

CCC Kwei Wah Shan College
Life and Society (S1-S3)
School-based Curriculum
2021-2022

Mission

The Life and Society (S1-3) addresses students' personal growth needs and helps them recognise that different stakeholders have diverse views and values in the increasingly complex world. As students' cognition, psychology and physiology develop rapidly at junior secondary level, modules on Personal and Social Development should be gradually introduced over the three years to match the development. This curriculum allows junior secondary students to enquire and construct up-to-date foundation knowledge in preparation for further studies and their future career. Through the process of enquiry students also develop learning skills.

The aims of Life and Society (S1-3) are:

- a) to develop in students a positive self-understanding, enhance competence to meet daily and future challenges, and pursue their goals and aspirations;
- b) to enable students to make decisions for the optimal use of personal and community resources;
- c) to develop students to become informed and responsible citizens to contribute to the development of a caring and just society; and
- d) to cultivate in students sensitivity, interests and concern for local, national and global issues.

S1 Life and Society(NCS)

Module	Topic	Lessons	Key Knowledge and Concepts	Adapted Curriculum			Key Skill Assessed	Basic Law Education	National Security Education
				Level 1	Level 2	Level 3			
1	Personal Growth (I)	4	<p><u>Key Point 1 Self-understanding</u> Understanding oneself § Enhancing self-esteem and build self-confidence § Emotion management § Building self-confidence to face failure §</p> <p><u>Key Point 2 A positive life</u> Time management</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts): the many faces of "Self"(perceived self, real self, ideal self), self-esteem &, self-respect, five building blocks of self-esteem, emotion and ABC theory, two basic principles of time management: importance and urgency.</p>	<p>Students should be able to identify and state the followings: the importance of self-esteem and self-confidence with regard to personal development, the way of managing emotions and resources, the way of managing time.</p>	<p>Students should be able to transform the knowledge, for examples, they can: be able to understand themselves from different perspectives, develop their self-identity. build self-confidence, understand their own strengths and weaknesses and be able to use the proper way to manage their emotions and resources (especially time).</p>	Locate information Describe Data		
3	Human Relationship (I)	4	<p><u>Key Point 1 Building friendships</u> Importance of friendships to personal growth § Building good friendships § Coping with peer stress § Bullying §</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts): friendship (with members of the same sex and the opposite sex), peer pressure, bullying.</p>	<p>Students should be able to identify and state the followings: how to choose friends, the possible way to establish friendship and cope with peer pressure. the reasons for bullying and ways of handling it.</p>	<p>Students should be able to transform the knowledge, for examples, they can: understand the ways of handling bullying to enable them to protect themselves and respect others; evaluate cases of bullying, e.g. the influence of bullying on personal growth.</p>	Locate information Describe Data		
10	The Use of Resources	4	<p><u>Various usage of money</u> § Principles of spending money § Borrowing §</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts): allocation of money for different uses (including consumption, savings and donations), a borrower has the responsibility of repaying principal and interest.</p>	<p>Students should be able to identify and state the followings: the decision-making about spending money, the interest cost and the risk of default on repayment of huge amount of interest, the differences between simple and compound interest (using borrowing through credit cards as an example)</p>	<p>Students should be able to transform the knowledge, for examples, they can: plan their personal financial budget, develop a proper attitude towards wealth.</p>	Locate information Describe Data Numerical Data Reading Skill: Table (identify the extreme number)		
12	Public Finance of Hong Kong #	8	<p>Public finance § The revenue and expenditure of the HKSAR Government § Factors affecting government expenditure § The use of financial revenue and expenditure of the government § Relationship between government and citizens in terms of public finance § Comparison of the tax system between Hong Kong and the developed countries §</p> <p>Extended Topic: Ageing population in Hong Kong Extended Topic: Effects of ageing population on the revenue and spending of the HKSAR Government Extended Topic: Possible ways for the government to finance the housing and medical expenditure of the elderly</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts): public finance, major items of government revenue and spending, the principles of the Government's financial management, ageing population.</p>	<p>Students should be able to identify and state the followings: the factors affecting public finance, the impact of public finance on society and the economy, the characteristics of the taxation in Hong Kong, the rights and responsibilities of citizens in the public finance system (e.g. to enjoy public services and pay taxes), the effects of ageing population on the revenue and spending of the HKSAR Government.</p>	<p>Students should be able to transform the knowledge, for examples, they can: analysis the impact of current arrangement of public finance on the society and the economy, and make reasoned suggestion on government budgeting according to the development of our society, e.g. providing possible ways for the government to finance the housing and medical expenditure of the elderly.</p>	Locate information Describe Data Numerical Data Reading Skill: Bar chart, pie chart (identify the largest and the smallest number)	Basic Law, Article 106 & 107	
13	Economic	8	Open and highly externally-oriented economy of	Students should be able to	Students should be able to identify	Students should be able to	Locate information	Basic Law,	Strand 1

