

HKUGA College
Citizenship, Economics and Society (24-25) Curriculum Handbook

1. Introduction

1.1 Overview

The Citizenship, Economics and Society curriculum is one of the key learning areas under the Personal, Social and Humanities Education (PSHE). It replaces the previous Life and Society curriculum for Secondary 1-3 students, providing an updated and comprehensive framework for learning.

This curriculum focuses on three major strands: Personal and Social Development, Resources and Economic Activities, and Social Systems and Citizenship. These strands are designed to provide a comprehensive understanding of the students' roles and responsibilities within society, and to lay the groundwork for further studies at the senior secondary level.

1.2 Curriculum Aims

The aims of Citizenship, Economics and Society (S1-3) in HKUGA College are:

- (a) to help students develop a positive self-understanding, enhance competence to meet daily and future challenges, seize opportunities, as well as pursue their goals and realise their aspirations;
- (b) to nurture students to become informed and responsible citizens who respect the rule of law, have a sense of national identity, and contribute to the common good of society and our country;
- (c) to strengthen students' understanding of national and local economic and social affairs, and nurture their sense of national identity;
- (d) to promote students' understanding of our country and strengthen their sense of national identity and sense of belonging towards our country; and
- (e) to cultivate students' concern for local, national and contemporary world topics, help them understand how our country cooperates with other countries in responding to global issues, and broaden their global perspective.

1.3 Learning Objectives

The learning objectives of the Citizenship, Economics and Society curriculum are to enable students to:

Knowledge and Understanding

- (a) discuss topics based on accurate information and facts so as to develop a holistic and objective understanding of the topics;
- (b) understand, accept and appreciate oneself and others, and live a healthy, positive and meaningful life;
- (c) understand the roles and responsibilities of individuals in society and our country, including respecting the rule of law, obeying the law and fulfilling civic responsibilities;
- (d) acquire correct personal financial management knowledge;
- (e) understand basic principles involved in the government's management of public resources and public finance policies;
- (f) understand the features and general situation of the national and local economies;
- (g) understand that both the Constitution of the People's Republic of China (Constitution) and the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China (Basic Law) jointly form the constitutional basis of the Hong Kong Special Administration Region (HKSAR); as well as to understand the basic features of the political structure of the HKSAR as stipulated by the Basic Law;
- (h) understand the basic features of our country's political structure;

- (i) understand the meaning of national security and the importance of the National Security Law to safeguarding national security;
- (j) understand the connection and interdependent relationship between places around the world and understand that countries worldwide must cooperate to deal with global issues;

Skills

- (k) further develop various life skills on the basis of learning at the primary level;
- (l) reflect on personal behaviours, uphold and practise positive values and strengthen their self-improvement skills;
- (m) develop skills to maintain healthy interpersonal relationships;
- (n) develop skills to manage and interpret data, statistics and information related to economic performance indicators and economic trends;
- (o) develop the ability to make informed analysis and reasoned judgments on contemporary mature topics which are related to the curriculum;
- (p) develop and integratively apply various generic skills, including communication skills, mathematical skills, information technology skills, self-management skills, self-learning skills, collaboration skills, critical thinking skills, creativity and problem-solving skills.

Values and Attitudes

- (q) attach importance to family values;
- (r) understand, respect and appreciate different cultures, views and lifestyles, and support the development of a diversified and inclusive society;
- (s) develop and nurture appropriate values and attitudes towards money and financial management;
- (t) show concern for society, serve the community in a rational, law-abiding and responsible manner, and contribute to the building and development of society in the future;
- (u) develop a sense of national identity, enhance the sense of belonging towards our country, show concern for the development of our country, and contribute to the building and development of our country in the future;
- (v) possess a global perspective and show concern for the common good of humankind; and
- (w) develop positive values and attitudes, and become informed and responsible citizens of society, our country and the world.

