

**Wah Yan College Kowloon**  
**F.4C Liberal Studies Scheme of Work (2017-2018)**

<b>References</b>	1. New Focus in Senior Secondary Liberal Studies: 6 <b>Energy Technology and the Environment</b> (3 <sup>rd</sup> Edition 2016) 2. Longman New Senior Liberal Studies (Integrated Version): <b>Public Health</b> (with worksheets & Exam Handbook) 3. New Focus in Senior Liberal Studies: 1 <b>Personal Development and Interpersonal Relationships</b> (3 <sup>rd</sup> Edition 2016)
<b>Other Resources</b>	School- based materials (Star Trek Guide, School-based L&T materials, To L5 and beyond)

**uRepertoire of Self-directed Learning Skills:**

1. reading to learn, 2. notes-taking, 3. looking up words in the dictionary, 4. pre-lesson preparation, 5. group discussion, 6. group presentation, 7. initiative to ask questions, 8. setting learning objectives and doing reflection, 9. eLearning platform with instant feedback, 10. flipped classroom, 11. peer assessment, 12. searching for information on the internet, 13. project learning, 14. training of higher-order thinking skills, etc.

**SL:** Scheduled number of lessons

**AL:** Actual number of lessons

School Term	Week/ Dates	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/ AL	Teaching and Learning Activities	Self-directed Learning Skills*	Value	Basic Law Education	Consolidation and Assessment
<b>First Term</b> (4/9/2017-5/12/2017, Weeks 1 to 16)	1-2	Introduction to Liberal Studies; Critical Thinking & Causal Claims	1.1.14	5/	Lecturing Discussion	1,2,3,5,7,14	10		Class work

School Term	Week/ Dates	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/ AL	Teaching and Learning Activities	Self-directed Learning Skills*	Value	Basic Law Education	Consolidation and Assessment
	3	<p><b><u>M6T1</u> - The influences of energy technology</b></p> <p><b><u>M6T2</u> - The environment and sustainable development</b></p> <p>Issue enquiry - To what extent does the termination of first registration tax waiver for electric vehicles match with sustainable development of Hong Kong?</p> <p><b>CA Guide:</b></p> <p>How do the living styles of people and social development affect the environment and the use of energy?</p> <p><b><u>M2</u> – Hong Kong Today</b></p> <p><b>CA guide:</b></p> <p>How does the government respond to the demands of different social groups?</p>	1.1.1, 1.1.6, 1.1.8	4/	Lecturing Discussion	1,2,3,4,5,7,8,12, 14  *12 Setting learning objectives of a new module; searching information of energy related issues.	18		Class work
	4	<p><b>Examination skills training/HW</b></p> <p><b>School-based DRQ</b></p> <p><b>Energy-related environmental problems</b></p>	1.1.1, 1.1.6, 1.1.8	4/	Writing task	1,2,3,5,7,11,14  *11 peer assessment	18		Data -response question

School Term	Week/ Dates	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/ AL	Teaching and Learning Activities	Self-directed Learning Skills*	Value	Basic Law Education	Consolidation and Assessment
		<p><b>Question Type: Message of Cartoon</b></p> <p>timed-practice, peer assessment, teacher's marking &amp; feedback, re-write</p>				*14 Training of Higher-order thinking skills			
	5-6	<p>Issue enquiry – To what extent does a diversified fuel mix promote sustainable development in Hong Kong?</p> <p><b>CA Guide:</b> To what extent does the development of energy technology create or solve environmental problems? How do science and technology match with sustainable development? What are the constraints?</p>	1.1.1, 1.1.5, 1.1.7, 1.1.8, 1.1.10, 1.1.11, 1.1.12	8/	Lecturing Discussion	1,2,3,4,5,7,12,13,14  *1 Reading M6 reference book: sustainable development	3, 18		Lecturing Discussion