Module	Topic	Lessons	Key Knowledge and Concepts	Adapted Curriculum			Key Skill Assessed	Basic Law Education	National Security Education
				Level 1	Level 2	Level 3			
	Performance of Hong Kong # *		<p>Hong Kong § Indicators on economic performance of Hong Kong § Events that caused economic fluctuations in Hong Kong § Role of the HKSAR Government in stabilizing and developing the economy § Advantages and disadvantages of government intervention in the economy §</p> <p>Extended Topic: Factors affecting the competitiveness of an economy Extended Topic: Ways to enhance the competitiveness of Hong Kong in the era of knowledge economy Extended Topic: Ways to ensure sustainable economic development in Hong Kong</p>	<p>mention the followings (concept names, basic knowledge of concepts): open and highly externally-oriented economy, indicators on economic performance of Hong Kong, including average salaries, unemployment rates and gross domestic product, certain past major economic events.</p>	<p>and state the followings: the economic situation of Hong Kong and its characteristics, the economic performance of Hong Kong over different periods, the factors affecting the competitiveness of Hong Kong..</p>	<p>transform the knowledge, for examples, they can: recognize certain major economic events and be able to make reasoned comments and suggestions on the role of the HKSAR Government in stabilizing and developing the economy.</p>	<p>Describe Data</p> <p>Numerical Data Reading Skill: Bar chart, pie chart (identify the largest and the smallest number, trend; calculate the % change: (new-old)/old X 100%)</p>	Chapter 5	
14	Labour Market of Hong Kong #	6	<p>Transformation of labour demand in Hong Kong § Recent labour force situation in Hong Kong § Recent employment situation in Hong Kong § Recent unemployment situation in Hong Kong § Characteristics of people with difficulty in employment § Personal and social factors that make it difficult for people to be employed § Ways to enhance worker competitiveness § Factors affecting worker wages §</p> <p>Extended Topic: Introduction of the Minimum Wage Ordinance</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts): labour demand and supply, labour force, employment population/ rate, unemployment population/ rate, minimum wages.</p>	<p>Students should be able to identify and state the followings: the recent employment situation in Hong Kong, the characteristics of people with difficulty in employment, the factors affecting employment / income.</p>	<p>Students should be able to transform the knowledge, for examples, they can: realize the difficulties facing the unemployed and labour with low income, and to make justified analysis and judgement on employment issues and policies.</p>	<p>Locate information Describe Data</p> <p>Numerical Data Reading Skill: Line chart (identify the largest and the smallest number, trend; calculate the % change: (new-old)/old X 100%)</p>	Basic Law, Article 33, 147-149	
18	International Financial Centre #	6	<p>Definition of finance § What is an international financial centre? § Features of international financial centres § Reasons for Hong Kong developing into an international financial centre § Effects of being an international financial centre on the Hong Kong economy and people's livelihood § Importance of strengthening the position of Hong Kong as an international financial centre § Challenges faced by Hong Kong as an international financial centre § Possible ways to strengthen the position of Hong Kong as an international financial centre §</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts): finance, public finance, international finance center, the competitors challenging Hong Kong as a international finance center.</p>	<p>Students should be able to identify and state the followings: the features of international financial centre, the factors making Hong Kong an international financial centre, the background to its creation, the impact of Hong Kong being an international financial centre on the local economy and society.</p>	<p>Students should be able to transform the knowledge, for examples, they can: evaluate the pros and cons of Hong Kong being an international financial centre on the local economy and society. In addition, they should also be aware of the importance of maintaining the status of international financial centre for Hong Kong, and be able to provide suggestions on it.</p>	<p>Locate information Describe Data Identify characteristics</p>	Basic Law, Chapter 5	
27	"Global City" #	6	<p>Global city' § Degree of openness of Hong Kong § 'Push and pull' drive of Hong Kong to various types of transnational people §</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts): 'global city', 'push and pull' drive of Hong Kong.</p>	<p>Students should be able to identify and state the followings: degree of openness of Hong Kong (as illustrated by the aspects of capital, media, information, human resources and culture, etc.), the social characteristics of "global cities"</p>	<p>Students should be able to transform the knowledge, for examples, they can: evaluate Hong Kong according to the social characteristics of "global cities". be able to provide suggestions on the 'push and pull' drive of Hong Kong.</p>	<p>Locate information Describe Data Identify characteristics</p>	Basic Law, Chapter 7	

