

Law Ting Pong Secondary School
Liberal Studies (S4)
Course Outline (2020-2021)

I. General Descriptions

The S4 Curriculum is designed to broaden students' knowledge base and enhance their social awareness through the study of a wide range of issues. The modules selected for the curriculum focus on themes of significance to students and Hong Kong society. They include: *Module 2 Hong Kong Today*, *Module 5 Public Health and Module 6 Energy, Technology & the Environment*. The curriculum is designed to enable students to make connections across different fields of knowledge and to acquire good practices in thinking skills. In academic year 2020-2021, the curriculum includes the following items:

II. Learning Objectives

By the end of S4, students will be able to:

- to evaluate different aspects of life in Hong Kong with respect to the rights and responsibilities of individuals, social groups and the government;
- to understand how Hong Kong residents come to grips with rights and responsibilities with respect to the rule of law;
- to understand how the identities of Hong Kong residents are developed;
- to describe the relationship between energy technology and environmental problems;
- to explain why sustainable development is an important contemporary issue; and
- to understand how people's understanding of disease and public health is affected by different factors.

III. Textbook

Module 1: New Horizon Liberal Studies: Personal Development & Interpersonal Relationships (Fourth Combined Edition) (2020 Revised Edition)

Module 2: New Horizon Liberal Studies: Hong Kong Today (Fourth Combined Edition) (2020 Revised Edition)

Module 6: New Horizon Liberal Studies: Energy Technology and the Environment (Fourth Combined Edition) (2020 Revised Edition)

IV. Curriculum

Week	Period	Unit	Learning Targets	Formative Assessment	Continuous Assessment	
1 - 3	Sep 1 – Sep 18, 2020	Introduction to the course and course requirements (e.g. explaining course outlines, homework and assessment policies) / Subject affairs (e.g. setting class rules, forming groups, selecting subject leaders, etc.) Recap of S3 Knowledge				
Module 2: Hong Kong Today Theme 1: Quality of Life						
4 - 5	September, 2020	UNIT 1: Overview of Quality of Life & UNIT 2: Economic Aspect of Quality of Life	By the end of this unit, students should be able to: 1. understand the basic meaning of quality of life and its indicators; 2. identify and explain the factors influence the economic aspect of Hong Kong residents' quality of life 3. explain the wealthy inequality that poses particular challenges and opportunities to Hong Kong residents and how they respond to the issue; and 4. suggest how individuals or organisations contribute to the maintenance and improvement of economic aspect of quality of life in Hong Kong	a. Issue-analysis; b. Discussion forum; c. Video-analysis; d. Mini-research; and e. Mind map drawing.	CA (Data-response Question)	
6	October, 2020	UNIT 3: Social aspect of Quality of Life	By the end of this unit, students should be able to: 1. identify and explain the factors influence the social aspect of Hong Kong residents' quality of life 2. explain the housing problem that poses particular challenges and opportunities to Hong Kong residents and how they respond to the issue; and 3. suggest how individuals or organisations contribute to the maintenance and improvement of social aspect of quality of life in Hong Kong	a. Mini-research; b. Video-analysis; c. Issue-analysis; d. Group discussion; and e. Mind map drawing.	Test	

Module 2: Hong Kong Today Theme 2: Rule of Law & Socio-political Participation					
7 - 8	October, 2020	UNIT 4: Socio-political Participation	By the end of this unit, students should be able to: 1. understand the basic meaning of socio-political participation, and its level and form; 2. identify and explain the factors affecting the level and form of socio-political participation, and 3. discuss the degree of significance to individuals, social groups, the government and society as a whole	1. Mini-research; 2. Debate; 3. Issue-analysis; and a. Mind map drawing.	CA (Data-response Question)
Module 2: Hong Kong Today Theme 1: Quality of Life					
9 - 10	October - November, 2020	UNIT 5: Cultural aspect of Quality of Life	By the end of this unit, students should be able to: 1. identify and explain the factors influence the cultural aspect of Hong Kong residents' quality of life 2. explain the cultural conservation that poses particular challenges and opportunities to Hong Kong residents and how they respond to the issue; and 3. suggest how individuals or organisations contribute to the maintenance and improvement of cultural aspect of quality of life in Hong Kong	b. Mini-research; c. Video-analysis; d. Issue-analysis; e. Group discussion; and f. Mind map drawing.	CA (Data-response Question)
10 - 12	November, 2020	UNIT 6: Environmental aspect of Quality of Life	By the end of this unit, students should be able to: 1. identify and explain the factors influence the environmental aspect of Hong Kong residents' quality of life 2. explain the Lantau Tomorrow Vision project that poses particular challenges and opportunities to Hong Kong residents and how they respond to the issue; and	a. Issue-analysis b. Video-analysis; c. Debate; d. Mind map drawing.	Test

