

Citizenship and Social Development (CS)

Liberal Studies/ Citizenship and Social Development Section
Curriculum Development Institute
Education Bureau
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Background

- The Task Force on Review of School Curriculum (Task Force) was set up by the Government in 2017 to holistically review the primary and secondary curricula, covering the arrangements of the four senior secondary (SS) core subjects (including Liberal Studies (LS)).
- After nearly 3 years of work and extensive consultation, the Task Force submitted its review report and put forward six directional recommendations which included optimising the curricula and assessments of the four SS core subjects (including LS).
- Having thoroughly considered the review report and the concerns of the community, the Education Bureau (EDB) announced the direction of reform on LS in November 2020.

Reform focuses of the curriculum

The EDB issued a circular memorandum to schools on 1 April 2021 to announce that LS will be renamed as Citizenship and Social Development (CS) and the reform focuses include:

- keeping the subject compulsory for public assessment;
- adhering to the curriculum rationale and aims of the existing Liberal Studies;
- providing Mainland study opportunities for students (not involving public assessment);
- reducing the curriculum content and lesson time to about half of those of the original;
- providing only one paper for the public assessment;
- reporting the results of public assessment as “Attained” and “Unattained” to release students’ examination pressure; and
- putting in place a Recommended Textbook List for the subject (i.e. the textbooks would be submitted for review).

Time for Implementation

- The subject is implemented at Secondary 4 from the 2021/22 school year.

Curriculum Rationale

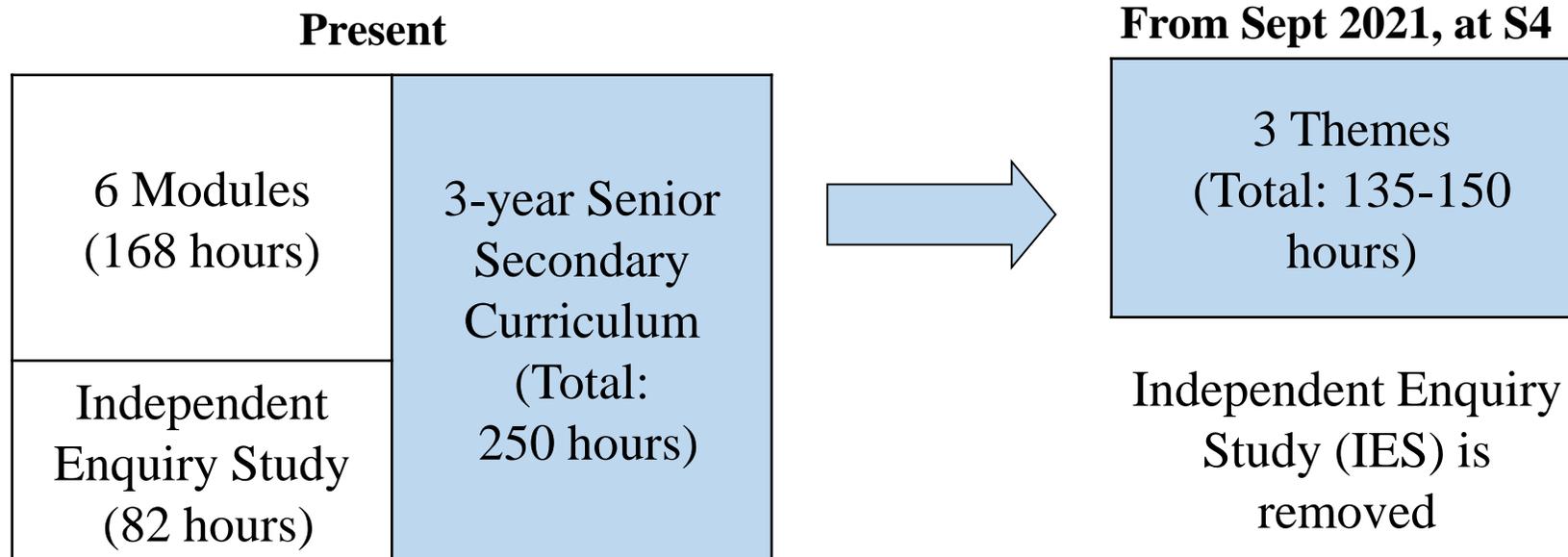
- The curriculum emphasizes helping senior secondary students understand the situations of Hong Kong, the country and the contemporary world, as well as their pluralistic and interdependent nature.
- Through the learning process, students can connect the knowledge learnt in various subjects at the junior and senior secondary levels, and understand, study and explore different topics from multiple perspectives, so as to construct more knowledge relevant to various themes and build up a more solid knowledge base.

Curriculum Rationale

- Students can understand the complexities, major considerations and priorities involved in the topics, decision-making process and different solutions to problems, in order to help students:
 - acquire a broad knowledge base, and understand contemporary issues that may affect their daily life at personal, community, national and global levels;
 - become informed and responsible citizens with a sense of national identity and global perspective;
 - respect pluralism of cultures and views, and become critical, rational, reflective and independent thinkers; and
 - acquire skills necessary to life-long learning, and be confident in facing future challenges.

Lesson Time

- The curriculum content and lesson time are reduced to cover about half of the original Liberal Studies so as to free up space for student learning.



