life. Student enquiry and the development of skills for learning to learn are emphasised.

In science and technology, it is important to involve students in first-hand investigations. The investigations suitable for students in this connection include exploration, fair testing, identification and classification, pattern-seeking and the testing of an explanation, etc.

Investigation involves the following steps:



To identify problems and find solutions to them, students are actively involved in making observations, referring to information and data from different sources, analysing and synthesising information, doing experiments to test their hypotheses, and attempt to draw conclusion to solve the problems they encounter. Students' creativity is promoted through these hands-on experiences and problem-solving processes.

To promote students' interest in learning science through GS, the EDB has organised a number of learning activities (e.g. the Primary Science Project Exhibition jointly organised with other institutions) to develop students

into active learners who are keenly observant, able to pose questions and devise means of getting answers to their questions. Teachers are encouraged to refer to this scheme for planning investigation activities for their students. Relevant information and exemplars can be found in the following website:

<http://www.hkedcity.net/article/project/pspe/archive.phtml>

Schools can also refer to the information on the Young Scientists Award Scheme website of EDB:

<http://www.edb.gov.hk/index.aspx?langno=2&nodeID=4298>

Moreover, teachers can refer to the EDB Depository of Curriculum-based Learning and Teaching Resources (General Studies) website for more exemplars and relevant links for investigative activities about science :

<http://www.hkedcity.net/edb/teachingresources/project/?p=science>

Some examples of investigation are also provided below:

### **Example 1**

#### **Hands-on and Minds-on Science Activities - Enhancing science learning experience**

- ❖ Teachers can enrich their lessons and extend students' learning by introducing some simple and safe model-making activities or activities suggested in the Young Scientists Award Scheme. These activities are developed to fit into the present GS curriculum and are intended to stimulate an on-going interest in the study of science and promote science-learning activities at classroom level.
- ❖ The model-making activities can be employed as teaching resources to introduce a new topic, as consolidation exercises after a topic, or as starting material for scientific investigation. While the activities suggested in the Young Scientists Award Scheme are of various types and the level of difficulty varies from individual information search to guided scientific investigation, teachers may choose and adopt those that they like to suit the characteristics of their students and their school setting.
- ❖ Through engaging in these activities, students gain precious hands-on experience in science and technology. Their curiosity, creativity and investigative spirit are cultivated. Students' communication, collaboration and study skills are also developed.

## **Example 2**

### **Thematic Science Day in Primary Schools - An open and flexible framework for promoting science at primary level**

Schools are recommended to create curriculum space by spending about 80% of the total learning time for GS on core elements and flexibly arrange the remaining 20% to cater for the interests and needs of students. The following is a description of how a school runs a thematic science day:

- ❖ Science day with different themes are conducted in the school campus. A series of investigative activities are held to provide students with extended science learning experience
- ❖ Teachers and parents take part as tutors or group leaders in the programme. In some occasion, secondary school students are invited to participate as helpers. The above mentioned programme successfully unites the efforts made by different stakeholders. It also provides them a chance to share opinions and experiences.
- ❖ Some schools have modified the activities in accordance with students' ability and interest. They also co-organise school-based Science Day with neighbouring secondary schools. Besides, there are schools running science camps in which students can carry out investigative activities at their own pace, thus exercising their imagination and creativity. There is room for them to learn in a distinct learning environment. They could seek solutions through peer collaboration, thereby developing responsibility and ownership for their learning.
- ❖ Schools can take part in scientific investigation activities held by different tertiary institutions. They can also collaborate with other schools to run a Thematic Science Day.

Apart from the above, teachers can apply the “design cycle” in planning for technology learning activities, whereby students are charged with a problem in which they have to manipulate materials, resources and equipment available to meet perceived needs. An illustration of the “design cycle” is given in **Appendix 1**.

Examples of other technology learning activities are available in the website of EDB – General Studies for Primary Schools at <http://www.edb.gov.hk/index.aspx?nodeID=2822&langno=1>

### ***(iii) Service Learning***

Service learning provides authentic learning experiences for students to learn through active participation in thoughtfully organised services. Through service learning, students conduct self-reflection on what they learn and how they learn. In the learning process, students have ample opportunities to develop communication skills, creativity and critical thinking skills. Students’ positive values and attitudes, such as responsibility, perseverance, respect for others and commitment, can be better developed in real settings. They can also organise and apply their knowledge in GS.

Service learning should not be merely treated as community service, educational visit or co-curricular activity. It should comprise the following elements:

#### **❖ *Training***

Students should have training opportunities relevant to the context and nature of the service so that they are well prepared to meet the challenge. Training can be conducted by the teacher or the organisation involved. Students should acquire the knowledge (e.g. how blind people manage themselves in daily life) and skills applicable to their service (e.g. wrapping of gifts for the elderly, searching for information on the mentally handicapped on the Internet).

❖ **Service**

Students apply what they have learnt in the real setting.

**Examples of service learning**

Key Stage One:

- ❖ in themes related to "family", students design and draw greeting/ Christmas cards and present them to relatives of the older generation or elderly people in old people's homes;
- ❖ in learning about Chinese festivals such as the Mid-Autumn Festival, students donate pocket money for the buying of moon cakes and fruits for people in need.

Key Stage Two:

- ❖ in exploring themes related to "global issues", students take part in activities such as "Famine 30 Hours" and "Hunger Banquet" organised by voluntary agencies such as World Vision and Oxfam Hong Kong (with parents' consent and involvement);
- ❖ when discussing current issues about natural hazards or accidents, students can participate in activities like fund-raising to show their care to the victims;
- ❖ in themes related to environmental education, students take part in tree-planting and environmental conservation activities organised by government departments or environmental groups.

❖ **Reflection**

Students reflect on their learning process, including conceptualisation of knowledge, evaluation of learning experiences, change of beliefs, etc. From the experiences gained, they can further investigate in areas such as the roles and responsibilities of individuals in the community.

❖ **Recognition**

Students' efforts in planning and implementing the service should gain recognition from the community, school, parents and peers. For example, schools can provide opportunities for students to share their experiences with schoolmates in an assembly. The organisation



involved may issue certificates of appreciation to students in recognition of their service.

Service learning can also be made part of the school curriculum and designed as a cross-KLA activity.

### 4.3 Other Key Tasks

#### 4.3.1 Moral and Civic Education

There is a close relationship between GS and moral and civic education. To “help students maintain a healthy personal development and become confident, rational and responsible citizens” and “develop a sense of national identity and be committed to contributing to the nation and the world” are two of the major aims of GS curriculum.

#### Strategies to promote moral and civic education through GS

**(i) *Promoting moral and civic education through learning and teaching of the subject:***

For example, teachers can help to nurture a sense of national identity in students by helping them to understand and appreciate the developments and achievements of the Chinese in aspects such as history, literature, science, sports and art. Teachers can also organise a variety of learning activities to facilitate the development of positive values and attitudes relevant to moral and civic education.

#### **Examples**

- ❖ Arranging small group discussions where students are encouraged to share experiences and learn to appreciate different views.
- ❖ Providing opportunities for students to discuss the importance of carrying out one's responsibilities in school.
- ❖ Assigning tasks to students requiring collaborative effort through which values and attitudes, such as responsibility, respect for others as well as perseverance can be developed.

***(ii) Incorporating moral and civic education in life-wide learning:***

**Examples**

- ❖ Participation in an outdoor excursion project, engaging in a project on scientific investigation, etc. will help develop in students the value of perseverance in spite of difficulties.
- ❖ A visit to the museum and exhibition of Chinese arts with supporting learning activities could arouse students' interest in appreciating Chinese culture.
- ❖ A visit to the Golden Bauhinia Square to watch the national flag hoisting ceremony will help enhance students' sense of national identity.

***(iii) Providing opportunities for students to develop priority values such as respect for others, care for others, responsibility and commitment in action (e.g. service learning) :***

**Examples**

- ❖ Inviting senior students to become the “big brothers and sisters” of the primary 1 students, so as to strengthen their sense of belonging to the school and nurture a caring attitude.
- ❖ A service project to the Home for the Aged or community centres, etc. can be arranged for students to develop a sense of service to the community and responsibility.

***(iv) Using a life event approach: A school with a strong moral mission can strengthen values education in GS by using a life event approach.***

**Examples**

By using the event on "getting dressed up oneself", the teacher could lead students to reflect on

- ❖ the importance of a simplistic lifestyle
- ❖ the relationship between a healthy self-concept and the clothes one wears
- ❖ personal choice versus peer influence

With the use of an event such as "facing illness", teachers can help students to learn to

- ❖ face adversity in life in a positive way
- ❖ appreciate the importance of healthy living
- ❖ value life
- ❖ critically examine/ evaluate the allocation of resources to medical and health services in society

For details, please refer to the examples of teaching plans in the EDB "Life Event" website at

<http://www.edb.gov.hk/index.aspx?nodeID=2919&langno=2>

Moreover, teachers can also help students to develop positive values and attitudes through their interaction with students. An open learning atmosphere helps to nurture students' moral and civic values. In order to implement moral and civic education successfully, schools should formulate strategies according to the direction of whole-school curriculum development, and let all teachers and students participate actively. For details of curriculum framework in Moral and Civic Education, please refer to Appendix 2 or the following website:

<http://www.edb.gov.hk/index.aspx?nodeID=7109&langno=2> .

#### 4.3.2 *Reading to Learn*

Reading is an important tool for life-long learning and whole-person development. It helps develop thinking skills, enrich knowledge, enhance language proficiency and broaden life experience. Teachers can make good use of reading in GS to promote independent learning capabilities. Students can be encouraged to read books other than textbooks, to find information on their own about topics of interest not covered in school and to share their findings with their friends and fellow students.

Moreover, as knowledge is rapidly expanding and changing, information in GS textbooks can become quickly out-of-date. Students should be aware of new developments and changes related to their studies through reading to learn. Wide reading can also help to cultivate an open attitude towards different opinions, ideas, values and cultures. Teachers can refer to the List of Reference Books for General Studies for Primary Schools in the EDB – General Studies for Primary Schools website at

<http://www.edb.gov.hk/index.aspx?nodeID=2822&langno=1>.

Teachers should also encourage students to read and share their reading experience.

GS teachers can help to develop reading to learn in students through a wide range of learning activities:

### **Examples**

- ❖ In teaching themes related to Chinese history and culture, teachers can ask students to read reference books concerning historical figures, who have impact on Chinese History, and their stories. They can then report their reading in different ways, e.g. verbal report, painting, role-play, writing.
- ❖ Ask students to search out information from various sources such as the library or the Internet for conducting projects or scientific investigations. Librarians can also provide students with reading materials and training on information skills.
- ❖ Ask students to search for news relating to the theme/ topic/ unit they study and report them to the class, write summaries or comments on them.
- ❖ Conduct a class discussion/debate on a topical issue based on students' reading of newspapers.
- ❖ Ask students to do demonstrations based on the reading of manuals (e.g. preparing a dish, making a simple gadget).
- ❖ Organise an inter-class reading quiz/ competition based on assigned readings of GS-related materials.

