

(Final Version)

Technology Education Key Learning Area

Health Management and Social Care Curriculum and Assessment Guide (Secondary 4 - 6)

Jointly prepared by the Curriculum Development Council and
the Hong Kong Examinations and Assessment Authority

Recommended for use in schools by the Education and Manpower Bureau
HKSARG
2007

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Preamble

The Education and Manpower Bureau (EMB) stated in its report¹ in 2005 that the implementation of a three-year senior secondary academic structure would commence at Secondary 4 in September 2009. The senior secondary academic structure is supported by a flexible, coherent and diversified senior secondary curriculum aimed at catering for students' varied interests, needs and abilities. This Curriculum and Assessment (C&A) Guide is one of the series of documents prepared for the senior secondary curriculum. It is based on the goals of senior secondary education and on other official documents related to the curriculum and assessment reform since 2000, including the *Basic Education Curriculum Guide* (2002) and the *Senior Secondary Curriculum Guide* (2007). To gain a full understanding of the connection between education at the senior secondary level and the basic education level, and how effective learning, teaching and assessment can be achieved, it is strongly recommended that reference should be made to all related documents.

This C&A Guide is designed to provide the rationale and aims of the subject curriculum, followed by chapters on the curriculum framework, curriculum planning, pedagogy, assessment and use of learning and teaching resources. One key concept underlying the senior secondary curriculum is that curriculum, pedagogy and assessment should be well aligned. While learning and teaching strategies form an integral part of the curriculum and are conducive to promoting learning to learn and whole-person development, assessment should also be recognised not only as a means to gauge performance but also to improve learning. To understand the interplay between these three key components, all chapters in the C&A Guide should be read in a holistic manner.

The C&A Guide is jointly prepared by the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA). The CDC is an advisory body that gives recommendations to the HKSAR Government on all matters relating to curriculum development for the school system from kindergarten to senior secondary level. Its membership includes heads of schools, practising teachers, parents, employers, academics from tertiary institutions, professionals from related fields/bodies, representatives from the HKEAA and the Vocational Training Council (VTC), as well as officers from the EMB. The HKEAA is an independent statutory body responsible for the conduct of public assessment, including the assessment for the Hong Kong Diploma of Secondary Education (HKDSE). Its governing council includes members drawn from the school sector, tertiary institutions and government bodies, as well as professionals and members of the business community.

¹ The report is *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong*.

The C&A Guide is recommended by the EMB for use in secondary schools. The subject curriculum forms the basis of the assessment designed and administered by the HKEAA. In this connection, the HKEAA will issue a handbook to provide information on the rules and regulations of the HKDSE examination as well as the structure and format of public assessment for each subject.

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

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Acronym

AIDS	Acquired Immune Deficiency Syndrome
ApL	Applied Learning
BMI	Body Mass Index
C&A	Curriculum and Assessment
CDC	Curriculum Development Council
EC	Education Commission
EMB	Education and Manpower Bureau
HKALE	Hong Kong Advanced Level Examination
HKDSE	Hong Kong Diploma of Secondary Education
HKEAA	Hong Kong Examinations and Assessment Authority
HMSC	Health Management and Social Care
ICJ	International Court of Justice
IT	Information Technology
KLA	Key Learning Area
NGO	Non-governmental Organisation
OLE	Other Learning Experiences
S1/2/3/4/5/6/7	Secondary 1/2/3/4/5/6/7
SBA	School-based Assessment
SEN	Special Educational Needs
SLP	Student Learning Profile
SRR	Standards-referenced Reporting
SSCG	Senior Secondary Curriculum Guide
SWOT	Strengths, Weaknesses, Opportunities, Threats

TE	Technology Education
UN	United Nation
VTC	Vocational Training Council
WHO	World Health Organisation

Chapter 1 Introduction

This chapter provides the background, rationale and aims of Health Management and Social Care (HMSC) as an elective subject in the three-year senior secondary curriculum, and highlights how it articulates with the junior secondary curriculum, post-secondary education, and future career pathways.

1.1 Background

Technology Education (TE) in the Hong Kong school curriculum focuses on how human beings solve their daily problems and how the processes involved can be replicated and transferred to solve new problems. It is an essential area of study for all students in Hong Kong.

In the 21st century, technology has become an integral part of our life. Citizens of today require much more than a basic ability to read, write, and do simple mathematics. To live in the modern world, we must understand how technology affects us. In this regard, we must be equipped to use technology effectively and flexibly to solve daily problems with positive attitude at home, in the community, and around the world; and to create new solutions, products, and services for the well-being of humankind.

By studying the related subjects developed in TE Key Learning Area, our students will be better prepared to meet the uncertainties and challenges of the future with regard to social, economic, ecological, scientific and technological changes, both locally and globally. Their studies in this area will help them to lead a healthy lifestyle in adulthood and to contribute to building a caring and harmonious society.

Building on the strengths of the existing TE curriculum and catering for social, economic and technological development, Health Management and Social Care is one of the five elective subjects developed under Technology Education Key Learning Area in the senior secondary curriculum.

The *Senior Secondary Health Management and Social Care Curriculum and Assessment Guide* (2007) incorporates the key recommendations in the Education and Manpower Bureau's *Senior Secondary Curriculum Guide* (2007) and the *Technology Education Key Learning Area Curriculum Guide (Primary 1–Secondary 3)* (2002), as well as the final report on its Holistic Review of the School Curriculum: *Learning to Learn – The Way Forward in Curriculum Development* (2001). These three documents outline the overall

direction for both education and curriculum development in Hong Kong, and seek to promote lifelong learning and whole-person development.

1.2 Rationale

The subject Health Management and Social Care (HMSC) is a new subject in senior secondary education in Hong Kong. It provides a context for students to understand the concepts of health and healthy practices, to take on responsibility for good citizenship in building a caring society, and to formulate a caring and support system which fits into our local needs and strengths, and assists in better managing the transitions our society is involved in. HMSC aims to develop the necessary knowledge and awareness of the following emerging health and social problems that are affecting not only our lives but also the society and the world at large:

- an ageing population
- the spread of infectious diseases
- the increasing signs of deterioration in our environment
- the changes in our way of life due to the changing nature of interactive relationships between individuals
- the changes in the traditional forms of caring and supportive relationships and in intimate relationships, including the collapse of family networks and the erosion of nuclear families
- the enormous increase in mobility and migration, and the ensuing sense of rootlessness, loss of stability and lack of permanence in relationships and networks.

Students in senior secondary education need to develop early knowledge and awareness of how to maintain their health and well-being in a modern society. Students who have health knowledge and skills have a better chance of maintaining their health and contributing to our local economic competitiveness by working more effectively, missing fewer days at work due to injury or illness, and using fewer medical services in adulthood. As a result, with a workforce whose members know how to be and stay healthy, the productivity of our society will increase.

As in other world cities, Hong Kong is inevitably drawn into the tide of globalization, which has given rise to various social conflicts and health problems. In response to these, our local support system and policies on health and social care need to be reviewed, in order to ensure that community resources are being generated effectively and utilised equitably for the needy population. Students who develop health and well-being knowledge and skills

in school are contributing members of the society and important to enhance the economic competitiveness of Hong Kong.

It is important for our students that they understand and are equipped to address emerging health and social issues.

1.3 Curriculum Aims

The study of the HMSC curriculum is designed to enable students to:

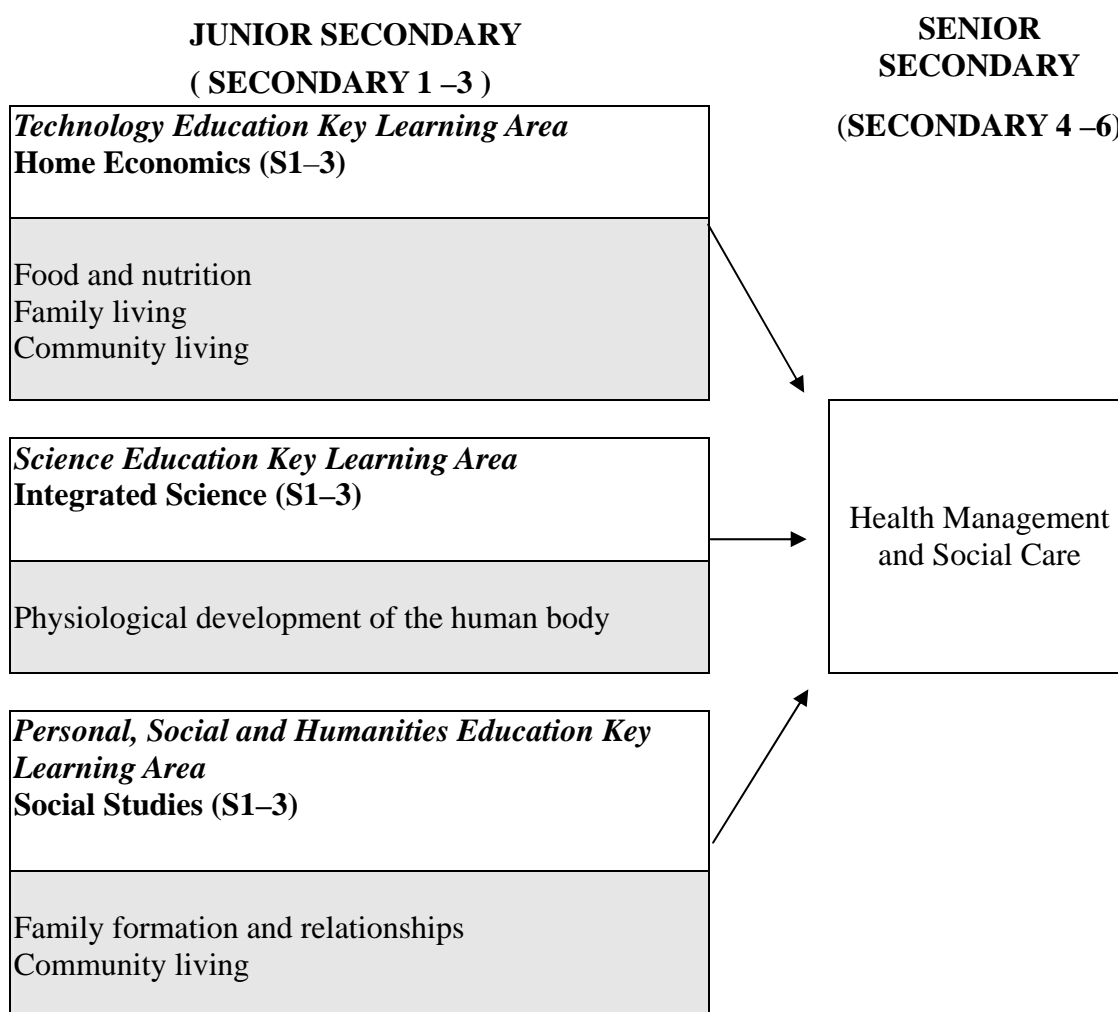
- understand, analyse and act upon the physical, psychosocial, ecological and cultural dimensions of health and social care throughout peoples' developmental stages, and in the context of their communities;
- understand, analyse and act upon health-related hazards, conditions and situations, at the local, national and global levels, and in the context of the family, the workplace and of personal life;
- develop an understanding of the various approaches to creating and maintaining a healthy community and appreciate the value of sustaining its development;
- develop the basic competencies necessary to research, analyse, evaluate and communicate issues pertaining to health and to social and community care, and participate in related support services provided by institutions and organisations;
- develop an understanding of the issues in health and social care at and across all levels and perspectives, and make proposals for possible solutions to these problems;
- develop an understanding of the roles of a responsible individual as a citizen, worker or professional, and as an empathetic person in the family, the community, the workplace, and society;
- acquire the health knowledge and skills that contribute to community health and are important for economic competitiveness.

1.4 Interface with Junior Secondary Curriculum and Post-secondary Pathways

1.4.1 Interface with junior secondary curriculum

The HMSC curriculum builds upon the concepts and knowledge that students acquired in the junior secondary curriculum through a number of subjects, such as Home Economics, Integrated Science and Social Studies. Co-curricular activities, such as the Hong Kong Awards for Young People; and social service and uniformed groups may also provide an additional opportunity and experiences for students to acquire health and social care knowledge and skills. After completing the junior secondary education, students are expected to have acquired basic health and social care knowledge and skills, have developed an interest in knowing more about health and social care issues and be prepared to make proposals to solve problems in these areas.

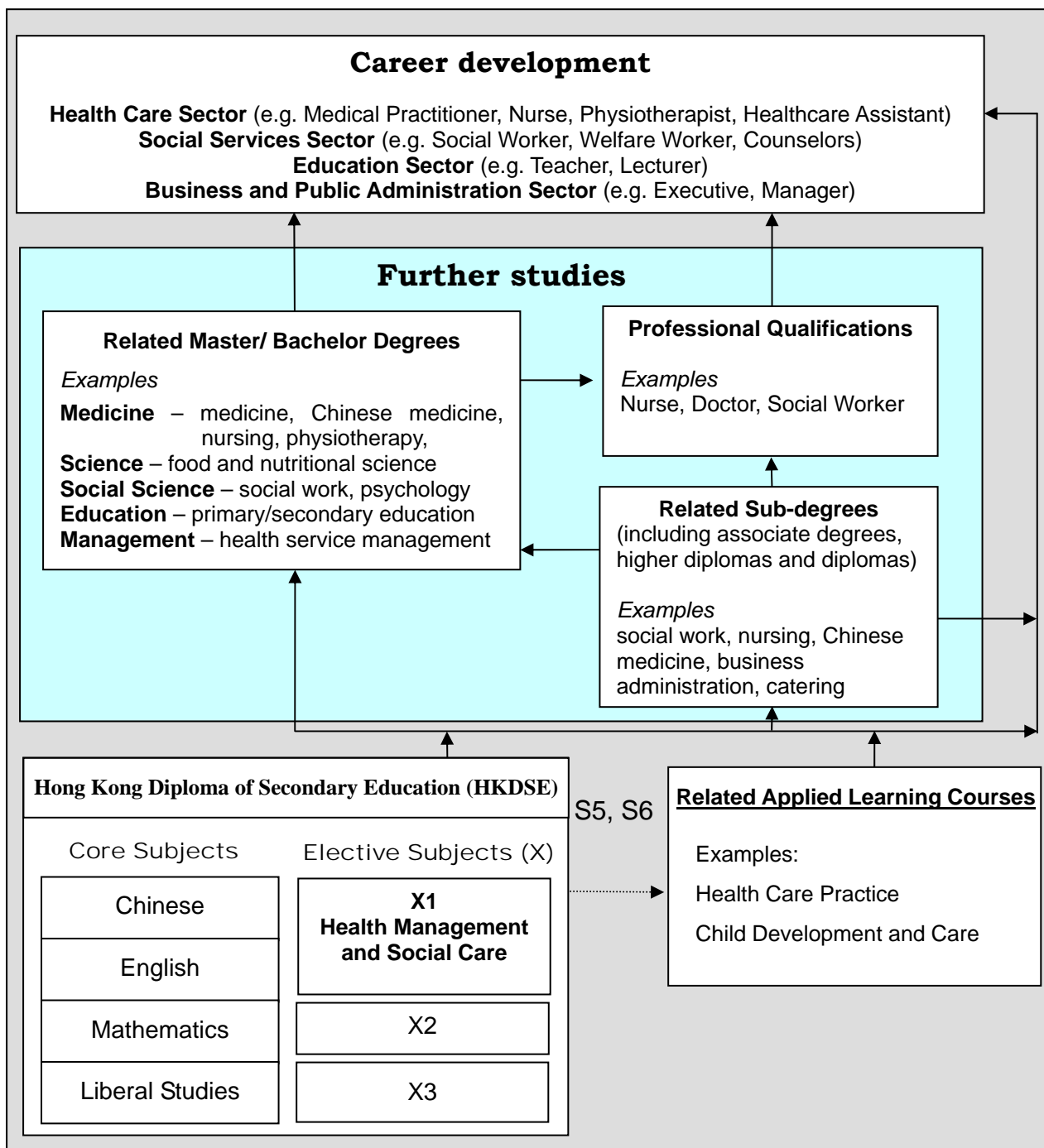
Figure 1.1 Interface with junior secondary curriculum and Health Management and Social Care



1.4.2 Interface with post-secondary pathways

The HMSC curriculum contributes to the broad foundation required to enable students to make decisions about further education and career development at post secondary pathways. The curriculum should serve to provide students with the requisite knowledge, as well as the capacity for continuing their learning in the areas of health care and medicine, in allied professions such as nursing, physiotherapy and occupational therapy, and in the areas of social work including social services and support, management, psychology and sociology.

Figure 1.2 Articulation to a range of post-secondary pathways



1.5 Cross-curricular Links

In the senior secondary curriculum, students are expected to connect what they learn from and across various subject disciplines and examine their intertwining relationships and complexities from different perspectives through working on interdisciplinary themes, and through solving problems or creating new ideas / solutions in tackling local or global concerns. The knowledge and skills that students acquire from HMSC can be consolidated, extended or applied across Key Learning Areas of Chinese / English Language Education, Mathematics Education, Science Education, Personal, Social and Humanities Education, Arts Education, Physical Education and Other Learning Experiences. This will help them to develop a more holistic and coherent understanding of the world around them.

Chapter 2 Curriculum Framework

The curriculum framework for HMSC embodies the key knowledge, skills, values and attitudes that students are to develop at senior secondary level. It forms the basis on which schools and teachers plan their school-based curriculum and design appropriate learning, teaching and assessment activities.

2.1 Design Principles

The design of the HMSC curriculum is based on the learning goals and overarching design principles of the senior secondary curriculum as set out in the *Senior Secondary Curriculum Guide* (2007), viz.:

- **Prior knowledge**

This curriculum builds upon the knowledge and understanding developed by the students at the junior secondary level in the subjects described in Section 1.4.1.

- **Balance between breadth and depth**

HMSC is one of the elective subjects which contributes to students' whole-person development, as well as widening the range of subject choices for students.

- **Balance between theoretical and applied learning**

This subject is positioned midway on the continuum of theoretical and applied learning.

- **Balance between compulsory learning and choice**

This subject develops students' general competencies through their learning in the compulsory part and enables them to gain knowledge in specific areas of health and social care through a selection of modules in the elective part, according to their interests.

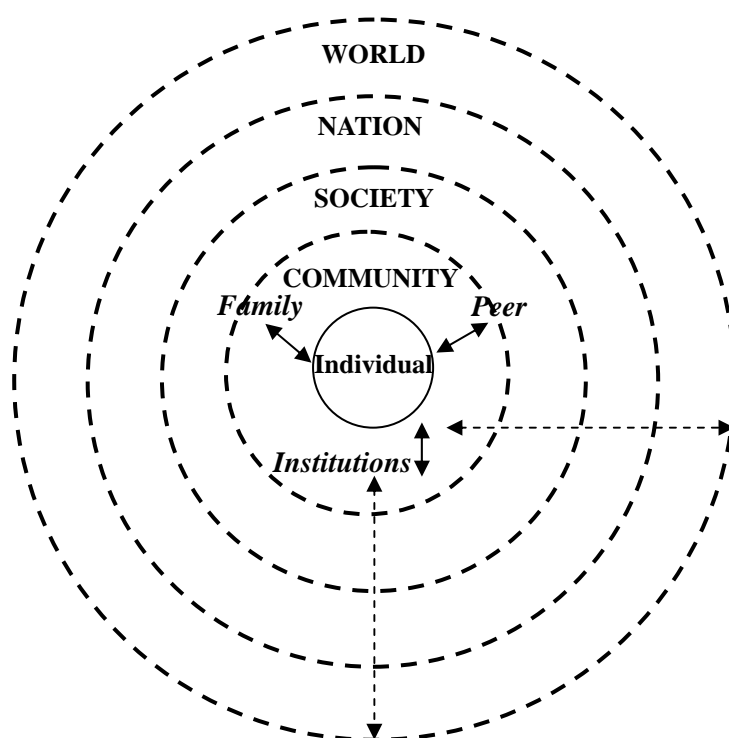
- **Learning how to learn and inquiry-based learning**

This curriculum encourages students to build up a solid knowledge base and develop higher-order thinking skills, problem-solving skills and other generic skills to meet future challenges. The HMSC curriculum aims to enable students to find things out for themselves and to become independent learners.