Themes of the curriculum

Themes and sequence of the curriculum

- 1) **Hong Kong under “One Country, Two Systems”**
(45–50 hours)
- 2) **Our Country since Reform and Opening-up**
(45–50 hours)
- 3) **Interconnectedness and Interdependence of the Contemporary World** (45–50 hours)

Themes and topics

Theme	Topics
<p>(1) Hong Kong under “One Country, Two Systems” (45–50 hours)</p>	<ul style="list-style-type: none">• The meaning and implementation of “one country, two systems”• Situation of the country and sense of national identity• Characteristics of cultural diversity of the Hong Kong society

Themes and topics

Theme	Topics
<p>(2) Our Country since Reform and Opening-up (45–50 hours)</p>	<ul style="list-style-type: none">• Change in people's life and overall national strength• The development of our country and the integration of Hong Kong into the overall national development• Participation in international affairs

Themes and topics

Theme	Topics
<p>(3) Interconnectedness and Interdependence of the Contemporary World (45–50 hours)</p>	<ul style="list-style-type: none">• Economic globalisation• Technological development and information literacy• Sustainable development• Public Health and human health

Mainland Study Tour

Chinese Culture and Modern Life

(10-hour learning time*, not involving public assessment)

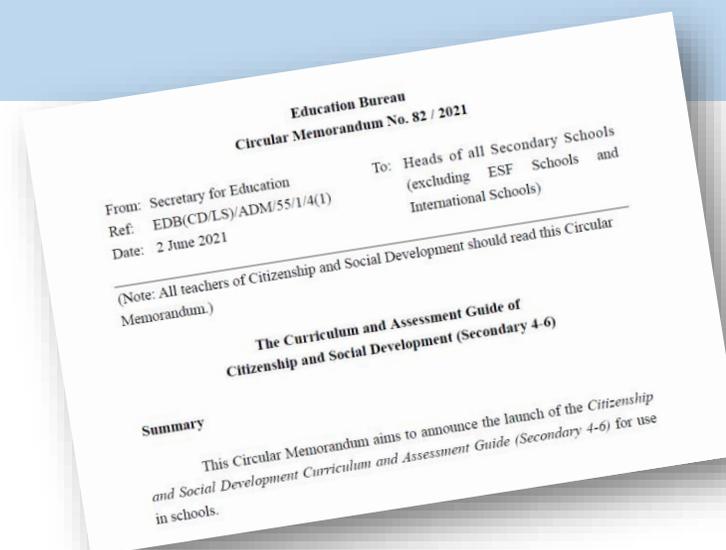
- Students participating in the Mainland study tours will be subsidised by the EDB.
- They are required to conduct project learning for the Mainland study tour and their learning experiences will be reflected through such means as Student Learning Profile (SLP) or school report card, etc.

** Learning time includes lesson time, the time outside class at school as well as the time spent outside school including holidays.*

Support Measures

Provision of Curriculum & Assessment Guide

- The EDB issued Circular Memorandum to announce the launch of the *Citizenship and Social Development Curriculum and Assessment Guide (Secondary 4-6)* for use in schools in June 2021.
- The Curriculum and Assessment Guide of CS explains and elaborates on the curriculum rationale and aims, curriculum framework, curriculum planning, learning and teaching, assessment as well as the use of learning and teaching resources.



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

Jointly prepared by the Curriculum Development Council and
the Hong Kong Examinations and Assessment Authority
Published for use in schools by the Education Bureau
EDB/CS/AG
2021
Effective from Secondary 4 in the 2021/22 school year

Support Measures

Learning and Teaching Resources



- The EDB is developing diversified learning and teaching resources for schools' adoption and have been uploaded continuously to the CS web-based resource platform (cs.edb.hkedcity.net) for use by schools. They include presentation slides for teaching, illustrative examples for teachers' reference, worksheets, and online self-learning courses specifically designed for students.
- The EDB has all along been developing learning and teaching materials for LS and uploaded to the resource platform. Some of the contents of the resources are still relevant to the revised curriculum, and can still be used with appropriate adaptation by schools.

Support Measures: Textbooks

- A “Recommended Textbook List” will be put in place for CS and the reviewed textbooks for Secondary 4 and 5 are expected to be published in 2022 for adoption by schools in the 2022/23 school year.

Public Assessment

The assessment design of the subject will be effective from the 2024 HKDSE Examination.

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

Monitoring the Curriculum Implementation

- School management is reminded to monitor the implementation of all subject curricula in classroom.
- EDB officers would monitor the quality of learning and teaching through focus inspections and curriculum development visits, and provide professional advice to facilitate the continuous development of schools.
- Should the quality of learning and teaching of the subject be unsatisfactory, EDB will take follow-up actions in accordance with the established mechanism.

Teacher's Role

- Teachers are professionally-trained. They should demonstrate their professionalism through teaching in line with the curriculum, selection and adaptation of teaching resources and application of appropriate teaching pedagogies to cater for learner diversity, while at the same time they are also professionally accountable for the quality of teaching.
- Teachers should make reference to resources provided by the EDB and to ensure that the design of school-based curriculum and the content and quality of the learning and teaching resources selected or compiled are aligned with the curriculum aims, objectives and contents.

Admission Requirements

- In response to the new grading system for CS in the HKDSE Examination (i.e. “Attained” and “Unattained”), Heads of Universities Committee (HUCOM) announced on 1 April 2021 that the General Entrance Requirements of the local universities for HKDSE applicants will be revised from “3322” to “332A” (i.e. Level 3 in both Chinese Language and English Language, Level 2 in Mathematics, and “Attained” in CS) from the admission of the 2024/25 intake.



The End