			3. suggest how individuals or organisations contribute to the maintenance and improvement of environmental aspect of quality of life in Hong Kong		
Module 2: Hong Kong Today Theme 2: Rule of Law & Socio-political Participation					
12 - 16	November - December, 2020	UNIT 7: Human Rights	By the end of this unit, students should be able to: 1. understand the basic meaning of human rights, and its relevant examples and laws; and 2. discuss existing human rights issues and evaluate the limitations of exercising human rights	1. Group Presentation; 2. Issue-analysis; and 3. Mind map drawing.	CA (Data-response Question) Test
		UNIT 8: Significance and Implementation of the Rule of Law	By the end of this unit, students should be able to: 1. understand the basic meaning of the rule of law; 2. identify and explain the significance and the implementation of the rule of law in different dimensions; and 3. discuss the functions and limitations of the rule of law in protecting rights and promoting the observance of responsibilities	1. Mini-research; 2. Video-analysis; 3. Discussion forum; and 4. Mind map drawing	
		UNIT 9: Rights and Responsibilities with respect to the Rule of Law	By the end of this unit, students should be able to: 1. understand the demands from people, organisations and interest groups with different characteristics, backgrounds, ideals and endowments; 2. identify and explain the institutionalised and non-institutionalised responses, swiftness of responses, and evaluate their validity and effectiveness; and 3. discuss the impact of related responses on governance and safeguarding the rule of law in Hong Kong	1. Issue-analysis; 2. Debate; 3. Discussion forum; and 4. Mind map drawing.	

Module 2: Hong Kong Today Theme 3: Identity					
19 - 20	January, 2021	UNIT 10: Identity	By the end of this unit, students should be able to: <ol style="list-style-type: none"> 1. identify and explain the characteristics of Hong Kong residents' identity; 2. explain the factors affecting the sense of belonging and identity; 3. explain the manifestation of identity and the sense of belonging; and 4. discuss the significance of multiple identities of Hong Kong residents. 	<ol style="list-style-type: none"> a. Self-evaluation activity; b. Case-study; c. Issue- analysis; and d. Mind map drawing 	CA (Data-response Question) Test
Revision (Jan 18 - Jan 22, 2021)					
Mid-term Summative Assessment (Jan 25 - Feb 10, 2021)					
Module 6: Energy Technology and the Environment Theme 1: The Influence of Energy Technology					
26 - 27	February - March, 2021	UNIT 11: The Impact of the Use of Fossil Fuels on the Environment	By the end of this unit, students should be able to: <ol style="list-style-type: none"> 1. understand driving forces on the use of energy; 2. identify and explain the uses and influences of renewable and non-renewable energy on personal life, the development of society, the economy and the environment; and 3. analyse the global trends of energy consumption in more developed countries and less developed countries. 	<ol style="list-style-type: none"> a. Group presentation; b. Issue-analysis; c. Group discussion; and d. Mind map drawing. 	

28 - 30	March, 2021	UNIT 12: New Directions of Energy Application	By the end of this unit, students should be able to: <ol style="list-style-type: none"> 1. identify and explain the characteristics of different kinds of alternative energy; 2. analyse the uses and influences of alternative energy on personal life, the development of society, the economy and the environment; and 3. evaluate how the development of alternative energy in line with energy policy 	<ol style="list-style-type: none"> 1. Issue-analysis; 2. Group discussion; 3. Discussion forum, and 4. Mind map drawing. 	CA (Data-response Question) Test
Module 6: Energy Technology and the Environment Theme 2: The Environment and Sustainable Development					
32 - 36	April - May, 2021	UNIT 13: The Practice of Sustainable Development	By the end of this unit, students should be able to: <ol style="list-style-type: none"> 1. understand the basic meaning of sustainable development, and its principle; 2. identify and explain the factors in science and technology that affect sustainable development with reference to the experience of the implementation in Hong Kong and other places and 3. suggest the roles and responsibilities of different stakeholders in promoting sustainable development and environmental conservation. 	<ol style="list-style-type: none"> 1. Issue-analysis; 2. Mini-research; 3. Vide-analysis; 4. Discussion forum, and 5. Mind map drawing. 	CA (Data-response Question) Test
Module 5: Public Health Theme 1: Understanding of Public Health					