2. Curriculum

2.1 Characteristics of the Curriculum

- **Highlighting the learning elements of values education in the curriculum** to develop students' positive values and attitudes and cultivate good behaviours and habits in students so as to achieve whole-person development;
- **Strengthening the learning elements of Constitution and Basic Law education and national education** to help students have a holistic understanding of the Constitution and the Basic Law, as well as the economic and political systems of our country, so as to promote their better understanding of the present situations and the future development of our country;
- **Strengthening the learning elements of national security education** to help students understand that it is the responsibility of every citizen to safeguard national security, strengthen their law-abiding awareness and promote their sense of belonging and responsibility towards our country;
- **Strengthening the learning elements of financial education** to help students acquire correct financial management knowledge, methods and skills, and at the same time, develop proper values and attitudes towards money, and cultivate their financial literacy

2.2 Curriculum Aims

- S1 Curriculum Framework and its delivery schedule

Module Title	Learning Points	Basic Law Elements	Values and Attitudes
1.1: Self-understanding and Life Skills	<ul style="list-style-type: none"> • Promoting the healthy growth of adolescents by developing self-understanding, raising self-esteem and building self-confidence • Strengthening life skills, developing a proactive and healthy lifestyle, promoting balanced physical and mental development and enhancing resilience in adolescents as well as adopting an optimistic, perseverant and positive attitude in seizing different opportunities, striving for a better future for themselves and society, and tackling growth challenges, including possible difficulties, setbacks, temptations and traps. 	<ul style="list-style-type: none"> • Self-management skills • Set goals and review progress 	<ul style="list-style-type: none"> • Perseverance • Responsibility • Law-abidingness • Diligence • Respect for others • Commitment • Respect for life • Individuality • Self-discipline • Self-reflection • Optimism • Proactivity • Critical thinking • Aspiration • Gratitude • Modesty • Appreciation
1.2: Interpersonal Relationships and Social Inclusiveness	<ul style="list-style-type: none"> • Maintaining harmonious relationships between adolescents and family members • Promoting personal growth and development of adolescents through building healthy social relationships • Contributing to the building of a diverse and inclusive society by adolescents 	<ul style="list-style-type: none"> • Communication skills • Critical thinking skills • Holistic thinking skills 	<ul style="list-style-type: none"> • Care for others • Empathy • Law-abidingness • Respect for others • Respect for different ways of life, beliefs and opinions • Filial piety • Courage • Self-reflection • Trust • Honesty • Openness • Inclusiveness • Rationality • Proactivity • Gratitude • Cherishment • Appreciation • Elimination of bias

Module Title	Learning Points	Basic Law Elements	Values and Attitudes
1.3: Financial Education	<ul style="list-style-type: none"> • Factors for consideration in making informed, rational and responsible money management decisions and developing corresponding behaviours • Precautions about online shopping • Green consumption 	<ul style="list-style-type: none"> • Holistic thinking skills • Mathematical skills • Self-management skills • Information technology skills 	<ul style="list-style-type: none"> • Care for others • Responsibility • Diligence • Law-abidingness • Integrity • Rationality • Self-discipline • Simplicity • Prudence • Cherishment • Care for the environment • Protecting oneself and one's family • Common good • Sustainable development
1.4: Rights and Duties	<ul style="list-style-type: none"> • Fundamental rights and obligations of citizens prescribed by the Constitution in its Chapter II • The fundamental rights and duties of Hong Kong residents prescribed by the Basic Law and the principles of the rule of law guaranteed by it • The Basic Law prescribes how international agreements apply to the HKSAR; and through relevant international agreements to understand rights and duties related to the rights of the child, and the elimination of prejudice and discrimination 	<ul style="list-style-type: none"> • Critical thinking skills 	<ul style="list-style-type: none"> • Sense of national identity • Human rights and responsibilities • Law-abidingness • Respect for the rule of law • Respect for others • Equality • Justice • Freedom • Common good

- S2 Curriculum Framework

Module Title	Learning Points	Basic Law Elements	Values and Attitudes
2.1: Overcoming Growth Challenges	<ul style="list-style-type: none"> • Developing positive values and self-management skills in adolescents to overcome growth challenges, reject and stay away from undesirable behaviours 	<ul style="list-style-type: none"> • Self-management skills • Critical thinking skills • Communication skills • Holistic thinking skills 	<ul style="list-style-type: none"> • Responsibility • Care for others • Law-abidingness • Respect for others • Perseverance • Respect for self • Self-reflection • Self-discipline • Integrity • Rationality • Proactivity • Critical thinking • Courage to seek help
2.2: Governance of the HKSAR	<ul style="list-style-type: none"> • The relationship between the Central Authorities and the HKSAR as prescribed by the Basic Law • The constitutional order of the HKSAR as established by the Constitution and the Basic Law, the characteristics of the political structure of the HKSAR, and the direction of development for the methods of selecting the Chief Executive and forming the legislature • Responsibility of the HKSAR to safeguard national security 	<ul style="list-style-type: none"> • Holistic thinking skills 	<ul style="list-style-type: none"> • Sense of national identity • Law-abidingness • Respect for the rule of law • Responsibility • Fairness