Schools should encourage reading across the curriculum. The collaboration of different subject panels in promoting reading across the curriculum do not merely improve students' ability to read, but also broaden their horizons and strengthen their thinking capabilities. This will help them construct knowledge effectively and build up positive values.

### 4.3.3 *Information Technology for Interactive Learning*

With teacher guidance, IT can become an effective tool through which students can learn. It can support a more student-centred pedagogy inside and outside the classroom. Students can use the Internet for searching out information and resources. IT also allows students to collect, process and present information efficiently when doing projects or conducting investigations.

At present, using IT in the learning and teaching process of GS is becoming more and more common. Schools should adhere to the suggestions in The Third Strategy on IT in Education, “Right Technology at the Right Time for the Right Task”, so as to enhance the effect of using IT for interactive learning. Please browse the following website for details :

[http://edbsdited.fwg.hk/3ITED/index\\_e.html](http://edbsdited.fwg.hk/3ITED/index_e.html)

Teachers are encouraged to use a variety of student-centred learning strategies (e.g. project learning) so that students are provided with opportunities to use IT to acquire and construct their own knowledge. Opportunities should also be given to students to organise and present their ideas or assignments with the support of IT in class, so that the use of IT skills becomes a useful means to learning and sharing knowledge and not an end in itself.

There are many learning and teaching activities that will develop students’ IT skills in GS.

There are examples of different learning strands provided in EDB “Depository of Curriculum-based Learning and Teaching Resources” website at <http://www.hkedcity.net/edb/teachingresources/pri/gs>

Teachers can decide how to use these resources based on the facilities and cultures of the schools.

## **4.4 Homework for Students**

### 4.4.1 *The Purpose of Homework*

Meaningful homework should help students to construct knowledge, develop deeper understanding of and connections among the concepts learnt, and provide an opportunity for them to apply the skills acquired. It also reflects students’ attitudes in learning. Meaningful homework should be designed to:

- ❖ achieve learning targets or objectives in the GS curriculum appropriate to the level of students

- ❖ consolidate students' learning outside formal class time
- ❖ help students understand their own progress and identify areas for improvement
- ❖ extend classroom learning and prepare students for new learning
- ❖ assess students the knowledge they have acquired and the skills, attitudes and values they have developed
- ❖ allow parents and schools to work together to find ways to help students improve or to develop their potential further

#### 4.4.2 *Setting Meaningful Homework for General Studies*

##### **(i) Some general principles**

- ❖ Homework for students should be in line with the enquiry-based approach to learning and teaching of GS. The emphases are put on stimulating students' interest and enhancing enquiry elements in learning.
- ❖ Dictation is not encouraged in the learning and teaching of GS. Teachers should avoid turning homework into dictation assignments for students. Students should be engaged in interesting and challenging tasks through which generic skills and positive values and attitudes can be developed.
- ❖ Pen and paper assignments should not be the only type of homework for students. Teachers should avoid relying solely on the GS workbook produced by the same publisher of the textbook as the only source of homework for students.
- ❖ Teachers should consider the needs and interests of students at different levels when setting homework. For example, students of lower primary classes may use drawings or simple diagrams and oral presentation instead of writing to express themselves in learning topics such as "emotions" and "use of leisure".
- ❖ Parents can be involved in students' homework to help improve their children to learn more effectively. For example, students may be asked to record their time spent on exercise and rest in a week. Parents can play a part in helping to observe whether their children have

developed healthy living habits in this respect. This not only allows parents to know better what and how their children learn but also enables teachers to know how students have applied what they have learnt in real settings.

- ❖ Teachers should consider the family background of students when deciding on the type of homework to be assigned. This applies particularly to homework which involves the use of IT and project learning, of which students are required to purchase specific equipment/materials or pay for visits/excursions. Teachers should ensure that no students are under-privileged on doing their homework due to their family background.
- ❖ Appropriate amount of homework should be assigned to keep students inspired and wanting to do homework. It should not overburden students, or be used as a punishment. Teachers are requested to refer to Booklet 8 of the ***Basic Education Curriculum Guide - Building on Strengths*** (2002) concerning the amount of homework to be given for students.
- ❖ There may be short-term or long-term assignments. Short-term assignments usually help students review and practise what has been covered in class or prepare for a new lesson. Long-term assignments such as projects require students to plan their pace of work, delve into issues that interest them, and integrate information, ideas and views.

***(ii) Types of homework in terms of their functions***

- ❖ For consolidation of learning:  
This type of homework helps students to reinforce what they have learnt and apply knowledge and skills in similar situations to deepen understanding. It may include interpretation of information, observation and recording of data/changes, e.g. of weather conditions after learning about “the seasons”. Routine mechanical repetition such as copying information from textbooks or other sources does not serve the purpose. Some open-ended questions and hands-on activities should be included to help students construct knowledge and develop creativity.
- ❖ For extension of learning:  
This may include students’ self-learning of a new topic related to

themes covered in class, reading a book and reporting to others, and conducting in-depth study of a topic or an issue. For example, after learning about electricity, students are given the homework of designing and making a battery-operated toy car. Students of higher ability may even go further to identify a topic of their own interest and design simple experiments to illustrate different effects of electricity on the functions of the toy car.

- ❖ **As preparation for new learning:**  
Teachers can ask students to collect information from different sources in order to prepare themselves for the study of a new topic, e.g. searching for information on the problem of traffic congestion or housing problem in Hong Kong, organising and presenting it to the class. Students can also deliberate on the focus questions for project learning.
- ❖ **Multiple functions:**  
Project learning as homework for individuals or for groups helps to integrate different tasks and skills in the GS context. Teachers may refer to Booklet 3C of the *Basic Education Curriculum Guide - Building on Strengths* (2002) or Section 4.2.2 of this chapter on details of project learning.

#### 4.4.3 *Guidance and Feedback on Homework*

- ❖ Teachers should provide clear instructions and guidelines on what is expected of students when assigning homework.
- ❖ Students should be given sufficient time for completing the homework.
- ❖ Clues may be provided to students who have difficulties in completing the tasks.
- ❖ Parents or guardians can be informed of the extent of participation they are expected to give to their children in doing homework, in particular for projects. In case students persistently fail to do homework, teachers should take prompt action in collaboration with the parents or guardians to solve the problem.
- ❖ Concrete and positive feedback is important in assisting students to review and improve their learning. Specific comments given timely, e.g. on-line



feedback to different stages of project work, are useful means to the end. Merely giving marks or grades to students' homework cannot show them how to improve.

- ❖ Peer and parent's feedback on homework may provide impetus for improvement. Through giving feedback to peers, students also learn to assess their own performance.

(For details of homework policy, refer to Booklet 8 of the *Basic Education Curriculum Guide - Building on Strengths* (2002))

#### **4.5 Life-wide Learning**

Life-wide learning refers to the learning that takes place in contexts beyond the classroom. The rationale for life-wide learning is that learning is often better brought about through direct experience in authentic environments. Life-wide learning adds to what can be provided in the classroom. Teachers can make use of community resources to make learning more meaningful.

Life-wide learning complements the curriculum and extends learning beyond the classroom. It helps students connect and apply the knowledge, skills and values acquired across KLAs. Community resources provided by government departments and non-government organisations should be utilised to enrich students' learning experiences.

Life-wide learning opportunities should play an important role in the learning and teaching of GS. Through life-wide learning, teachers and students can reach out to the community and even Nature at large. Self-esteem can be raised and students may work harder than usual on real-world challenges.

Examples of life-wide learning activities relevant to the GS curriculum include:

- ❖ information-gathering from a museum on a science or history topic,
- ❖ assisting in a home for the elderly when learning about local social services,
- ❖ visiting buildings or constructions such as the Tsing Ma Bridge when learning about transportation in Hong Kong/ science and technology in everyday life.
- ❖ visiting resource-based learning centres as illustrated in the following example:

## **Example**

### **Learning Beyond Classrooms - Life-wide Learning**

- ❖ Students gain precious learning experience through visiting resource-based learning centres, such as Ocean Park, Kadoorie Farm, the Science Museum, the Space Museum and the Hospital Authority's Health Info World.
- ❖ During the visits, students can experience, introspect and relate to the knowledge they learned in the classroom to supplement their classroom learning experience.
- ❖ Ocean Park and Kadoorie Farm provide guided educational visit programmes for primary and junior secondary students to make direct contact with wildlife, thereby arousing students' awareness in ecology and nature conservation. This fosters a caring attitude in them towards plants and animals.
- ❖ The Science Museum and Space Museum offer comprehensive exhibits conducive to the learning of science and space science. They provide interesting hands-on activities that bridge scientific knowledge learned in the classroom and real-life situations. Students may gain first-hand experience in observation and data-recording in performing simple investigations. Their curiosity and interest in science are nurtured through such hands-on and minds-on activities.
- ❖ The Health Info World has built up good connections to various organisations in the health and medical field. It is also equipped with a library of patient associations in Hong Kong and can provide a wealth of resources for students on learning about health-related topics in the curriculum.

### **Points to note when planning life-wide learning:**

- ❖ The place to be visited should be related to the theme being studied, not simply because it will entertain the students.
- ❖ Preparation work, e.g. a pre-visit/ pre-trip and the designing of worksheets/ information sheets, is necessary to motivate learning.
- ❖ When organising visits and community services outside the school, teachers should have thought through administrative arrangements such as transportation, funding, manpower and time availability. The school timetable may have to be altered to provide sufficient time for the visit.
- ❖ The services provided at the venue (e.g. guides) should be fully made use of.
- ❖ Teachers should take precautions to ensure students' safety. When teachers are planning activities, they should refer to The General Studies Safety Handbook at [http://www.edb.gov.hk/FileManager/TC/Content\\_2853/gs\\_safety\\_2010\\_final.pdf](http://www.edb.gov.hk/FileManager/TC/Content_2853/gs_safety_2010_final.pdf)
- ❖ Expensive life-wide learning activities should be avoided unless they can be shown to be particularly effective.
- ❖ To overcome manpower constraints, teachers may solicit parents' support in conducting the learning activities where appropriate.

Exemplars of schools about GS can be found in the EDB Life-wide Learning website at

<http://www.edb.gov.hk/index.aspx?nodeID=3110&langno=1>

## **4.6 Catering for Learner Diversity**

Students' needs are different due to divergence in background, abilities and interests. Different learning and teaching strategies are therefore required to cater for these differences. Teachers should take learner diversity into consideration and take appropriate action to help different learners to learn. This can be achieved through effective curriculum planning and adopting a range of learning and teaching strategies and assessment modes.

### *4.6.1 Adapting the Flexible Curriculum*

The curriculum can be appropriately adapted to suit students of different needs, interests, abilities, experiences and learning styles. Teachers can develop themes to cover the core elements for students of average abilities, and provide extension themes and activities for students of higher ability. It is not necessary to cover everything in the textbook. For example, when studying a topic on “Transportation in Hong Kong”, according to the learning objectives set, students are expected to understand the different types of transport and safety rules. For students with higher abilities, the objective can be extended, so that students are asked to investigate transport problems in Hong Kong and suggest methods to solve them.