37 - 39	May, 2021	UNIT 14: Understanding of Disease and Health Concepts	By the end of this unit, students should be able to: 1. understand the basic meaning of health and public health; 2. identify and explain the factors influence our views and informed decision on health and public health; 3. analyse the influence of outbreak of epidemic diseases and non-infectious diseases on the understanding of disease and public health, and public responses; and	1. Mini-research; 2. Issue-analysis; 3. Vide-analysis; 4. Debate, and 5. Mind map drawing.	✓
Mini-project (Weeks 36 & 37)					
End-of-year Revision and Reflection (May 31 – Jun 9, 2021)					
Final Exam (Jun 10 – Jun 24, 2021)					
Exam Paper Checking (Jun 28 - 30, 2021)					

V. Course Materials and Requirements

1. Folder (with school-based notes, ISS booklets and News/ Article Reading Worksheets)
2. One exercise book for note-taking in Liberal Studies lessons
3. One school exercise book for ISS
4. Textbook of the module

Students should bring along the necessary course materials to lessons and keep the materials neat and organized. The assessments and content of the topic may be fine-tuned according to teaching progress.

All assignments must be handed in on time. Mark deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/special case with a parent's signature).

Parents' signatures are required for all the tests and examination papers. Teachers will contact students' parents if they fail to show the parents' signatures.

VI. Assessments

The assessment policies of Liberal Studies are in line with the school assessment policies. They are designed based on the following question types:

- Numerical Data Analysis
- Causal Analysis
- Conflict Analysis
- Stance Justification
- Cartoon/ Photo Analysis
- Effect Analysis
- Textual Analysis
- Use of Data for Cartoon Elaboration
- Clarification of Cause-and-effect Relationships
- Use of Data for Justification

1. Continuous Assessment: Data-response Questions

- Students are expected to finish each continuous assessment within a week (7 days) and submit them during the lesson.
- 80% will be counted if students hand in the continuous assessment late for 3 days later than the deadline;
- 50% will be counted if students hand in the continuous assessment late for 5 days later than the deadline; and
- NO marks will be given to students who fail to hand in the continuous assessment after 5 days later than the deadline
- If students apply for a sick leave, a parent letter with a medical certificate should be presented to the subject teacher. Students are required to submit the continuous assessment within two days after returning to school.

2. Continuous Assessment: Test

- Students are expected to attend all the tests. If students apply for a sick leave, a parent letter with medical certificate should be presented to the subject teacher. Students are required to reschedule the assessment date within two days after returning to school.

Term	Type of Assessment	Module(s) to be assessed	Assessment Items
First Term September, 2020 – January, 2021	Continuous Assessment (25%)	<ul style="list-style-type: none"> • Module 1: Personal Development and Interpersonal Relationships • Module 2: Hong Kong Today 	Suggested assessment in the module
	Online Assignment (5%)		Mid-term Summative Assessment
	Summative Assessment (10%)		
Second Term February – June, 2021	Continuous Assessment (30%)	<ul style="list-style-type: none"> • Module 2: Hong Kong Today • Module 6: Energy Technology and the Environment • Module 5: Public Health 	Suggested assessment in the module
	Summative Assessment (30%)	<ul style="list-style-type: none"> • Module 1: Personal Development and Interpersonal Relationships • Module 2: Hong Kong Today • Module 5: Public Health • Module 6: Energy Technology and the Environment 	Final Examination

Summative Assessment Grade Boundaries

Performance Grade	Performance Descriptor
5* (70 or above)	The student demonstrates a consistent and thorough understanding of the required knowledge and skills. He/ she is able to apply what was learned in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation, where appropriate. The student generally demonstrates creativity, originality and insight.
5 (66 – 70)	
4 (56 - 65)	The student had a good understanding of the required knowledge and skills. He/she is able to apply them in normal classroom or homework environment. There is more evidence of skills of analysis, synthesis and evaluation. There is adequate detail in all aspects of work. Occasionally, creativity, originality and insight are demonstrated.
3 (46 - 55)	Although the student has difficulties in some areas, there as been measurable achievement and the student is making an effort to overcome the difficulties experienced. The student has some understanding of the required knowledge and skills. He/she is able to apply them with support. There is occasional evidence of the skills of analysis, synthesis and evaluation.
2 (36 - 45)	The student has achieved some limited objectives. It is evident that the student has experienced difficulties in understanding and applying the required knowledge and skills necessary to access subject matter. There is still a gap between the current achievement and the required standard of the school.
1 (35 or below)	Certain minimal objectives have been achieved. The student has experienced difficulties in understanding and applying the required skills and knowledge necessary to access subject matter both at home and in the classroom. There is still a big gap between the current achievement and the required standard of the school

VII. Enquiries

Should parents have any queries regarding the Secondary 4 Liberal Studies curriculum, please contact Secondary 4 Liberal Studies Level Coordinator, Mr. So Ka Fai, or any Liberal Studies teachers at 2685 1210.