- Progression**
 Students can explore their interests through the study of the compulsory part in S4. The part forms the foundation for smooth progress to S5 and S6 in their chosen studies.
- Articulation to a range of post-secondary pathways**
 Students can pursue academic and vocational / professional education and training through articulation to programmes in a range of tertiary institutions or seek employment. Details are provided in Section 1.4.2.
- Greater coherence**
 There are cross-curricular elements in the curriculum to strengthen connections and enhance horizontal and vertical coherence.

The design of the HMSC curriculum rests on the notion of the interconnectedness of the various levels at which phenomena related to health and sickness, well-being and ill-being, and personal and community care are to be understood. The curriculum aims to enable students to explore all of these levels as well as the relationships between them. The different levels can be interpreted as the individual, the family, the peer group, the community, the institutional setting, society, the nation and the world.

Figure 2.1 Design of the HMSC curriculum



2.2 Learning Targets

Through the learning of the HMSC curriculum, students should be able to:

2.2.1 Knowledge and understanding

- understand the processes of personal growth and development, and the different dimensions of a healthy individual
- understand and acknowledge the linkages between personal behaviour and practice and the health and social well-being of oneself and the community, as well as social processes and structures
- analyse and evaluate the interrelationships and mutual influences between people and ecology, and develop ways of promoting environmental health and personal safety
- understand the structures, processes, techniques and practices in health and social care organisations and agencies, and assess their effectiveness

2.2.2 Skills

- develop and apply skills for leading and maintaining a healthy lifestyle and preventing ill-health
- develop and apply knowledge and skills which contribute to making healthy choices when selecting consumer goods and services and when engaging in work and leisure activities across the lifespan
- develop the ability to critically analyse and apply personal health indicators as well as general and actual health-related information to maintain and improve health and quality of life
- plan and implement health promotion and social care activities in various environments and contexts, and for different groups
- develop an initial understanding of, and skills in, social science research, including formulating pertinent questions, collecting and analysing data, writing reports and communicating with interested and relevant audiences
- demonstrate the skills needed to interact with people when providing support to others
- develop and apply Information Technology (IT) skills in gathering, processing and analysing health care information before making informed health-related decisions during their lives.

2.2.3 Values and attitudes

- appreciate and practise lifelong personal and social responsibility for one's own health and well-being
- inculcate a sense of responsibility and concern for the health and social care of others in the family, school, peer group and community
- respect the dignity of individuals and recognise both differences and similarities among individuals and groups in terms of age, gender, culture, ethnicity, (dis-)ability, and socio-economic background
- develop interest in and concern for emerging contemporary issues of health and social care and their linkages with value and belief systems

2.3 Learning Outcomes

The learning outcomes of HMSC are:

- To be competent in understanding, analysing and evaluating local and global health and social care issues from the perspectives of different stakeholders, and in making ethical and constructive suggestions for promoting a healthy and caring community for the benefit of humankind.
- To realise and act upon their obligations as responsible citizens, which begin with self, family and community, by applying the knowledge and skills learned from the HMSC curriculum.
- To appreciate the importance of collaboration with others and of working with a positive attitude in the face of adversity and uncertainty.

These learning outcomes relate well to the intentions of the overall curriculum reform which focuses on preparing young people for a more responsible and satisfying adulthood – notably as citizens – and for engaging in further studies and lifelong learning.

2.4 Curriculum Structure and Organisation

The HMSC curriculum includes five main topics in the compulsory part and three modules in the elective part. The topics are as follows:

Compulsory Part

- Personal Development, Social Care and Health Across the Lifespan
- Health and Social Care in the Local and the Global Contexts
- Responding to Needs in the Areas of Health (Care, Promotion and Maintenance) and Social Care
- Promotion and Maintenance of Health and Social Care in the Community
- Health Promotion and Maintenance and Social Care in Action

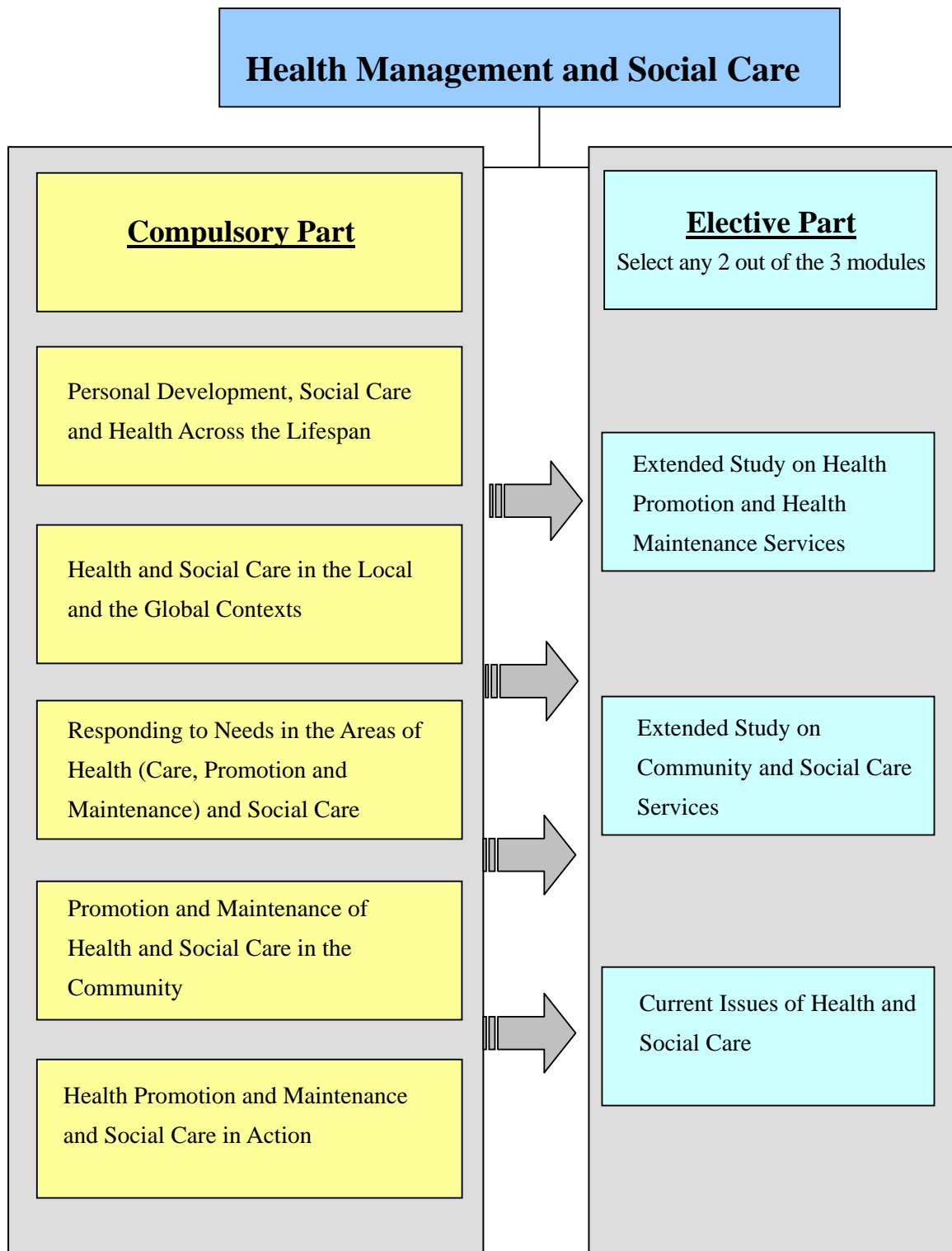
Elective Part

- Extended Study on Health Promotion and Health Maintenance Services
- Extended Study on Community and Social Care Services
- Current Issues of Health and Social Care

In the learning process, students have the opportunity to develop a holistic view of health and social care through personal empowerment, involvement in groups, community learning and action, and the application of strategies of social advocacy. In this way, students should be able to acquire the foundation knowledge stipulated in the compulsory part before attempting the elective part.

An overview of the topics in the compulsory and elective parts is given in the following diagram:

Figure 2.2 Curriculum structure and organisation



2.4.1 Organisation of the Compulsory and Elective Parts

The curriculum is organised into compulsory and elective parts to cater for the different learning needs and interests of students. Those who take this subject are expected to study the compulsory part and select two elective modules out of the three provided. This combination of compulsory and elective parts is designed to offer a balanced approach to the study of this subject and the intended learning targets described in the earlier part of this chapter.

Compulsory Part

The compulsory part develops a holistic understanding of health, health care and maintenance, health promotion and illness prevention, social care, and welfare and community services in the interrelated context of the individual, family, the community, society and the nation. It lays the foundation for students' further explorations and for the extension of their studies in specific areas of health and social care and according to their learning interests and future career plans, for example, health promotion and modern lifestyles; social care and the value of social capital; developing and nurturing supportive and caring environments; issues of access, equity and social justice in health and social care services provision and the allocation and distribution of appropriate resources; and working as volunteers and professionals in the areas of health and social and community care.

Elective Part

In the elective part, the focus is on creating action-oriented, experiential and contextualised learning experiences, together with the theoretical underpinning necessary to learn from them. Through engaging in practical learning experiences and applying the theory and concepts acquired in the compulsory part, each elective module enables students to extend their knowledge in the areas of: health care, promotion and advocacy, social care and related services or current issues related to health management and social care.

The topics to be included in the compulsory part and examples of learning themes for the elective part are listed in the following tables:

Compulsory Part

1. Personal Development, Social Care and Health Across the Lifespan

- A. Biological, social, psychological, spiritual, ecological and cultural perspectives and dimensions
- B. Factors which influence personal development
- C. Transitions and changes in the course of the lifespan
- D. Factors affecting our health / illness experiences and personal and social well-being
- E. The need for and the role of social care in the community and the private sphere across the lifespan

2. Health and Social Care in the Local and the Global Contexts

- A. Structural issues related to health, social care and personal and social well-being
- B. Contemporary issues of vulnerability
- C. Recent increases in vulnerability and exposure due to lifestyle changes, globalization and family changes
- D. Developments in the health and care industries

3. Responding to the Needs in the Areas of Health (Care, Promotion and Maintenance) and Social Care

- A. The notion and practice of health promotion, health maintenance, ill-health prevention, social care, welfare and community services
- B. Developing health and social care / welfare policies
- C. Implementing health and social care policies
- D. Cultural and political disagreements and tensions

4. Promotion and Maintenance of Health and Social Care in the Community

- A. Disease prevention (primary, secondary and tertiary) and using precautions in our daily living patterns and lifestyles
- B. Health and safety e.g. at home, in the community, and in the public sphere, at school, at work, in leisure and sport activities, and when travelling
- C. Aspects of risk assessment and health management e.g. diet and nutrition, environmental health, emergencies management
- D. Social care, healthy relationships, social responsibility and commitment in the family, community and groups
- E. Health and social care professions and volunteers complementing primary/ private care

5. Health Promotion and Maintenance and Social Care in Action

- A. Professions in health and social services
- B. Health and social care services and agencies
- C. Mental health as a personal predicament and as linked to the social context
- D. Leadership in health and social care

Elective Part

This part provides students with opportunities for experiential learning in agencies or through projects in school or in the community. Students are required to select any two out of the three modules suggested.

1. Extended Study on Health Promotion and Health Maintenance Services

Suggested learning theme (A):

Contemporary health care systems and their evolutionary characteristics: the cultural, ideological, economic and social philosophies informing the establishment of health policies and services, and their practical outcomes.

Examples of study questions

- (a) What are the factors affecting the current health care system on maternity care?
- (b) What are the differences between the existing health care system on maternity care and that in the past, say 20 years ago?
- (c) How have the policies changed?
- (d) What are the strengths and weaknesses of the existing health care policies on maternity care? Discuss.
- (e) What are the differences between the local health care policies on maternity care and those of other countries?

Suggested learning theme (B):

An examination of (some) current practices and approaches in the management of health and health care, such as profit-making health services, government services based on social entitlement, and charity-based delivery of service; investigating the differences in user groups and their ability to afford such services.

Examples of study questions

- (a) What are the differences between the government and profit-making organisations in the current practices and approaches of providing home for the aged services?
- (b) Who will be their target groups?
- (c) What are the family members' major concerns in selecting the home for the aged services?
- (d) To what extent that the needs of the elderly are fulfilled?
- (e) How could the health care service for the elderly be further improved?

Elective Part

2. Extended Study on Community and Social Care Services

Suggested learning theme (A):

An examination of the history and development of the social welfare system and its associated policies in Hong Kong, including study of its ideological and philosophical underpinnings.

Examples of study questions

- (a) What is the rationale for the social welfare system for elderly people in Hong Kong and what are its associated policies?
- (b) What are the elderly people's needs for health and social care?
- (c) What was the historical background of the policy? What were the major welfare policies for elderly people from the 1970s to 2000s?
- (d) Analyse the changes in the welfare system – for example, in terms of its priority in government policy, its direction of development or its areas of services?
- (e) What are the strengths and shortcomings of the current policies?

Suggested learning theme (B):

Investigation of an area of social service delivery, either based on a certain group of people in need, or on a particular form of service delivery (e.g. home-based care, outreach work, therapeutic approaches, and the various roles played by professionals and volunteers).

Examples of study questions

- (a) Which groups of people are more vulnerable to drug addiction?
- (b) What is the possible impact of such addiction on themselves and society?
- (c) In what ways can they be helped? What are the health and care needs of drug addicts (e.g. different types of treatments; financial assistance, psychological and social needs)?
- (d) What services are available for them?
- (e) Who provides the services? Are there any overlaps or inadequacies in these services? Discuss.

Elective Part

Suggested learning theme (C):

Investigation into one “site” where social care services are delivered and an in-depth study of the interactions between clients, workers and volunteers, and an analysis of the hierarchical and team-based forms of work.

Examples of study questions

- (a) Outline the basic information on the site (e.g. a centre for the elderly), such as its location, area, and target groups.
- (b) What services are available for the elderly in the centre?
- (c) What activities are there in the centre?
- (d) How do the workers, participants, volunteers or visitors interact with one another?
- (e) What are the roles of the health and care professionals and how do they work and interact with their team members and the elderly?

3. Current Issues of Health and Social Care

Suggested learning theme (A):

With reference to the key topics in the compulsory part, students select a specific theme related to a current issue for detailed study at a wide range of levels (e.g. global, national, society, community, institutional, organisation, peer, family, and individual).

Examples of study questions

- (a) Identify a contemporary infectious disease, and describe its symptoms and ways of transmission.
- (b) What are the reactions of global organisations to this disease?
- (c) How does this disease affect the world? Try to compare the situation in two countries.
- (d) How has the local government responded to the disease? Have any policies been enforced?
- (e) How does this disease affect the lives of people in their families and communities?

This section provides more details about the topics in the compulsory part, with some explanatory notes. The sequence of the topics is meant for teachers' reference, and it is suggested that the elements listed should not be learned in isolation.

Topic 1 - Personal Development, Social Care and Health Across the Lifespan

	Topics	Explanatory Notes
1A Biological, social, psychological, spiritual, ecological and cultural perspectives and dimensions		
	<ol style="list-style-type: none"> 1. Definitions of health 2. Biological perspective: <ul style="list-style-type: none"> • Physical growth and development • Biological defects <ul style="list-style-type: none"> ■ genetically inherited diseases (e.g. Down's syndrome) ■ prenatal exposure delayed effects (e.g. growth retardation of babies of heavy drinking mother) 3. Social perspective <ul style="list-style-type: none"> • Interpersonal relationships • Social support • The influence of economic changes, work, unemployment, violence, uncertainty 4. Psychological perspective <ul style="list-style-type: none"> • The inner lives of people • Personality development • Self-esteem and self concept • Emotional and mental health (e.g. stress and anger management) • The effects of psychological elements on social development and upbringing 5. Spiritual perspective <ul style="list-style-type: none"> • Religious beliefs • Personal drive and will for survival 6. Ecological perspective <ul style="list-style-type: none"> • Exhaustion of natural resources e.g. water, land, food • Forms of Pollution and their impact on health 	<ul style="list-style-type: none"> • To understand the holistic concept of health • To understand that health can be examined by a range of biological, psychological, social, spiritual, ecological and cultural perspectives • To analyse the interrelationship between different aspects of health

	Topics	Explanatory Notes
	<ul style="list-style-type: none"> • Global warming • Genetically Modified food (GM Food) and food products <p>7. Cultural perspective</p> <ul style="list-style-type: none"> • Cultural influences on social, mental and physical and spiritual aspects of human development, e.g. <ul style="list-style-type: none"> ■ different attitudes on health and care (health-seeking behaviour among Chinese) ■ cultural influences on human relationships ■ food culture and eating habits <p>8. Interrelationships between biological, social, psychological, ecological, spiritual and cultural aspects in human development and health</p>	

IB Factors which influence personal development

	<p>1. Family</p> <ul style="list-style-type: none"> • Definition of a family • Family as a socializing agent and the role of the family in <ul style="list-style-type: none"> ■ nurturing conditions for health and development ■ meeting the physical, social and emotional needs ■ developing one's identity, self-esteem, resilience and affection ■ inculcating family, social and cultural values • Parental roles <ul style="list-style-type: none"> ■ Parenting style ■ Effects of parental roles on child development <p>2. Education and schooling</p> <ul style="list-style-type: none"> • Formal and informal learning in the 	<ul style="list-style-type: none"> • To explore how the family, peers, school education and the community influence personal health and development • To identify and understand the positive factors and risk factors towards personal development • To take on the personal responsibilities in cultivating the conditions for personal development of oneself and the others
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	Topics	Explanatory Notes
	<p>community</p> <ul style="list-style-type: none"> • Other health and social care content in the school curriculum • The role of literacy in health and social care <p>3. Peer groups</p> <ul style="list-style-type: none"> • Meeting social and emotional needs • Peer pressure and one's identity • Influence on life style and on a variety of health risk behaviours <p>4. Community influence</p> <ul style="list-style-type: none"> • Living environment: physical aspect, social aspect and environmental aspect • Media, e.g. healthy city • Social relationships • The availability of health and social care services 	
1C Transitions and changes in the course of the lifespan		
	<p>1. The various stages of life</p> <ul style="list-style-type: none"> • Infancy • Childhood • Adolescence • Adulthood • Elderly <p>2. Changes of human relationships across lifespan</p> <ul style="list-style-type: none"> • Child-parent relationships, sibling relationships, friendship, courtship, working relationship • Moving from child-parent relationships to sibling relationships and relationships outside the nuclear family • The linkages between the nuclear and the extended family <p>3. Changes that occur in families throughout the life cycle</p>	<ul style="list-style-type: none"> • To recognise the lifespan perspectives on human development and the important features at different stages of life • To understand that transitions and changes across life span are inevitable • To develop positive attitude towards changes and life events • To learn how to deal with life events that affect personal development and health • To realise that real-life problems often have more than one solution • To understand the needs and care of people at various stages of life