Higher-order skill development may be brought about by providing opportunities for students to think, co-operate, analyse and solve problems. They are also encouraged to look into current issues and problems in Hong Kong and to develop a concern for these. Values education can be promoted through this.

#### 4.6.2 *Specific Strategies*

Every student is different in cognitive and affective development. Teachers are encouraged to make use of a spectrum of intelligences and multi-sensory experiences to tap the different potential of students. Teachers can:

- ❖ employ appropriate learning and teaching strategies to help students develop their multiple intelligences and generic skills. For example: students can play different roles according to their abilities when doing a project or other collaborative learning activity, e.g. those with leadership can serve as group leaders, and students with different talents (such as students with IT or drawing skills) can all contribute to the project;
- ❖ demand a higher level of performance from more able students or assign more challenging activities to them. With students of lower ability, the teacher should give them tasks that they are capable of doing to build up their confidence and self-image;
- ❖ employ different ways (e.g. provide clear explanations and instructions, give constant feedback and use IT) to enhance interactive learning;
- ❖ make use of flexible grouping according to the nature and purpose of the activity being carried out (e.g. split students into different groups for

collaborative project learning);

- ❖ when providing students with tasks and exercises, vary the amount and style of support;
- ❖ design tasks and exercises of different levels of difficulty according to students' individual learning differences;
- ❖ adjust the pace of learning and teaching according to the speed of learning and ability of the students.

#### 4.6.3 *Differential Assessment*

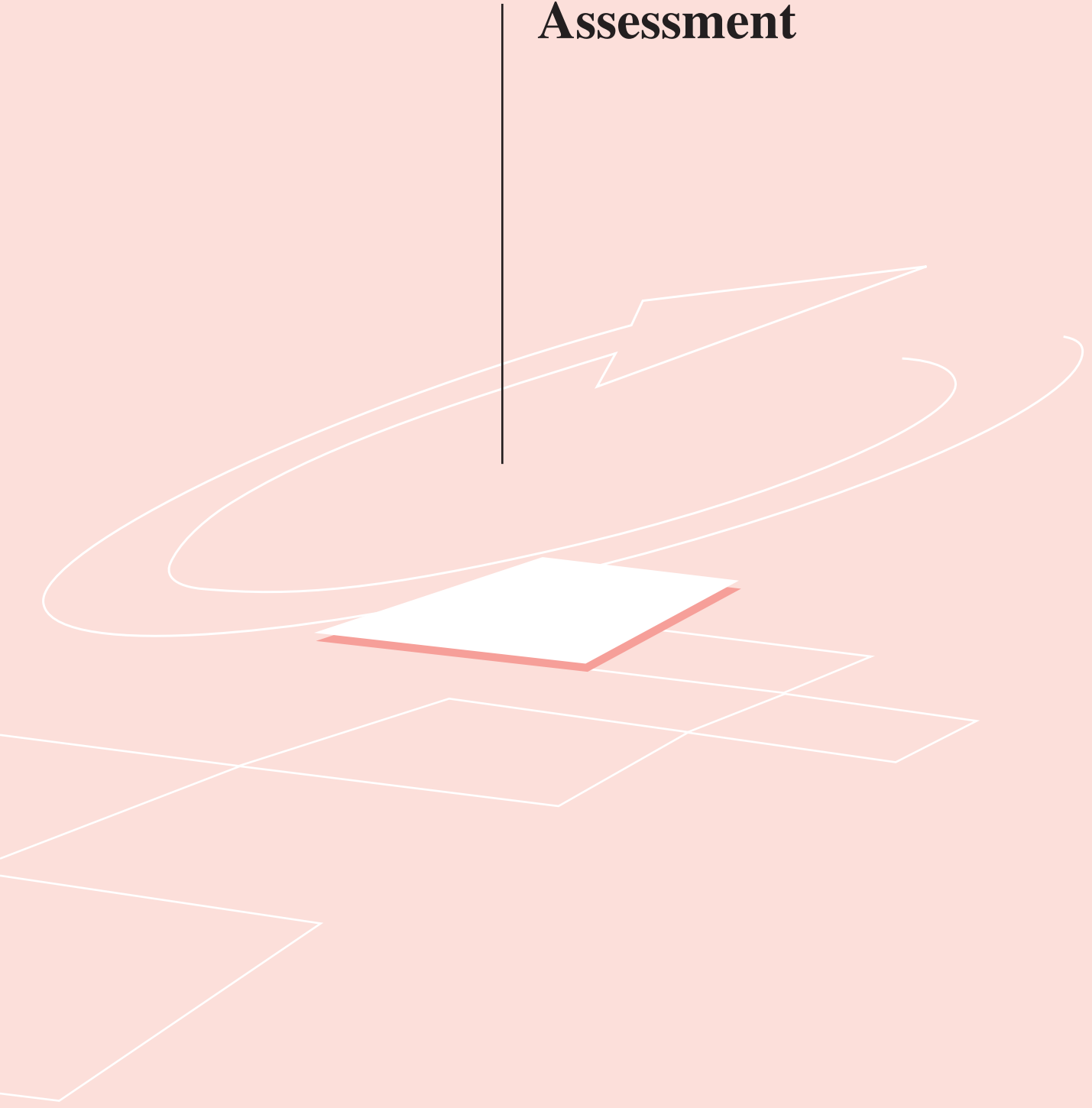
- ❖ There is no need for a school to have standardised assessment if the students' abilities are wide-ranging. Constant failure, with no recognition of any personal achievement, will de-motivate weaker students. Schools can devise effective assessment policy and practices that allow for some differences in content reflecting the notion of core and extension, a range of modes of assessment, and different levels of performance among students.
- ❖ Formative assessment should be used frequently to provide effective feedback in and beyond the classroom. Homework assignments should consist of a range of activities to develop students' different potentials. Different types of assessment (e.g. portfolio, observation, oral questioning) can be used to help students identify their strengths and weaknesses and for teachers to decide on the appropriate learning and teaching strategies for them.
- ❖ Regardless of their ability, students should be helped to develop the necessary skills to assess and monitor their own learning through self-assessment. Peer assessment should also be encouraged.

### **4.7 Areas of Concern and Suggestions for Improvement Measures**

The constraints confronting teachers may be many, some related to the school system and some related to the administration of the subject panel. However, it will be acknowledged that improvement can always be brought about. **Appendix 3** provides a summary of the major areas of concern and some suggested improvement measures.

# Chapter 5

## **Assessment**



# Assessment

Assessment is the practice of collecting and interpreting evidence of student learning. It is an integral part of the learning-teaching-assessment cycle rather than a separate stage at the end of teaching. Assessment includes collection of evidences of student learning, information interpretation and evaluation on student performance. It can provide feedback to students, teachers and parents. The functions of assessment are :

- ❖ to support and improve learning
- ❖ to provide feedback to curriculum development
- ❖ to let parents understand the learning situation of their children

## 5.1 Principles to Guide Actions for Assessment in General Studies

### 5.1.1 *Comprehensive Assessment*

Assessment should provide information on students' learning in relation to the learning targets and objectives of the curriculum. To ensure that assessment in GS is in line with the enquiry approach, teachers are advised to make frequent reference to the learning objectives in the GS curriculum framework, not only on knowledge and understanding but also on skills, values and attitudes.

### 5.1.2 *Diversified Assessment*

Learning of GS is closely related to students' daily life. It is important for teachers to make use of formative assessment to find out students' readiness for new themes and skills, and diagnose on any possible problems that may affect their understanding. Teachers should adopt different modes of assessment, e.g. observations, oral questioning, student opinions and interest surveys. Over-reliance on pen and paper tests should be avoided as they cannot adequately assess students' performance over all the learning targets and objectives. Moreover, schools should encourage different stakeholders to participate in the assessment.

### *5.1.3 Assessment with Emphasis on the Learning Process*

Learning is a continuous process. Therefore, assessment should not merely focus on the learning outcomes, but also student performance in the learning process. Teachers should take into consideration the prior knowledge and previous learning experiences of the students when setting assessment tasks.

### *5.1.4 Quality Feedback*

Positive and constructive feedback is of great benefit to student learning. Qualitative feedback can provide concrete information for students to know their strengths and weaknesses. Timely feedback helps students understand their own learning process and make improvement. Teachers can also provide suitable support so as to strengthen student learning.

## **5.2 Formulating Assessment Policy for General Studies**

Schools are encouraged to devise their assessment plans for GS by taking the following into consideration:

### *5.2.1 Setting Clear Assessment Goals*

Schools should ensure that clear assessment goals in line with the GS curriculum framework are set for development.

### *5.2.2 Catering for Students' Needs and Abilities*

Schools should consider the needs and abilities of their students. Emphasis should be put on finding out what and how students think, probing students' higher-order thinking skills, and on creativity and understanding of concepts rather than on rote memorisation of facts.

### *5.2.3 Adopting Diversified Strategies and Modes of Assessment*

Diversified modes should be used to assess students' performance in knowledge, generic skills and values and attitudes relevant to specific requirements of the six strands. Teachers should also decide on how feedback is provided for students, e.g. oral or written, marking and recording.



#### 5.2.4 *Effective Use of the Assessment Data*

Assessment data should show clearly the learning process (how students learn) and learning achievements (what have students learnt and what they haven't learnt). Through data analysis, teachers do not merely know the learning performance of students, but also whether their learning goals are achieved, and if the teaching strategies and learning activities are able to help students with their study. This information can help schools to improve and revise the curriculum, thus promote learning.

#### 5.2.5 *Recording Students' Achievement*

Recognition should be given to students who excel in different aspects of learning. Schools should develop an appropriate format to record students' achievement in knowledge, skills and attitudes.

When schools are formulating the assessment policy of GS, they can refer to Booklet 5 of the *Basic Education Curriculum Guide - Building on Strengths* (2002).