Law Ting Pong Secondary School
Liberal Studies (S5)
Course Outline (2020-2021)

I. General Descriptions

The S5 Curriculum is designed to broaden students' knowledge base and enhance their social awareness through the study of a wide range of issues. The modules selected for the curriculum focus on themes of significance to students, Hong Kong, China and the global world. They include: *Module 2 Hong Kong Today*, *M3 Modern China* and *Module 6 Energy, Technology & the Environment*. The curriculum is designed to enable students to make connections across different fields of knowledge and to acquire good practices in thinking skills. In academic year 2020-2021, the curriculum includes the following items:

II. Learning Objectives

By the end of S5, students will be able to:

- to understand how Hong Kong residents come to grips with rights and responsibilities with respect to the rule of law;
- to understand how the identities of Hong Kong residents are developed;
- to evaluate the impacts of reform and opening-up had on the overall development of the country and on people's life;
- to describe the relationship between energy technology and environmental problems; and
- to explain why sustainable development is an important contemporary issue.

III. Textbook

Module 2: New Horizon Liberal Studies: Hong Kong Today (Fourth Combined Edition) (2020 Revised Edition)

Module 3: New Horizon Liberal Studies: Modern China (Fourth Combined Edition) (2020 Revised Edition)

Module 6: New Horizon Liberal Studies: Energy Technology and the Environment (Fourth Combined Edition) (2020 Revised Edition)

IV. Curriculum

Week	Period	Unit	Learning Targets	Formative Assessment	Continuous Assessment	
1 - 2	Sep 1 – Sep 11, 2020	Introduction to the course and course requirements (e.g. explaining course outlines, homework and assessment policies) / Subject affairs (e.g. setting class rules, forming groups, selecting subject leaders, etc.) Recap of S4 Knowledge				
Module 6: Energy Technology and the Environment Theme 1: The Influence of Energy Technology						
3 - 4	September, 2020	UNIT 1: The Impact of the Use of Fossil Fuels on the Environment	By the end of this unit, students should be able to: 1. understand driving forces on the use of energy; 2. identify and explain the uses and influences of renewable and non-renewable energy on personal life, the development of society, the economy and the environment; and 3. analyse the global trends of energy consumption in more developed countries and less developed countries.	a. Group presentation; b. Issue-analysis; c. Group discussion; and d. Mind map drawing.	CA (Data-response Question)	
5 - 6	September - October, 2020	UNIT 2: New Directions of Energy Application	By the end of this unit, students should be able to: 1. identify and explain the characteristics of different kinds of alternative energy; 2. analyse the uses and influences of alternative energy on personal life, the development of society, the economy and the environment; and 3. evaluate how the development of alternative energy in line with energy policy.	a. Issue-analysis; b. Group discussion; c. Discussion forum, and d. Mind map drawing.		Test
Module 6: Energy Technology and the Environment Theme 2: The Environment and Sustainable Development						
7 - 10	October - November, 2020	UNIT 3: The Practice of Sustainable Development	By the end of this unit, students should be able to: 1. understand the basic meaning of sustainable development, and its principle; 2. identify and explain the factors in science and technology that affect sustainable development with reference to the	a. Issue-analysis; b. Mini-research; c. Vide-analysis; d. Discussion forum, and e. Mind map drawing.	CA (Data-response Question)	

			<p>experience of the implementation in Hong Kong and other places; and</p> <p>3. suggest the roles and responsibilities of different stakeholders in promoting sustainable development and environmental conservation.</p>		Test
Module 2: Hong Kong Today Theme 2: Rule of Law & Socio-political Participation					
12 - 13	November, 2020	UNIT 4: Socio-political Participation	<p>By the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. understand the basic meaning of socio-political participation, and its level and form; 2. identify and explain the factors affecting the level and form of socio-political participation, and 3. discuss the degree of significance to individuals, social groups, the government and society as a whole 	<ol style="list-style-type: none"> a. Mini-research; b. Debate; c. Issue-analysis; and d. Mind map drawing. 	CA (Data-response Question) Test
14 - 26	November, 2020 – February, 2021	UNIT 5: Human Rights	<p>By the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. understand the basic meaning of human rights, and its relevant examples and laws; and 2. discuss existing human rights issues and evaluate the limitations of exercising human rights 	<ol style="list-style-type: none"> a. Group Presentation; b. Issue-analysis; and c. Mind map drawing. 	
		UNIT 6: Significance and Implementation of the Rule of Law	<p>By the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. understand the basic meaning of the rule of law; 2. identify and explain the significance and the implementation of the rule of law in different dimensions; and 3. discuss the functions and limitations of the rule of law in protecting rights and promoting the observance of responsibilities 	<ol style="list-style-type: none"> a. Mini-research; b. Video-analysis; c. Discussion forum; and d. Mind map drawing 	
Revision (Jan 18 - Jan 22, 2021)					