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	7	<b>Examination skills training/HW</b> <b>School-based DRQ</b> <b>Fuel Mix</b> <b>Question Type: To what extent</b> timed-practice, peer assessment, teacher's marking & feedback, re-write	1.1.1, 1.1.6, 1.1.8	4/	Writing task	1,2,3,5,7,11,14  *11 Peer assessment: peer marking including writing comments	18		Data -response question
	8 - 9	Issue-enquiry – Should MDCs bear greater responsibilities for emission reduction than those of LDCs?  <b>CA Guide</b> How do energy problems affect international relationships and the development of countries and societies?  What response could be made by different sectors of the society, governments and international organizations regarding the future of sustainable development?  What are the implications of	1.1.1, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.10, 1.1.11	8/	Lecturing Discussion Mock international conference	1,2,3,4,5,6,7,14  *6 Group presentation: presenting their stance and arguments	3, 8, 11, 18, 19		Class work

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		environmental change on the Development of energy technology?							
	10	<b>Examination skills training/HW Practice Paper 2013 P1Q1 Idling Engine Ban</b> <b>Question Type: To what extent</b> timed-practice, peer assessment, teacher's marking & feedback, re-write	1.1.1, 1.1.6, 1.1.8	4/	Writing task	1,2,3,5,7,11,14  *11 Peer assessment: peer marking including writing comments	18		Data -response question
	11	<b><u>M5T1 – Understanding of Public Health</u></b>  Issue enquiry – How did the outbreak of SARS influence the people's understanding of disease and public health in Hong Kong?  <b>CA Guide</b> How did people understand the causes of diseases? Was their	1.1.1	4/	Lecturing Discussion	1,2,3,4,5,7,10, 14  *10 flipped classroom: Documentary video watching– The Outbreak of SARS, discussion	14		Class work

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		understanding scientific? How is people's understanding of public health affected by the development of science and technology?				questions provided			
	12	<p><a href="#">Cross modular studies M5T1 + M2</a></p> <p>Issue enquiry – Opt out organ donations</p> <p><b>CA Guide</b> How is people's understanding of health affected by economic, social and other factors? How is people's understanding of public health affected by the development of science and technology?</p> <p><b>CA guide:</b> How does the government respond to the demands of different social groups?</p>	1.1.1	4/	Lecturing Discussion	1,2,3,4,5,7,12,13,14	3, 8, 11, 18, 19		Class work

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	13	*Extended part Cross modular studies – Does revitalizing the Central Market contribute to urban greening?	1.1.1, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.10, 1.1.11	4/	Lecturing Discussion	1,2,3,4,5,7,14  *1 Reading to learn: The definition of Quality of life and the different indicators	18		Class work
	14	Overall Revision	1.1.15	4/	Writing task	1,2,3,5,7	7		Data -response question
	14-15	<b>Mid- Year Examination</b>	2.1.1 2.1.4 2.1.10 2.1.11 2.1.12	8/	Writing task	1,2,3,5,7	7		Data -response question
	16-18	<b>Christmas and New Year holidays</b>							

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Second Term (3/1/2018-18/7/2018, Weeks 18 to 46)	18	Mid-Year Exam paper discussion and re-write	2.1.14 2.1.15	4/	Writing task	1,2,3,5,7,11	7		
	18	Re-write practice	2.1.14 2.1.15	4/	Discussion Lecturing	8,9,11  *9 E-learning platform with instant feedback, e.g. Google doc,	2,7,8,9,10, 17		Data –response question
	19-20	Issue enquiry – Are we overwhelmed by health information in our daily lives?  <b>CA Guide</b> How is people’s understanding of health affected by economic, social and other factors? In what ways is people’s understanding of public health affected by health information, social expectations, personal values and beliefs in different cultures?	1.1.1, 1.1.8	8/	Lecturing Discussion	1,2,3,4,5,7,8,12, 14	12, 14		Class work



School Term	Week/ Dates	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/ AL	Teaching and Learning Activities	Self-directed Learning Skills*	Value	Basic Law Education	Consolidation and Assessment
	21	<p><b>MST2 – Science, technology and public health</b></p> <p>Issue enquiry – Can science and technology provide effective solutions in prevention and control of Zika virus diseases?</p> <p><b>CA Guide</b></p> <p>What challenges do different sectors of society, the government and international organizations have in maintaining and promoting public health?</p> <p>Can science and technology provide effective solutions in prevention and control of diseases?</p>	1.1.1, 1.1.10	4/	Lecturing Discussion	1,2,3,4,5,7,12,13,14	12		Class work
	22	<p><b>Examination skills training/HW</b></p> <p>DSE 2012 P1Q2 <b>Smoking &amp; Tobacco policies</b></p> <p><b>Question Type: Describe features</b></p> <p>timed-practice, peer assessment, teacher’s marking &amp; feedback, re-write</p>	1.1.1, 1.1.6, 1.1.8	4/	Writing task	1,2,3,5,7,11,14	18		Data -response question

