

Wah Yan College Kowloon
F.5 Liberal Studies Scheme of Work (2016-2017)

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

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	Consolidation and Assessment	Values [#]
First Term (1/9/2016- 3/1/2017, Weeks 1 to 19)	1	Review of school's performance in DSE IES process I discussion	2.1.2 2.1.3 2.1.10 2.1.11 2.1.13 2.1.14	3/	Lecturing Discussion	Class work	1,2,7,8,9,13
	2	M2T1 – Quality of Life CA Guide: 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	5/	Lecturing Discussion	Class work	2,3,7,8,10,1 2,13,14,19
	3	M2T1 – Quality of Life CA Guide: 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	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	Class work	2,3,7,8,10,1 2,13,14,19

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		are the obstacles to their efforts? Which groups of people are most affected if these obstacles are not removed?					
	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	Class work	2,3,7,8,10,1 2,13,14,19
	5	Examination skills training/HW Question Type: Evaluate impacts Module: M6 DSE 2014 P2Q3 Light pollution timed-practice, peer assessment, teacher's marking & feedback, re-write	2.1.10 2.1.11 2.1.12	5/	Writing task Marking Discussion	Extended-response question	2,7,8,9,10,1 7
	6	M2T3 – Identity CA guide: 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	Class work	1,2,3,7,19
	7	Class work SP 2009 P1Q2 National identity 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	Data response questions	2,7,8,9,10,1 7
	8	M2T3 – Identity CA guide: What is the interrelationship of the multiple identities in the local, national and global context? What is the significance of multiple identities to Hong Kong residents? Why?	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	Class work	1,2,3,7,19

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
	9	Examination skills training/HW DSE 2013 P2Q2 National identity timed-practice, peer assessment, teacher's marking & feedback, re-write	2.1.10 2.1.11 2.1.12	5/	Writing task Marking Discussion	Extended response question	2,7,8,9,10,17
	9-10	IES facilitation Teaching how to do Process I	2.1.2 2.1.3 2.1.10 2.1.11 2.1.13 2.1.14	1/	Discussion	IES	2,7,8,9,10,17
	10	M3T2 - Introduction to Chinese Culture and Modern Life CA guide: 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 in modern life? To what extent have the traditional concepts and functions of the family been maintained in modern Chinese life? Why?	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	4/	Lecturing Discussion	Class work	2,6,7,12,19
	11	M3T2 - Introduction to Chinese Culture and Modern Life CA guide: To what extent are traditional customs compatible with modern Chinese society? Why do some traditional customs sustain and flourish in modern Chinese society while others do not? To what extent are these traditional customs of significance to modern	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	3/	Lecturing Discussion	Class work	2,6,7,12,19

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		Chinese society?					
	11-12	IES facilitation	2.1.2 2.1.3 2.1.10 2.1.11 2.1.13 2.1.14	2/	Discussion	IES	2,7,8,9,10,17
	13	Examination skills training/HW Question Type: Impact Module: M1 2013 PP P1Q3(a) Charitable activities timed-practice, peer assessment, teacher's marking & feedback, re-write Submission of IES Process I	2.1.4 2.1.10 2.1.11 2.1.12	5/	Writing task Marking Discussion	Data response questions	2,7,8,9,10,17
	14	Overall revision	2.1.11 2.1.12	5/	Lecturing Discussion Writing task	Data response questions Extended-response questions	2,7,8,9,10,17
	15-17	Mid- Year Examination	2.1.1 2.1.4 2.1.10 2.1.11 2.1.12	NA	Writing task	Data response questions Extended-response questions	7,8,9,10,17
	17-19	Christmas and New Year holidays	NA	NA	NA	NA	NA
Second Term (3/1/2017- 17/7/2017, Weeks 19	19	Mid-Year Exam paper discussion and re-write	2.1.14 2.1.15	5/	Discussion Lecturing	Data response questions Extended-response questions	2,7,8,9,10,17

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
to 47)	20	M2T2 – Rule of Law and Socio-political participation CA guide: 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? Submission of IES Process S	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	Class work	2,3,4,7,10,13,17,19
	21	Examination skills training/HW Module: SPP, QoL 2014 DSE P1Q1(c) Demonstration 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	Data response questions	2,7,8,9,10,17
	22-24	Lunar New Year Holidays	NA	NA	NA	NA	NA
	24	M2T2 – Rule of Law and Socio-political participation CA guide: 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	Data response question	2,3,4,7,10,13,17,19
	25	M2T2 – Rule of Law and Socio-political participation CA guide: 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	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	Class work	2,3,4,7,10,13,17,19