Mid-term Summative Assessment (Jan 25 - Feb 10, 2021)

Module 2: Hong Kong Today Theme 2: Rule of Law & Socio-political Participation

26	February, 2021	UNIT 7: Rights and Responsibilities with respect to the Rule of Law	By the end of this unit, students should be able to: 1. understand the demands from people, organisations and interest groups with different characteristics, backgrounds, ideals and endowments; 2. identify and explain the institutionalised and non-institutionalised responses, swiftness of responses, and evaluate their validity and effectiveness; and 3. discuss the impact of related responses on governance and safeguarding the rule of law in Hong Kong	a. Issue-analysis; b. Debate; c. Discussion forum; and d. Mind map drawing.	/
----	----------------	--	---	--	---

Module 2: Hong Kong Today Theme 3: Identity

27 - 30	March, 2021	UNIT 8: Identity	By the end of this unit, students should be able to: 1. identify and explain the characteristics of Hong Kong residents' identity; 2. explain the factors affecting the sense of belonging and identity; 3. explain the manifestation of identity and the sense of belonging; and 4. discuss the significance of multiple identities of Hong Kong residents.	a. Self-evaluation activity; b. Case-study; c. Issue- analysis; and d. Mind map drawing	CA (Data-response Questions)
---------	-------------	-------------------------	--	--	------------------------------

Module 3: Modern China Theme 1: China's Reform and Opening-up

32 - 33	April, 2021	UNIT 9: Background of Reform and Opening-up	By the end of this unit, students should be able to: 1. understand the background of China's reform and opening-up.	a. Issue-analysis	
---------	-------------	--	--	-------------------	--

33 - 34	April, 2021	UNIT 10: Socialist Market Economy	By the end of this unit, students should be able to: 1. understand the basic meaning of socialist market economy and its relevant measures; 2. identify and explain the development of the agricultural, industrial and commercial sectors, foreign trade and urbanization under reform and opening-up; 3. explain the economic reform that poses particular challenges and opportunities to people's life and how they respond to the issue; and 4. discuss the Central People's Government's responses to reform and opening-up.	a. Issue-analysis; b. Video-analysis; c. Group discussion; d. Mind map drawing	CA (Extended response questions) Test
35 - 37	April - May, 2021	UNIT 11: Society and People's Life	By the end of this unit, students should be able to: 1. explain how people's lives have been changed after reform and opening-up; 2. explain the social reform that poses particular challenges and opportunities to people's life and how they respond to the issue; and 3. discuss the Central People's Government's responses to reform and opening-up.	a. Issue-analysis; b. Video-analysis; c. Group presentation d. Discussion forum; and e. Mind map drawing	CA (Extended response questions)
38 - 40	April - May, 2021	UNIT 12: Environmental and Heritage Conservation	By the end of this unit, students should be able to: 1. explain the challenges and opportunities to environmental conservation and cultural conservation; and 2. discuss the Central People's Government's responses to reform and opening-up.	a. Discussion forum; b. Case-study; c. Issue-analysis; and d. Mind map drawing	Test
End-of-year Revision and Reflection (Jun 1 – Jun 9, 2021)					
Final Exam (Jun 10 – Jun 24, 2021)					
Exam Paper Checking (Jun 28 - 30, 2021)					

V. Course Materials and Requirements

1. Folder (with school-based notes, ISS booklets and News/ Article Reading Worksheets)
2. One exercise book for note-taking in Liberal Studies lessons
3. One school exercise book for ISS
4. Textbook of the module

Students should bring along the necessary course materials to lessons and keep the materials neat and organized. The assessments and content of the topic may be fine-tuned according to teaching progress.

All assignments must be handed in on time. Mark deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/special case with a parent's signature).

Parents' signatures are required for all the continuous and summative assessments. Teachers will contact students' parents if they fail to show the parents' signatures.

