

**Wah Yan College Kowloon**  
**F.5 Liberal Studies Scheme of Work (2017-2018)**

<b>Textbook</b>	<ol style="list-style-type: none"> <li>1. Longman New Senior Liberal Studies (Integrated Version): Personal Development and Interpersonal Relationships (with worksheets &amp; Exam Handbook)</li> <li>2. Longman New Senior Liberal Studies (Integrated Version): Hong Kong Today (with worksheets &amp; Exam Handbook)</li> <li>3. Longman New Senior Liberal Studies (Integrated Version): Modern China (with worksheets &amp; Exam Handbook)</li> <li>4. Longman New Senior Liberal Studies (Integrated Version): Globalization (with worksheets &amp; Exam Handbook)</li> <li>5. Longman New Senior Liberal Studies (Integrated Version): Public Health (with worksheets &amp; Exam Handbook)</li> <li>6. New Horizon Liberal Studies: Energy Technology and the Environment (Second Combined Edition)</li> </ol>
<b>Other Resources</b>	School- based materials (Star Trek Guide, School-based L&T materials, To L5 and beyond)

**◆ Repertoire 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	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Self-directed Learning Skills ◆	Values <sup>#</sup>	Basic Law Education ※	Consolidation and Assessment
<b>First Term (4/9/2017- 5/12/2017, Weeks 1 to 16)</b>	1	Review of school's performance in DSE  IES process I / Summer Homework discussion	2.1.2 2.1.3 2.1.10 2.1.11 2.1.13 2.1.14	3/	Lecturing Discussion	3,11,14	1,2,7,8,9,13		Class work
	2	<b>M2T1 – Quality of Life 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	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	2,3,4,5,7,8,9,12,14	2,3,7,8,10,12,13,14,19	√	Class work

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Self-directed Learning Skills ◆	Values#	Basic Law Education ※	Consolidation and Assessment
		residents on the priorities which constitute the quality of life?							
	3	<b>M2T1 – Quality of Life</b> <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?  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?	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	2,3,4,5,7,8,12,14	2,3,7,8,10,12,13,14,19	√	Class work
	4	Issue enquiry - Development of Lantau Island/  Extended issues* - other development plans in other regions of Hong Kong or infrastructure construction projects	2.1.4 2.1.5 2.1.8 2.1.10 2.1.11	5/	Lecturing Discussion		2,3,7,8,10,12,13,14,19		Class work
	5	<b>Examination skills training/HW</b> <b>Question Type: QoL</b> Urban Farming 2016 P1Q1c <b>(or any one of the</b>	2.1.10 2.1.11 2.1.12	5/	Writing task Marking Discussion	3,11,14	2,7,8,9,10,17	√	Extended-response question

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		question below) 2015 P2Q2b 2014 P1Q1c 2014 P2Q3a 2013 P2Q3a 2013PP P2Q3a 2012PP P1Q1b 2010pp P1Q4c timed-practice, peer assessment, teacher's marking & feedback, re-write							
	6	<b>M2T3 – Identity</b> <b>CA guide:</b> How are the identities of Hong Kong residents developed?  To what extent do Hong Kong residents regard themselves as local, national and global citizens? How are their identities shaped? In what ways have their different identities affected their daily lives?	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	2,3,4,5,7,8,12,14	1,2,3,7,19	√	Class work
	7	<b>Class work</b> <b>SP 2009 P1Q2 National identity</b> timed-practice, peer assessment, teacher's marking & feedback, re-write	2.1.4 2.1.7 2.1.10 2.1.11	5/	Writing task Marking Discussion	3,11,14	2,7,8,9,10,17		Data response questions
	8	<b>M2T3 – Identity</b> <b>CA guide:</b> What is the	2.1.4 2.1.5	5/	Lecturing Discussion	2,3,4,5,7,8,12,14	1,2,3,7,19	√	Class work