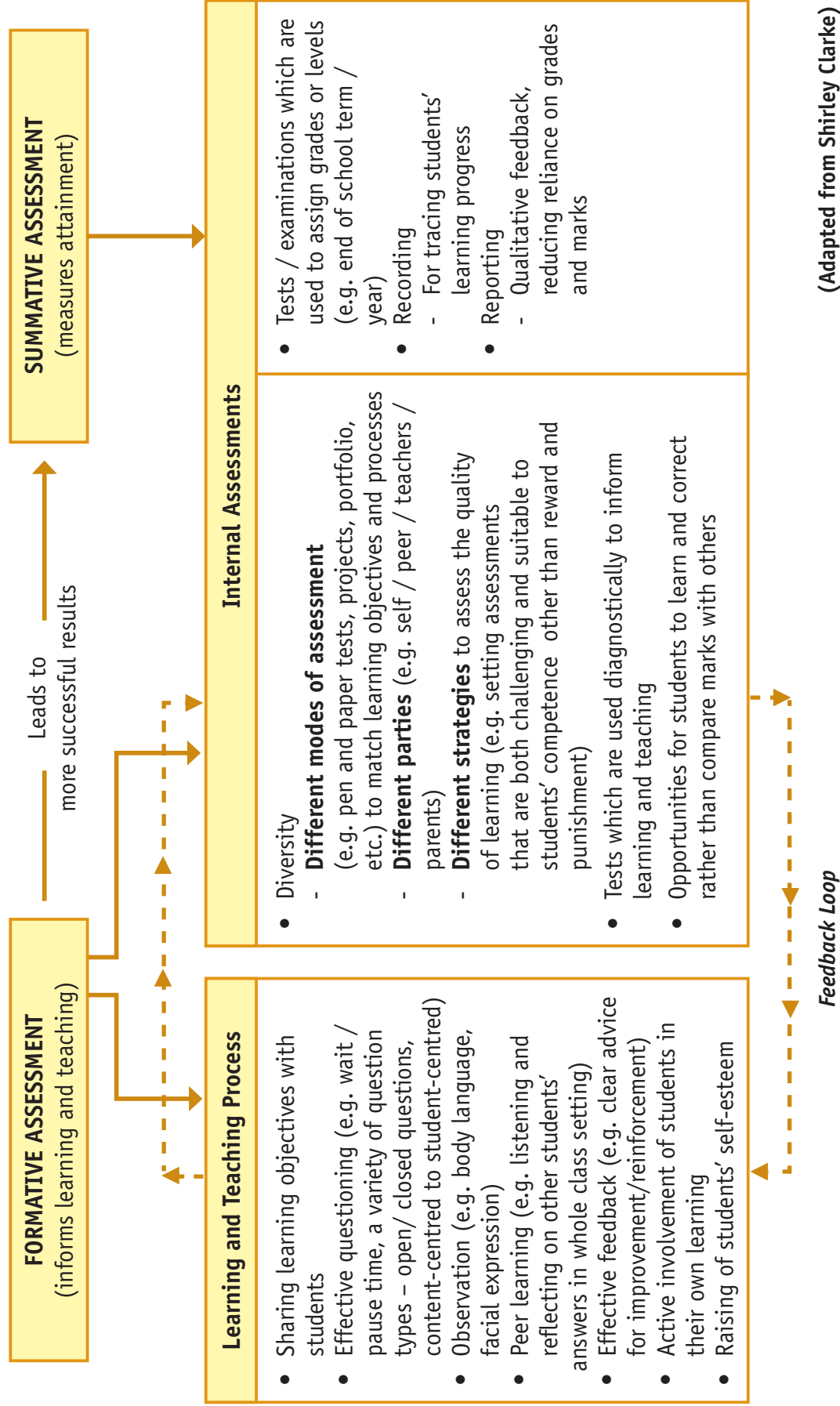
### **5.3 Modes of Assessment**

Assessment can be broadly categorised into two types: formative assessment and summative assessment.

Formative assessment can be used during everyday lessons and summative assessment is always used at the end of a teaching unit or a school term or school year. In order to bring about improvement in learning and teaching, it is essential that any assessment be aligned with the objectives, content and process of learning and teaching. Formative assessment needs to be strengthened in schools to serve as a diagnostic tool to help improve student's learning.

Formative assessment and summative assessment serve different purposes but they complement each other. Both of them should be used to form a comprehensive profile of student learning. The relationship between formative assessment and summative assessment in GS is illustrated in Figure 2.

Figure 2 A FRAMEWORK OF ASSESSMENT PRACTICES FOR GENERAL STUDIES



(Adapted from Shirley Clarke)

Feedback Loop

### 5.3.1 *Formative Assessment*

Formative assessment emphasises the performance in the learning process as well as the learning progress; the aim is to promote assessment for learning. It is a day-to-day on-going process. It should be carried out on a continuous basis through various techniques such as oral questioning, observation of students' performance, assignments, and various kinds of learning activities such as project work, investigation etc. Written tests can also be used for a formative assessment purpose, but specific comments and feedback should be provided to students. Assessment integrated with learning and teaching provides feedback to teachers for making decisions about what should be done next to enhance students' learning. Based on the feedback, teachers can adjust their teaching plans and strategies.

### **Different Modes of Formative Assessment**

#### **(i) *Portfolio***

Portfolio assessment is a way of documenting students' learning and keeping records of students' work as they progress throughout the year. During the process, students make their own judgement and select the artifacts such as observation sheets, questionnaire and interview results that best meet the criteria for excellence and personal improvement.

The portfolio provides evidence of a student's achievement of specified competencies, such as search and organisation of data in GS, and information on the level of understanding, such as concept development in scientific investigation, the student's thought processes such as in analysing a social issue and the need for remediation, consolidation or extension work. It also allows students to discuss their achievements and difficulties with their teachers, parents and peers.

#### **(ii) *Oral questioning***

Questioning can provide teachers with quick information on how students think in certain situations. Students' responses often provide clues to their strengths, weaknesses, understanding and misunderstanding. Teachers are encouraged to use questions targeting at a range of abilities, from those that require information recall to those that call for higher-order thinking. As the learning contexts of GS is closely related to students' daily life, teachers can select any topic, such as "a healthy diet" and design a range

of questions for assessing students' level of understanding and their attitudes/values towards the issue. A balance of both open-ended and closed questions should also be maintained. By allowing time for students to respond and listen carefully to their responses, teachers can identify students' strengths and weaknesses in learning. Questions or problems based on information unfamiliar to students are particularly useful in assessing students' mastery of social enquiry and scientific investigation skills. They help to reflect whether students can apply principles and concepts they have learnt to a novel situation.

**(iii) Teacher Observation**

While students are working in groups or individually, teachers can take the opportunity to observe and note aspects of their learning, e.g. their collaborative skills. When students are engaged in learning activities, teachers can observe the approaches students take to solve a particular problem and their attitudes to work, e.g. whether they have developed perseverance, independence, cooperation and willingness to address difficulties. Teachers can develop criteria and design checklists for individuals or for groups of students working together. In an enquiry classroom, for example, the teacher assesses students' process skills, attitudes and understanding of knowledge and concepts through observation, questioning and examining students' products. Feedback is also given to students to help them improve their learning.

**(iv) Peer Assessment**

This can be introduced for students to provide feedback and communicate with their peers about each other's work, thus helping to cultivate a collaborative learning culture.

**(v) Self-Assessment**

Based on the assessment criteria set by teachers and understood by students, students can be involved in evaluating their own work and reflecting on how well they have done and what improvements they can make. This will help them develop their reflective ability (**Appendix 4.1** provides an example of format used for self-assessment).

**(vi) Assessment by Parents**

As parents have close contact with students, they are in the right position to give comments on the performance of students, particularly those

related to the development of healthy lifestyles, communication skills and inter-personal skills. (An example including assessment by parents is provided in **Appendix 4.2** for reference)

***(vii) Project Learning to integrate different modes of assessment***

Project learning as a powerful learning and teaching strategy, provides also the contexts for assessing students' performance in different aspects of learning. It allows students to apply what they have learnt, and employ various skills and thinking processes, such as identifying problems, formulating hypotheses, designing and implementing strategies and evaluation. Different modes of assessment can be integrated for assessing project learning, and it should be noted that:

- ❖ Assessment should cover the learning process as well as the project products, including knowledge and skills (**Appendices 4.3, 4.4 and 4.5** provide examples of formats used for assessing students' attitudes in group work, their generic skills and project reports).
- ❖ Continuous feedback should be used to support project learning at different stages of development.
- ❖ Assessment of the process should be taken place in authentic contexts, e.g. when students are doing observation in field studies, in conducting interviews and in library search work.
- ❖ Feedback in the form of advice and specific comments related to different dimensions of learning from the planning stage is necessary to help students improve and revise their plans if necessary. Merely giving a single grade cannot serve the purpose.
- ❖ Teachers, students, parents and others can all be made responsible for assessment at different stages of the project.
- ❖ At the end of a project, a culminating event can be arranged for students to communicate, share and present their work to others (this may include parents). This provides teachers with an excellent opportunity to review and assess all students on what they have done (please see **Appendix 4.5** for illustration).

### 5.3.2 *Summative Assessment*

Summative assessment emphasises the measurement of student results, the aim is to assess learning outcomes. It is usually undertaken at the end of a unit, a term or a year. It provides information about what students have achieved within a certain period of time. Tests and examinations are commonly used in schools for summative assessment. As summative assessment is usually carried out when the learning and teaching process is over, it does not provide feedback of immediate use to students, and should not therefore be used as the only means of assessment.

#### **Points to note for summative assessment in GS**

Pen and paper tests have been widely employed as the major type of summative assessment in GS in most schools. However, reliance on this type of assessment has a narrowing effect on learning and teaching. Factual-recall questions in pen and paper tests need to be reduced. In the setting test/examination papers, teachers should:

- ❖ avoid setting only factual recall items. Rather, they should design test items that assess students' understanding of concepts, their problem solving ability and higher-order thinking skills.
- ❖ incorporate open-ended questions, which will stimulate students' thinking as there may be no single right answer. (An example is provided in **Appendix 4.6** for reference).
- ❖ align the question difficulty with the level of students, and the question types should match with the pre-set learning outcomes.
- ❖ set a desirable number of questions and suitable proportion of questions for each area to be assessed. The questions should not incline to a particular area.

In marking test/examination papers, teachers should:

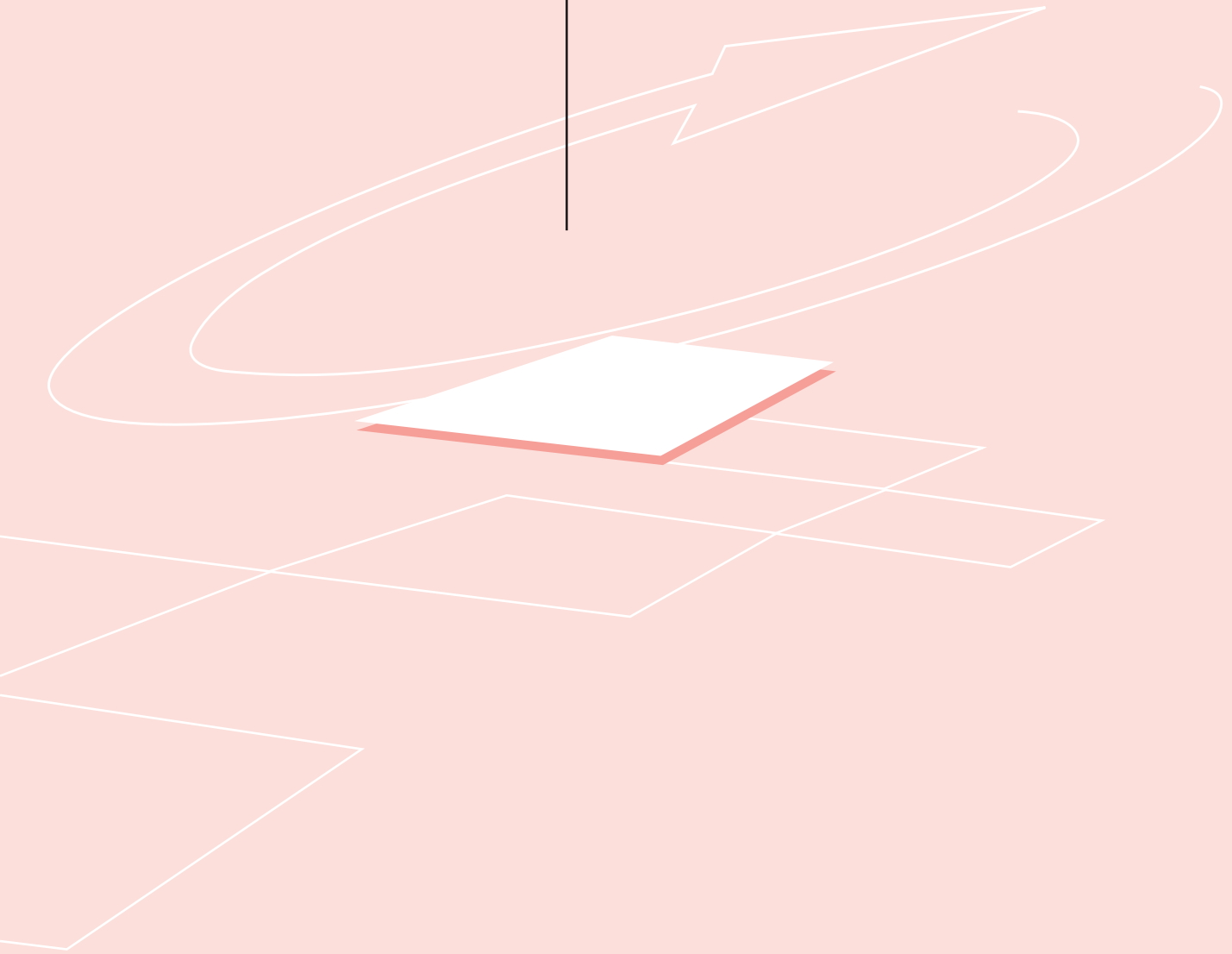
- ❖ be flexible and positive in marking. In some cases, students may give unexpected answers that are different from teachers' model answers. Teachers should accept students' answers if they are found to be reasonable and logically presented. Positive comments/feedback should also be provided to encourage creativity and critical thinking.

- ❖ analyse students' performance in tests and examinations, use the information for future planning of learning and assessment tasks, and for helping students to identify their strengths and weaknesses.

The timing and objectives of manipulation are the differences between formative and summative assessment. Teachers should strike a balance between these assessments and use them in conjunction with each other, so as to fully understand the learning needs of students, thus improving the curriculum, learning and teaching.

## Chapter 6

# **Learning and Teaching Resources**





# Learning and Teaching Resources

Resources refer to the whole range of sources of information on which students and teachers may draw for learning and teaching. In the learning process of GS, students are expected to engage in a wide range of hands-on and minds-on learning experiences. Effective use of resources can facilitate this process.

## 6.1 Functions of Learning and Teaching Resources

Learning and teaching resources provide sources of other learning experiences to students. In the learning or teaching process, these resources can enhance interaction between teachers and students as well as extending students' learning experience. If teachers are able to select and use suitable learning and teaching resources, they can help students construct knowledge, nurture generic skills, positive values and attitudes, thus laying the foundation of life-long learning.

## 6.2 Selection of Learning and Teaching Resources

There are various types of learning and teaching resources in GS: textbooks, reference books, newspapers, objects, multimedia resources, family and community resources, living experience of teachers and students etc. All of them can be valuable learning and teaching resources. Effective use of resources can arouse learning interest and also strengthen learning outcomes. The learning and teaching resources selected by teachers should be:

- ❖ able to meet the learning goals;
- ❖ able to enhance learning motivation and interest of students, enabling them to participate actively in learning activities;
- ❖ effective and precise in expressing messages and ideas;
- ❖ motivational and interactive that can facilitate discussion and extended investigation, helping students to learn independently.

Schools can purchase, borrow or produce learning and teaching resources themselves. Teachers can also search for resources with students together, e.g. recyclable materials disposed by households. Under many circumstances,

schools do not need to spend huge sums of money on purchasing learning and teaching resources. Teachers should consider the educational value of learning and teaching resources and the time needed to prepare these resources. For example, if it takes a long time to produce a visual aid that is used for three minutes, it may be better to use an alternative medium instead.

When teachers are choosing online resources, they should verify whether the information is correct, reliable and suitable for students. In addition, teachers ought to pay attention to the matters of intellectual property. They should avoid infringing copyright, and help students build up the awareness and practice of protecting intellectual property. Information about “copyright and education” can be found on the website of Intellectual Property Department: [http://www.ipd.gov.hk/eng/intellectual\\_property/copyright/copy\\_edu.htm](http://www.ipd.gov.hk/eng/intellectual_property/copyright/copy_edu.htm)

## **6.3 Commonly Used Resources**

### *6.3.1 Textbooks*

The textbook is the most commonly used resource in the classroom. Effective use of good textbooks can provide students with access to the knowledge they need.

Teachers should adapt textbooks and use the content selectively. Students’ understanding of concepts and the relationships between them are preferred to the memorisation of factual information.

No textbook can cater to the needs of all students in a class. It is necessary, therefore, for teachers to adapt textbooks and complement them with other resources to match the needs and interests of students. Instructional materials can be developed from textbook content and from elsewhere to meet their needs. Both students and teachers can add further information from other sources, or replace the textbook content with newspaper clippings or students’ life events, for example.

Schools should select textbooks carefully to be as close a match as possible to the needs, interests and abilities of students as well as the teaching styles of teachers. While selecting textbooks, teachers should refer to the **Recommended Textbook List, Guiding Principles for Quality Textbooks** and the Schools Circular Memorandum on **Notes on Selection of Textbooks and**

**Learning Materials for Use in Schools** issued by the Curriculum Development Institute in the website of EDB:

<http://www.edb.gov.hk/index.aspx?langno=1&nodeID=2417>

### 6.3.2 *Workbooks and Worksheets*

Workbooks and worksheets are commonly used as supplementary materials. However, they should only be used when the exercises are related to the actual learning that has been undertaken in the classroom and where they encourage students to think. Teachers should not set too many exercises and should consider their purpose and their readability carefully before using them.

### 6.3.3 *Reference Books and Other Printed Materials*

Appropriate reference books, magazines, newspapers, information leaflets, brochures, maps and posters may complement the content of textbooks by providing examples of phenomena or events related to textbook content, by summarising or clarifying messages, by bringing textbook content to life, by adding extra information to a topic, by providing extra exercises or problem-solving activities, by showing the relationship between old and new topics, or by presenting topics not covered in the textbook. In project learning activities, students can search for materials from these sources. Using such printed materials will enhance students' reading abilities.

### 6.3.4 *Multi-media Resources*

Multi-media resources provide access to latest information (e.g. spot news) and create special effects (e.g. animation). A wide variety of multi-media resources can be used in the learning and teaching of GS. Teachers can provide students with multi-sensory experience and diversified learning experience.

#### ❖ ***Audiovisuals***

Audiovisuals can supplement the insufficiency of textbooks. Things such as concrete objects, models and toys help provide authentic learning experience. Pictures, photos and videos help bring scenes from outside into the classroom. Audiovisuals also bring sounds from outside into the classroom (e.g. sound of birds) and can be used to train students' listening abilities. Moreover, audiovisuals can be used as a channel to disclose information (e.g. video clippings of weather report) and materials for self-learning (e.g. students record how their classmates interview tourists with camera, and then analyse the information they have collected).

Educational Television (ETV) is a commonly used resource to supplement GS learning. An ETV programme should not be treated, however, as an isolated unit of learning. Teachers should select appropriate episodes and familiarise themselves with the teachers' manual. A preview of an ETV programme is important so that the teacher can provide students with background information on the topic, identify the parts that students may enjoy most, and those which they may find difficult, for follow-up activities. Where appropriate, the teacher should stop the programme for discussion or for prediction about the next episode/ key concept, skip irrelevant parts and repeat key sections. Follow-up activities might include such activities as eliciting key ideas shown, resolving unanswered questions, relating the material to concepts or the content of a textbook or other unit, stimulating students' creative responses.

Moreover, teachers can produce audiovisuals themselves to aid teaching, thus strengthening the efficiency of learning and teaching. For example, recording students' learning in action, allowing them to watch their performance and introspect their learning progress.

#### ❖ ***IT Tools***

Since information technology for interactive learning is one of the Key Tasks in curriculum reform, teachers should provide opportunities for students to use IT tools in GS. Students can search for information on the Internet or present their project findings by using computer software. Teachers can also use IT application tools for computer simulation activities to demonstrate the experimental process. In the process, teachers might guide student learning by IT tools, e.g. answering questions of students and giving suitable guidance through E-mail, or setting up discussion group as a learning platform, so as to help students construct knowledge and share learning experience and resources.

#### 6.3.5 *Community Resources*

Different organisations, facilities or people in the community can be utilised as learning and teaching resources that provide students with suitable learning experience and latest information. Community resources facilitate students to learn in real life situations, and to link learning with daily life. They make GS study more interesting, authentic and meaningful.

For ways to promote learning and teaching of GS using community resources, please refer to the example of “Learning Beyond Classrooms – Life-wide Learning” in Section 4.5 of chapter 4.

#### **6.4 Resource Management in Schools**

Schools should ensure that there is a rich variety of resources for GS and that they are well-managed.

Materials covering the curriculum should be collected, arranged, classified, displayed and updated if necessary. The teacher librarian can assist in the collection and display of resources, e.g. books, journals or any other information on topics taught. Schools can use the school library as an information centre, where students can develop their knowledge, as well as acquire the essential skills for reading to learn and handling information.

Schools usually have a resource room in which GS resources are stored. The room should be properly manned and maintained. There should be clear records of resources borrowed and returned. Teachers should establish the good practice of sharing resources. For example, they can collaborate to build up a resource collection in school. Schools can also upload the resources to their website or intranet if it is feasible. Teachers and students can share the resources and comment on their quality, as well as make suggestions on their usage.