Module Title	Learning Points	Basic Law Elements	Values and Attitudes
2.3: Public Finance of Hong Kong	<ul style="list-style-type: none"> • As the manager of public resources, the government's major items of government revenue and expenditure • Factors that the government will consider when managing public finance as well as the constraints it faces • Relationship between public finance and citizens 	<ul style="list-style-type: none"> • Holistic thinking skills • Mathematical skills 	<ul style="list-style-type: none"> • Responsibility • Care for others • Empathy • Rationality • Common good • Critical thinking
2.4: Economic Performance and Human Resources of Hong Kong	<ul style="list-style-type: none"> • Economic performance of Hong Kong • Opportunities and challenges brought by economic globalisation to Hong Kong • Opportunities and challenges for youth employment brought by economic ups and downs and industrial development 	<ul style="list-style-type: none"> • Holistic thinking skills • Mathematical skills 	<ul style="list-style-type: none"> • Sense of national identity • Diligence • Perseverance • Rationality • Aspiration • Proactivity • Confidence • Eagerness to attempt • Plurality • Interdependence • Critical thinking

- S3 Curriculum Framework (from Sept 2024)

Module Title	Learning Points	Basic Law Elements	Values and Attitudes
3.1: Intimate Relationships with Affection and Propriety	<ul style="list-style-type: none"> • Proper understanding of love in adolescents • Adolescents and intimate relationships 	<ul style="list-style-type: none"> • Self-management skills • Communication skills • Holistic thinking skills 	<ul style="list-style-type: none"> • Responsibility • Empathy • Respect for others • Law-abidingness • Respect for self • Rationality • Self-control • Courage to seek help • Courage to reject • Inappropriate behaviours • Self-protection
3.2: Overview of Our Country's Economy and World Trade	<ul style="list-style-type: none"> • Economic performance and achievements of our country • The formulation and implementation of important policies by the Central People's Government to promote economic development • Impacts of economic development of our country on the livelihood of Chinese residents • Impacts of world trade on the economic development of the Mainland and Hong Kong 	<ul style="list-style-type: none"> • Holistic thinking skills • Mathematical skills 	<ul style="list-style-type: none"> • Sense of national identity • Sense of belonging towards our country • Rationality • Aspiration • Interdependence • Common good • Critical thinking

Module Title	Learning Points	Basic Law Elements	Values and Attitudes
3.3: Our Country's Political Structure and its Participation in International Affairs	<ul style="list-style-type: none"> • Understanding our country's political structure through the <i>Constitution</i> • The development of our country's participation in international affairs under the leadership of the central state institutions 	<ul style="list-style-type: none"> • Holistic thinking skills 	<ul style="list-style-type: none"> • Sense of national identity • Sense of belonging towards our country • Proactivity • Responsibility • Common good • Interdependence • Respect for diversity • Equality • Peace • Cooperation • Trust
3.4: The World in Response to Global Issues	<ul style="list-style-type: none"> • Handling global issues through international cooperation • Different organisations responding to the global drug problem by means of international cooperation 	<ul style="list-style-type: none"> • Holistic thinking skills 	<ul style="list-style-type: none"> • Law-abidingness • Responsibility • Interdependence • Mutuality • Common good of humankind • Respect for life • Cooperation

3. Learning and Teaching

3.1 Teaching Approaches

As different learning and teaching approaches serve different learning objectives, the subject teacher will choose teacher-centred, learner-centred or any other approach according to their needs. For example, if teachers aim to help students acquire the basic information about a topic, directly and efficiently, a teacher-centred approach will be adopted. However, if the topics covered involve complex and constantly changing issues which do not have definite conclusions, a student-centred approach will be adopted to equip our students with the skills required for following up on these developing issues.

