

### 課程資料

#### 課程宗旨

公民與社會發展科旨在幫助學生：

- (i) 加深了解社會、國家、人文世界和物質環境及相關知識的複雜內涵；
- (ii) 對不同情境中（例如文化、社會、經濟、政治及科技）經常出現並已發展成熟的當代課題作多角度思考；
- (iii) 成為獨立思考者，能夠適應個人、社會、國家及外部環境的不斷轉變情況而建構知識，理解課題的複雜性、決策的挑戰和過程，作出合乎法理情的分析，並學習處理相互衝突的價值觀；
- (iv) 在多元社會中傳承中華文化傳統、加深對個人中國國籍和中國公民身份的了解和認同，同時欣賞、尊重和接納不同的文化和觀點；
- (v) 培養與終身學習有關的能力，以及強化學生綜合和應用知識與技能的能力，包括慎思明辨能力、創造力、解決問題能力、溝通能力、協作能力、處理數據能力、自我管理能力和自學能力、運用資訊科技能力；
- (vi) 建立正面的價值觀和積極的人生態度，成為對社會、國家和世界有認識和負責任的公民。

#### 課程架構

##### 三個學習主題

公民與社會發展科的課程由「『一國兩制』下的香港」、「改革開放以來的國家」及「互聯相依的當代世界」三個主題組成，為學生提供探討相關課題的平台，讓他們更清晰地了解社會、國家和當代世界的情況。

##### 內地考察

內地考察同樣屬於公民與社會發展科課程的組成部分，學生應該參與。

公民與社會發展科的內地考察及相關的專題研習，包含認識中華文化元素、國家最新發展和成就，屬於本科課程的組成部分，但不涉及公開評核，期望透過體驗式學習，實現課程宗旨：

- (a) 提供機會讓學生學習成為自主的學習者，並為自己的學習負責；
- (b) 提升學生的能力，以聯繫、整合及應用從三個主題而來的學習所得；
- (c) 藉着實地考察和進行專題研習，幫助學生發展慎思明辨、溝通、自學等共通能力；
- (d) 拓寬學生視野，增加對國家的認識，提升國民身份認同。

**學習成果** 預期學生透過本科的學習，能夠：

課程及評估指引
(i) 了解香港特別行政區的憲制基礎、與國家的關係，和國家的最新發展，從而探究兩地互動發展的機遇和挑戰；
(ii) 了解與個人、社會、國家、人類世界及物質環境相關，並已發展成熟的當代課題，從而建構知識及促進自主學習；
(iii) 透過課程架構涵蓋人類所共同關注的課題，了解個人、社會、國家和全球在環境、經濟與社會發展上的相互影響，並據此探究如何可解決困難，推進發展，以及互惠互利；
(iv) 認同國民身份，並具備世界視野，從經濟、科學、科技、環保、可持續發展、公共衛生等範疇，認識其相互關係，以及於當代世界的發展和帶來的影響，同時了解香港、國家、國際社會及組織的角色；
(v) 識別對課題的不同意見及價值觀，並透過綜合運用慎思明辨能力、解決問題能力、創造力、處理數據能力及自學能力，從多角度探究課題的背景、內涵、發展趨勢和涉及的價值觀，從而配合事實和證據，作出合乎法理情的判斷和決定，以及建立正面價值觀和態度；
(vi) 清楚表達自己的論據，並根據事實和證據，以客觀、持平、和具同理心的態度來看待其他人所持的意見和觀點；
(vii) 認識、欣賞與傳承中華文化，並對不同文化抱持尊重、包容和欣賞的態度，同時願意成為具責任感及承擔精神的公民。

## 評估方法

### 校內評估

模式	內容	比重
考試	筆試	70%
平時分	測驗、課業、課堂表現等	30%

### 公開評核

模式	內容	比重	考試時間
公開考試	資料回應題	100%	2 小時

# 學習活動



## Citizenship and Social Development

### Subject information

#### Curriculum Aims

The aims of Citizenship and Social Development are to help students:

- (a) enhance understanding of society, the country, the human world, the physical environment and related knowledge;
- (b) develop multiple perspectives on contemporary mature topics in different contexts (e.g. cultural, social, economic, political and technological contexts);
- (c) become independent thinkers; be able to adapt to the ever-changing personal, social, national and global circumstances and construct knowledge; understand the complexities of the topics, and the challenges and processes involved in decision-making for making law-abiding, rational and affective analysis, and learning how to handle conflicting values;
- (d) inherit Chinese culture and heritage in a pluralistic society, deepen understanding and sense of identity of individuals with Chinese nationality and Chinese citizenship, and at the same time appreciate, respect and embrace diversity in cultures and views;
- (e) develop skills relevant to life-long learning and strengthen their ability to integrate and apply knowledge and skills, including critical thinking skills, creativity, problem solving skills, communication skills, collaboration skills, data management skills, self-management skills, self-learning skills, and information technology skills;
- (f) develop positive values and attitudes towards life, so that they can become informed and responsible citizens of society, the country and the world.

#### Curriculum Framework

##### **The Overall Structure**

The curriculum comprises three themes, namely “Hong Kong under ‘One Country, Two Systems’”, “Our Country since Reform and Opening-up” and “Interconnectedness and Interdependence of the Contemporary World”. They serve as platforms for students to explore related topics for a more coherent understanding of the situations of society, the country and the contemporary world. Students should also participate in the Mainland study tour, as it is an integral part of the curriculum of Citizenship and Social Development.

##### **Mainland Study Tour**

The Mainland study tour, with its related project learning, includes learning elements of Chinese culture and the latest development and achievements of our country. It forms part of the curriculum of Citizenship and Social Development but does not involve any public assessment. The Mainland study

tour contributes to the curriculum aims through experiential learning by:

- a) providing an opportunity for students to learn to become self-directed learners responsible for their own learning;
- b) enhancing students' ability to connect, integrate and apply what they have learnt from the three themes;
- c) helping students develop generic skills, including critical thinking, communication and self-learning skills, through field study and project learning ;and
- d) broadening students' horizons, enhancing their understanding of our country and cultivating a sense of national identity.

### **Learning outcome**

Through studying the subject, students should be able to:
(i) understand the constitutional basis of the Hong Kong Special Administrative Region, its relationship with the country and the latest development of the country, so as to explore the opportunities and challenges of the interactive development between Hong Kong and the Mainland;
(ii) understand the contemporary mature topics related to individuals, society, the country, the human world and the physical environment, so as to construct knowledge and promote self-directed learning;
(iii) understand the interplay among individuals, society, the country and the world in relation to the environmental, economic and social development through studying the topics of common human concerns covered in the curriculum framework, and based on the above understanding to explore how to resolve difficulties, promote development and reap mutual benefits;
(iv) develop a sense of national identity with global perspective, and understand the interconnectedness among areas of economy, science, technology, sustainable development, public health, etc., as well as the development of the contemporary world and the related impact; and recognise the roles of Hong Kong, the country, and the international community;
(v) identify different views and the values behind various topics; and apply in an integrative manner critical thinking skills, problem solving skills, creativity, data management skills and self-learning skills in examining the background, content, developmental trends and the values of the topics from multiple perspectives, so as to make law-abiding, rational and affective judgements and decisions based on facts and evidence; as well as develop positive values and attitudes;
(vi) present arguments clearly based on facts and evidence, demonstrate objective, fair and empathetic attitudes towards the opinions and views held by other people;
(vii) understand, appreciate and inherit Chinese culture and treat other cultures with respect, receptiveness and appreciation, and become responsible and committed citizens.

## Assessment

### Internal Assessment

Mode	Description	Weighting
Examination	Written Exam	70%
Coursework	Tests, Assignment, Class performance, etc.	30%

### Public Assessment

Mode	Description	Weighting	Duration
Public examination	Data responses questions	100%	2 hours



# Learning Activities