	Topics	Explanatory Notes
	<ul style="list-style-type: none"> • Independence • Marriage • Parenting • Interdependence <p>4. Crucial examples of life events / experience</p> <ul style="list-style-type: none"> • Work and its influence on the family- gender roles and work inside and outside the family • Illness (e.g. leading to disabilities) • Education (e.g. interface between kindergarten and primary, primary and secondary) • Retirement • Death (e.g. a family member) • Separation and reunion <p>5. Positive responses to different life events, e.g. injury, breaking up, changing living environment</p> <p>6. Culturally diverse ways of dealing with life events: birth, child rearing, illness, eldership and death</p> <p>7. Special needs and care throughout the life cycle, e.g.</p> <ul style="list-style-type: none"> • Immunisation in infancy • Safety and nutrition in childhood • Emotional health in adolescence • Health in adulthood • Prevention of falls in the elderly • Legislation (e.g. about children and the elderly) <p>8. Community care and support services for the different stages of life</p>	
<i>1D Factors affecting our health / illness experiences and personal and social well-being</i>		
	<p>1. Demographic factors</p> <ul style="list-style-type: none"> • Age • Gender • Race and ethnicity 	<ul style="list-style-type: none"> • To recognise the factors that influence personal and social health • To analyse the interrelationships between the factors that affect health and well-being

	Topics	Explanatory Notes
	<p>2. Social and economic factors</p> <ul style="list-style-type: none"> • Social class • Education • Employment • Lifestyle: leisure activities and exercises • Living environment • Accessibility to services • Economy <p>3. Nutritional factors</p> <ul style="list-style-type: none"> • Balanced diet, eating habits • Malnutrition (e.g. in developing countries) <p>4. Socio-biological and psychobiological factors</p> <ul style="list-style-type: none"> • The effects of over- and under estimation of children during their developmental phases • Hyperactivity and lack of concentration • Civilisation diseases (e.g. diabetes, high cholesterol level, obesity) <p>5. Ecological factors</p> <ul style="list-style-type: none"> • Human activities: pollution, climate changes (e.g. global warming), generic modification of foodstuff • Natural disasters: how natural disasters affect health and well-being <p>6. Globalization – examples of its impact</p> <ul style="list-style-type: none"> • Cross-cultural influence on our eating pattern (e.g. Western-style fast food is popular world-wide) • the spread of infectious diseases due to high mobility • the ease of accessibility of health or social care information <p>7. Technological advancement and its impact on health and health care, e.g. pre-marriage advice and genetic screening, peri-natal care, vaccines, GM technology, cloning and its effect on medical aspects</p>	<ul style="list-style-type: none"> • To realise that knowledge of the determinants of health serve to deepen our understanding of not just the problems but the interventions needed to address them • To explore the interventions required to minimise the effects of adverse health determinants • To analyse the impacts of technology advancement on health and social care

	Topics	Explanatory Notes
<i>1E The need for and the role of social care in the community and the private sphere across the lifespan</i>		
	<ol style="list-style-type: none"> 1. Breaking down of community bonds and relationships and the consequences for social care, health and well-being <ul style="list-style-type: none"> • Breakdown due to technology advancement, individualism, long and irregular working hours, high mobility of community etc • Possible negative consequences: lack of communication among people, ignorance on their living communities and support, crimes in community, social disorder etc 2. The role of social care <ul style="list-style-type: none"> • Learn reciprocity and mutual care and support • Increase empathy to the disadvantaged and commitment to the community • Gaining personal confidence through the experience of social care and social support • Develop communication and problem solving skills in the context of family, community and society • Grow up as balanced and socially responsible individuals 3. Forms of social care <ul style="list-style-type: none"> • Formal care provided by government and Non-governmental Organizations (NGOs) <ul style="list-style-type: none"> ■ Information provision and support services ■ Policies to build a caring society • Informal care provided by the private sphere and the community <ul style="list-style-type: none"> ■ the social support network to enhance personal growth 	<ul style="list-style-type: none"> • To understand the importance of social care for personal and social well-being • To identify and understand the roles of formal and informal care • To act as a supportive citizen in the community

Topic 2 - Health and Social Care in the Local and the Global Contexts

	Topics	Explanatory Notes
2A	<i>Structural issues related to health, social care and personal and social well-being</i>	
	<ol style="list-style-type: none"> 1. Vulnerable groups e.g. children, disabled, aged, minority groups, poor families 2. Economic crises <ul style="list-style-type: none"> • Effects of economic “ups and downs” on communities, families and vulnerable groups 3. Displacement and migration <ul style="list-style-type: none"> • Population displacement may result from natural disaster, human activities such as dam project, war, job, education, family reunion etc • Possible risks of displaced groups or migrants • possible care deprivation in displaced population • readjustment to new environment 4. Family problems <ul style="list-style-type: none"> • e.g. Child and elderly abuse, family violence 5. Poverty <ul style="list-style-type: none"> • underlying reasons, a poverty culture • Social security: social security as a safety net, social security systems in Hong Kong and other countries, their dependence on politics and economic fluctuations 6. Inequalities and resources deprivation <ul style="list-style-type: none"> • Concepts of equality and resources distribution • Inequalities and deprivation in social, national and global context • How they associate to social class, gender, age, ethnicity, and religions 7. Types of services and community resources in preventing and dealing with the above problems 	<ul style="list-style-type: none"> • To analyse the relationship, impact and implications of structural issues in relation to personal and social well-being • To identify the support and services available for people / families in need and suggest other possible means or solutions • To appreciate equality and the value of international social justice

	Topics	Explanatory Notes
	<p>and other possible solutions</p> <p>8. International social justice</p> <ul style="list-style-type: none"> • International institutions, e.g. International Court of Justice (ICJ), United Nation (UN) and the World Health Organization (WHO) and their roles in promoting social justice • Relationships between developed and developing nations and societies 	
2B <i>Contemporary issues of vulnerability</i>		
	<p>1. Addictions</p> <ul style="list-style-type: none"> • Types of addictions, e.g. drugs, alcohol, nicotine, gambling, online computer games • Reasons for addictions, e.g. biological structures, psychosocial influence • Problems associated with addictions • Treatments <p>2. Ageing problems</p> <ul style="list-style-type: none"> • Ageing population and related problems in Hong Kong and other countries • Active ageing <p>3. Prejudice or discrimination towards</p> <ul style="list-style-type: none"> • Gender • Age • Disability • Ethnic minorities • Patients <p>4. Infectious diseases, e.g. flu, AIDS, tuberculosis, hepatitis B</p>	<ul style="list-style-type: none"> • To understand the impact and implications of addiction, ageing problem, prejudice and discrimination and infectious diseases on the health / social care system • To explore possible means and solutions for dealing with issues of vulnerability • To value equal rights for individuals • To reflect upon the problem of discrimination and show respect to all
2C <i>Recent increases in vulnerability and exposure due to lifestyle changes, globalization and family changes</i>		
	<p>1. Lifestyle changes and illness</p> <ul style="list-style-type: none"> • Common illnesses in the local context • Communicable and non-communicable diseases 	<ul style="list-style-type: none"> • To identify factors leading to the increases in vulnerability and exposure • To analyse the relationships between lifestyle changes and common illnesses

	Topics	Explanatory Notes
	<ul style="list-style-type: none"> • Lifestyle changes and communicable diseases (e.g. Cold, AIDS, food poisoning) • Lifestyle changes and non-communicable diseases (e.g. Cancer, heart disease, hypertension) <p>2. Globalization</p> <ul style="list-style-type: none"> • Globalization and afflictions <ul style="list-style-type: none"> ■ Mobility and the spreading of communicable diseases ■ Effect on vulnerable groups e.g. employment and wage rate in developing countries <p>3. Family changes and their effects</p> <ul style="list-style-type: none"> • Family disintegration • Single parent households and the consequences • Role confusions and contradictory cultural values 	<ul style="list-style-type: none"> • To understand the impact of globalization on health and well-being • To identify the problems and effects associated with family changes
2D Developments in the health and care industries		
	<p>1. Health and care industries – categories</p> <p>2. Demographic changes and the implications for the needs of care services e.g. birth and death rate, life expectancy, ageing population, etc.</p> <ul style="list-style-type: none"> • care sector expansion, increasing health and care expenditure <p>3. Conflicting agendas</p> <ul style="list-style-type: none"> • Private vs. public responsibility <ul style="list-style-type: none"> ■ Expansion of public sector due to the increasing demand on health and care services ■ Concerns for public expenditure on care sector ■ Degree / extent of personal role on health and social care • Allocation of resources to different parties • Controversies, e.g. cloning, euthanasia 	<ul style="list-style-type: none"> • To understand how the development of health and care industries are affected by the systemic factors, issues and concerns • To analyse the viewpoints or issues from different perspectives • To understand that value judgments may vary among different individuals or parties

	Topics	Explanatory Notes
	<p>4. Deinstitutionalisation</p> <ul style="list-style-type: none"> • Shift from institutionalised services to community-based services <p>5. Conflicting direction and potentials</p> <ul style="list-style-type: none"> • cost-effectiveness vs. clients' satisfaction • priorities of resource allocation to related parties and organizations • financing principles – percentage to be paid by users and tax payers <p>6. Changing infrastructure of social and health care e.g.</p> <ul style="list-style-type: none"> • Changes in Hong Kong Social Security System • Introduction of the health financing model 	

Topic 3 – Responding to the Needs in the Areas of Health (care, promotion and maintenance) and Social Care

	Topics	Explanatory Notes
3A	<i>The notion and practice of health promotion, health maintenance, ill-health prevention, social care, welfare and community services</i>	
	<p>1. Health and well-being</p> <ul style="list-style-type: none"> • Different aspects (social, psychological, emotional and physical) of health <ul style="list-style-type: none"> ■ Indicators for measuring physical health and their implications e.g. growth charts, Body Mass Index (BMI). blood pressure, pulse rate ■ Indicators for measuring different aspects of well-being e.g. stress indicators <p>2. Health maintenance and ill-health prevention:</p> <ul style="list-style-type: none"> • Personal Role <ul style="list-style-type: none"> ■ Protective factors: exercise, recreation and rest, balanced diet, good hygiene practices, protective measures (e.g. helmets, seat-belts), universal precautions ■ Risk factors: drug abuse, inadequate exercise/rest, unhealthy dietary habits, non-hygienic practices , harmful/unsafe practices , a sedentary lifestyle • Society Role <ul style="list-style-type: none"> ■ the role of government in health maintenance ■ the collection and application of data in health protection of the citizens 	<ul style="list-style-type: none"> • To use health indicators to keep track of general health conditions • To understand the protective factors and risk factors to health and well-being • To understand the roles of individual, community and government in health maintenance and ill-health prevention • To understand the concepts and models of health promotions • To demonstrate a commitment to the promotion of personal health and a healthy lifestyle • To encourage and support others in making health decisions for healthier lifestyles

	Topics	Explanatory Notes
	<p>3. Health promotion</p> <ul style="list-style-type: none"> • Definition and trends of health promotion • Different models of health promotion • Health promotion in Hong Kong <p>4. The roles of social care, welfare and community services in health promotion, health maintenance and ill-health prevention</p> <ul style="list-style-type: none"> • Community and welfare services – mutual help and support for healthy practices and lifestyle • Families and peers: shaping self concepts, influence on living patterns, support and mutual trust 	
3B Developing health and social care / welfare policies		
	<p>1. Health and social care / welfare policies in Hong Kong</p> <p>2. Comparison of policies between Hong Kong and other regions / countries (e.g. United Kingdom, United State of America)</p> <p>3. Differences in polices in different countries based on:</p> <ul style="list-style-type: none"> • Local economy – economic conditions affect the amount of resources to be allocated • Global economy and world financial organizations e.g. World Bank • Social context e.g. famine • Private-public debates and tensions e.g. privatization of health and care services • Social value and political concerns e.g. smoking policy • Cultural understandings of health and social care and its implication on policies 	<ul style="list-style-type: none"> • To understand that health and social policies may differ among countries due to various reasons and factors • To compare health and social policies in Hong Kong with other regions /countries • To analyse the impact of public health policies and government regulations on environmental health and community health as well as the impact of international issues on local policies

	Topics	Explanatory Notes
	<p>4. Demands for new policies</p> <ul style="list-style-type: none"> • Emerging problems, e.g. outbreak of a disease • changing needs of individuals, families and communities • Increasing demand for services • Improving effectiveness or efficiency • Reducing inequalities <p>5. Formulating health and social policies - the roles of the World Health Organization (WHO) and local Non-governmental Organisations (NGOs)</p> <p>6. Linkages between ecology and health</p> <ul style="list-style-type: none"> • The WHO approach to health promotion and illness prevention • Ecology and health <ul style="list-style-type: none"> ■ Control of pollutants, industrial waste, food safety, etc. 	
3C Implementing health and social care policies		
	<p>1. Development of the health care and welfare system in Hong Kong</p> <p>2. Public and private sectors and their roles in care services</p> <p>3. Responsibilities, financing and structure of public agencies</p> <p>4. Instruments of policies:</p> <ul style="list-style-type: none"> • taxation • legislation • promotion 	<ul style="list-style-type: none"> • To explain the health care and welfare system of Hong Kong and comment on its role in policy implementation • To categories and analyse the relevant organizations and agencies • To identify instruments of policies • To express personal opinions on health and social care policies
3D Cultural and political disagreements and tensions		
	<p>1. Contrasting Chinese and Western cultural understandings of health and illness: health consciousness, different attitudes towards seeking helps for health and social needs</p> <p>2. The debates and practical / political</p>	<ul style="list-style-type: none"> • To identify different understandings of health in different cultures and analyse their implications • To understand the conflicts and tensions in the health and social care context • To analyse the possible crises resulted from

	Topics	Explanatory Notes
	<p>conflicts between the roles of the individuals (private sector) and the public or government in the provision of social care and health services responsibility of the government, e.g.</p> <ul style="list-style-type: none"> • Medical charges • Competitive or complementary roles between the public sector and the private sector • privatization <p>3. The emphasis of clients' right and involvement</p> <ul style="list-style-type: none"> • Traditional professional power were seen as authoritative • Clients have more awareness of their rights and involve more in the decision making <p>4. Tensions among different institutions</p> <ul style="list-style-type: none"> • Competing for clients or resources • Different visions, expectations and perspectives during the collaborations • Resultant crisis in service delivery: <ul style="list-style-type: none"> ■ Quality of services decline/ malpractice ■ Ineffective use or waste of resources ■ Obstruct the coordinated service delivery that best fit the clients ■ Health and social care policies not endorsed due to political disagreements • Possible solutions: develop relevant policies to cultivate partnership or collaboration among institutions etc. 	<p>these tensions and disagreement and explore the possible solution(s)</p> <ul style="list-style-type: none"> • To respect cultural and ideological differences

Topic 4 - Promotion and Maintenance of Health and Social Care in the Community

	Topics	Explanatory Notes
4A Disease prevention (primary, secondary and tertiary) and using precautions in our daily living patterns and lifestyles		
	<ol style="list-style-type: none"> 1. Primary, secondary and tertiary prevention 2. Personal hygiene practices and prevention of communicable diseases 3. Regular exercise, leisure activities and healthy diet in preventing health problem e.g. heart attacks, strokes, obesity and hypertension 4. Attitude towards sex and substance abuse for the prevention of sexually transmitted disease or addiction 5. Importance of self awareness and regular health check <ul style="list-style-type: none"> • Higher risk of diseases in different groups 6. Options for alternative health care practices and services, e.g. traditional Chinese medicine, acupuncture, naturopathy 7. Government strategies <ul style="list-style-type: none"> • Policy making • Diseases prevention and surveillance • Control of the disease spreading • Public health promotion • Resources management 	<ul style="list-style-type: none"> • To differentiate among primary, secondary and tertiary disease prevention • To understand how personal practices and attitudes contribute to disease prevention • To carry out health practices that contributes to personal and public health • To understand the linkages between personal health practices and public health • To appreciate alternative health care practices • To evaluate the roles of government in maintenance and promotion of public health
4B Health and safety		
	<ol style="list-style-type: none"> 1. Concepts of risk and safety 2. Health and safety in different settings <ul style="list-style-type: none"> • Health and safety at work <ul style="list-style-type: none"> ▪ occupational health • Health and safety at school <ul style="list-style-type: none"> ▪ Protection against harassment, e.g. sexual harassment / bullying 	<ul style="list-style-type: none"> • To understand the concepts of risk and safety • To practise safe behaviours in different settings • To apply safety guidelines and procedures in different settings • To promote a culture of positive health and safety

	Topics	Explanatory Notes
	<ul style="list-style-type: none"> ▪ others: e.g. hygiene, healthy lunch, peer relationship • Health and safety in sports and leisure <ul style="list-style-type: none"> ▪ health and safety practices in sports ▪ lifestyle changes and new leisure activities create new risks • Health and safety abroad • Health and safety at home e.g. safety aids, use of equipment • ‘Healthy city’ <p>3. Actions to enhance health and safety</p> <ul style="list-style-type: none"> • Statutory requirements for health and safety • Health and safety promotion, such as anti-smoking campaigns, personal hygiene campaigns 	
4C Aspects of risk assessment and health management		
	<p>1. The concepts of risk assessment and health management</p> <p>2. Diet and nutrition</p> <ul style="list-style-type: none"> • Nutrition concepts • Body shape and body image: media literacy, criticise current concepts, appropriate weight management <p>3. Environmental health</p> <ul style="list-style-type: none"> • Effects of pollutions (e.g. chemicals, radiation, water, noise, air) on health and social well-being • Personal roles in protecting the environment (e.g. resource conservation, 3R - reduce, reuse and recycle) • Government roles in the protecting the environment (e.g. legislation, promotion such as campaigns related to cleanliness and hygiene) 	<ul style="list-style-type: none"> • To understand the importance and concepts of risk assessment and health management • To explore the ways to manage personal and community health • To demonstrate behaviours that minimises risk to oneself and others

	Topics	Explanatory Notes
	<p>4. Emergency Management</p> <ul style="list-style-type: none"> • Accidents in schools, on the road, at home • Ways of reporting or obtaining assistance when faced with unsafe situations or accidents • Corrective action e.g. first-aid skills 	
<p>4D <i>Social care, healthy relationships, social responsibility and commitment in the family, community and groups</i></p>		
	<p>1. Healthy relationships</p> <ul style="list-style-type: none"> • Types of relationships – family relationships, friends and peer relationships, intimate relationship and workplace relationships • Positive and negative effects of relationships on personal development • Barriers to healthy relationships <p>2. Promotion and maintenance of care in service delivery</p> <ul style="list-style-type: none"> • Understanding the emotional, social and physical needs of the service users • Positive attitudes towards service users including their members, friends and colleagues • Code of Ethics • Understanding conflicts and conflict resolution strategies, e.g. effective communication <p>3. Social responsibility</p> <ul style="list-style-type: none"> • concern for, and interest in, families, peers, groups, the community and vulnerable groups • responding to social crises • caring about the needy people <p>4. Seeking to balance personal responsibility with responsibility to society:</p>	<ul style="list-style-type: none"> • To identify various types of relationship and how they affect life and development • To respect each and every relationship • To understand social care can be promoted in various ways • To examine the ways for fostering positive and caring relationships in service delivery • To examine and carry out personal and social responsibilities in health and social care • To make commitments to family, community and groups