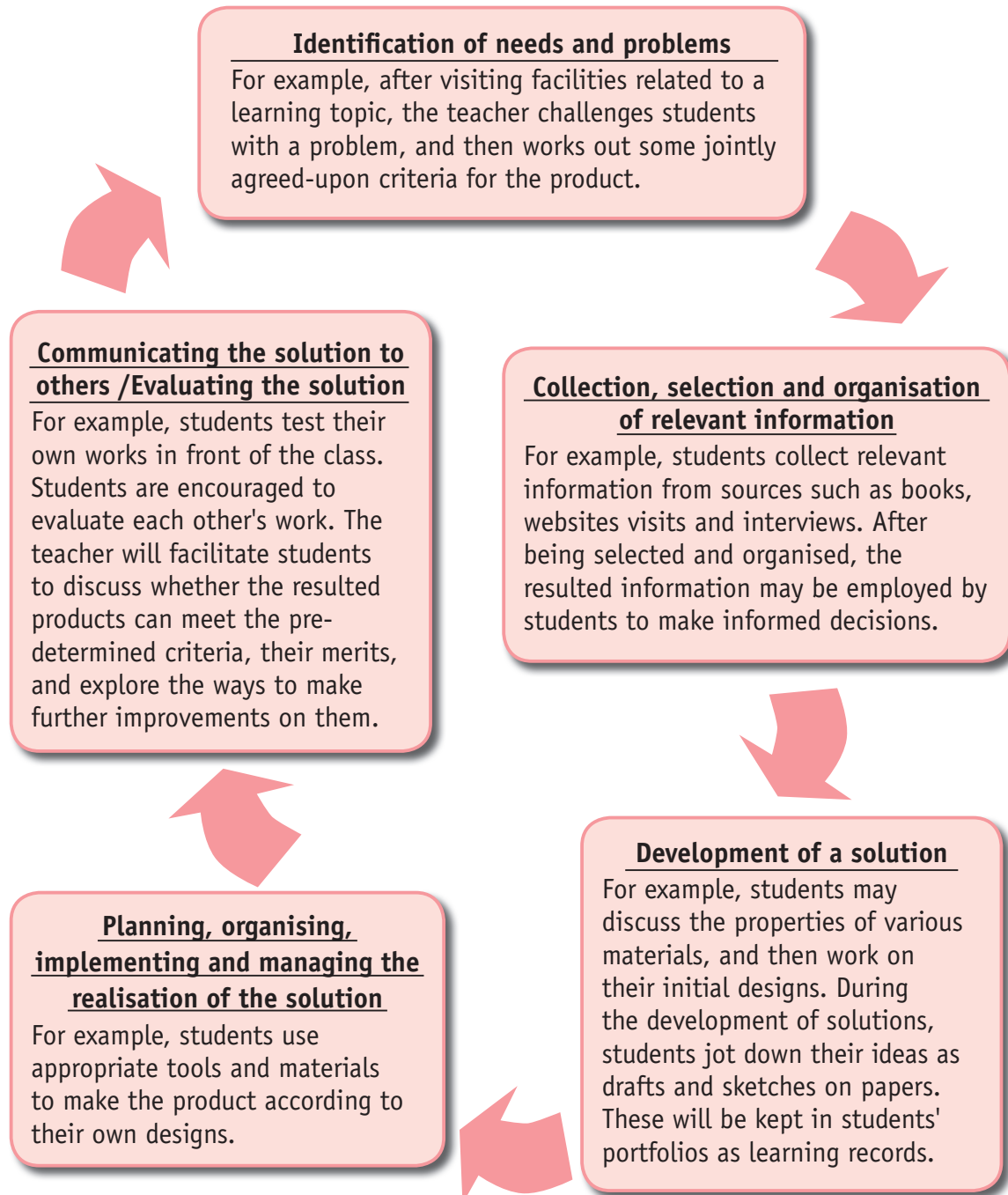
**Appendices**

**附錄**

## An Illustration of the Design Cycle

The "design cycle" comprises the following activities:

*\* In case of need, the teacher can arrange students to enter into the second round of the "design cycle". Students make reflections on their designs based on the data collected during the tests together with comments and advice from the teacher and peers. Then, students will try to make improvements on their works.*



In an actual technological problem situation, students may not go through all the activities nor to go through them in any particular order. In fact, in many cases there is no standard solution to a technological problem. Students will be encouraged to generate alternatives or multiple solutions to nurture creativity, and compare them critically to further enhance their critical thinking skills.

An example of technology learning activities involving the idea of design cycle is provided as follows:

### **An example of technology learning activities**

In themes related to “purification of water”, teachers can arrange the following learning activities for students:

- After visiting a local water treatment plant, the teacher challenges students with a problem: how to make use of limited resources (e.g. plastic bottle, sand, cotton and activated carbon) to produce a simple and economical water filter.



- Students discuss the properties of various materials in groups, collect relevant information, and then work on their initial designs.



- Each group uses appropriate tools and materials to make a water filter according to their own designs.



- Each group tests its own work in front of the class. The teacher facilitates students to discuss the merits of each water filter, and explore the ways to make further improvement on them.



- Each group makes reflection on their designs based on the data collected during the tests together with the comments and advice from the teacher and other groups. Then, each group tries to improve their own products.

Through engaging in the above activities, students will learn the knowledge and skills involved in making a water filter. They will also be aware of the fact that there could be various alternative solutions for one single problem. Furthermore, students’ generic skills such as problem-solving, study, critical thinking, creativity, numeracy, collaboration and communication skills will be developed through the activities.



### Assessment for “self-made water filter”

Continuous assessment should be conducted for technology learning activities. Students’ performance in preparation, implementation and concluding stages are equally important. The areas to be assessed may include the learning process, the learning outcomes and generic skills.

The suggested assessment items are as follows:

Performance Assessment Items	Excellent	Good	Satisfactory	Need improvement
<b>Subject knowledge</b>	Can describe the procedures of water purification clearly and in details	Can describe the procedures of water purification clearly	Can describe the procedures of water purification	Unable to describe the procedures of water purification
	Can explain clearly the importance of clean water to society, family and the individual, and list several examples to support the argument	Can explain clearly the importance of clean water to society, family and the individual	Can briefly explain the importance of clean water to society, family and the individual	Unable to explain the importance of clean water
	Can choose the suitable water filter materials and point out accurately the merits of each material	Can choose the suitable water filter materials and point out accurately the merits of one material	Can choose the suitable water filter materials but cannot point out the merits of the materials	Unable to choose the suitable water filter material

<b>Investigative skills</b>	Can collect information from different sources and apply it in designing water filter	Can collect information from one source and apply it in designing water filter	Can collect little information but unable to apply it in designing water filter	Unable to get applicable information
	Can design the water filter according to the blueprint and modify the design according to the test result	Can design the water filter according to the blueprint and improve the design slightly according to the test result, but the effect is not obvious	Can design the water filter according to the blueprint	Unable to design the water filter according to the blueprint
	Can propose feasible and creative suggestions and provide thorough explanation	Can propose feasible or creative suggestions, but can only provide brief explanation	Can propose creative suggestions	Unable to propose any suggestions
	Can carry out in-depth reflection on the enquiry process in details and provide positive suggestions according to team members' reflection	Can carry out in-depth reflection on the enquiry process	Can only carry out brief reflection on the enquiry process	Unable to carry out reflection on the enquiry process

<b>The product</b>	The water filter is an original design which can purify water effectively	The water filter is an original design which is not effective in purifying water utility	The effectiveness of the water filter is low and lacks originality	The water filter cannot purify water
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Remarks:

- The above items are examples only. Schools may adjust the criteria according to the topic and students' abilities, and use different ways to assess students' attitude.
- Schools can add/delete the assessment items and set the assessment guidelines for each item. Some items can be assessed by students through peer assessment.

## Moral and Civic Education Curriculum Framework (Chinese Version Only)

### 「德育及公民教育」課程架構 成長階段的主要特點、主要學習期望及「生活事件」事例

#### 第一學習階段（小一至小三）

#### 成長階段的主要特點

這個階段的學生，初步掌握一些較抽象的概念(例如：自律、責任、獨立)，配合身體成長，會主動爭取多一點自主和自我照顧的機會，並希望得到家人的鼓勵和支持；而因剛升上小學的新環境，他們較依賴旁人的指導，去解決學習的困難和建立社交圈子。在道德和價值觀的建立，此階段的兒童較容易服從和依隨家長或老師的要求，是培育良好生活習慣的理想時機；而部分學生則會提出具體的交換條件，才會依從師長的指示。

#### 主要學習期望 及「生活事件」事例

##### 個人成長及健康生活

- ❖ 注重個人衛生，養成健康的生活習慣（包括：運動、飲食、作息和閒暇活動等）
- ❖ 以樂觀積極的態度，適應新的學習環境
- ❖ 樂於表達自己的情感和需要
- ❖ 認識人的生命歷程：出生、成長、生育、年老、死亡
- ❖ 「生活事件」事例：「我要天天做運動」、「自己動手執書包」、「拜拜臭脾氣」、「清明掃墓顯孝思」

##### 家庭生活

- ❖ 關心和愛護家庭成員
- ❖ 樂於與兄弟姊妹分享物品
- ❖ 以關懷和體諒的態度，消解與家庭成員的衝突
- ❖ 當家庭面對挑戰，懂得表達關心和支持
- ❖ 「生活事件」事例：「親親『悅』讀」（親子伴讀）、「玩具樂分享」、「家庭會議：周末好去處」、「爸爸媽媽分開了」

##### 學校生活

- ❖ 以樂觀積極的態度，適應新的學習環境
- ❖ 認真面對學習上遇到的困難和挑戰

- ❖ 關心同學，互助互愛，樂意與大家一起學習
- ❖ 遵守規則、愛護校園
- ❖ 「生活事件」事例：「我是小學生了」(勇於面對轉變)、「我做好自己的功課」(不抄襲功課)、「幫助同學解決功課問題」、「清潔校園、師生樂園」

### 社交生活

- ❖ 以友善和關懷的態度，主動結交新朋友
- ❖ 在不同場合都能表現出應有的禮儀
- ❖ 當和友儕發生爭執，能夠互諒互讓
- ❖ 懂得尊重別人的私隱
- ❖ 「生活事件」事例：「邀請朋友到我家玩耍」、「我出席親朋戚友的晚宴」(注意餐桌禮儀)、「和平小天使」(學習處理朋友間的紛爭)、「有借有還」

### 社會及國家生活

- ❖ 主動關心社會發生的時事
- ❖ 尊重祖國及香港的象徵(例如：國旗、國徽、國歌、區旗和區徽等)
- ❖ 學習欣賞中國的傳統習俗、歷史文化和藝術創作(例如：喜慶節日、歷史人物、中樂國畫等)
- ❖ 積極實踐環保的生活習慣，善用資源(例如：循環再用、廢物回收、節約能源等)
- ❖ 「生活事件」事例：「我要出一分力」(參與國際慈善賑災活動)、「出席學校升國旗典禮」、「知多一點點：中國傳統節日」、「廢物回收，人人有責！」

## 第二學習階段(小四至小六)

### 成長階段的主要特點

這個階段的學生，重視自己的學業，希望得到別人認同和讚賞；如果學業成績不理想，便會懷疑自己各方面的能力，並產生自卑。部分學生(特別是女學生)開始步入青春期，除了情緒比較反覆，亦開始對異性交往和對「性」產生好奇，需要啟導和指引。在道德和價值觀的建立方面，這個階段的學生，都希望成為父母的「好兒女」和老師的「好學生」；正因如此，他們會非常積極爭取擔當服務同學和校園的工作，並以此作為得到別人認同的指標。

## 主要學習期望 及「生活事件」事例

### 個人成長及健康生活

- ❖ 樂觀迎接成長過程身心的轉變
- ❖ 好學思辨，主動發掘新知識
- ❖ 理性處理壓力，勇敢面對挫折
- ❖ 培養多元化的興趣和嗜好
- ❖ 「生活事件」事例：「我懂得打扮自己」、「我要學……」、「走出低谷」(處理負面情緒)、「一人有一個夢想」