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		interrelationship of the multiple identities in the local, national and global context?  What is the significance of multiple identities to Hong Kong residents? Why?	2.1.6 2.1.7 2.1.8 2.1.9 2.1.17						
	9	<b>Examination skills training/HW</b> <b>DSE 2013 P2Q2 National identity</b> timed-practice, peer assessment, teacher's marking & feedback, re-write	2.1.10 2.1.11 2.1.12	5/	Writing task Marking Discussion	3,11,14	2,7,8,9,10,17		Extended response question
	9-10	<b>IES facilitation</b> <b>Teaching how to do Process I</b>	2.1.2 2.1.3 2.1.10 2.1.11 2.1.13 2.1.14	1/	Discussion		2,7,8,9,10,17		IES
	10	<b>M3T2 - Introduction to Chinese Culture and Modern Life</b> <b>CA guide:</b> With respect to the evolution of concepts and functions of the family, what kind of relationship between traditional culture and modern life has been manifested?  How have the traditional concepts and functions of the family been challenged	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	4/	Lecturing Discussion	2,3,4,5,7,8,9,12,14	2,6,7,12,19	√	Class work

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		<p>in modern life?</p> <p>To what extent have the traditional concepts and functions of the family been maintained in modern Chinese life? Why?</p> <p><b>HW: DSE 2013 P1Q3</b> <b>Division of labour by gender</b> <b>Question Type: social factor, value</b></p>							
	11	<p><b>M3T2 - Introduction to Chinese Culture and Modern Life</b> <b>CA guide:</b> To what extent are traditional customs compatible with modern Chinese society?</p> <p>Why do some traditional customs sustain and flourish in modern Chinese society while others do not?</p> <p>To what extent are these traditional customs of significance to modern Chinese society?</p> <p><b>HW: 2012 PP P2Q1</b> <b>Flower-giving</b> or</p>	<p>2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17</p>	3/	Lecturing Discussion	2,3,4,5,7,8,12,14	2,6,7,12,19	√	Class work



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<b>Second Term</b> (3/1/2018-18/7/2018, Weeks 18 to 46)	18-19	Mid-Year Exam paper discussion and re-write	2.1.14 2.1.15	5/	Discussion Lecturing	8,11	2,7,8,9,10,17		Data response questions Extended-response questions
	20-21	<b>M2T2 – Rule of Law and Socio-political participation</b> <b>CA guide:</b> How do Hong Kong residents participate in political and social affairs and come to grips with rights and responsibilities with respect to the rule of law?  What factors determine the level and form of socio-political participation by Hong Kong residents? What is the significance of their participation? Why do they have different demands? What is the impact of their demands?  <b>Submission of IES Process S</b>	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	2,3,4,5,7,8,12,14	2,3,4,7,10,13,17,19	√	Class work
	22-23	<b>Examination skills training/HW</b> <b>Module: SPP, QoL DSE 2014 P1Q1(c)</b> <b>Demonstration</b> timed-practice, peer assessment, teacher's marking & feedback, re-write	2.1.4 2.1.10 2.1.11 2.1.12	5/	Writing task Marking Discussion	3,11,14	2,7,8,9,10,17		Data response questions

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		<b>Week 23: IES submission of revised Process 1</b>							IES
	24-25	<b>Lunar New Year Holidays</b>	NA	NA	NA		NA		NA
	26	<b>M2T2 – Rule of Law and Socio-political participation</b> <b>CA guide:</b> In what ways does the rule of law protect rights and promote the observance of responsibilities among Hong Kong residents?	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	2,3,4,5,7,8,12,14	2,3,4,7,10,13,17,19	√	Data response question
	27	<b>M2T2 – Rule of Law and Socio-political participation</b> <b>CA guide:</b> How does the government respond to the demands of different social groups? What is the impact of the responses on the governance of Hong Kong, the safeguarding of the rule of law and the promotion of socio-political participation among Hong Kong residents? Why?  <b>HW: 2012 P2Q1 M2, comparison Transport infrastructure Or any other M2 questions</b>	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	2,3,4,5,7,8,12,14	2,3,4,7,10,13,17,19	√	Class work