	Topics	Explanatory Notes
	<ul style="list-style-type: none"> • The need for local community and personal participation in service delivery • The different expectations between service providers and clients on the service provision. <p>5. Commitment in family, community and groups</p>	
4E Health and social care professions and volunteers complementing primary / private care		
	<p>1. Primary care</p> <ul style="list-style-type: none"> • The community-based health services provided by family doctors, community nurses etc. <p>2. Private care</p> <ul style="list-style-type: none"> • The need of the care for the patients who remains at homes • How to enable the patients to stay in the community. <p>3. Community care complementing private care</p> <ul style="list-style-type: none"> • Volunteer <ul style="list-style-type: none"> ■ As a form of demonstrating social concerns and responsibility ■ Roles of volunteers in complementing to the private care <p>4. Health and Social Care Professions</p> <ul style="list-style-type: none"> • Role of health and social care professions in enhancing primary care 	<ul style="list-style-type: none"> • To understand the concepts of primary care and private care • To examine the roles of individual, volunteer and professions in complementing primary care

Topic 5 - Health Promotion and Maintenance and Social Care in Action

	Topics	Explanatory Notes
5A	<i>Professionals in health and social services</i>	
	<ol style="list-style-type: none"> 1. Types of health care and social care professionals: <ul style="list-style-type: none"> • Health services: doctors, nurses, dentists, physiotherapists, occupational therapist, dietitians, healthcare assistants etc. • Social services: social workers, welfare workers, counselors etc 2. Institutions and settings – hospitals, clinics, health centres, care homes, laboratories, service centres 3. Professional intervention <ul style="list-style-type: none"> • Purposes of intervention e.g. protect, lessen detriment effect • Types of interventions e.g. treatment, counseling, therapies 4. Professional Ethics – Code of Practice <ul style="list-style-type: none"> • privacy and confidentiality • equality in care practice • support and advocacy 5. Roles, skills and approaches <ul style="list-style-type: none"> • Different roles of health care management in different settings e.g. monitoring, quality assurance, supervision, administration, finance • How these roles contribute to the operation of the settings • Integrated approach – extended or hybrid role 6. The relationship between professionals and service users <ul style="list-style-type: none"> • Patient/client centered • Role of clients: not only as passive service receiver, but also actively 	<ul style="list-style-type: none"> • To identify and categorise the professions in health and social services • To understand the roles, the work, skills of health / social care professionals and their relationship with service users • To build up the competences required for the provision of health and social care services and outline their appropriate training paths

	Topics	Explanatory Notes
	seeking information and participating in the decision making	
5B Health and social care services and agencies		
	<ol style="list-style-type: none"> 1. Health and social care services agencies: Government departments and non-government institutional provision (e.g. NGOs) of health care and social care services 2. Types of services <ul style="list-style-type: none"> • Health services: General Practices, hospital, dental services, chiropody, physiotherapy, occupational therapy, community health services, dietetic advice, etc • Social services: residential care, day care and home care, community services, counseling etc 3. Other modes of services: mutual aid groups, support groups on Internet, hotlines, clanship or hometown association etc 4. Purposes of service – preventive (primary care, education), intervention, curative, maintenance, emergencies (first aid, medical care), rehabilitation (shelter workshops, drug addicts, gamblers, mental illness) 5. Forms of service delivery, e.g. integrated vs. specialised services, centre-based vs. outreach, home-based, residential services 6. New trends in the delivery of health services and social care services, e.g. <ul style="list-style-type: none"> • Community based: focus at district level, long term care • Community development – empowering a local community by 	<ul style="list-style-type: none"> • To identify different types of health and social care services • To understand the aims and the work of different service agencies • To compare different forms of service delivery • To explore the new trends in the delivery of health services and social care services

	Topics	Explanatory Notes
	professionals to address local concerns and provide support and care	
5C <i>Mental health as a personal predicament and as linked to the social context</i>		
	<ol style="list-style-type: none"> 1. The importance of mental health and the characteristics of an emotionally healthy person 2. Factors that influence the mental health of individuals 3. Stress <ul style="list-style-type: none"> • What is stress? • Types of stress: eustress (positive stress) and distress (negative stress) • Stressors (causes e.g. work, studies) • Stress reaction • Strategies for coping with stress 4. Some types of mental problems/disorders: depression, phobias, Post-traumatic Distress Syndrome, schizophrenia etc 5. Social isolation / exclusion and mental illness 6. Possible impact of poor mental health and stress: <ul style="list-style-type: none"> • Suicide • Productivity / efficiency loss, • Burden on family members 7. Mental health services: <ul style="list-style-type: none"> • Deinstitutionalization • Rehabilitation service • Family care and support • Integration into the community 8. Ways to maintain good mental health: positive self image, social support, stress management etc 	<ul style="list-style-type: none"> • To understand the importance of mental health and describe the characteristics of an emotionally healthy person • To analyse the factors that influence the mental health of individuals and lead to the prevalence of mental health problems in the community • To acquire skills for stress management • To identify the main types of mental health disorders • To explore how to enhance personal mental health

	Topics	Explanatory Notes
5D	Leadership in health and social care	
	<ol style="list-style-type: none"> 1. Team building and team work in and across professional, voluntary and private health and social care <ul style="list-style-type: none"> • Roles of team leader and members • Core mission • Communication systems and network • Mutual respect • Conflict management 2. Communication skills <ul style="list-style-type: none"> • Types of communication • Communicating with different people, e.g. one's health provider, patients, health and social care providers • Communication when working in teams • Barriers to communication, factors enhancing or hindering the effectiveness of communication • Strategies to overcome the barriers and ways of enhancing the effectiveness of communication 3. Organizational skills <ul style="list-style-type: none"> • Competence to plan, coordinate, organise, conduct and evaluate tasks / events related to health and social care services • To set priorities for the tasks 4. Skills in interpreting information <ul style="list-style-type: none"> • Use of research findings in health and social care and its significance • Data interpretation and verification • Analyzing information on health products, health promotion, social care service delivery 	<ul style="list-style-type: none"> • To develop the enabling skills in health promotion and the provision of care services, including <ul style="list-style-type: none"> ■ team-building and team work ■ communication skills ■ organizational skills ■ skills in interpreting information • To apply the above skills to study related health and social issues / problems and carry out project / service learning

2.4.2 Time allocation

The total lesson time for the three-year curriculum is around 270 hours. The estimated time allocation for the compulsory and the elective parts is shown below:

Compulsory Part	Proposed Percentage of Time Allocated Sub-total: 60%
1. Personal Development, Social Care and Health Across the Lifespan	12%
2. Health and Social Care in the Local and the Global Contexts	12%
3. Responding to Needs in the Areas of Health and Social Care	12%
4. Promotion and Maintenance of Health and Social Care in the Community	12%
5. Health Promotion and Maintenance and Social Care in Action	12%

Elective Part (Select any two modules)	Proposed Percentage of Time Allocated Sub-total: 40%
1. Extended Study on Health Promotion and Health Maintenance Services	20%
2. Extended Study on Community and Social Care Services	20%
3. Current Issues of Health and Social Care	20%

The above proposed percentages of time are to be seen as rough estimates for teachers' general reference. Adjustments can be made flexibly based on the background, knowledge base and abilities of students in individual schools. The topics listed are not meant to be taught in isolation within the specified percentage times. Their interrelationships with other topics in the compulsory or elective parts are to be covered whenever appropriate.

Chapter 3 Curriculum Planning

This chapter provides guidelines to help schools and teachers to develop a flexible and balanced curriculum that suits the needs, interests and abilities of their students, and the context of their school, in accordance with the central framework provided in Chapter 2.

3.1 Guiding Principles

It is of utmost importance for the school management, HMSC panel chairpersons and teachers concerned to discuss, plan, and collaborate in designing and implementing the HMSC curriculum to facilitate student learning, cultivates their generic skills, positive values and attitudes with reference to the following principles:

- Alignment for a broad and balanced whole-school curriculum
- Meeting student needs and developing their full potential
- Maximising available staffing and resources

The provision of a wide range of elective subjects in the senior secondary curriculum aims to widen the knowledge base for student selection and to provide opportunities for in-depth study of individual subjects in preparation for students' further studies and careers. To achieve the overall goals of senior secondary education as stipulated in the *Senior Secondary Curriculum Guide* (2007), schools should design and develop a broad and balanced school-based curriculum by offering elective subjects from various Key Learning Areas, including the Technology Education Key Learning Area (TEKLA), to complement or supplement student learning as a whole. In other words, the traditional way of grouping subjects in a specific stream (e.g. science / arts / business only) can be replaced by a mixture of elective subjects from various KLAs together with HMSC to widen student choice and whole-person development. In addition, the offering of related Applied Learning (ApL) courses may be considered to cater for diverse student learning abilities and interests. Schools may also consider collaborating with other schools to form networked classes for effective implementation.

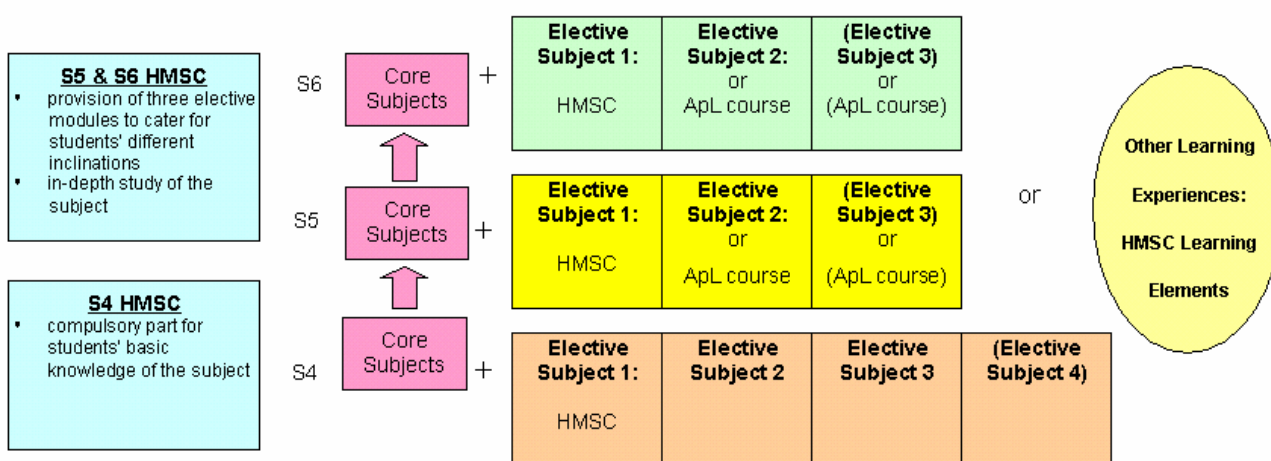
The school management and HMSC panel chairpersons must be flexible in deploying appropriate teaching and administrative staff, time-tabling, and the use of school facilities and equipment, to provide the necessary professional and logistic support for carrying out various HMSC-related student learning activities outside the classroom. Alternatively, such activities can be incorporated in school or community events as enrichment for students' other learning experiences.

3.1.1 Positioning of Health Management and Social Care in the school curriculum

Students at the senior secondary level can select HMSC, together with other elective subjects, for various purposes: (i) to broaden their knowledge base, (ii) to complement other related studies, (iii) to aspire to a career or (iv) to study as a non-examination subject for enriching their learning experience. Some examples of subject combinations are:

- HMSC + History + Biology + Music
- HMSC + Physical Education + Chemistry
- HMSC + Combined Science + Business, Accounting and Financial Studies
- As part of “essential student experiences” for all-round and whole-person development e.g. by offering HMSC as non-examination subject with a selection of topics from the curriculum to meet the specific needs and interests of students in a particular school

Figure 3.1 Progression of HMSC at senior secondary level



ApL -Applied Learning
() -Optional

HMSC as an Elective Subject

3.1.2 Selection of modules

Schools are encouraged to offer the full curriculum to meet the diverse learning needs of students. However, if there are constraints which prevent schools from offering the full curriculum – either on their own or in partnership with neighbouring schools – it is suggested that students should be informed about the modules to be provided in the elective part well in advance of the start of S4.

3.2 Progression

The wide range of related topics that students learn from different Key Learning Areas (Chapter 1, Section 1.4.1) and their other learning experiences in moral and civic education at junior secondary level provide them with the prior knowledge necessary to study HMSC at the senior secondary level.

The total lesson time for the three-year curriculum will be around 270 hours. As stated in Chapter 2, the Compulsory Part accounts for 60% (approximately 162 hours) of the lesson time, while the remaining 40% is allocated to the Elective Part (approximately 108 hours). In the course of the three-year HMSC curriculum, students will take two modules in the Elective Part, each comprising approximately 54 hours of study.

In accordance with the recommendations in the *Senior Secondary Curriculum Guide (2007)* the curriculum is designed to help learners progress smoothly throughout the three years of senior secondary education. The following is the estimated time allocation:

Year	Contents	Estimated Time (hours)
S4	Compulsory Part	approx. 95-98
S5	Compulsory Part and First Elective Module	approx. 100-103
S6	Compulsory Part and Second Elective Module	approx. 70-75
Total:		270 hours

In S4, students begin the study of the compulsory part of the curriculum which includes all the essential learning elements and basic building blocks for understanding the subject as a whole. This forms the foundation for applying the related health and social care knowledge and skills in their elective study starting in the second and third years.

Students will continue to study the Compulsory Part in S5 and S6. Depending on the pace of teaching and student ability, the teaching of the elective part can start at S5 and continue in S6. Teachers will have to guide students to select and study appropriate themes in their elective modules, i.e. “Health Promotion and Health Maintenance Services”, “Community and Social Care Services” or “Current Issues of Health and Social Care”.

Given that the lesson time is limited, schools must exercise careful planning and flexible

time-tabling to facilitate the practical learning activities in the elective modules beyond normal lesson time.

Under the guidance of teachers, students who prefer applied learning but wish to focus on a particular facet of the HMSC curriculum may also consider taking related Applied Learning Course(s) in S5 and S6.

Figure 3.2 Suggested Learning and Teaching Sequences

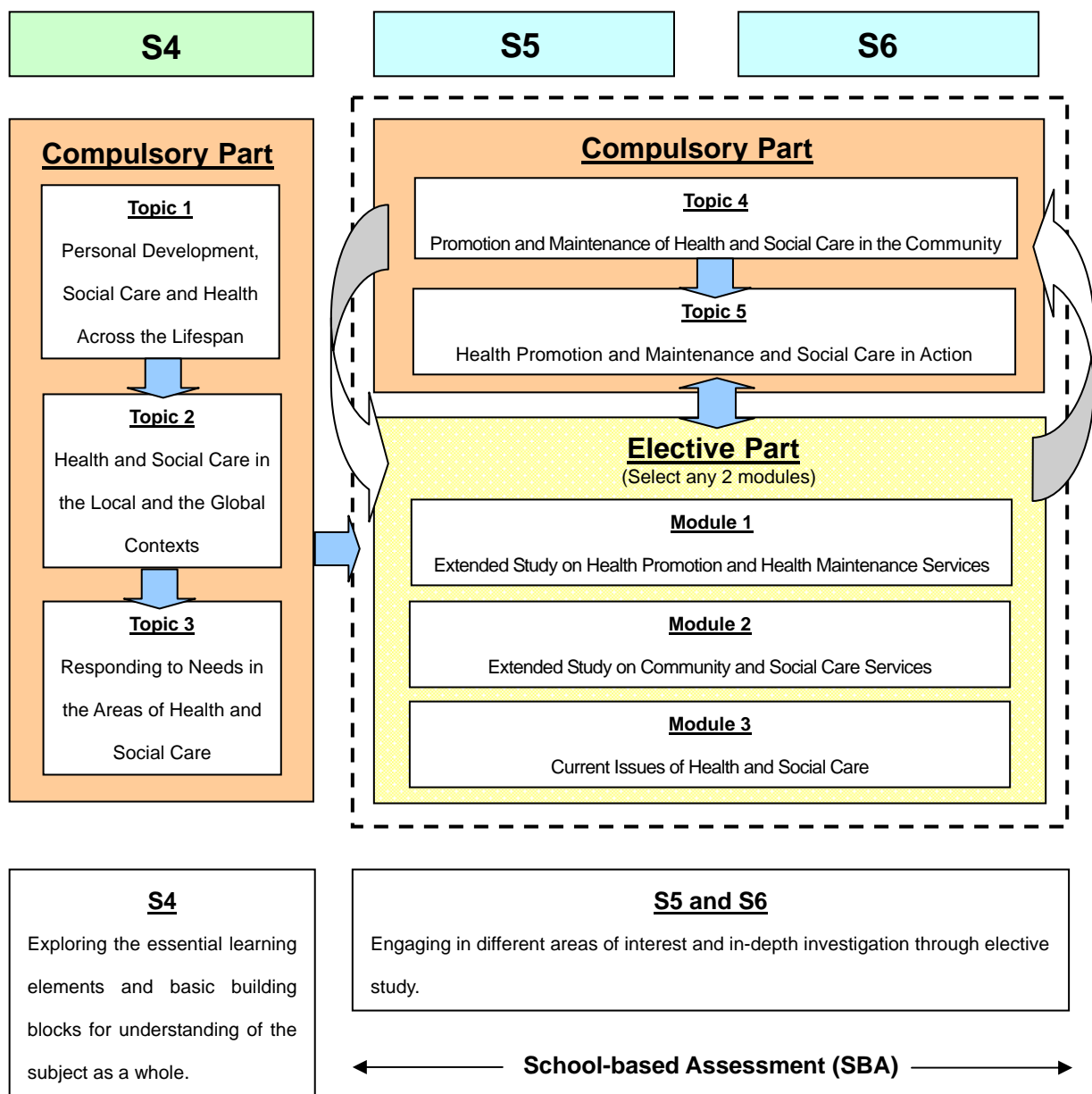


Figure 3.2 shows one of the possible ways of sequencing topics in the compulsory part of the curriculum. The learning and teaching sequence is organised in such a way that learning about health and social care starts at the individual level, and then progresses to the more

abstract and complex community, society, nation and world levels. Students are expected to explore health and social care issues at all these levels, as well as the relationships among them. It is assumed that students will learn in a sequence from “understanding” to “action”. Their preliminary understanding of personal health and social care, the needs of the community/ society/ world and the responses to these needs will provide a firm foundation for their studies of topics on “promotion and maintenance of health and social care in the community” and “health promotion and maintenance and social care in action” in the Compulsory Part.

As the elective modules will be assessed through SBA in S5, teachers need to ensure that the groundwork has been laid in the first year. Sub-topic (5D) of topic 5 “Health Promotion and Maintenance and Social Care in Action” can also be introduced at an early stage of S5 to prepare students for their elective studies.