S2 Life and Society (NCS)

Module	Topic	Lessons	Key Knowledge and Concepts	Adapted Curriculum			Key Skill Assessed	Basic Law Education	National Security Education
				Level 1	Level 2	Level 3			
10	The Use of Resources	10	<p><u>Key Point 1 Managing finance and making use of money</u></p> <p>Uses of money § Decision on using money § Borrowing to consume §</p> <p><u>Key Point 2 Banking services</u></p> <p><u>Key Point 3 Gambling</u></p> <p>Meaning of gambling Causes of teen gambling Effects of gambling addiction on teenagers</p>	Students should be able to mention the followings (concept names, basic knowledge of concepts): allocation of money for different uses (including consumption, savings and donations), a borrower has the responsibility of repaying principal and interest, personal banking services provided by banks, meaning of gambling.	Students should be able to identify and state the followings: the decision-making about spending money, the interest cost and the risk of default on repayment of huge amount of interest, the differences between simple and compound interest (using borrowing through credit cards as an example), causes of teen gambling effects of gambling addiction on teenagers	Students should be able to transform the knowledge, for examples, they can: grasp the decision-making skills involved in using money, understand the responsibilities, cost and risks of borrowing as well as develop a proper attitude towards wealth, provide suggestions to the problem of gambling on teenagers.	Describe Data Identify Problem(s) Numerical Data Reading Skill: Table (identify the extreme number)		
21	Rights and Responsibilities of Citizens # *	12	Different categories of Hong Kong residents § Rights and responsibilities applicable to Hong Kong residents § Protection of the rights of Hong Kong residents by major principles of the rule of law §	Students should be able to mention the followings (concept names, basic knowledge of concepts): different categories of Hong Kong residents, meaning of the rule of law..	Students should be able to identify and state the followings: the rights and responsibilities of Hong Kong residents, the protection of the rights of citizens by major principles of the rule of law.	Students should be able to transform the knowledge, for examples, they can: appreciate how to equip themselves to become a good citizens in Hong Kong, provide suggestions to the government to strengthens peoples' identity as citizens	Describe Data Identify Problem(s)	Basic Law, Chapter 3	Strand 8 Strand 6
22	Hong Kong Government and I # *	14	One country, two systems' and the Basic Law § The relationship between the Central Authorities and the HKSAR as delineated in the Basic Law § Decision-making process of the HKSAR Government § Elections of the HKSAR § Edging towards the election of the Chief Executive and the election of all members of the Legislative Council by universal suffrage § Fair and clean elections §	Students should be able to mention the followings (concept names, basic knowledge of concepts): the principle of "one country, two systems" and the relationship between the Central Authorities and the HKSAR as delineated in the Basic Law, the decision-making process of the HKSAR Government and the development of its electoral system.	Students should be able to identify and state the followings: the characteristics of the decision-making process of the HKSAR Government and its electoral system, the importance of edging towards the election of the Chief Executive and the election of all members of the Legislative Council by universal suffrage the importance of fair and clean elections	Students should be able to transform the knowledge, for examples, they can: recognize that individuals and organizations interact with the Government, provide ways to raise people's consciousness of the social affairs.	Describe Data Identify Problem(s) Explain Data Numerical Data Reading Skill: Line chart (calculate the % change: (new-old)/old X 100%)	Basic Law, Chapter 1 & 2	Strand 1 Strand 2
9	One World One Family	8	Respect people of different classes and cultural background, and holding different traditions and values § Positive benefits brought by a pluralistic society § Proper attitudes of getting along with people from different backgrounds § Express care to the needy § Extended Topic: Proper attitudes and principles of getting along with people who hold different opinions Extended Topic: Ways to express personal opinions and discontent Extended Topic: Benefits brought by a dialogue of people with different viewpoints	Students should be able to mention the followings (concept names, basic knowledge of concepts): the meaning of respect (people of different classes and cultural background), the minorities in Hong Kong	Students should be able to identify and state the followings: the positive benefits of a pluralistic society, the proper attitudes of getting along with people from different backgrounds with proper attitudes.	Students should be able to transform the knowledge, for examples, they can: provide possible way to appreciate the proper attitudes required for the building of a diversified and harmonious society.	Describe Data Identify Problem(s) Explain Data		

S3 Life and Society (NCS)