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	28	Revision/ Examination skills training/HW  <b>DSE 2013 P1Q2 Filibustering</b> timed-practice, peer assessment, teacher's marking & feedback, re-write  <b>Question Type training: Evaluate</b> <b>Module: SPP</b> <b>DSE 2016 P2Q3(b) Ice Bucket</b> timed-practice, peer assessment, teacher's marking & feedback, re-write	2.1.4 2.1.10 2.1.11 2.1.12	5/	Writing task Marking Discussion	3,11,14	2,7,8,9,10,17		Data response questions
	29	<b>Uniform Test</b>	2.1.1 2.1.4 2.1.10 2.1.11 2.1.12	NA	Writing task	8	7,8,9,10,17		Data response questions Extended-response questions
	30-31	<b>Easter holidays</b>	NA	NA	NA		NA		NA
	32	Uniform test discussion and re-write	2.1.14 2.1.15	2/	Writing task	8,11	2,7,8,9,10,17		Data response questions Extended response questions
	33	<b>M4 - Globalization</b> <b>CA guide:</b> Why do people from different parts of the world react differently to the opportunities and challenges brought by globalization?	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	3/	Lecturing Discussion	2,3,4,5,7,8,12,14	7,10,13,18,19	√	Class work

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Self-directed Learning Skills ◆	Values#	Basic Law Education ※	Consolidation and Assessment
		<p>What are the characteristics and trends in the development of globalization in the economic and cultural aspects?</p> <p>Does globalization provide benefits to all countries or lead to exploitation of developing countries by developed countries and international capital?</p> <p><b>Week 33: IES submission of Process 2</b></p>							IES
	34	<p><b>Class work</b></p> <p><b>Question Type training:</b></p> <p><b>Do sources support DSE 2013 P1Q1 Globesity</b></p> <p>timed-practice, peer assessment, teacher's marking &amp; feedback, re-write</p>	<p>2.1.4</p> <p>2.1.10</p> <p>2.1.11</p> <p>2.1.12</p>	5/	<p>Writing task</p> <p>Marking</p> <p>Discussion</p>	3,11,14	2,7,8,9,10,17		Data response questions
	35- 36	<p><b>M4 - Globalization</b></p> <p>Does globalization promote homogeneity or diversity in culture and values? Does it bring mutual rejection or integration and evolution? Is the impact of globalization similar or different between countries and within countries?</p>	<p>2.1.4</p> <p>2.1.5</p> <p>2.1.6</p> <p>2.1.7</p> <p>2.1.8</p> <p>2.1.9</p> <p>2.1.17</p>	5/	<p>Lecturing</p> <p>Discussion</p>	2,3,4,5,7,8,12,13,14	7,10,13,18,19	√	<p>Class work</p> <p>Home work</p>



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			2.1.12						questions
	43	Discussion Final examination scripts	2.1.14 2.1.15	2/	Discussion	8,11	2,7,8,9,10,17		Data response questions Extended response questions

\* 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

## Question types to be taught in Form 5

Question type	Source	Question
Asking <b>Impacts</b>	2013 PP P1Q3(a) Charitable activities	What do you think might be the <b>impacts of the pattern</b> of participation in activities shown in Tables 1 and 2 on the personal growth of young people in Hong Kong? Identify and explain <b>TWO</b> impacts. (6 marks)
Asking <b>Quality of Life</b>	2014 DSE P1Q1(c) Demonstration Or 2016 P1Q1c 2015 P2Q2b 2014 P1Q1c 2014 P2Q3a 2013 P2Q3a 2013PP P2Q3a 2012PP P1Q1b 2010pp P1Q4c	'Expressing demands through processions and demonstrations helps to improve the <b>quality of life</b> of Hong Kong people.' To what extent do you agree with this view? Explain your answer with reference to the sources and your own knowledge. (8 marks)
<b>Comparison</b>	2013 DSE P2Q1(b) Municipal Solid waste	Do you think that providing economic incentives is <b>the most effective</b> way to achieve solid waste reduction in Hong Kong? Justify your view. (12 marks)
<b>Evaluation</b>	2014 DSE P2Q3 (a) Night lighting	<b>Evaluate</b> the impacts of night lighting on the quality of life of Hong Kong people. Justify your answer. (10 marks)
	2016 DSE P2Q3 (b) Ice Bucket	<b>Evaluate</b> the effectiveness of electronic social media in enhancing the socio-political participation of Hong Kong young people. Justify your answer. (12 marks)
<b>Do Sources A and B support this view?</b>	2013 DSE P1Q1(b) Globesity	It has be claimed that obesity is becoming a global health problem. To what extent <b>do Source A and B support</b> this view? Explain your answer. (8 marks)