The above suggested learning and teaching sequence may not be suitable for all schools. Teachers are encouraged to exercise their professional judgment in designing a sequence which suits their students’ needs, interests and prior knowledge.

3.3 Curriculum Planning Strategies

3.3.1 Understanding the curriculum and student needs

Teachers are expected to have a thorough understanding of the rationale, aims and learning targets of the curriculum prior to planning the curriculum for their own students. This sets the direction for teachers and students to reflect regularly on whether the knowledge being learned contributes to the ultimate aims of the curriculum and senior secondary education. It is also important for schools and teachers to understand the cognitive, psychological, and social development of teenage students, and to consider the following factors when planning the HMSC curriculum:

- ***For students of different abilities***

The HMSC curriculum involves both conceptual and experiential learning so that students with different abilities and learning styles can benefit from the varied teaching strategies and learning tasks.

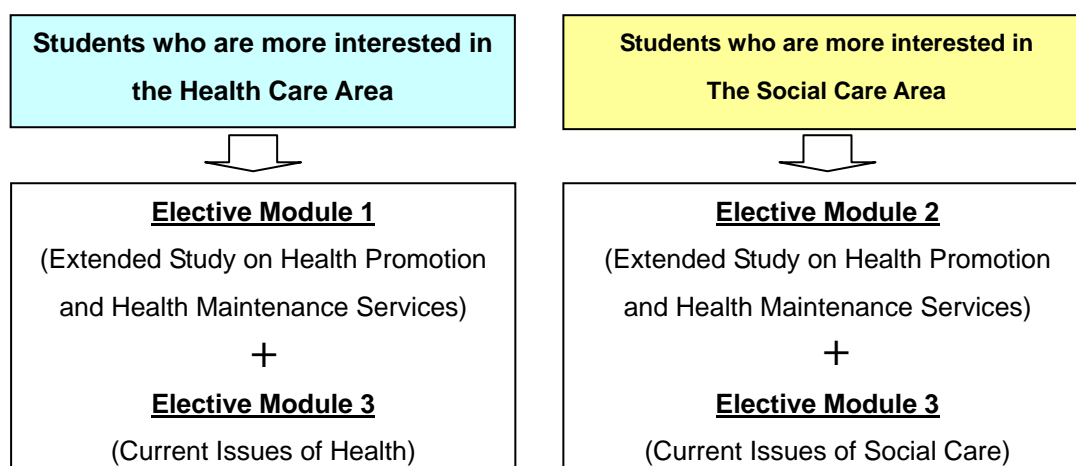
For example, the field learning in HMSC could be carried out in the form of community service, work-related activities, supplemented by reflective journals, with students being guided through the essential phases of experiential learning – such as

experiencing, sharing, analysing, inferring or generalising and applying. This will create a valuable learning environment for students of different ability levels.

- ***For students with different inclinations***

Three modules are provided in the elective part, to cater for students with different inclinations.

Figure 3.3 Possible options for HMSC students with different inclinations



- ***Making student learning more meaningful***

Contextualised learning can help students to explore how they can apply their knowledge to solve real-life problems for themselves, their peers, their families or society. This also strengthens their motivation to learn. For example, they could conduct a class survey to find out the number of hours spent on using the Internet for playing games, discuss the implications of the findings for social relationships with their family members, and propose a programme to promote hygienic practices in public places.

- ***Integrating conceptual learning with life-wide learning experiences***

Learning should not be confined within the four walls of the classroom. Ample opportunities should be provided for students to serve their families, schools or communities, making use of the knowledge, skills and positive attitudes they have developed through studying the subject. Visits to local, Mainland or overseas health care or community centres could also help students to broaden their perspectives and

understand how related theories in the subject can be realised in daily practice in real-life contexts. For example, students could compare gender roles in different societies; and explore issues related to tobacco control policy, including the views of major stakeholders, in various countries.

- ***Integrating learning with assessment***

To achieve the goals of “assessment for learning”, some assessment activities can be integrated into daily classroom lessons/ activities, or be used for internal assessment. These enable teachers to provide useful feedback to students on where improvements have to be made. In addition, assessment rubrics or marking criteria and written feedback should be provided to students when assessing project work. Schools and teachers are encouraged to review and plan the curriculum flexibly and make appropriate re-adjustments where necessary, taking into account the SBA implementation arrangements for the subject specified in Chapter 5 – Assessment.

- ***Coherence of the Compulsory and the Elective Parts***

In the HMSC curriculum, the compulsory part could be understood as “the basics”, i.e. what students have to know, whereas the study of the elective part is the “application” of this offering students the opportunity to engage in what they like, are good at, or want to try out. The elective part has a very positive role within the overall curriculum and the activities planned in this part should involve high-order thinking, experiential learning, and a wide selection of topics to suit students’ interests and abilities.

3.3.2 SWOT analysis

In the process of formulating a strategic plan to prepare for the smooth transition and successful implementation of the curriculum, the teachers concerned may find the following “strengths, weaknesses, opportunities and threats” matrix useful. For example, it may help teachers to review and reflect on their current contexts and pedagogical practices, identify ways forwards and work out how to build on their schools’ strengths and enhance the quality of student learning.

Figure 3.4 A “SWOT” Matrix

Strengths	Weaknesses
Opportunities	Threats

3.3.3 Collaboration and networking

Generally, only one or two HMSC teachers in a school will work on the curriculum. It is, therefore, desirable, for them to explore opportunities for collaboration with other subject teachers within their schools and build up networks with professionals outside school and with business organisations in the community whenever possible. This will help students to understand the lateral and vertical coherence of the curriculum at various levels and their connections to every day life, widen the scope of the teachers in designing and implementing the curriculum as well as broaden the exposure of students to a wide range of learning platforms to scaffold and apply their knowledge in a constructive and meaningful way.

Teachers from different schools may also form networks to share and reflect on their tacit knowledge and experience when designing and developing curriculum resource materials.

3.4 Curriculum Management

3.4.1 Roles of different personnel in schools

School heads, Technology Education Key Learning Area co-ordinators, panel heads and teachers have different roles in managing the HMSC curriculum to ensure that the curriculum goals and aims are achieved and students learn effectively.

School heads are expected to steer the planning of the whole-school curriculum and assessment policies in line with the recommendations of the curriculum reform, and the school vision and mission, and to support and coordinate related professional development programmes for Key Learning Area co-ordinators, panel heads and teachers.

Technology Education Key Learning Area co-ordinators and panel heads are expected to lead and guide panel members to carry out the following tasks: review and reflect on their pedagogical practices regularly; consider on how they could improve student learning through changes in their pedagogy; coordinate cross-curricular cooperation with other subjects or sections in school; and act as school resource persons in providing information about health and social care.

Teachers are expected to assess the needs and interests of students, select the resources, media and instructional strategies best suited to implementing the HMSC curriculum for different learners, and exhibit competence in carrying out teaching and learning activities.

3.4.2 Capacity building

The school head, middle management and teachers need to develop a learning community in which the culture of sharing assists the development of ever-better professional capabilities. This will help to ease teachers' concerns, clarify their misconceptions and provide support for coping with new challenges. School management should support collaborative lesson preparation so that teachers can discuss content, teaching and learning strategies and different assessment methods, as they work towards improving learning.

3.4.3 Time-tabling and grouping

HMSC teachers need to cooperate with school management in grouping students for lessons and arranging field learning for them, based on the individual school context, to maximise the use of available facilities and equipment.

3.4.4 Resource support and development

Panel heads and teachers are encouraged to keep abreast of the latest information and reference materials related to the curriculum through various means – for example, from the web, journals, reference books and newspapers. These could be used for designing learning and teaching tasks or materials that are closely related to students' daily lives.

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Chapter 4 Learning and Teaching

This chapter provides guidelines for effective learning and teaching of the Health Management and Social Care (HMSC) curriculum. It is to be read in conjunction with Booklet 3 in the *Senior Secondary Curriculum Guide (2007)*, which provides the basis for the suggestions set out below.

4.1 Knowledge and Learning

Students in the 21st century face complex and dynamic challenges brought about by the advances in communication technology and globalization. The electronic/digital age has revolutionised not only how we learn in a knowledge-based society but also how we use knowledge to make informed and ethical decisions to resolve problems. Teachers need to be aware of contemporary theories of knowledge, learning, teaching and assessment, and consider their implications for helping students to be effective learners of the subject.

4.1.1 Views of knowledge

Teachers' understanding of how knowledge is constructed affects what they see as worth learning and how the key concepts and content in the HMSC curriculum can be best organised to achieve its goals.

Recent research findings have indicated that knowledge is dynamic, holistic, personal and contextualised. Knowledge is constructed when students enquire, experiment, reflect and interact with other people. One can even create new knowledge by exploring, synthesising and proving with evidence.

It is crucial for both teachers and their students to have clear conceptions of what constitutes "knowledge" as this influences how teachers interpret the curriculum and select their pedagogies, and how students view their studies.

Teachers need to help students understand that knowledge exists everywhere and that learning is not confined to the classroom. Knowledge is not just available in books, it can be created through interaction between people. In this context, teachers need to take a fresh look at their own roles and those of their students.

- **Roles of teachers**

HMSC teachers are encouraged to move from direct teaching and transmission of knowledge to playing more of a **facilitator role** when students progress to senior forms. They should use problem-based learning and case studies to help students shift their focus from compartmentalised learning of a specific subject to a holistic understanding of issues and problems. (Please refer to Appendix 1 - Example 2) Students also learn better when they are given opportunities to explore and to learn from their mistakes in the learning process.

- **Roles of students**

In addition to learning the basic content knowledge of the subject, students should be encouraged to take a **proactive role** in developing their generic and independent learning skills in the context of studying HMSC. Their reliance on knowledge transmitted by teachers and the study materials they give out should gradually decrease as they progress from S4 to S6. (Please refer to Appendix 1 – Example 2).

- **Dual roles of learners and facilitators**

To develop a learning community in schools, both teachers and students have to perform dual roles as learners and facilitators. This can be promoted through teachers encouraging students to learn independently or through intellectual discourse in in-depth discussions and debates. The information students gather in self-directed study projects using, for example, the Internet may go beyond the teachers' knowledge of the subject. So, in this process, the teachers have acted as both facilitators and learners: they have asked students thought-provoking questions to enhance understanding of specific issues or topics – *and* they have learned from their students. Similarly, when students collaborate in carrying out project work or group presentations, individual students perform dual roles as learners and facilitators by raising questions and expressing views.

4.1.2 Views of learning and teaching

Concepts for HMSC teachers

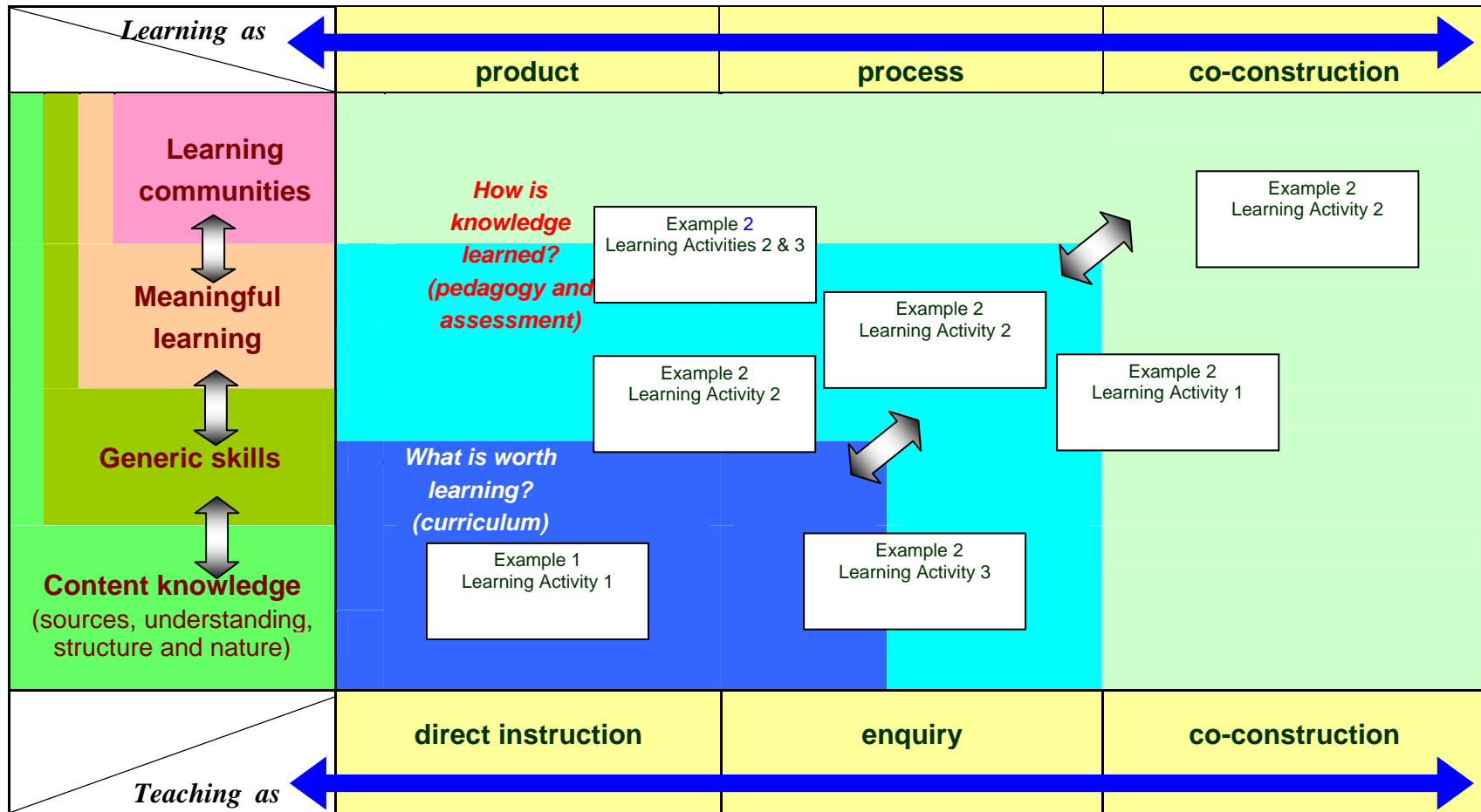
The following table outlines several complementary learning and teaching approaches which HMSC teachers can use to review, reflect on and improve their classroom practices:

<p>Learning as a product</p> <p>In the school context, learning is usually conceived of as an outcome. Students learn some new knowledge and skills from their teachers by studying the pre-determined goals, targets and objectives of the curriculum. Learning is considered successful when there are enduring changes in knowledge and skills.</p> <p>(Refer to Appendix 1 – Example 1)</p>	<p>Teaching as instruction</p> <p>This occurs when teachers present new knowledge, teach students how to use advanced organisers in the process of learning, provide opportunities for them to learn and practise, check what they know with quick questions and answers, and provide informative feedback for them to review and improve their learning.</p> <p>(Refer to Appendix 1 – Example 1)</p>
<p>Learning as a process</p> <p>This occurs when students are given opportunities to transform information in solving problems.</p> <p>(Refer to Appendix 1 – Example 2)</p>	<p>Teaching as enquiry</p> <p>With the use of appropriate learning and teaching strategies, students can be engaged in complex cognitive processes that require thoughtful discourse.</p> <p>Students are often invited to make predictions, debate alternatives, etc., and this can take place during interactive whole-class teaching, or in pairs or groups. The chosen topic/theme should be placed in a wider meaningful context. “Open-ended” questions are used and “wait time” is allowed to encourage explanations or elaboration of answers.</p> <p>(Refer to Appendix 1 – Example 2)</p>

Learning as co-construction	Teaching as co-construction
<p>Students and teachers construct and create knowledge together. This occurs when students demonstrate their knowledge and skills, and perform competently. Their insights also help their teachers to see students' new perspectives and ideas.</p> <p>(Refer to Appendix 1 - Example 2)</p>	<p>Teachers help students to develop higher-level cognitive skills by using “scaffolds” (i.e. temporary supportive frameworks). They can provide model responses (e.g. demonstrations and model answers), prompts and feedback (as in guided discovery); and they can rehearse arguments, and give cue cards and self-evaluation checklists to enhance students' understanding.</p> <p>(Refer to Appendix 1 - Example 2)</p>

The following figure shows how the above concepts can be realised in the learning and teaching of the HMSC curriculum, with examples given in the Appendix 1:

Figure 4.1 Approaches to learning and teaching



4.1.3 Views of assessment

Assessment is an integral part of the learning and teaching cycle: it should aim to contribute to enhancing learning and teaching. The focus should be on “assessment *for* learning” i.e. assessment designed to provide useful feedback for the students, rather than “assessment *of* learning” in the form of “end of unit” tests and examinations. When aligning the curriculum and linking pedagogy to assessment, HMSC teachers should address the following questions:

- When should students be assessed so that they know how to learn better?
- What is the purpose of assessment for specific HMSC tasks?
- How should students be assessed in order to demonstrate that they have achieved the desired performance/outcomes?

To help students understand how they can improve through the learning and assessment tasks, teachers need to explain the goals and objectives clearly. In addition to giving constructive feedback, it is helpful to provide rubrics, checklists and marking criteria to enable students to understand what is expected of them, so that in due course they become able to review their own performance. For further details, please refer to Chapter 5 of this guide.

4.2 Guiding Principles

Apart from conventional considerations like age, gender, physical condition, academic ability, motivation, learning style, self-concept, family and cultural background that all influence how students go about their learning, the guiding principles for planning effective learning and teaching of HMSC are highlighted below:

- **Knowledge**

Both teachers and students need to understand that knowledge exists in various forms. In the HMSC curriculum, learning is not limited to established discipline knowledge from the subject literature. Updates on recent research findings in the medical, health, social care and management fields are also necessary to keep students abreast of the latest developments, issues and concerns in both the local and global contexts. Students must realise that, in the present information era, knowledge is dynamic. Opportunities should be given for students to interact with others and learn by constructing meaning from contextualised knowledge.

- **Learning**

In this curriculum, learning can take place in a wide variety of ways. For example, students acquire knowledge through classroom interaction, but they also learn through tasks and field learning, and by collaborating with classmates in project work.

- **Understanding learning targets**

HMSC teachers should design their teaching schemes, lesson plans and learning tasks in advance, with clear learning targets; and these targets should be explained to students so that they are aware of the direction of their studies.

- **Using a wide range of learning and teaching strategies**

Good teachers use a wide range of learning and teaching approaches and strategies to cater for the different learning styles, abilities and interests of students, as well as to achieve the learning targets of the curriculum. Please refer to Section 4.3 for more details.

- **Teaching for understanding**

Deep learning helps students to connect concepts, and apply and transfer their knowledge in solving problems, even in novel situations. Deep learning is promoted when the teaching of HMSC supports thorough understanding rather than the ability to remember disconnected facts and data. Please refer to Section 4.3 for more details.

- **Building on prior knowledge and experience**

New concepts, ideas and knowledge should be built on students' prior knowledge and experience. Students' learning is enhanced when they can relate new contexts and situations to earlier learning and experiences. In this regard, HMSC teachers should therefore base the design of their lessons on their students' existing knowledge and background.

- **Promoting interaction**

Interaction between teachers and students, and among students, is critical for

effective learning. Students need to explore and articulate their knowledge and their thinking. Teachers can help to develop students' critical thinking skills by asking thought-provoking questions, and giving constructive feedback (verbal or written) that informs students clearly about how well they are progressing and how they can improve their learning. Please refer to Section 4.4 for more details.