School Term	Week/ Dates	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/ AL	Teaching and Learning Activities	Self-directed Learning Skills*	Value	Basic Law Education	Consolidation and Assessment
	23-24	Issue enquiry – Should the need for drugs cure diseases override patent protection for drugs? <b>CA Guide</b> In the area of public health, how is the development of science and technology affected by various factors, and what issues are triggered by this development?	1.1.1, 1.1.8	8/	Lecturing Discussion	1,2,3,4,5,7,8,12, 14	3, 19		Data –response question
	25	*Extended part Cross modular studies M156 Issue enquiry – Could solid waste be better handled in WYK and Hong Kong?”	1.1.1, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.10, 1.1.11	4/	Lecturing Pair work Discussion	1,2,3,4,5,7,8,12, 14			Class work
	26	<b>Examination skills training/HW</b> DSE 2012 P2Q3 <b>Genetic Testing</b> <b>Question Type: Causes, Do Sources A and B support</b> timed-practice, peer assessment, teacher’s marking & feedback, re-write	1.1.1, 1.1.6, 1.1.8	4/	Writing task	1,2,3,5,7,11,14	18		Extended -response question

School Term	Week/ Dates	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/ AL	Teaching and Learning Activities	Self-directed Learning Skills*	Value	Basic Law Education	Consolidation and Assessment
	27-28	*Extended part  Cross modular study – Food safety issues affecting global public health (reference book)	1.1.1, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.10, 1.1.11	8/	Lecturing Discussion	1,2,3,4,5,7,8,12, 14	1, 12, 13, 14		Class work
	29-30	<b><u>M2T1 – Quality of Life</u></b>  <b>CA Guide:</b> Which directions might be chosen in maintaining and improving Hong Kong residents' quality of life?  What are the different opinions of Hong Kong residents on the priorities which constitute the quality of life?	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	8/	Lecturing Pair work Discussion	2,3,4,5,7,8,9,12, 14	2,3,7,8,10, 12,13,14,1 9	√	Class work

School Term	Week/ Dates	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/ AL	Teaching and Learning Activities	Self-directed Learning Skills*	Value	Basic Law Education	Consolidation and Assessment
	31-32	<p><b>CA Guide:</b> Which aspects of the quality of life are seen to be more important? Which are seen to be immediate needs? Who might make the decisions? Why?</p> <p>How can individuals or organisations contribute to the maintenance and improvement of the quality of life? What are the obstacles to their efforts? Which groups of people are most affected if these obstacles are not removed?</p>	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	8/	Lecturing Discussion	2,3,4,5,7,8,12, 14	2,3,7,8,10, 12,13,14,1 9	√	Class work
	33-34	<p>Issue enquiry - Development of Lantau Island/ Extended issues* - other development plans in other regions of Hong Kong or infrastructure construction projects</p>	2.1.4 2.1.5 2.1.8 2.1.10 2.1.11	8/	Lecturing Discussion	2,3,4,5,7,8,12,1 4	2,3,7,8,10, 12,13,14,1 9	√	Class work



School Term	Week/ Dates	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/ AL	Teaching and Learning Activities	Self-directed Learning Skills*	Value	Basic Law Education	Consolidation and Assessment
	36	<p><b>MIT1 - Understanding oneself</b></p> <p>Case study – The challenges faced by Ah Yuen</p> <p><b>CA Guide</b></p> <p>What factors influence the self-esteem of adolescents? How is it related to adolescents' behaviour and aspirations for the future?</p>	1.1.1, 1.1.8	4/	Lecturing Discussion	1,2,3,4,5,7,12,13,14	1, 12, 13, 14, 15		Class work
	37	<p>Topic: Salient trends among Hong Kong adolescents, related human needs, the resulting challenges and opportunities and the adolescents' responses</p> <p><b>CA Guide</b></p> <p>What are the current salient trends that pose particular challenges and opportunities to adolescents in Hong Kong and how do they respond to these trends? Why is the acquisition of life skills important for adolescents?</p>	1.1.1, 1.1.8	4/	Lecturing Discussion	1,2,3,4,5,7,8,12,14	1, 12, 13, 14, 15		Data -response question