VI. Assessments

The assessment policies of Liberal Studies are in line with the school assessment policies. They are designed based on the following question types:

- Numerical Data Analysis
- Causal Analysis
- Conflict Analysis
- Difficulty Analysis
- Comparison
- Cartoon/ Photo Analysis
- Effect Analysis
- Textual Analysis
- Policy Evaluation
- Giving Suggestion
- Use of Data for Cartoon Elaboration
- Clarification of Cause-and-effect Relationships
- Use of Data for Justification
- Stance Justification

1. Continuous Assessment: Data-response Questions

- Students are expected to finish each continuous assessment within a week (7 days) and submit them during the lesson.
- 80% will be counted if students hand in the continuous assessment late for 3 days later than the deadline;
- 50% will be counted if students hand in the continuous assessment late for 5 days later than the deadline; and
- NO marks will be given to students who fail to hand in the continuous assessment after 5 days later than the deadline

- If students apply for a sick leave, a parent letter with a medical certificate should be presented to the subject teacher. Students are required to submit the continuous assessment within two days after returning to school.

2. Continuous Assessment: Test

- Students are expected to attend all the tests. If students apply for a sick leave, a parent letter with medical certificate should be presented to the subject teacher. Students are required to reschedule the assessment date within two days after returning to school.

Term	Type of Assessment	Module(s) to be assessed	Assessment Items
First Term September, 2020 – January, 2021	Continuous Assessment (25%)	<ul style="list-style-type: none"> • Module 2: Hong Kong Today • Module 6: Energy Technology and the Environment 	Suggested assessment in the module
	Online Assignments (5%)		
	Summative Assessment (10%)		Mid-term Summative Assessment
Second Term February – June, 2021	Continuous Assessment (30%)	<ul style="list-style-type: none"> • Module 2: Hong Kong Today • Module 3: Modern China 	Suggested assessment in the module
	Summative Assessment (30%)	<ul style="list-style-type: none"> • Module 1: Personal Development and Interpersonal Relationships • Module 2: Hong Kong Today • Module 3: Modern China • Module 5: Public Health • Module 6: Energy Technology and the Environment 	Final Examination

VII. Independent Enquiry Study (IES)

The Independent Enquiry Study (IES) is adopted as the mode of SBA in Liberal Studies. The IES is an investigative study in which students are required to demonstrate various skills such as problem-solving, data gathering and analysis, and communication.

In the course of Secondary 5, students have to make use of both given class time and their own time to complete the independent enquiry study. Students will carry out an enquiry-based project, and the main body of the project can be in written or non-written form. The latter should be accompanied by a short-written text explaining the main idea of the project, and showing the student's reflections on it. Progress and quality of the work will be counted towards the continuous assessment. By the end of the school year, students should complete the draft of the final product, which is proofread and finalized.

Component	Submission Date
Draft of Part A	16th October, 2020 (Week 7)
Draft of Part B	27th November, 2020 (Week 13)
Draft of Part C (Data Collection)	26th February, 2021 (Week 26)
Draft of Part C	23rd April, 2021 (Week 34)
Draft of Part D	28th May, 2021 (Week 39)
Finalized Report (with Appendix and Reference List)	30th June, 2021 (Week 44)

Summative Assessment Grade Boundaries

Performance Grade	Performance Descriptor
5* (70 or above)	The student demonstrates a consistent and thorough understanding of the required knowledge and skills. He/ she is able to apply what was learned in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation, where appropriate. The student generally demonstrates creativity, originality and insight.
5 (66 – 70)	
4 (56 - 65)	The student had a good understanding of the required knowledge and skills. He/she is able to apply them in normal classroom or homework environment. There is more evidence of skills of analysis, synthesis and evaluation. There is adequate detail in all aspects of work. Occasionally, creativity, originality and insight are demonstrated.
3 (46 - 55)	Although the student has difficulties in some areas, there as been measurable achievement and the student is making an effort to overcome the difficulties experienced. The student has some understanding of the required knowledge and skills. He/she is able to apply them with support. There is occasional evidence of the skills of analysis, synthesis and evaluation.
2 (36 - 45)	The student has achieved some limited objectives. It is evident that the student has experienced difficulties in understanding and applying the required knowledge and skills necessary to access subject matter. There is still a gap between the current achievement and the required standard of the school.
1 (35 or below)	Certain minimal objectives have been achieved. The student has experienced difficulties in understanding and applying the required skills and knowledge necessary to access subject matter both at home and in the classroom. There is still a big gap between the current achievement and the required standard of the school

VIII. Enquiries

Should parents have any queries regarding the Secondary 5 Liberal Studies curriculum, please contact Secondary 5 Liberal Studies Level Coordinator, Ms Yuen Po Po, or any Liberal Studies teachers at 2685 1210.