### 家庭生活

- ❖ 主動關心家庭成員的感受和需要
- ❖ 以尊重的態度，向父母表達意願和提出要求
- ❖ 分擔家務，樂於承擔家庭一份子的責任
- ❖ 常常與家人分享生活的經歷和體會
- ❖ 「生活事件」事例：「我是小護士」(照顧患病的家人)、「爸媽，我想……」(向爸媽提出請求)、「分擔家務我有責」、「爸媽，辛苦你們了」

### 學校生活

- ❖ 積極擔當服務同學和校園的工作
- ❖ 為升上中學訂下目標及作好準備
- ❖ 主動參加認識祖國的學習活動
- ❖ 以自省和正面的態度，面對學習的挫折
- ❖ 「生活事件」事例：「我是小風紀」、「『同學仔』，你應該……」、「我是中國人一內地時事我要知！」、「測考成績不理想，怎麼辦」

### 社交生活

- ❖ 以關懷和友愛的態度與朋友相處，不以取笑別人為樂
- ❖ 在友儕的壓力下，仍堅拒嘗試不當的行為(例如：抽煙、賭博等)
- ❖ 抱持尊重和律己的態度與異性交往
- ❖ 尊重不同國籍的人與自己擁有不同的思想、宗教和生活習慣
- ❖ 「生活事件」事例：「朋友給我改花名」、「你抽一口，我抽一口？」(拒絕同學邀約抽煙)、「男女有別」(與異性同學相處之道)、「我班來了新同學」(認識少數族裔/新來港同學)

## 社會及國家生活

- ❖ 尊重法紀，持守「遵規守法」的生活態度
- ❖ 認同社會不同思想、信仰、生活習慣，和諧共存的重要
- ❖ 關心社會不同階層人士的生活和福祉
- ❖ 認識「基本法」，了解它於香港和祖國關係上所擔當的重要角色
- ❖ 「生活事件」事例：「家有家規，國有國法」、「我第一次上教堂/廟宇」、「第一次參加飢饉活動」、「認識『基本法』，你我都有責」

### Source:

教育局。《匯聚百川流·德雨育青苗：新修訂「德育及公民教育」課程架構》。香港：教育局，2008。

### Website:

<http://www.edb.gov.hk/index.aspx?nodeID=7109&langno=2>

<http://www.edb.gov.hk/FileManager/TC/Common/revised%20mce%20framework.pdf>

## Areas of Concern and Suggested Improvement Measures

### (i) Curriculum Development Management of the GS Panel

Areas of Concern	Suggestions
1. GS year plan	<ul style="list-style-type: none"> <li>• Refer to the content of the Curriculum Guide when devising the GS year plan to avoid over-dependence on the textbooks</li> <li>• The GS year plan should align with the school development and year plans</li> <li>• Regularly review the year plan and check whether the core elements and the learning objectives in the GS curriculum are met</li> <li>• Consider the integrative nature of the GS curriculum and avoid compartmentalising the curriculum when teaching</li> </ul>
2. Vertical continuity of the GS curriculum	<ul style="list-style-type: none"> <li>• Strengthen communication among GS teachers of different class levels in curriculum planning to ensure the coherence of the curriculum among different levels</li> <li>• GS curriculum co-ordinator/ teachers check the curriculum plan for all class levels to avoid repetition of contents</li> <li>• Set the skills development framework for all levels to help students build up their learning abilities progressively</li> <li>• Learn more about the related curricula of pre-primary and secondary education so as to ensure the provision of more continued learning experiences for students when planning the curriculum</li> </ul>



Areas of Concern	Suggestions
3. Cross-subject links	<ul style="list-style-type: none"> <li>• The GS curriculum should align with the whole-school cross-curricular learning programme devised by the curriculum leader</li> <li>• Include strategies for implementing cross-KLA learning in GS year plan</li> <li>• Maintain close collaboration with colleagues involved in promoting cross-KLA learning</li> </ul>
4. GS panel meetings	<ul style="list-style-type: none"> <li>• Include issues on administrative matters as well as learning and teaching in the agenda of GS panel meetings</li> <li>• Frequently use collaborative lesson preparation opportunities for sharing ideas and experiences related to learning and teaching</li> </ul>
5. GS teachers' / panel handbook	<ul style="list-style-type: none"> <li>• Bring up key issues/emphases in the handbook in GS panel meetings, e.g. safety precautions</li> <li>• Follow the recommendations of the teachers' handbook</li> <li>• Amend and update the handbook timely</li> </ul>
6. Teacher Deployment	<ul style="list-style-type: none"> <li>• Avoid deploying two or more teachers to teach one class unless for team teaching</li> <li>• Deploy a fixed team of GS teachers and avoid frequent change of the panel head</li> </ul>

Areas of Concern	Suggestions
7. Learning time allocation	<ul style="list-style-type: none"> <li>• Follow the recommendation on time allocation in the curriculum guide when planning the school timetable</li> <li>• Arrange at least one double period per week for GS</li> <li>• Allow flexibility in timetable arrangements, e.g. one common GS period per week for each level to allow students of the same level to participate in learning together</li> </ul>

**(ii) Learning and Teaching**

Areas of Concern	Suggestions
1. Approach and strategy	<ul style="list-style-type: none"> <li>• Adopt diversified learning and teaching strategies including the enquiry-based learning</li> <li>• Put more emphasis on the learning process and develop students' ability to learn by themselves through diversified learning experiences</li> <li>• Strengthen personal and social development and foster positive attitudes and values</li> <li>• Strengthen catering for students' learning diversity, such as providing challenging learning activities to students with higher ability</li> </ul>
2. Learning and teaching of science and technology topics	<ul style="list-style-type: none"> <li>• Engage students in more hands-on and minds-on investigative activities</li> <li>• Establish a programme and supporting measures for developing students' scientific investigation ability</li> </ul>

Areas of Concern	Suggestions
3. Questioning techniques	<ul style="list-style-type: none"> <li>• Ask more open-ended questions, e.g. questions on “how” and “why” to guide students to think and analyse</li> <li>• Accept students’ answers that are reasonable but different from the model answers and encourage them to give reasons for their answers</li> <li>• Develop a question bank to provide examples of good questions for teachers’ reference</li> </ul>
4. Teachers’ reflection	<ul style="list-style-type: none"> <li>• Understand more about the recommendations of the Curriculum Guide, reflect on how learning and teaching can be improved</li> <li>• Implement peer classroom observations and experience-sharing on teaching for professional exchange of ideas and practices</li> <li>• Conduct action research to improve learning and teaching</li> </ul>

### (iii) Assessment for Learning

Areas of Concern	Suggestions
1. Focus and modes of assessment	<ul style="list-style-type: none"> <li>• Minimise factual recall questions in tests/examinations</li> <li>• Use diversified formative assessment e.g. portfolio, teacher observation, peer assessment, parents’ assessment, self-evaluation</li> </ul>
2. Content	<ul style="list-style-type: none"> <li>• The content to be assessed is in line with what is learnt</li> </ul>

3. Use of assessment data	<ul style="list-style-type: none"> <li>• Give quality feedback to students' responses and answers, so as to consolidate what they have learnt</li> <li>• Use data collected as basis for evaluation of learning and teaching strategies and future curriculum planning</li> </ul>
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**(iv) Homework**

<b>Areas of Concern</b>	<b>Suggestions</b>
1. Objectives and nature of home-work	<ul style="list-style-type: none"> <li>• Objectives and marking criteria should be made known to students beforehand</li> <li>• Assignments should be varied, interesting and able to consolidate concepts learnt</li> <li>• Encourage students to make prior preparation for the lessons, e.g. to collect information related to the topics</li> <li>• Provide materials for extending students' learning after class</li> </ul>
2. Marking	<ul style="list-style-type: none"> <li>• Adopt an open-minded attitude and accept alternative answers which are correct</li> <li>• Discuss alternative answers during collaborative lesson preparation</li> <li>• Do not rely too heavily on workbooks/ model answers supplied by publishers</li> </ul>
3. Feedback to students	<ul style="list-style-type: none"> <li>• Instead of only giving grades, provide concrete comments based on students' performance</li> <li>• Encourage students to think why they have made mistakes rather than just copying the correct answers given by teachers</li> </ul>

### (v) Use of Learning and Teaching Resources

Areas of Concern	Suggestions
1. Textbooks	<ul style="list-style-type: none"><li>• Textbooks should be used with flexibility according to students' needs and abilities, e.g. increase or delete content, adjust the order of the lessons, add in school-based teaching materials</li><li>• Teachers should be alert to new developments and changes related to the GS curriculum so as to provide students with the most updated and accurate information</li></ul>
2. Other learning and teaching resources	<ul style="list-style-type: none"><li>• Other resources such as ETV programmes, newspaper clippings, web resources and other materials should also be used to motivate the interest of students</li><li>• There should be clear learning objectives when adopting the community resources in life-wide learning activity to ensure the planning and implementation of the activity can facilitate the achievement of learning objectives</li><li>• A resource list should be prepared and updated regularly for teachers' information</li></ul>

**Examples of Formats/Means Used for  
Different Purposes of Assessment  
(Chinese Version Only)**

- Appendix 4.1 學生自評**
- Appendix 4.2 教師觀察及家長評鑑**
- Appendix 4.3 學生態度的評估**
- Appendix 4.4 共通能力的評估**
- Appendix 4.5 專題研習報告的評估**
- Appendix 4.6 鼓勵創意及思考試題**

## 學生自評

四年級\_\_班 姓名：\_\_\_\_\_（ ） 組別：\_\_\_\_\_

試評估你在這次學習活動中的表現，請在下表中適當的空格上加上  
✓。

評估項目	評估表現			
	表現優良	表現滿意	表現普通	仍需努力
1. 我能利用六何法提出切合主題的問題。				
2. 我能清楚交代研究計畫，而且具體可行。				
3. 我能設定可行和多樣的研究方法。				
4. 我能蒐集豐富而切合主題的資料，並能適當地加以剪裁。				
5. 我能透徹地理解所剪裁的資料，並作有效的綜合。				
6. 我能找出合理的答案或列舉可行的解決辦法，並有充足的理據支持。				
7. 我對這次研習作出檢討/反思。				
8. 我與同學合作愉快。				
9. 我能積極參與活動。				

你在進行這次專題研習時曾遇到什麼困難？有什麼解決的方法？

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（資料來源：聖公會聖雅各小學）



## 教師觀察及家長評鑑

聖匠小學的《幼小銜接課程》，目的在於培養學生入讀小學時所需要的基本能力：愛學習、善溝通、勇探索。所以，常識科的學習會圍繞與學生生活有關的學習經歷作主題。

評估方面會採用多元化的評核模式，主要包括學習活動觀察及學生紀錄來檢視學生在建立有效適應能力的情況及程度。

常識科單元主題：學校生活(一)