Module	Topic	Lessons	Key Knowledge and Concepts	Adapted Curriculum			Key Skill Assessed	Basic Law Education	National Security Education
				Level 1	Level 2	Level 3			
5	Family Life	10	<p>The importance of family in life §</p> <p>The roles of and relationships among family members §</p> <p>The responsibilities of an individual towards family §</p> <p>Importance of communication among family members §</p> <p>Extended Topic: Causes of family conflicts</p> <p>Extended Topic: Skills to resolve family conflicts</p> <p>Extended Topic: To develop a harmonious family</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts):</p> <p>family, the roles and responsibilities of different family members, communication among family members, family conflict.</p>	<p>Students should be able to identify and state the followings:</p> <p>the importance of family for personal growth, the responsibilities of an individual towards family, the skills for communicating with them.</p>	<p>Students should be able to transform the knowledge, for examples, they can:</p> <p>provide possible ways to deal with family conflict, use the knowledge and skill of level 2, to strengthen their sense of responsibilities towards the family and contribute to the formation of a harmonious family.</p>	Provide comments or suggestions on the data		
23	Upholding the Core Values of Our Society #	20	<p>Protection of and constraints to the right to freedom of opinion and expression §</p> <p>Degree of importance accorded to the freedom of opinion and expression by different groups §</p> <p>Indicators measuring the gap between the rich and the poor in Hong Kong as well as changes in the trend of the gap §</p> <p>Impact of the magnitude of the gap between the rich and the poor on Hong Kong society §</p> <p>Efforts made to narrow the gap between the rich and the poor in Hong Kong §</p> <p>Constraints faced when narrowing the gap between the rich and the poor in Hong Kong §</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts):</p> <p>the right to freedom of opinion and expression, indicators measuring the gap between the rich and the poor in Hong Kong as well as changes in the trend of the gap.</p>	<p>Students should be able to identify and state the followings:</p> <p>degree of importance accorded to the freedom of opinion and expression by different groups, the impact of the magnitude of the gap between the rich and the poor on Hong Kong society.</p>	<p>Students should be able to transform the knowledge, for examples, they can:</p> <p>explain the efforts in protecting the right to the freedom of opinion and expression as well as narrowing the gap between the rich and the poor in Hong Kong, realize the importance of these efforts on the pursuit of fairness and freedom in Hong Kong, and to be responsible for the upholding of these core values.</p>	Provide comments or suggestions on the data	the Basic Law, Article 27	
24	Life of Chinese Nationals	20	<p>Lifestyles of Chinese residents in urban and rural areas §</p> <p>Cultural inheritance and modern transformation §</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts):</p> <p>lifestyle of Chinese residents in urban areas / rural areas, traditional culture and customs, modernization</p>	<p>Students should be able to identify and state the followings:</p> <p>the difference of the life of the rural and urban population, the causes of the above difference, the interactions between traditional culture and modern life.</p>	<p>Students should be able to transform the knowledge, for examples, they can:</p> <p>explore traditional culture as demonstrated by the daily life of Chinese residents and how it has been influenced by social changes, provide suggestions to promote traditional culture.</p>	Provide comments or suggestions on the data		
25	Chinese Political System *	20	<p>Functions and powers of main state organs §</p> <p>Leadership role of the Communist Party of China §</p> <p>Chinese People's Political Consultative Conference (CPPCC) §</p> <p>Channels for people's supervision of the government §</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts):</p> <p>the organs of the state (NPC, President, State Council, People's courts and people's procuratorates), the CPC, the CPPCC</p>	<p>Students should be able to identify and state the followings:</p> <p>the political system of our country, including the functions and powers of major organs of the state, people's supervision of the government, and the leadership role of the CPC in the political system.</p>	<p>Students should be able to transform the knowledge, for examples, they can:</p> <p>explain the relationship of the political system of China and HKSAR, have a concern for the future development of our country.</p>	Provide comments or suggestions on the data		Strand 1 Strand 3 Strand 5
29	Global Citizenship and Humanitarian Work	10	<p>Global citizenship §</p> <p>Promoting consciousness and quality of global citizenship §</p> <p>Efforts and contributions made by global citizens to international humanitarian relief work §</p>	<p>Students should be able to mention the followings (concept names, basic knowledge of concepts):</p> <p>concept of global citizenship, international humanitarian relief work.</p>	<p>Students should be able to identify and state the followings:</p> <p>the consciousness and quality of global citizenship the efforts of intergovernmental bodies and international non-governmental organizations to international humanitarian relief work</p>	<p>Students should be able to transform the knowledge, for examples, they can:</p> <p>suggest ways to enhance their consciousness and quality as global citizens. explore the contributions of global citizens to humanitarian work and its importance to the world. They should have a concern for the betterment of the humankind.</p>	Provide comments or suggestions on the data		