- **Aligning assessment with learning and teaching**

To enable students to learn better, assessment should be used as an integral part of learning and teaching the subject.

- **Making effective use of resources**

Facilities, equipment, printed and electronic texts and other resources are useful tools for learning. Teachers should use them flexibly and creatively to facilitate students' understanding of content knowledge.

- **Enhancing motivation**

Motivation is a strong driving force for students to learn well. Teachers have to understand students' needs, abilities and learning styles so that they can design meaningful and challenging lessons that will arouse their interest.

- **Maximising engagement**

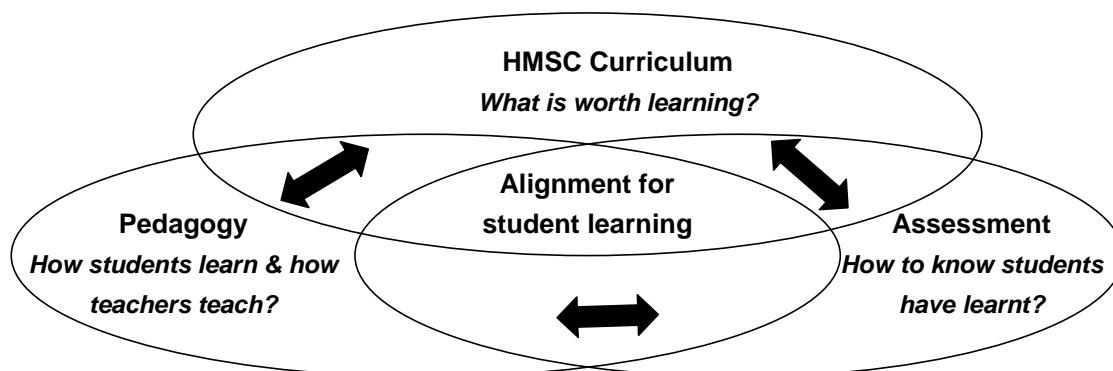
It is important for all students to be "on task" and focused on their learning. Students are more likely to engage actively in learning if they are involved in purposeful tasks in authentic or simulated contexts.

- **Teaching for independent, self-directed learning**

The ultimate goal of education is to nurture students as active and reflective learners with the generic skills for meeting future challenges. A wide variety of learning tasks and activities in authentic contexts should be designed to assist students to learn independently in studying the HMSC curriculum. Students are expected to take responsibility for their learning, and teachers can promote self-directed learning by encouraging them to work on projects of interest to them as they progress to senior forms.

To enhance knowledge-building, develop generic skills and foster positive values and attitudes, it is important to recognise that curriculum, pedagogy and assessment are interrelated. The following diagram illustrates the nature of this inter-relationship:

Figure 4.2 The “trinity” of student learning in schools



4.3 Approaches and Strategies

The pedagogies teachers adopt, and the learning tasks and assessment they design, often reflect different perspectives on knowledge and learning. However, given the diversity of students’ needs, learning styles and abilities, and the wide range of objectives to be achieved, there is no single approach or strategy that can fit all the requirements. For the HMSC curriculum, teachers need to employ a mixture of approaches and strategies to develop students’ understanding and generic skills.

The table below suggests some learning and teaching strategies that facilitate effective learning and teaching of HMSC, but they are no means comprehensive.

Approaches/ Strategies	Description	Examples of topics
<i>Experiential learning</i>	Experiential learning is focused on enhancing students’ learning from the experiences they encounter. It is learner-centred and activity-oriented. Personal reflection on experience and the formulation of plans to apply the learning to other contexts are critical factors in effective experiential learning and an essential learning element in HMSC.	<ul style="list-style-type: none"> • Elective module 1: Extended Study on Health Promotion and Health Maintenance Services • Elective module 2: Extended Study on Community and Social Care Services

Approaches/ Strategies	Description	Examples of topics
<i>Problem-based learning</i>	<p>Problem-based learning (PBL) is generally described as "an instructional strategy in which students confront contextualised, ill-structured problems and strive to find meaningful solutions". The problems are used to arouse students' curiosity engage them in analysis and critical thinking and applying what they know.</p> <p>PBL tasks involve:</p> <ol style="list-style-type: none"> 1. exploring problems/cases 2. identifying learning issues 3. solving problems with previous knowledge 4. identifying learning needs 5. setting learning goals and allocating tasks 6. individual study 7. sharing and teaching 8. assessment of the whole process 	<ul style="list-style-type: none"> • 1C – Positive responses to different life events • 2A – Poverty • 3A – Risk factors to health • 5D – Team building and team work
<i>Case studies</i>	<p>Case studies are scenarios created and used as a tool for analysis and discussion. Cases are often based on actual events, which add a sense of reality and arouses interest.</p> <p>Good cases should have sufficient detail to stimulate analysis from a variety of viewpoints or perspectives. They place the learner in the position of a problem-solver. Students become actively engaged in discovering underlying issues, dilemmas and conflicts.</p>	<ul style="list-style-type: none"> • 2B – Contemporary issues of vulnerability, e.g. addictions • 4B – Protection against harassment, e.g. sexual harassment/ bullying • 4C – Body shape and body image • 4D – Understanding conflicts and conflict-resolution strategies
<i>Cooperative learning</i>	<p>Cooperative learning provides students with opportunities to learn from each other, develop their interpersonal skills, learn to deal with conflict and work as a team. To create an environment for effective cooperative learning, it is necessary for (a) students to feel safe, but also challenged, (b) groups to be small enough so that everyone can contribute and (c) the tasks students work on together to be clearly defined.</p>	<ul style="list-style-type: none"> • 5C – Strategies for coping with stress • 5D – Team building and team work

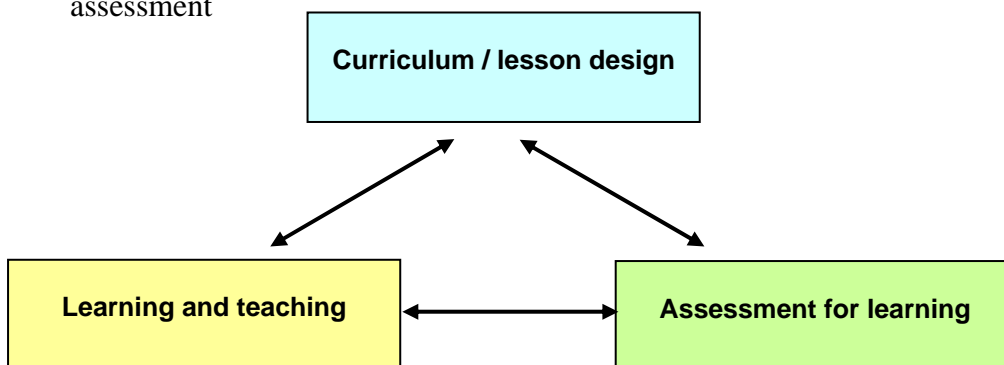
Approaches/ Strategies	Description	Examples of topics
<i>Lecturing</i>	<p>Lecturing is an example of teaching as direct instruction. Lectures provide opportunities for teachers to: emphasise important ideas; present the most up-to-date information; give personal interpretations of subject-matter; and provide a springboard for further understanding/study.</p> <p>However, teachers should also note that as lectures are teacher-centred with students remaining mainly passive, the attention span of the students may be limited. Some students, because of their learning styles, may not understand the lecture content.</p>	<ul style="list-style-type: none"> • 1D – Technology advancement and its impact on health and health care • 1C – The various stages of life • 4A – Primary, secondary and tertiary disease prevention
<i>Debates</i>	<p>The aim of using debates in HMSC is to engage students in thinking and putting forwards arguments. In preparing for a debate, students need to analyse arguments from different perspectives. Debates also encourage them to consider not only the facts of a situation but also the implications. Students need to think critically and strategically about both their own and the other teams' positions. The competitive aspect encourages engagement and a commitment to a position, and it also provides a way for teachers to assess the quality of learning and an opportunity for peer assessment in evaluation.</p>	<ul style="list-style-type: none"> • 2A – Social security • 2C – Globalization and afflictions
<i>Reading to learn</i>	<p>One of the objectives of reading to learn is to cultivate among students an open mind towards different opinions, ideas, values and cultures. Thus, a wide range of reading materials from various sources should be provided.</p>	<ul style="list-style-type: none"> • 3B – The role of the WHO and local NGOs in formulating health and social policies • 3B – Comparison of policies between Hong Kong and other regions
<i>IT for interactive learning</i>	<p>IT should be used to enhance interaction and collaboration in class or outside class for knowledge sharing (e.g. discussion) and building among HMSC students.</p>	<ul style="list-style-type: none"> • 2C – Common illnesses in the local context • 5B – New trends of delivery in health services or social care

Approaches/ Strategies	Description	Examples of topics
	IT helps to drive students to shift their learning mode from passive to active through searching for information, and challenging the views of others on the Internet. The use of multimedia - enriched presentation can also help to explain abstract concepts and, bring in authentic contexts outside the classroom to facilitate discussion.	services <ul style="list-style-type: none"> • 5D – Skills in interpreting information
<i>Project learning</i>	In project learning, students practise reading for specific purposes, collecting and analysing information, sequencing and organising ideas, and presenting their ideas about a topic to others. They learn how to set the purposes of the project, determine the scope of study and methods used to collect data and information.	<ul style="list-style-type: none"> • 3A – Health promotion • 3D – Contrasting Chinese and Western cultural understandings of health and illness. • 5B – Government department and non-governmental institutional provision of health care and social care

The learning and teaching of HMSC will be dry and ineffective if the focus is placed only on the transmission of knowledge in the form of facts and information from printed or electronic reference materials. If students just memorise facts, they will not have a deep understanding of the rationale, goals and key concepts of the curriculum and its content.

The following figure shows the relationship of curriculum design, learning and teaching strategies, and assessment for learning. These aspects reinforce each other in helping students to gain a thorough understanding of the subject.

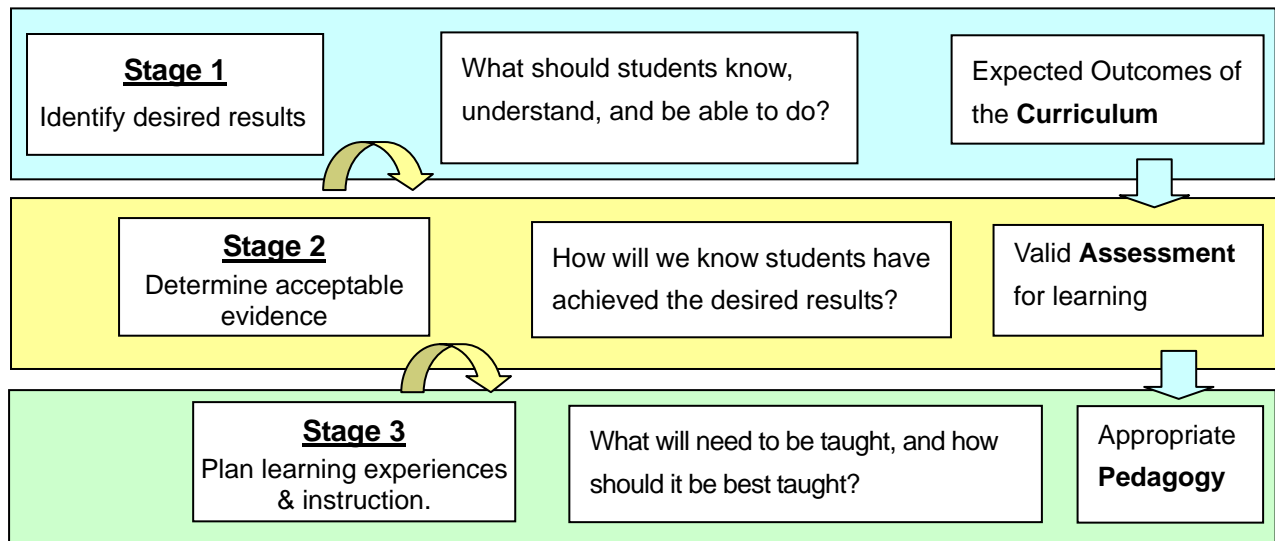
Figure 4.3 The relationship of curriculum design, learning and teaching strategies and assessment



Teaching for understanding

Since understanding is recognised as the one of the main goals of learning, the following workflow for lesson planning may be considered.

Figure 4.4 The design workflow for teaching for understanding



Firstly, we have to identify the desired results of the lessons. What should students know, understand, and be able to do? What ideas are worth understanding? Then, we have to consider evidence of learning. How will we know if students have achieved the desired results? How will we know that they really understand the ideas identified? Finally, with the assessment evidence of understanding identified, it becomes easy for us to select the appropriate pedagogy and learning activities, focusing on understanding. Examples for designing lessons for understanding are given in Appendix 1.

4.4 Interaction

Dialogue between teachers and students and between students plays a very significant role in enhancing student learning. The talk can be whole-class talk, teacher-led group talk, pupil-led group talk, teacher-pupil individual talk and pupil-pupil (paired) individual talk. In addition to imparting information, explaining ideas and principles, giving instructions, asking questions and providing diagnostic feedback, teachers need to focus on specific curriculum goals and learning targets in ways that promote cognitively challenging interaction. They need to provide opportunities for students to explore what they know and don't know, and to try out new ideas and refine them in light of others' response to them. Feedback that illuminates and clarifies misunderstanding, stimulates analytical thinking,

and encourages imaginative responses provides a learning environment in which students can excel. Noted below are some indicators of interaction conducive to learning:

- Questions elicit evidence of students' understanding, and prompt and challenge their thinking.
- Students listen, look, reflect and evaluate actively though they are not speaking.
- Answers provoke further questions and are seen as the building blocks of dialogue rather than its terminal point.
- Feedback keeps the lines of enquiry open, and encourages students to articulate their ideas freely.
- Students are not afraid or ashamed of making mistakes, and realise that they can be a source of learning.

4.5 Catering for Learner Diversity

Every student is unique. Each of them has different abilities and learning styles (e.g. mastery, interpersonal, understanding, self-expressive), social and cultural backgrounds, and each may possess various combinations of multiple intelligences (e.g. linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, intra-personal, naturalist). HMSC teachers are therefore encouraged to adopt a wide variety of learning and teaching strategies / approaches and provide differentiated instructions in order to cater for students' differences, to facilitate their effective learning of abstract concepts, and to develop their higher order thinking skills.

Teachers need to pay particular attention to students with special educational needs (SEN) by providing a supportive learning environment for them. They should adapt the curriculum and make appropriate physical arrangements to facilitate their learning. For instance, teachers should arrange for students who have hearing difficulties to sit close to them, and provide texts with large print for those with a visual impairment.

Gifted students should be given more challenging learning and assessment tasks which extend beyond the basic HMSC curriculum – such as in-depth studies and complex problems which require creative solutions. They can also be invited to serve as mentors for other students.

Chapter 5 Assessment

This chapter discusses the roles of assessment in learning and teaching HMSC, the principles that should guide assessment of the subject and the need for both formative and summative assessment. It also provides guidance on internal assessment and regarding the public assessment of HMSC. Finally, information is given on how standards are established and maintained, and how results are reported with reference to these standards. General guidance on assessment can be found in the *Senior Secondary Curriculum Guide* (2007).

5.1 The Roles of Assessment

Assessment is the practice of collecting evidence of student learning. It is a vital and integral part of classroom instruction, and serves several purposes and audiences.

First and foremost, it gives feedback to students, teachers, schools and parents on the effectiveness of teaching and on students' strengths and weaknesses in learning.

Secondly, it provides information to schools, school systems, government, tertiary institutions and employers to enable them to monitor standards and to facilitate selection decisions.

The most important role of assessment is in promoting learning and monitoring students' progress. However, in the senior secondary years, the more public roles of assessment for certification and selection come to the fore. Inevitably, these imply high-stake uses of assessment since the results are typically used to make critical decisions about individuals.

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

5.2 Formative and Summative Assessment

It is useful to distinguish between the two main purposes of assessment, namely “assessment *for* learning” and “assessment *of* learning”.

“Assessment *for* learning” is concerned with obtaining feedback on learning and teaching, and utilising this to make learning more effective and to introduce any necessary changes to teaching strategies. We refer to this kind of assessment as “formative assessment” because it is all about forming or shaping learning and teaching. Formative assessment should take place on a daily basis and typically involves close attention to small “chunks” of learning.

“Assessment *of* learning” is concerned with determining progress in learning, and is referred to as “summative” assessment, because it is all about summarising how much learning has taken place. Summative assessment is normally undertaken at the conclusion of a significant period of instruction (e.g. at the end of the year, or of a key stage of schooling) and reviews much larger “chunks” of learning.

In practice, a sharp distinction cannot always be made between formative and summative assessment, because the same assessment can in some circumstances serve both formative and summative purposes. Teachers can refer to the SSCG for further discussion of formative and summative assessment.

Formative assessment should also be distinguished from continuous assessment. The former refers to the provision of feedback to improve learning and teaching based on formal or informal assessment of student performance, while the latter refers to the assessment of students’ on-going work and may involve no provision of feedback that helps to promote better learning and teaching. For example, accumulating results in class tests carried out on a weekly basis, without giving students constructive feedback, may neither be effective formative assessment nor meaningful summative assessment.

There are good educational reasons why formative assessment should be given more attention and accorded a higher status than summative assessment, on which schools tended to place a greater emphasis in the past. There is research evidence on the beneficial effects of formative assessment when used for refining instructional decision-making in teaching and generating feedback to improve learning. For this reason, the CDC report *Learning to Learn – The Way Forward in Curriculum Development* (CDC, 2001) recommended that there should be a change in assessment practices, with schools placing due emphasis on formative assessment to make assessment *for* learning an integral part of classroom teaching.

It is recognised, however, that the primary purpose of public assessment, which includes both public examinations and moderated School-based Assessments, is to provide summative assessments of the learning of each student. While it is desirable that students are exposed to SBA tasks in a low-stake context, and that they benefit from practice and experience with

such tasks for formative assessment purposes without penalty, similar tasks will need to be administered subsequently as part of the public assessment process to generate marks to summarise the learning of students (i.e. for summative assessment purposes).

Another distinction to be made is between internal assessment and public assessment. Internal assessment refers to the assessment practices that teachers and schools employ as part of the ongoing learning and teaching process during the three years of senior secondary studies. In contrast, public assessment refers to the assessment conducted as part of the assessment process in place for all schools. Within the context of the HKDSE, this means both the public examinations and the moderated School-based Assessments (SBA) conducted or supervised by the HKEAA. On balance, internal assessment should be more formative, whereas public assessment tends to be more summative. Nevertheless, this need not be seen as a simple dichotomy. The inclusion of SBA in public assessment is an attempt to enhance formative assessment or assessment *for* learning within the context of the HKDSE.

5.3 Assessment Objectives

The assessment objectives are closely aligned with the curriculum framework and the broad learning outcomes presented in earlier chapters.