Law Ting Pong Secondary School
Liberal Studies (S6)
Course Outline (2020-2021)

I. General Descriptions

The S6 Curriculum is designed to broaden students' knowledge base and enhance their social awareness through the study of a wide range of issues. The modules selected for the curriculum focus on themes of significance to students, Hong Kong, China and the global world. They include: *M3 Modern China and Module 4 Globalization*. The curriculum is designed to enable students to make connections across different fields of knowledge and to acquire good practices in thinking skills. In academic year 2020-2021, the curriculum includes the following items:

II. Learning Objectives

By the end of S6, students will be able to:

- to evaluate the impacts of reform and opening-up had on the overall development of the country and on people's life;
- to understand the characteristics and trends in the development of globalization in the economic and cultural aspects;
- to understand how people from different parts of the world react differently to the opportunities and challenges brought by globalization;
- to understand the interconnectedness of personal, local, national and global issues, and the interdependence of the physical environment and society, and appraise issues of human concern accordingly;
- to identify the values underlying different views and judgments on personal and social issues, and apply critical thinking skills, creativity and different perspectives in making decisions and judgments on issues and problems at both personal and social levels; and
- to present arguments clearly and demonstrate respect for evidence, open-mindedness and tolerance towards the views and values held by other people.

III. Textbook

Module 3: New Horizon Liberal Studies: Modern China (Fourth Combined Edition) (2020 Revised Edition)

Module 4: New Horizon Liberal Studies: Globalization (Fourth Combined Edition) (2020 Revised Edition)

IV. Curriculum

Week	Period	Unit	Learning Targets	Formative Assessment	Continuous Assessment	
1 - 2	Sep 1 – Sep 11, 2020	Introduction to the course and course requirements (e.g. explaining course outlines, homework and assessment policies) / Subject affairs (e.g. setting class rules, forming groups, selecting subject leaders, etc.) Recap of S5 Knowledge				
Module 3: Modern China Theme 1: China's Reform and Opening-up						
3	September, 2020	UNIT 1: Discussion on Comprehensive National Power	By the end of this unit, students should be able to: 1. understand the basic meaning of comprehensive national power and its indicators; and 1. discuss the changes in different dimensions of national strength under reform and opening-up.	1. Issue-analysis 2. Mind map drawing	CA (Data-response question & Extended response question)	
3 - 4	September, 2020	UNIT 2: New Diplomacy after Reform and Opening-up	By the end of this unit, students should be able to: 1. understand the development of China's diplomacy since the establishment of the People's Republic of China; and 2. discuss the impacts of China's participation in international affairs on the country's overall development.	1. Discussion forum; 2. Issue-analysis; and 3. Mind map drawing		
Module 4: Globalization Theme 1: The Influence of Globalization and Related Responses)						
4	September, 2020	UNIT 3: Introduction to Globalization	By the end of this unit, students should be able to: 1. understand the basic meaning of globalization, and its discourses; and 2. identify and explain the characteristics and trends in the development of globalization in the economic and cultural aspects.	a. Mini-research; b. Group discussion; and c. Mind map drawing.	CA (Data-response question & Extended	

5 - 7	September – October, 2020	UNIT 4: Economic Globalization and Its Impact	By the end of this unit, students should be able to: 1. understand the basic meaning of economic globalization, and its discourses; 2. identify and explain the manifestation of globalization in the economic aspect; and 3. evaluate the impacts of economic globalization and different reactions.	a. Issue-analysis; b. Discussion forum; c. Group presentation; d. Group discussion; and e. Mind map drawing.	response question) Test
8 - 10	October - November, 2020	UNIT 5: Cultural Globalization and Its Impact	By the end of this unit, students should be able to: 1. understand the basic meaning of cultural globalization, and its discourses; 2. identify and explain the manifestation of globalization in the cultural aspect; and 3. evaluate the impacts of cultural globalization and different reactions.	a. Issue-analysis; b. Discussion forum; c. Group presentation; d. Group discussion; and e. Mind map drawing.	One CA (Data-response question & Extended response question)
12	November, 2020	UNIT 6: Different Responses to Globalization	By the end of this unit, students should be able to: 1. understand the basic meaning of global governance, and its discourses; and 2. explain the responses of international organizations and NGOs from global perspective, individual responses in the daily lives.	a. Mini-research; b. Issue-analysis; c. Discussion forum; d. Group discussion; and e. Mind map drawing.	Test
13 - 14	November - December, 2020	Revision on Module 2: Hong Kong Today & Module 5: Public Health		1. Issue-analysis; 2. Past paper practice; 3. Group discussion; and 4. Mind map drawing.	One CA (Data-response question & Extended response question) Test