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	38	<b>Examination skills training/HW</b> 2015 DSE P1Q2a <b>Plastic surgery</b> <b>Question Type: Identify Reason</b>  timed-practice, peer assessment, teacher's marking & feedback, re-write	1.1.1, 1.1.6, 1.1.8	4/	Writing task	1,2,3,5,7,11,14	18		Data -response question
	39	Overall Revision	1.1.15	4/	Writing task	1,2,3,5,7,11,14	7		Class work
	40-42	<b>Final examination</b>	2.1.1 2.1.4 2.1.10 2.1.11 2.1.12	8/	Writing task	1,2,3,5,7	7		Data -response question, Extended response question
	43	Discussion Final examination scripts	2.1.14 2.1.15	4/	Discussion Lecturing	8,9,11	2,7,8,9,10, 17		

\* The extended parts should be marked with asterisks. These parts should be more challenging and can be covered when the students can master the knowledge, skills and values covered in the conventional topics.

\* Check the appropriate box with a “√” if Basic Law Education can be promoted when covering a particular topic.

# Core Values of Wah Yan College, Kowloon

I. Love and care	1. Accept & feel positive about himself 2. Appreciation & Gratitude 3. Empathy & Compassion	4. Forgiveness & Reconciliation 5. Service 6. Family as a basic unit of society; marriage is the foundation of a family
II. Strive for excellence	7. Reflective 8. Commitment 9. Perseverance	10. Curiosity & willingness to learn 11. Value imagination and creativity
III. Respect and Justice	12. Life is valuable and respectable 13. Openness to good in all things 14. Respect for himself & others	15. Integrity 16. Faithfulness
IV. Responsibility	17. Freedom & Self-discipline 18. Care for the environment	19. Social Identities: citizen identity, national identity and global citizen identity
V. Faith	20. Experience of God 21. Explore & practise one's faith	22. Appreciate religious liturgies



**Form 4**

Question type	Source	Question
Interpret the main message in the cartoon	2012 DSE P1Q2(a) Tobacco	Identify and explain the public health risk highlighted in Source A (4 marks)
	2013 DSE P1Q1(a) Globesity	Identify and explain TWO causes of obesity suggested in Source A (6 marks)
	2010 PP P1Q3 (b) Drug testing	Refer to Sources 2 and 3. Describe and elaborate on the message conveyed in the cartoon. (5 marks)
Describe the pattern	2014 DSE P1Q3(a) Binge drinking	Describe the <b>pattern</b> of binge drinking among Hong Kong adults as shown in Source A. (4 marks)
Describe the trend	2012 DSE P1Q1(a) Ageing population	Describe the <b>trends</b> of the population statistic of Hong Kong shown in Source A. (4 marks)
Do you agree	2013 PP P2Q2(b) Meat eating	'In Hong Kong, going against the dominant trend is impossible.' <b>Do you agree</b> with this view? Using meat-eating in Hong Kong as an example, justify your view. (10 marks)
Identify value	2009 Sample Paper Q1(a)(ii) Togue piercing	Identify one <b>value</b> orientation reflected by Jade's stance. (2 marks)
	2013 DSE P1Q3(b) Role of men/women	What <b>values</b> are reflected in the views on the roles of men and women given in the source? Identify and elaborate on these values. (8 marks)
To what extent	2013 PP P1Q1(b) Idling engine ban	'The idling engine ban is a "toothless tiger".' <b>To what extent do you agree</b> with this view? Explain your answer with reference to Sources A and B and your own knowledge. (8 marks)
Explain Factors	2014 DSE P1Q3(b) Binge drinking	Using Source B, explain the <b>factors</b> that may lead to the pattern of binge drinking described in your answer to (a). (8 marks)
Identify Reason	2015 DSE P1Q2a Plastic surgery	From Source A, identify and explain two <b>reasons</b> why an increasing number of young people in Hong Kong are undergoing plastic surgery. (6 marks)