Students of HMSC will be assessed on their ability to:

- demonstrate knowledge and understanding of the concepts, principles and terminology appropriate to the subject content;
- apply knowledge, understanding and skills to address health and social issues/problems;
- plan and carry out investigations and tasks in which they analyse HMSC-related issues and problems;
- collect, extract and record evidence and information from appropriate sources;
- analyse information and draw reasoned conclusions from data;
- present and justify opinions on HMSC-related issues and problems;
- communicate and evaluate information, and present findings and conclusions in appropriate forms;
- demonstrate the reflective thinking and evaluate the issues of health and social care from different perspectives;
- take on responsibility to maintain and promote health at individual, family, community and society levels;
- appreciate the value of healthy lifestyles and of the commitment to building a caring and harmonious society.

The majority of the above assessment objectives are applicable to both internal and public assessment, while some may not be applicable to public assessment. Those objectives applicable to public assessment will be listed in the approved Regulations and Assessment Frameworks published by the HKEAA.

5.4 Internal Assessment

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

5.4.1 Guiding principles

Internal assessment practices should be aligned with curriculum planning, teaching progression, student abilities and the school context. The information collected will help to motivate, promote and monitor student learning, and will also help teachers to find ways of promoting more effective learning and teaching.

- ***Alignment with learning objectives***

A wide range of assessment practices should be used to assess the achievement of different learning objectives for whole-person development. The weighting given to different areas in internal assessment should be discussed and agreed among teachers. The assessment purposes and criteria should also be discussed and agreed and then made known to students so that they can have a full understanding of what is expected of them.

- ***Catering for the range of student ability***

Assessment practices incorporating different levels of difficulty and diverse modes should be used to cater for students with different aptitudes and abilities. This helps to ensure that the more able students are challenged to develop their full potential and the less-able ones are encouraged to sustain their interest and sense of success in learning.

- ***Tracking progress over time***

As internal assessment should not be a one-off exercise, schools are encouraged to use practices that can track learning progress over time (e.g. portfolios). Assessment

practices of this kind allow students to set their own incremental targets and manage their own pace of learning, which will have a positive impact on their commitment to learning.

- ***Timely and encouraging feedbacks***

Teachers should provide timely and encouraging feedback through a variety of means, such as constructive verbal comments during classroom activities and written remarks on assignments. Such feedback helps students to sustain their momentum in learning, and to identify their strengths and weaknesses.

- ***Making reference to the school's context***

As learning is more meaningful when the content or process is linked to a setting which is familiar to students, schools are encouraged to design assessment tasks that make reference to the school's own context (e.g. its location, relationship with the community, and mission).

- ***Making reference to current progress in student learning***

Internal assessment tasks should be designed with reference to students' current progress, as this helps to overcome obstacles that may have a cumulative negative impact on learning. Teachers should be mindful in particular of concepts and skills which form the basis for further development in learning.

- ***Peer and self-assessment***

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

- ***Appropriate use of assessment information to provide feedback***

Internal assessment provides a rich source of data for providing evidence-based feedback on learning in a formative manner.

5.4.2 Internal assessment practices

A range of assessment practices, such as open book tests, oral presentations, projects, and field learning suited to HMSC should be used to promote the attainment of the various learning outcomes. However, teachers should note that these practices should be an integral part of learning and teaching, not “add-on” activities.

The following is an illustration of some of the activities that can be used for internal assessment.

- ***Open book tests***

HMSC students need to make use of a wide range of printed materials. With open book tests, students can have access to source material throughout the test. Questions for this type of test should focus on assessing how students interpret, analyse and apply the given information.

- ***Oral assessment***

Oral tests can be a valuable supplement to conventional assessment methods and need not be seen a form of assessment to be used in language subjects only. Teachers can assess what students understand, and how well they can explain and argue a viewpoint through oral assessment.

- ***Projects***

A project is any piece of extended work from which the constraints of lesson time have been largely removed. Carrying out project work provides an opportunity for students to study a topic of interest in depth, and teachers may wish to draw the following steps in the process to their attention:

- Clarifying the areas of interest
- Establishing a framework for enquiry
- Finding out and selecting resource materials
- Organising data
- Presenting findings.

- ***Field learning***

Field learning provides opportunities for students to observe, explore or study health and social care services in an authentic context. They can then be required to prepare field learning notes or reflect on their understanding of related issues by writing reflective journals.

5.5 Public Assessment

5.5.1 Guiding principles

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

- ***Alignment with the curriculum***

The outcomes that are assessed and examined through the HKDSE should be aligned with the aims, objectives and intended learning outcomes of the senior secondary curriculum. To enhance the validity of public assessment, the assessment procedures should address the range of valued learning outcomes, and not just those that are assessable through external written examinations. Thus, the SBA tasks designed for HMSC require their personal participation in the school / community context (e.g. through field learning) and active contribution to solving problems (e.g. develop a plan). SBA tasks should enable students to present their work in different ways (e.g. organising a specific event for specific purpose).

- ***Fairness, objectivity and reliability***

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

- ***Inclusiveness***

The HKALE is designed for a relatively elite group of students, most of whom aspire to university study. However, the new assessments and examinations will

accommodate the full spectrum of student aptitude and ability.

- **Standards-referencing**

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

- **Informativeness**

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

5.5.2 Assessment design

The assessment design is subject to continual refinement in the light of feedback. Full details will be provided in other supplementary documents, in particular the approved Regulations and Assessment Frameworks for the year of the examination.

Figure 5.1 An outline of the assessment design

Component	Part	Weighting	Duration
Public Examination	Paper 1 Compulsory part	40%	2 hours
	Paper 2 Both compulsory and elective part	30%	1½ hours
School-based Assessment (SBA)	S5: One Field Learning Task	10%	
	S5 and S6: One Project for Electives	20%	

5.5.3 Public examinations

Two papers will be set in this examination: Paper 1 will focus on the Compulsory Part of the curriculum and Paper 2 on both the Compulsory and the Elective Parts. These two papers account for 70% of the total weighting for public assessment.

Different types of items will be used to assess students' performance in a broad range of skills and abilities. The item types will include short questions, case studies / data-response questions and essays. When the curriculum content and the learning outcomes are finalised, specimen papers will be provided to schools to illustrate the format of the examination and the standards at which the questions are pitched.

5.5.4 School-based Assessment (SBA)

In the context of public assessment, SBA refers to assessments administered in schools and marked by the student's own teachers. The primary rationale for SBA in HMSC is to enhance the validity of the assessment by including a wider range of learning outcomes through employing assessment modes that are not possible in written examinations.

There are, however, some additional reasons for SBA in HMSC. For example, it reduces dependence on the results of public examinations, which may not always provide the most reliable indication of the actual abilities of candidates. Obtaining assessments based on student performance over an extended period of time and developed by those who know the students best – their subject teachers – provides a more *reliable* assessment of each student.

Another reason for including SBA is to promote a *positive “backwash effect” on students, teachers and school staff*. Within HMSC, SBA can serve to motivate students by requiring them to engage in meaningful activities and for teachers, it can reinforce curriculum aims and good teaching practice, and provide structure and significance to an activity they are in any case involved in on a daily basis, namely assessing their own students.

The SBA component in HMSC has a weighting of 30% of the total public assessment score. In designing SBA, the following points should be taken into consideration:

- It should be manageable to both teachers and students as it is not an “add-on” element in the curriculum.
- Class-time used to facilitate SBA should be integrated into the school schedule, with no special timetable for its administration.
- A diverse range of assessment modes such as project work and reflective journals should be used to ensure a proper coverage of knowledge and skills.

To allow time for the smooth implementation of SBA, the following strategy for phasing it in will be adopted:

Figure 5.2 Implementation schedule of SBA

Year of examination	Implementation of SBA
2012	Schools are not required to submit SBA marks. Public examination results constitute 100% of the final subject results.
2013	Schools are not required to submit SBA marks. Public examination results constitute 100% of the final subject results.
Starting from 2014, all schools have to submit SBA marks contributing 30% to the final subject results.	

While doing SBA, the assessment criteria should be made clear to students, and where necessary, exemplified by sample tasks. In HMSC, details of the two SBA tasks suggested to be completed over S5 and S6 are as follows:

Figure 5.3 SBA tasks

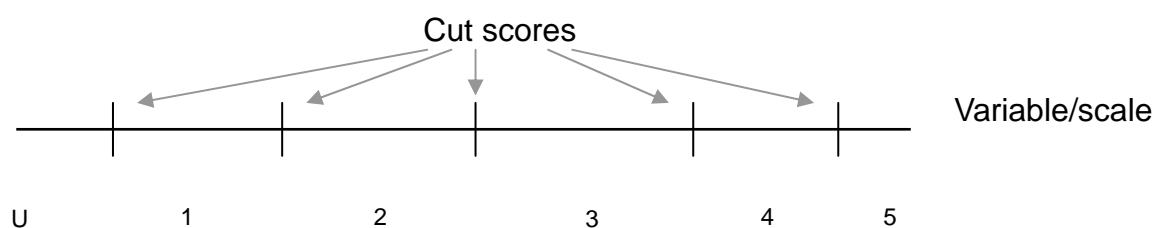
Task	Time	Purpose and Format	Student Work Requirements
(1) Field Learning Task (10%)	S5	<p><u>Purpose</u></p> <ul style="list-style-type: none"> – authentic and meaningful learning <p><u>Format</u></p> <p>This could be carried out in various forms, for example: community service, organising / participating school / public events related to HMSC, visits / tours to health / social care organisations to conduct interview or just as observer on specific events</p>	Field Work + Reflective Journal+ Field Learning Notes
(2) Project for Electives (20%)	S5 and S6	<p><u>Purpose</u></p> <ul style="list-style-type: none"> - in depth study of themes / topics chosen by students in relation to health and/ or social care issues <p><u>Format</u></p> <p>The project theme could be developed from previous field learning task or start a new.</p> <p>The project will include:</p> <ul style="list-style-type: none"> • a writing task • an audio-visual and oral presentation task 	e.g. survey report e.g. organising and conducting an event, oral presentation

It should be noted that SBA is not an “add-on” element in the curriculum. The modes of SBA above are normal in-class and out-of-class activities suggested in the curriculum. The requirement to implement the SBA will take into consideration the wide range of student ability and efforts will be made to avoid unduly increasing the workload of both teachers and students. Detailed information on the requirements and implementation of the SBA and samples of assessment tasks will be provided to teachers by the HKEAA.

5.5.5 Standards and reporting of results

The HKDSE will make use of standards-referenced reporting of assessments. What this means is that candidates’ levels of performance will be reported with reference to a set of standards as defined by cut scores on the variable or scale for a given subject. Standards referencing relates to the way in which results are reported and does not involve any changes in how teachers or examiners mark student work. The set of standards for a given subject can be represented diagrammatically as shown in Figure 5.2.

Figure 5.4 Defining levels of performance via cut scores on the variable or scale for a given subject



Within the context of the HKDSE there will be five cut scores, which will be used to distinguish five levels of performance (1–5), with 5 being the highest. A performance below the threshold cut score for Level 1 will be labelled as “Unclassified” (U).

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

In setting standards for the HKDSE, Levels 4 and 5 will be set with reference to the standards achieved by students awarded grades A–D in the HKALE. It needs to be stressed, however, that the intention is that the standards will remain constant over time – not the percentages awarded different levels, as these are free to vary in line with variations in overall student performance. Referencing Levels 4 and 5 to the standards associated with the old grades A–D is important for ensuring a degree of continuity with past practice, for facilitating tertiary selection and for maintaining international recognition.

The overall level awarded to each candidate will be made up of results in both the public examination and the SBA. SBA results for HMSC will be moderated either by statistical means or by trained moderators to adjust for differences among schools in marking standards, while preserving the rank ordering of as determined by the school.

To maintain current levels of discrimination for selection purposes, the Level 5 candidates with the best performance will have their results annotated with the symbols ** and the next top group with the symbol *. The level awarded to each candidate will be recorded on the Diploma. There will also be a Statement of Results which will in addition provide level descriptors.

Chapter 6 Learning and Teaching Resources

This chapter discusses the importance of selecting and making effective use of learning and teaching resources to enhance student learning. Schools need to select, adapt and, where appropriate, develop the relevant resources to support student learning.

6.1 Purpose and Function of Learning and Teaching Resources

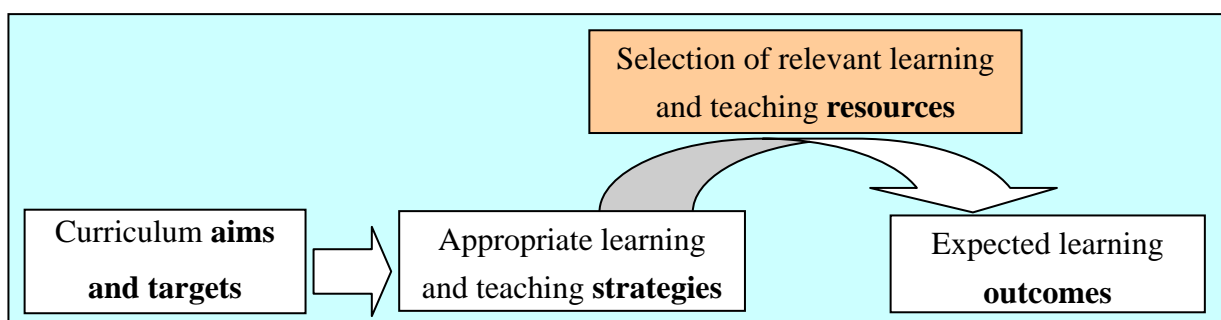
The purpose of learning and teaching resources is to provide a basis for students' learning experiences. For example, they can be used as tools to motivate students and provide information/discussion materials for them to analyse, evaluate and reflect on, so that they can explore, construct and extend their knowledge. Thoughtful use of a wide range of well-designed learning and teaching resources for the study of HMSC can strengthen their generic skills, and cultivate positive values and attitudes, which students can apply in making informed decisions and solving problems creatively. To keep pace with emerging health and social care issues and concerns in the local and global context, the study of HMSC cannot rely on textbooks alone for up-to-date developments and statistical information. It must also involve the use of various other resources to help students learn effectively in more interesting and interactive ways, broaden their learning experiences, and lay a solid foundation for their lifelong learning.

6.2 Guiding Principles

It is important that HMSC teachers exercise their professional judgment in selecting and designing appropriate learning and teaching materials for their students from the wide range of resources available. The following are guiding principles for choosing effective materials:

- They should align with the curriculum aims, targets, and objectives as well as pedagogies and expected learning outcomes. Figure 6.1 is a diagrammatic presentation of this principle.

Figure 6.1 Alignment of learning and teaching resources with the HSMC curriculum



- They should take into account the prior knowledge and socio-economic background of students (e.g. potential sensitivity on issues such as single-parent families and family violence).
- They should involve various forms of resources (e.g. graphics, photos and written texts, audio and video recordings) with different levels of difficulty to cater for students' needs.
- They should be accurate, relevant and reliable, and provide basic information, discussion materials for critical analysis, self-study and investigation, and if possible have add-on tasks about current health and social care issues.
- They should support active learning, engage students in exploring further on their own from different perspectives, and involve the application of generic skills. For instance, the use of thought-provoking scripts can complement and extend what students have learned in class.
- The language level should be suitable for the majority of students

6.3 Types of Resources

6.3.1 References

- **Reference books and journals**

Reference books and journals are a valuable source of information for the teaching and learning of HMSC, and school libraries need to provide a good collection for teacher and student use. Appendix 2 provides a suggested list but it is not exhaustive. HMSC teachers should also encourage their students to borrow reference materials from public libraries and resource centres of related government or non-governmental organisations (NGOs).

- **Government and NGO reports and publications**

Government departments and non-governmental organisations (NGOs) provide an extensive range of resources for HMSC. Students can, for example: extract information from government reports and publications; examine documents such as legislation, policies and codes of practices; and refer to the annual reports of statutory organisations and voluntary agencies. Case study analysis can also be used to show how legislation has been used successfully to support groups in need. Appendix 2 provides a list of government departments and NGOs for further reference.

6.3.2 EMB resources

To assist schools in managing curriculum change, EMB has provided a one-stop curriculum resources directory service at <http://www.emb.gov.hk/cr>. The directory provides a central pool of ready-to-use learning and teaching resources and useful references developed by EMB and other parties.

- **Senior Secondary Curriculum Guide, the Curriculum and Assessment Guide and Key Learning Area websites**

The above documents and websites provide details and examples of curriculum design and implementation of the HMSC curriculum. Teachers can refer to the curriculum aims, learning targets, pedagogies and learning outcomes when developing their teaching schemes, lesson plans, and learning and teaching materials.

- **An English-Chinese Glossary of Terms Commonly Used in the Teaching of HMSC in Secondary Schools**

This glossary will be made available in 2007. It provides Chinese translations of English terms commonly used in the teaching of HMSC. Teachers are encouraged to refer to the glossary when preparing their learning and teaching materials. They could also refer their students to the glossary as appropriate.

- **Field Learning Guide**

The Field Learning Guide (planned for 2008) aims at providing guidelines for HMSC teachers on planning, implementing and assessing field learning activities. Resource lists of agencies operating in the fields of health and social care have been compiled to assist facilitate schools to obtain support for excursions and opportunities for field learning activities.

- **Learning and Teaching Resource Series**

A series of learning and teaching resources, including teaching plans, teaching notes, worksheets and information sheets for various topics in the curriculum will be produced to help teachers' in the implementation of the curriculum. The learning and teaching resource series will be made available from 2007 onwards.

- **Web-based HMSC resource database**

A Web-based HMSC resource database with updated texts, electronic materials and hyper-links to other related web-based resources in the CDI website will be developed for HMSC. Both teachers and students can make use of this to carry out planning/research work or extended studies. HMSC teachers can also use this as a platform to share their experiences and materials, and interact with their students.

- **Funding**

To assist schools in implementing the senior secondary curriculum in 2009, EMB will continue to provide them with additional funding and encourage flexibility in the use of resources to cater for their various needs. Schools are advised to refer to the relevant and latest circulars issued by EMB from time to time.

6.3.3 The Internet and technology

- **The Internet**

The Internet opens up boundless possibilities for the learning and teaching of HMSC. It provides an instant global platform for students which allows them to explore health and social care issues at various levels and from different perspectives, and to see their interconnectedness and implications. For example, students can be asked to search for information on the health care services provided by the local government and non-governmental organisations and compare them in terms of quality and quantity.

However, teachers and students should be aware of ethical and privacy issues when using Internet information, and the need to check its reliability and validity.

- **Multi-media resources**

Self-made or commercially-produced multi-media resources such as video and audio clips can be effective tools for enhancing student learning of HMSC. They can be used at the beginning of lessons as an introduction to a topic, as discussion pieces during lessons, or even as summaries at the end, depending on the teachers' purposes. The visual / audio impact can make students more motivated and interested – for instance, when they see faces, hear voices and empathise with the needs of other people in studying topics such as the problems of ageing and poverty.

6.3.4 Community resources

HMSC teachers can make use of local and overseas community resources to provide field learning experience for their students. Please visit the CDI webpage (<http://www.emb.gov.hk/cd>) for a list of government and non-governmental organisations/agencies that are willing to help HMSC teachers to provide field learning experiences. In addition, community facilities and personnel may play important roles in the learning and teaching of HMSC, as indicated below:

Health and social care organisations

- Students can visit NGOs, observe their work, or interview front-line professionals in the health/social care sector to find out more about the services of the respective organisation(s).
- Students can practise the communication and leadership skills learned in their HMSC lessons by assisting in organising campaigns or promotion programmes for health centres, child care centres or homes for the aged.