1 班 ( ) 的學習歷程

在學校的表現(由老師觀察所得)		
1. 生活常規： 生活禮儀	<ul style="list-style-type: none"> <li>● 懂得主動地打招呼</li> <li>● 上課下課時，能向老師敬禮</li> <li>● 操場上及課室裏，能放好個人物品(書包、水樽、傘、文具)</li> <li>● 安靜排隊及上落樓梯</li> <li>● 在任何學習活動時，能安靜坐好</li> <li>● 能服從服務生(例如：風紀班長等)的指示</li> </ul>	↑
2. 學習常規： 學習秩序	<ul style="list-style-type: none"> <li>● 懂得先舉手後問問題</li> <li>● 上課及轉堂能安坐位中</li> <li>● 能專心地完成堂課及寫手冊</li> </ul>	↑
↑ 表示表現出色      ✓ 表示做到      Δ 表示有時做到      × 表示未能做到		

孩子在家的表現(由家長觀察所得)		
1. 生活常規： 生活禮儀	<ul style="list-style-type: none"> <li>● 有向家人、親友、鄰居、朋友講早晨、再見的習慣</li> <li>● 在家裏能收拾個人物件(書包、衣服、玩具)</li> <li>● 等待公共汽車、升降機、出外購物時，有排隊的習慣</li> <li>● 吃飯及做功課時能安靜坐好</li> <li>● 能服從長輩的指示</li> </ul>	✓ ✓ ↑ ↑ ✓
2. 學習常規： 學習秩序	<ul style="list-style-type: none"> <li>● 能主動把手冊、通告及功課給家長簽閱</li> </ul>	↑
↑ 表示表現出色      ✓ 表示做到      Δ 表示有時做到      × 表示未能做到		

家長的心聲及期望：

我希望自己的孩子將來可在社會立足  
對社會有更大的貢獻，更希望自己能孩子  
對社會做一個好的榜樣。

(資料來源：聖匠小學)



## 學生態度的評估

「健康生活、由一做起」學生鼓勵便條

親愛的 晉森 :

多謝你告訴有一位女同學掀起裙子,而  
你說你不會看,老師欣賞你尊重  
這位女同學。

支持你的老師  
Miss Au

家長的回應：

Jason 懂得尊重別人,做父母的也很開心。

請家長在家觀察子女的行為,看看他們能否做到男、女彼此接納、互相欣賞。

送給 愷琳 鼓勵的便條

親愛的 愷琳 :

你提問:「當老師久了,是否會變啞?」  
這個問題很有趣,也證明你很關心老師,請  
放心,這件事通常不會發生,因老師會好好保護  
聲帶的。

支持你的老師:: Miss Au

備註：

教師可以透過觀察學生在課堂的表現,進行態度的評估。教師宜給予學生具體的回饋,讓他們反思自己的態度。這做法比給予分數或等級更能有效地促進學生的學習。

(資料來源：九龍禮賢學校)

## 共通能力的評估

姓名：\_\_\_\_\_ 班別：\_\_\_\_\_ ( ) 日期：\_\_\_\_\_

### 「從感覺出發」專題研習 學生自評

在進行「從感覺出發」專題研習的過程中，大家會學到更多有關冷和熱的知識，並對不同的能力有更佳的掌握。試配合老師早前給大家派發的「專題研習指引」，並利用以下的自評表格，加深了解這次專題研習的學習重點及要求，進一步學習管理自己的學習旅程吧！

表現 評量項目	表現優良	表現良好	繼續努力	需要改善
學科知識	( ) 能詳細並準確地說出三種量度溫度工具的独特之處	( ) 能準確地說出兩種量度溫度工具的独特之處	( ) 能準確地說出一種量度溫度工具的独特之處	( ) 未能準確地說出任何一種量度溫度工具的独特之處
	( ) 能準確地說明全部熱的傳遞方式，並能為每種熱的傳遞方式，提供合適的例子	( ) 能說明熱的傳遞方式，然而例子並不合適 / 只有例子，而欠缺重點說明	( ) 能說明熱的傳遞方式，但沒有配合例子加以說明	( ) 未能準確地說明熱的傳遞方式
	( ) 能詳細說明物體遇熱和遇冷後的變化	( ) 只能簡單說明物體遇熱或遇冷後的變化，而沒有概括說明其中變化	( ) 只能簡單說明物體遇熱或遇冷後的變化	( ) 未能說出物體遇熱或遇冷後的變化
	( ) 能準確列舉兩個冷縮熱脹現象對我們日常生活的影響的例子	( ) 只能準確列舉一個冷縮熱脹現象對我們日常生活的影響的例子	( ) 只能列舉一個冷縮熱脹現象對我們日常生活的影響的例子	( ) 未能列舉任何冷縮熱脹現象對我們日常生活的影響的例子
	( ) 能準確列舉兩個適應或利用冷縮熱脹的現象的例子	( ) 只能準確列舉一個適應或利用冷縮熱脹的現象的例子	( ) 只能列舉一個適應或利用冷縮熱脹的現象的例子	( ) 未能列舉任何適應或利用冷縮熱脹的現象的例子
研習能力	( ) 完全能按照中心思想篩選資料並能擷取最重要的概念	( ) 能夠按照每一部份的主題篩選資料	( ) 大部分的內容都與主題有關，惟當中包括了部分不相關的資料	( ) 未能按題目地運用資料
	( ) 適當地運用資料，並有系統地把資料分類	( ) 運用資料的方法頗恰當，能夠把資料分類	( ) 運用資料方法一般，未能有系統把資料分類	( ) 未能適當地運用資料

溝通能力	( ) 能夠詳細並準確地表達主題內容	( ) 能夠準確地表達主題內容	( ) 嘗試就主題組織資料，但部份內容欠準確	( ) 未能組織準確的資料，以完成習作
	( ) 句子清晰，結構恰當，並沒有口語	( ) 句子結構大致恰當	( ) 句子結構偶有錯亂，並夾雜口語	( ) 句子結構混亂，充斥口語，令人難以理解
	( ) 能運用多種恰當的圖文形式來表達內容	( ) 能運用圖文形式來表達內容	( ) 表達方法單一	( ) 表達方法未能與內容配合
協作能力	( ) 能有效及融洽地進行小組協作活動	( ) 能融洽地進行小組協作活動	( ) 只能簡單地進行小組協作活動	( ) 未能進行小組協作活動
	( ) 能經常在小組中與其他組員互相交流意見	( ) 在小組中偶然與其他組員互相交流意見	( ) 只能在小組中單向地表達自己意見	( ) 未能參與任何意見交流活動
	( ) 經常在小組中與組員互相幫助	( ) 偶爾在小組中與組員互相幫助	( ) 在小組中甚少與組員互相幫助	( ) 沒有幫助其他組員
自我管理能力	( ) 能經常留意自己的學習情況及習作表現	( ) 偶爾留意自己的學習情況及習作表現	( ) 甚少留意自己的學習情況及習作表現	( ) 不能自主地反思自己的學習情況及習作表現

二．整體來說，你最欣賞自己哪一方面的表現？請詳細地說明原因？

我最欣賞自己 \_\_\_\_\_ ，

因為 \_\_\_\_\_ 。

三．你認為自己在哪一方面仍有進步的空間？你會怎樣改進？

我認為自己 \_\_\_\_\_ ，

我會 \_\_\_\_\_ 。

學生簽署： \_\_\_\_\_

簽署日期： \_\_\_\_\_

備註：

1. 有關共通能力在不同學習階段的預期學習成果，可參考個人、社會及人文教育學習領域、科學教育學習領域或科技教育學習領域的課程指引，再依據常識科的學習內容訂定適用的評估準則。
2. 由於每個學習單元的學習活動都可以有不同的學習重點，因此，學校可因應個別學習活動的特質，評估其相關的共通能力。
3. 各項評估指標需配合學習目標及盡量客觀，及以清晰明確的方式表達。

(資料來源：港大同學會小學)

## 專題研習報告的評估

教師評估學生在專題研習的表現時，應先訂立有關準則，然後在研習的過程中觀察和記錄學生的表現。學生可以用不同的形式展示專題研習的成果，如學生以「報告冊」的形式展示及匯報，教師可參考以下的評估方法。

主題： \_\_\_\_\_ 班別： \_\_\_\_\_

組別： \_\_\_\_\_ 日期： \_\_\_\_\_

組員： \_\_\_\_\_

*學生表現 評估範圍	表現優良	表現良好	表現普通	有待改善	備註
內容方面： 切合主題 資料蒐集 資料整理與分析 提供合理結論 創意					
形式、結構方面： 表達形式 傳意清楚 邏輯性 論據					
版面設計： 整潔、美觀					
堂上匯報： 表達清晰 能吸引同學注意					

\* 教師可以「✓」號或分數評估學生的表現。

老師評語：

學生匯報完畢後，教師可讓學生進行互評，以促進互相學習的文化。教師可鼓勵其他學生提問及提出意見，並由匯報的學生作出回應，或要求學生回答下列問題：

- (1) 在聽完同學的報告後，請列出一些你想跟進的問題。

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- (2) 試寫出你最欣賞這一組的地方。

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- (3) 試給予這一組同學一些改善的建議。

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- (4) 你最欣賞哪一組同學的表現？為甚麼？

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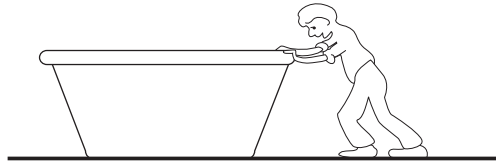
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## 鼓勵創意及思考試題

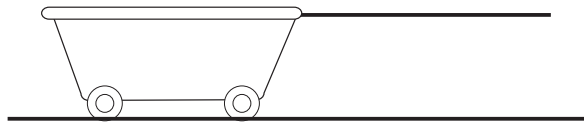
- (1) 很久以前，礦工通常將煤放在箱子中，然後推出礦洞。  
請在圖（一）加上箭頭以顯示施力的方向及箱子移動的方向。

圖（一）



- (2) 數百年後，人類學會使用機械，他們建築了路軌，並將車子放在路軌上，然後用繩將一車車的煤拖出礦洞。  
請在圖（二）加上箭頭以顯示施力的方向及車子移動的方向。

圖（二）



- (3) 在上述的機械裝置中，有哪些地方利用了人類對力的認識，而令工作更簡單？請建議其他方法改良這個機械裝置。

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- (4) 學生在課本中看到以下的敘述：「力能改變物體移動的方向」。  
試舉出兩個生活中的例子，並以圖畫加以說明。

例子一

例子二



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*Basic Education Curriculum Guide – Building on Strengths*

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*Concept to Classroom*

<http://www.thirteen.org/edonline/concept2class>

*Copyright and Education*

[http://www.ipd.gov.hk/eng/intellectual\\_property/copyright/copy\\_edu.htm](http://www.ipd.gov.hk/eng/intellectual_property/copyright/copy_edu.htm)

*Depository of Curriculum-based Learning and Teaching Resources - General Studies*

<http://www.hkedcity.net/edb/teachingresources/pri/gs>

*Educational Television*

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小學常識學科園地

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