15 - 19	December, 2020 – January, 2021	Revision on Module 3: Modern China & Module 6: Energy Technology and the Environment	1. Issue-analysis; 2. Past paper practice; 3. Group discussion; and 4. Mind map drawing.	One CA (Data- response question & Extended response question) Test
20 - 21	January, 2021	Revision on Module 1: Personal Development and Interpersonal Relationships & Module 4: Globalization	1. Issue-analysis; 2. Past paper practice; 3. Group discussion; and 4. Mind map drawing.	
Final Examination (Jan 25 - Feb 10, 2021)				
Exam Paper Checking (Feb 22 - 26, 2021)				

V. Course Materials and Requirements

1. Folder (with school-based notes, ISS booklets and News/ Article Reading Worksheets)
2. One exercise book for note-taking in Liberal Studies lessons
3. One school exercise book for ISS
4. Textbook of the module
5. Single-lined paper

Students should bring along the necessary course materials to lessons and keep the materials neat and organized. The assessments and content of the topic may be fine-tuned according to teaching progress.

All assignments must be handed in on time. Mark deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/special case with a parent's signature).

Parents' signatures are required for all the tests and examination papers. Teachers will contact students' parents if they fail to show the parents' signatures.

VI. Assessments

The assessment policies of Liberal Studies are in line with the school assessment policies. They are designed based on the following question types:

- Numerical Data Analysis
- Causal Analysis
- Conflict Analysis
- Difficulty Analysis
- Comparison
- Cartoon/ Photo Analysis
- Effect Analysis
- Textual Analysis
- Policy Evaluation
- Giving Suggestion
- Use of Data for Cartoon Elaboration
- Clarification of Cause-and-effect Relationships
- Use of Data for Justification
- Stance Justification

1. Continuous Assessment: Data-response Questions

- Students are expected to finish each continuous assessment within a week (7 days) and submit them during the lesson.
- 80% will be counted if students hand in the continuous assessment late for 3 days later than the deadline;
- 50% will be counted if students hand in the continuous assessment late for 5 days later than the deadline; and
- NO marks will be given to students who fail to hand in the continuous assessment after 5 days later than the deadline
- If students apply for a sick leave, a parent letter with a medical certificate should be presented to the subject teacher. Students are required to submit the continuous assessment within two days after returning to school.

2. Continuous Assessment: Test

- Students are expected to attend all the tests. If students apply for a sick leave, a parent letter with medical certificate should be presented to the subject teacher. Students are required to reschedule the assessment date within two days after returning to school.

Term	Type of Assessment	Module(s) to be assessed	Assessment Items
<p style="text-align: center;">First Term September, 2020 – January, 2021</p>	<p style="text-align: center;">Continuous Assessment (35%)</p>	<ul style="list-style-type: none"> • Module 1: Personal Development and Interpersonal Relationships • Module 2: Hong Kong Today • Module 3: Modern China • Module 4: Globalization • Module 5: Public Health • Module 6: Energy Technology and the Environment 	<p>Suggested assessment in the module</p>
	<p style="text-align: center;">Online Assignments (5%)</p>		
	<p style="text-align: center;">Summative Assessment (60%)</p>		<p>Final Examination</p>

Summative Assessment Grade Boundaries

Performance Grade	Performance Descriptor
5* (70 or above)	The student demonstrates a consistent and thorough understanding of the required knowledge and skills. He/ she is able to apply what was learned in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation, where appropriate. The student generally demonstrates creativity, originality and insight.
5 (66 – 70)	
4 (56 - 65)	The student had a good understanding of the required knowledge and skills. He/she is able to apply them in normal classroom or homework environment. There is more evidence of skills of analysis, synthesis and evaluation. There is adequate detail in all aspects of work. Occasionally, creativity, originality and insight are demonstrated.
3 (46 - 55)	Although the student has difficulties in some areas, there as been measurable achievement and the student is making an effort to overcome the difficulties experienced. The student has some understanding of the required knowledge and skills. He/she is able to apply them with support. There is occasional evidence of the skills of analysis, synthesis and evaluation.
2 (36 - 45)	The student has achieved some limited objectives. It is evident that the student has experienced difficulties in understanding and applying the required knowledge and skills necessary to access subject matter. There is still a gap between the current achievement and the required standard of the school.
1 (35 or below)	Certain minimal objectives have been achieved. The student has experienced difficulties in understanding and applying the required skills and knowledge necessary to access subject matter both at home and in the classroom. There is still a big gap between the current achievement and the required standard of the school

VII. Enquiries

Should parents have any queries regarding the Secondary 6 Liberal Studies curriculum, please contact Secondary 6 Liberal Studies Level Coordinator, Ms Ma Tak Yee, or any Liberal Studies teachers at 2685 1210.