Community facilities

- Students can visit resource centres, public libraries and museums to collect information for their course work with guidance from their teachers.

Parents, alumni and professionals

- Teachers can invite parents, alumni or professionals who work in the health and social care sector to share their knowledge and experience on issues such as family concepts, stress management, human relationships, disease prevention, addiction and personal development in seminars, talks or workshops.

6.4 Flexible Use of Learning and Teaching Resources

As learning and teaching resources are means rather than ends in the learning and teaching process, HMSC teachers should use them flexibly, thoughtfully and creatively to enhance student learning. For example, videos, photos and cartoons can be used to attract students' attention to topics such as ageing. Alternatively, the same materials can be employed to lead more able students to discuss the needs of elderly people and the services available to them in Hong Kong. There can also be add-on tasks, such as examining the effectiveness of government policies on ageing, in which able students may excel, and from which less able students may grasp useful key concepts.

The ability to synthesise and transfer learning to other contexts is a good indicator of effective and flexible use of learning and teaching resources. To this end, HMSC teachers are encouraged to use a mixture of learning and teaching resources (e.g. audio-visual materials and texts, official reports) to cater for students with varied family backgrounds, learning styles and abilities. In addition, teachers should encourage students to made use of the wide range of resources for self-learning and reading to learn.

6.5 Resource Management

Given the wide range of learning and teaching resources available, HMSC panel heads and teachers need to work together to set up a systematic and effective system for managing them, and for sharing them among teachers within the panel and with other teachers in the school.

6.5.1 Developing a school-based data resource bank

Given the ever-changing nature of the issues to be addressed in the subject, HMSC teachers cannot rely on only one single learning and teaching resource. It is suggested that schools could develop resource banks on their servers. EMB resources such as its web-based HMSC resource database, learning and teaching resource series and curriculum guides may form the basis of the resource bank. Teachers need to exercise their professional judgment in enriching the resource bank with materials from the Internet, government and NGO publications, newspaper cuttings, library books and the like.

6.5.2 Sharing resources

- **Human resources**

When appropriate, HMSC teachers are encouraged to plan and develop learning and teaching tasks in collaboration with related groups such as the Counselling Team, the Pastoral Care Team, the Health and Sex Education Committee, the Parent-Teacher Association and the Community Service Group. Some examples are as follows:

- Seminars/talks organised by the Health and Sex Education Committee can be included as HMSC learning activities.
- Community services organised by social workers, teachers in charge of the social service group or leaders of uniform groups can also be counted as field learning experience for HMSC students.
- Debates about health and social care issues organised by the Debating Club may also be regarded as HMSC learning activities.

HMSC teachers are also encouraged to share their knowledge and experience with teachers of other subjects (e.g. Liberal Studies, Biology, Physical Education and Technology and Living), counselling teachers, social workers and Co-curricular Activity Masters/Mistresses and to discuss common issues and concerns regarding student learning.

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Example 1

Topic 1C: Transitions and changes in the course of our lifespan

Level: S4

Duration: 2 periods (each of 40 mins.)

Prior knowledge: Different stages of life

Desired Results	
<p>Goals:</p> <p>As an introductory session for Topic 1C to arouse students' interest and cultivate a holistic view of "big ideas" on the changes in the course of the lifespan.</p>	
<p>Understanding:</p> <p>Students will be able to understand that:</p> <ol style="list-style-type: none"> changes are inevitable and living a successful life involves coping with them. changes during life may be predictable or unpredictable. changes during life may affect their personal development. 	<p>Essential questions:</p> <ol style="list-style-type: none"> What are the major transitions and changes we experience in the course of the lifespan? In what ways do changes affect our personal development?
<p>Knowledge</p> <ol style="list-style-type: none"> Students will know the relevant vocabulary Students can identify the types of changes in the course of the lifespan. Students will understand how changes affect their personal development. Students can associate the identified changes with different stages of life. 	<p>Skills</p> <ol style="list-style-type: none"> Making choices based on reasoned judgment. Recognising hidden meanings (investigating how changes affect personal development). Interpreting facts, comparing and contrasting (group discussion; compare and contrast the ideas of members). Effective communication – express, criticise and present ideas.
<p>Values and attitudes</p> <ol style="list-style-type: none"> Students need to know that changes in life are inevitable. A positive attitude towards change is essential. Students should understand that changes might involve some level of stress that is likely to affect their personal development. 	

Essential questions highlight the "big ideas" of this lesson and frame the learning and teaching processes

Assessment

Performance tasks:

1. Students identify the changes and transitions across the lifespan and classify them into different categories – a list of changes/ transitions.
2. Students discuss with each other and select the three most important changes that affect them.

Other evidence:

Prompts: Identify the changes that affect you most and explain why.

Learning and teaching

Learning activities:

1. Teacher lead students to identify what the major stages of life are.
2. Students are then asked to compile a list of changes/transitions associated with the various stages, and identify the three most important ones.
3. In groups of four, students compare their choices with those of their classmates, discuss and explain the similarities and differences, and revise their choices if necessary.
4. Students explain how their choices influence their personal development and present their ideas to the class.

Role of teacher: facilitator

Role of students: active learners

Example 2

Topics

- 1C Positive responses to different life events
- 2A Social security
- 3A Risk factors to health (smoking)
- 5C Strategies for coping with stress

Level: S4

Duration: 12 periods (each of 40 mins.)

Prior knowledge: Web-searching skills; basic knowledge about care services providers.

Scenario – Ken’s problems

Ken has been feeling frustrated for several weeks, and is behaving totally differently from before. He looks tired and is not interested in doing anything. He has become rude and unwilling to learn and submit his assignments. His academic performance has dropped sharply. As Ken's friend, you try to find out the reasons behind these changes by talking with him. You find that Ken's father passed away a month ago. His family has lost its main financial support and cannot even afford to pay for the funeral. Ken has had to take a part-time job as a newspaper delivery boy early each morning before he goes to school. Also, his relationship with his younger brother has got worse. He feels angry as his brother has still asked for a new mobile phone in these circumstances. Ken smokes as he thinks this will ease the stress he is experiencing. He even wants to leave school and work for his family though he has the potential to study at university. He doesn't know who can help him to solve all these problems. These events have made Ken feel "blue" about his life.

Desired Results	
Goals: To analyse and apply knowledge and concepts learned in HMSC to solve problems given in novice scenarios	
Understanding: Students will understand: <ol style="list-style-type: none"> 1. that changes are inevitable and living a successful life involves coping with change. 2. the importance of positive attitude towards problems in life. 3. the harmful effects of stress on health. 4. the ways of getting support from the Government and NGOs when needed. 	Essential questions: <ol style="list-style-type: none"> 1. What are Ken's problems? 2. What suggestions would you make to Ken for dealing with his problems? 3. Why is it important to have a positive attitude towards problems in life? 4. What kinds of support are provided by the Government or NGOs to help people like Ken? 5. In what ways does smoking affect our health? 6. How can we cope with stress?
Knowledge <ol style="list-style-type: none"> 1. Students will know ways to cope with stress. 2. Students can identify the types of caring services provided by the Government and NGOs and how to get the services. 3. Students will understand how smoking affects our health. 4. Students will know the importance of positive response in facing problems. 	Skills <ol style="list-style-type: none"> 1. Information-searching and screening. 2. Comparing and discriminating between ideas. 3. Relating knowledge from several areas. 4. Generalising from given facts. 5. Effective communication – expressing, criticising and presenting ideas.
Values and attitudes <ol style="list-style-type: none"> 1. To realise the importance of a positive attitude towards life events. 2. To understand the situations of others and care about them. 	
Assessment	
Performance tasks: <ol style="list-style-type: none"> 1. A concept map with the identified problems and suggested solutions for Ken's case. 2. An anti-smoking pamphlet, focusing on the harmful effects on health. 3. Messages posted in the knowledge-building platform. 4. Reflective writing about positive attitudes towards life events. 5. A flowchart showing the possible ways for Ken to get support. 	Other evidence: Prompts: Identify the changes that affect you most and explain why.

Learning and teaching

Learning activities

Activity 1

1. Students in groups are asked to read carefully and discuss the scenario.
2. By providing appropriate responses, prompts and feedback, students are guided to identify the major problems faced by Ken.
3. Students draw a concept map to show Ken's main problems and suggest possible solutions.

Activity 2 (Using the identified problems to extend the learning activities – 8 periods)

The possible problems identified may be used to introduce the following topics.

Problem 1: Death of his father – Topic 1C: Positive response to different life events

- ◆ **Case study** – students are guided to browse examples of Life Fighter showing the importance of positive attitudes towards life problems and write a reflective essay of 300 words. (<http://4limb.org/view/lifefighter>)

Problem 2: Need for support – Topic: 2A Social security system

- ◆ **Authentic learning** – The teacher introduces the basic concepts of a social security system, and students are then asked to identify the types of support Ken can ask for in the Hong Kong social security system and draw a flowchart to show possible ways of getting it.

Meaningful learning

Problem 3: Smoking – Topic 3A: Risk factors to health

- ◆ **Pamphlet design** – Students are asked to design a pamphlet focusing on delivering the message that smoking has harmful effects on health.

Learning as a process

Problem 4: Stress – Topic 5C: Strategies for coping with stress

- ◆ **Knowledge-building** – Students, in groups of 8, are required to create a knowledge-building platform (e.g. Knowledge Forum, newsgroups) and express their ideas/experience in coping with stress. Students are expected to explore strategies for coping with stress (through the process of prompts and feedback, discussion, argument, evaluation etc.) and present their findings in the last lesson.

Learning as co-construction

Activity 3 – (2 periods)

After Activity 2, students are asked to rethink and revise the concept map they drew during Activity 1.

Role of teacher: facilitator

Role of students: active learners

Extended learning activities:

1. Investigate the trends in smoking over the last 20 years in Hong Kong.
2. Identify the strengths and weaknesses of the existing social security system in Hong Kong.
3. Conduct interviews to investigate the common causes of stress and how the informants have coped with it.

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Learning and Teaching Resources

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Reference journals

Journal	URL as at March 2007
British Journal of Social Work	http://bjsw.oxfordjournals.org/
International Journal of Social Welfare	http://www.blackwellpublishing.com/journal.asp?ref=1369-6866
Journal of Epidemiology and Community Health	http://jech.bmjournals.com/
Social Policy and Society	http://journals.cambridge.org/action/displayIssue?jid=SPS
香港社會工作學報	http://www.worldscinet.com/hkjsw/hkjsw.shtml
香港社會科學學報	http://www.cityu.edu.hk/rccp/hkjournalss_chinese.htm

Websites

Web resources	URL as at March 2007
Building a healthy Tomorrow – Discussion Paper on the Future Service Delivery Model for our Health Care System	http://www.hwfb.gov.hk/hmdac/english/dis_papers/files/hmdac_paper.pdf
Centers for Disease Control and Prevention, USA.	http://www.cdc.gov/
The Centre for Health Education and Health Promotion, Faculty of Medicine, The Chinese University of Hong Kong.	http://www.cuhk.edu.hk/med/hep/
Centre for Health Promotion, Department of Nursing Studies, The University of Hong Kong	http://www3.hku.hk/nursing/health_centre.php
<i>Comprehensive Study on the Housing Needs of the Elderly in Hong Kong (Executive Summary)</i> . (2004). Hong Kong Housing Society.	http://www.hkhs.com/eng/info/elderly_housing.asp
<i>Handbook on Rehabilitation Services</i> . Health, Welfare and Food Bureau.	http://www.swd.gov.hk/doc/whatsnew/200410/handbook.pdf
World Health Organization.	http://www.who.int/en/

Government and related bodies

Government and related bodies	URL as at March 2007
Centre for Health Protection	http://www.chp.gov.hk
Commission on Poverty	http://www.cop.gov.hk/
Equal Opportunities Commission	http://www.eoc.org.hk/eoc/GraphicsFolder/default.aspx
Hong Kong Council on Smoking and Health	http://www.smokefree.hk/
Radio Television Hong Kong	http://www.rthk.org.hk/
The Agriculture, Fisheries and Conservation Department	http://www.afcd.gov.hk
The Auxiliary Medical Service	http://www.ams.gov.hk
The Commission on Youth	http://www.info.gov.hk/coy/eng/index.htm
The Constitutional Affairs Bureau	http://www.cab.gov.hk
The Department of Health	http://www.info.gov.hk/dh
The Education and Manpower Bureau	http://www.emb.gov.hk
The Elderly Commission	http://www.elderlycommission.gov.hk/
The Environmental Protection Department	http://www.epd.gov.hk/epd/
The Food and Environmental Hygiene Department	http://www.fehd.gov.hk/
The Health, Welfare and Food Bureau	http://www.hwfb.gov.hk/
The Home Affairs Bureau	http://www.hab.gov.hk
The Hong Kong Housing Authority	http://www.housingauthority.gov.hk
The Hong Kong Housing Society	http://www.hkhs.com

Government and related bodies	URL as at March 2007
The Hospital Authority	http://www.ha.org.hk/
The Labour Department	http://www.labour.gov.hk/front.htm
The Leisure and Cultural Services Department	http://www.lcsd.gov.hk/
The Social Welfare Department	http://www.info.gov.hk/swd/
Women's Commission	http://www.women.gov.hk/flash/main.html

Non-governmental organisations

Non-governmental organisations	URL as at March 2007
Caritas – Hong Kong	http://www.caritas.org.hk/
Christian Family Service Centre	http://www.cfsc.org.hk/
Hong Kong Family Welfare Society	http://www.hkfws.org.hk/
Hong Kong Sheng Kung Hui Welfare Council	http://www.skhwc.org.hk
Hong Kong Young Women's Christian Association	http://www.ywca.org.hk/
International Social Service Hong Kong Branch	http://www.isshk.org/
Occupational Safety and Health Council	http://www.oshc.org.hk/
Scout Association of Hong Kong	http://www.scout.org.hk/
St. James' Settlement	http://www.sjscare.org
The Chinese YMCA of Hong Kong	http://www.ymca.org.hk/
The Hong Kong Federation of Youth Groups	http://www.hkfyg.org.hk/

Glossary

<u>Term</u>	<u>Description</u>
Applied Learning (ApL, formerly known as Career-oriented Studies)	Applied Learning (ApL, formerly known as Career-oriented Studies) is an essential component of the senior secondary curriculum. ApL uses broad professional and vocational fields as the learning platform, developing students' foundation skills, thinking skills, people skills, values & attitudes and career-related competencies, to prepare them for further studies and / or for work as well as for lifelong learning. ApL courses complement 24 senior secondary subjects, diversifying the senior secondary curriculum.
Assessment objectives	The outcomes of the curriculum to be assessed in the public assessments.
Co-construction	Different from the direct instruction and construction approaches to learning and teaching, the co-construction approach emphasises the class as a community of learners who contribute collectively to the creation of knowledge and the building of criteria for judging such knowledge.
Core subjects	Subjects recommended for all students to take at senior secondary level: Chinese Language, English Language, Mathematics and Liberal Studies.
Curriculum and Assessment (C&A) Guide	A guide prepared by the CDC-HKEAA Committee. It embraces curriculum aims / objectives / contents and learning outcomes, and assessment guidelines.
Elective subjects	A total of 20 subjects in the proposed new system from which students may choose according to their interests, abilities and aptitudes.
Generic skills	Generic skills are skills, abilities and attributes which are fundamental in helping students to acquire, construct and apply knowledge. They are developed through the learning and teaching that take place in different subjects or key learning areas, and are transferable to different learning situations. Nine types of generic skills are identified in the Hong Kong school curriculum, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem solving skills, self-management skills and study skills.

<u>Term</u>	<u>Description</u>
Hong Kong Diploma of Secondary Education (HKDSE)	The qualification to be awarded to students after completing the three-year senior secondary curriculum and taking the public assessment.
Internal assessment	This refers to the assessment activities that are conducted regularly in school to assess students' performance in learning. Internal assessment is an inseparable part of the learning and teaching process, and it aims to make learning more effective. With the information that internal assessment provides, teachers will be able to understand students' progress in learning, provide them with appropriate feedback and make any adjustments to the learning objectives and teaching strategies they deem necessary.
Key Learning Area (KLA)	Organisation of the school curriculum structured around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students in the essential learning experiences. The Hong Kong curriculum has eight KLAs, namely, Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education.
Knowledge construction	This refers to the process of learning in which learners are involved not only in acquiring new knowledge, but also in actively relating it to their prior knowledge and experience so as to create and form their own knowledge.
Learning community	A learning community refers to a group of people who have shared values and goals, and who work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. Such a learning community may involve not only students and teachers, but also parents and other parties in the community.
Learning outcomes	Learning outcomes refer to what learners should be able to do by the end of a particular stage of learning. Learning outcomes are developed based on the learning targets and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that learners should attain after completing a particular key stage of learning and serve as a tool for promoting learning and teaching.

<u>Term</u>	<u>Description</u>
Learning targets and learning objectives	<p>Learning targets set out broadly the knowledge/concepts, skills, values and attitudes that students need to learn and develop.</p> <p>Learning objectives define specifically what students should know, value and be able to do in each strand of the subject in accordance with the broad subject targets at each key stage of schooling. They are to be used by teachers as a source list for curriculum, lesson and activity planning.</p>
Level descriptors	A set of written descriptions that describe what the typical candidates performing a certain level is able to do in public assessments.
Other learning experiences	For whole person development of students, ‘Other Learning Experiences’ (OLE) is one of the three components that complement the examination subjects and Applied Learning (formerly named as Career-oriented Studies) under the senior secondary curriculum. It includes Moral and Civic Education, Aesthetics Development, Physical Development, Community Service and Career-related Experiences.
Public assessment	The associated assessment and examination system for the Hong Kong Diploma of Secondary Education.
SBA Moderation Mechanism	The mechanism adopted by HKEAA to adjust SBA marks submitted by schools to iron out possible differences across schools in marking standards and without affecting the rank order determined by the school.
School-based Assessment (SBA)	Assessments administered in schools as part of the teaching and learning process, with students being assessed by their subject teachers. Marks awarded will count towards students’ public assessment results.
School-based curriculum	Schools and teachers are encouraged to adapt the central curriculum to develop their school-based curriculum to help their students achieve the subject targets and overall aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, adding optional studies and adapting learning, teaching and assessment strategies. A school-based curriculum, hence, is the outcome of a balance between official recommendations and the autonomy of the schools and teachers.

<u>Term</u>	<u>Description</u>
Standards-referenced Reporting	Candidates' performance in public assessment is reported in terms of levels of performance matched against a set of standards.
Student learning profile	It is to provide supplementary information on the secondary school leavers' participation and specialties during senior secondary years, in addition to their academic performance as reported in the Hong Kong Diploma of Secondary Education, including the assessment results for Applied Learning courses, thus giving a fuller picture of the student's whole person development.
Values & attitudes	Values constitute the foundation of the attitudes and beliefs that influence one's behaviour and way of life. They help form principles underlying human conduct and critical judgment, and are qualities that learners should develop. Some examples of values are rights and responsibilities, commitment, honesty and national identity. Closely associated with values are attitudes. The latter supports motivation and cognitive functioning, and affects one's way of reacting to events or situations. Since both values and attitudes significantly affect the way a student learns, they form an important part of the school curriculum.

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**Membership of the CDC-HKEAA Committee on
Health Management and Social Care
(Senior Secondary)**

(From September 2004)

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