In order to cater for the learning needs of the students at our school, tailor-made school-based handouts and notes are used in lessons. Recommended book lists or extended readings will be provided to students in learning different topics.

3.2 Learning Activities

- **Learning in Classrooms**

Experiential and enquiry learning are emphasized in this subject. Learning activities such as problem-solving, case studies, group discussions, group projects, games, role plays, debates and current news discussion are implemented in lessons.

Project Learning is one of the major activities in studying Citizenship, Economics and Society. Students are expected to develop various skills such as collaboration, enquiry, presentation and organization through doing projects.

- **Learning Beyond Classrooms**

Activities such as forums and visits will be organized for students of different levels to promote learning beyond classrooms. Students are encouraged to read more current news and broaden their horizons by reading books in more varieties.

- **E-learning**

Students are encouraged to make use of e-resources in learning Citizenship, Economics and Society. Readings, websites, and videos will be uploaded to Google Classroom from time to time. Besides, in order to have more interactive learning in classrooms, students will be advised to bring electronic devices for e-learning activities in certain lessons.

4. Assessment

Assessment of Citizenship, Economics and Society at HKUGA College includes knowledge and skills, enquiry learning and self-directed learning. Assessment is not an end but a means to help students improve. Therefore, continuous assessment is adopted to assess students. Apart from summative examinations and tests, formative assessment methods such as assignments, projects and class participation are also adopted. Teachers' feedback will be given at various assessment stages to facilitate students' learning.

4.1 Assessment Criteria (Year Grade)

S1-3 CES

Term	Category	Weighing in Year Grade (%)	Assessment Criteria	Weighting in Category (%)	Breakdown of the CA
1	CA	30%	Knowledge and Skills	60	<ul style="list-style-type: none"> • Assignment • Reading tasks • Mid-year assessment
			Enquiry Skills	20	<ul style="list-style-type: none"> • Project
			Self-directed Learning	20	<ul style="list-style-type: none"> • Pre-lesson tasks • Folder checking and note taking • Classroom/ activity participation
2	CA	30%	Knowledge and Skills	60	<ul style="list-style-type: none"> • Assignment • Reading tasks
			Enquiry Skills	20	<ul style="list-style-type: none"> • Project
			Self-directed Learning	20	<ul style="list-style-type: none"> • Pre-lesson tasks • Folder checking and note taking • Classroom/ activity participation
2	Exam	40%	Final Exam	100	N.A.

* The assessment criteria might be subject to change under special circumstances.

4.2 Guideline on Ethical Use of AI for Assignment/ Project

Using AI Responsibly in Your Work

1. **AI for Inspiration, Not Creation:** Use AI tools to generate ideas, explore different perspectives, and overcome writer’s block. Never submit AI-generated text or code as your work, even with modifications. This is considered plagiarism, a serious academic offence.
2. **Acknowledge All AI Assistance:** If you use AI tools for inspiration, research, or to generate content that you then adapt and build upon significantly, you must acknowledge this assistance. Provide details about the specific AI tool used and the nature of its contribution to your work. For example, you might include a footnote explaining, “This section was developed with the assistance of [AI tool name], which helped me to explore different arguments related to [topic].”
3. **Mandatory Declaration of Original Work:** When submitting project work, students must attach a declaration form confirming that the project is entirely their work and that any external sources or AI assistance used have been fully acknowledged.

Penalties for Unethical AI Use

The unethical use of AI for assignments or projects carries serious consequences. Penalties will be determined based on the severity and frequency of the offence and may include:

- A written reprimand and warning.
- A reduced or capped mark for the affected coursework or project.
- A zero mark for the affected coursework or project.
- A requirement to repeat the coursework or project (if a repeat is granted).
- Additional disciplinary actions as outlined in the school policies.

Please note that multiple penalties may be applied depending on the nature of your offences.

5. The Role of Parents at Home

Collaboration between parents, teachers, and students is essential for successful learning. Throughout the year, there will be assignments, pre-lesson activities, and project-based learning. Parents are encouraged to support students in understanding current news and completing their assignments independently. Engaging in discussions on social issues can further inspire students to learn beyond the classroom. Positive reinforcement from parents plays a key role in boosting students' motivation to learn.