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		and the promotion of socio-political participation among Hong Kong residents? Why?					
	26	Examination skills training/HW DSE 2013 P1Q2 Filibustering 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	Data response questions	2,7,8,9,10,17
	27	IES facilitation Teaching how to do Process II	2.1.2 2.1.3 2.1.10 2.1.11 2.1.13 2.1.14	5/	Discussion	IES	2,7,8,9,10,17
	28	Issue enquiry – Occupy Central Movement	2.1.5 2.1.6 2.1.8 2.1.9 2.1.10 2.1.17	5/	Discussion Debate		2,3,7,14,17,19
	29	Examination skills training/HW Question Type training: Evaluate Module: SPP 2016 DSE P2Q3(b) Ice Bucket timed-practice, peer assessment, teacher's marking & feedback, re-write	2.1.10 2.1.11 2.1.12 2.1.17	5/	Writing task Marking Discussion	Extended response question	2,7,8,9,10,17
	30	Revision	2.1.11 2.1.12	5/			2,7,8,9,10,17
	31	Uniform Test	2.1.1 2.1.4 2.1.10 2.1.11 2.1.12	NA	Writing task	Data response questions Extended-response questions	7,8,9,10,17
	32	IES facilitation Submission of IES Process II	2.1.2 2.1.3 2.1.10 2.1.11	5/	Discussion	IES	2,7,8,9,10,17

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			2.1.13 2.1.14				
	33-35	Easter holidays	NA	NA	NA	NA	NA
	35	Uniform test discussion and re-write	2.1.14 2.1.15	2/	Writing task	Data response questions Extended response questions	2,7,8,9,10,1 7
	35	M4 - Globalization CA guide: Why do people from different parts of the world react differently to the opportunities and challenges brought by globalization? What are the characteristics and trends in the development of globalization in the economic and cultural aspects? Does globalization provide benefits to all countries or lead to exploitation of developing countries by developed countries and international capital?	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	3/	P Lecturing Discussion	Class work	7,10,13,18, 19
	36	Class work Question Type training: Do sources support DSE 2013 P1Q1 Globesity 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	Data response questions	2,7,8,9,10,1 7
	37	M4 - Globalization 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? How do people from different parts of the world react to globalization? Why?	2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.17	5/	Lecturing Discussion	Class work Home work	7,10,13,18, 19

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/AL	Teaching and Learning Activities	Consolidation and Assessment	Values [#]
	38	Examination skills training/HW Question Type training: Evaluate DSE 2012 P2 Q2 Mcdonalization 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	Extended response question	2,7,8,9,10,1 7
	39	IES facilitation Submission of IES product	2.1.2 2.1.3 2.1.10 2.1.11 2.1.13 2.1.14	5/	Discussion	IES	7,8,9,10,17
	40	Overall revision	2.1.11 2.1.12	5/	Lecturing Discussion	Class work	2,7,8,9,10,1 7
	41-43	Final examination	2.1.1 2.1.4 2.1.10 2.1.11 2.1.12	NA	Writing task	Data response questions Extended-response questions	7,8,9,10,17
	44-47	Discussion Final examination scripts	2.1.14 2.1.15	2/	Discussion	Data response questions Extended response questions	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 and skills covered in the conventional topics.

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 Impacts	2013 PP P1Q3(a) Charitable activities	What do you think might be the impacts of the pattern of participation in activities shown in Tables 1 and 2 on the personal growth of young people in Hong Kong? Identify and explain TWO impacts. (6 marks)
Asking Quality of Life	2014 DSE P1Q1(c) Demonstration	'Expressing demands through processions and demonstrations helps to improve the quality of life 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)
Comparison	2013 DSE P2Q1(b) Municipal Solid waste	Do you think that providing economic incentives is the most effective way to achieve solid waste reduction in Hong Kong? Justify your view. (12 marks)
Evaluation	2014 DSE P2Q3 (a) Night lighting	Evaluate 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	Evaluate the effectiveness of electronic social media in enhancing the socio-political participation of Hong Kong young people. Justify your answer. (12 marks)
Do Sources A and B support this view?	2013 DSE P1Q1(b) Globesity	It has be claimed that obesity is becoming a global health problem. To what extent do Source A and B support this view? Explain your answer. (8 marks)
Suggest measures	2013 PP P2Q2(b) Meat eating	Suggest and explain some measures that might be adopted by the Hong Kong government to cultivate environmental friendly eating habits. (10 marks)