

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. Details on the arrangements for the Mainland study tour are given in Chapter 4.

The theme of “Hong Kong under ‘One Country, Two Systems’” mainly explains the relationship between the country and the Hong Kong Special Administrative Region since Hong Kong’s return to the motherland. It helps students understand the meaning of “one country, two systems”, the constitutional basis founded upon the Constitution and the Basic Law, as well as enhances their understanding of the latest development of the country for cultivating a sense of national identity. “Our Country since Reform and Opening-up” helps students understand the development process of the country from domestic and international aspects. “Interconnectedness and Interdependence of the Contemporary World” addresses the topics of economy, technology, sustainable development and public health, helping students widen their horizons through understanding the situations facing humankind in the contemporary world. The Mainland study tour provides opportunities for students to gain a first-hand understanding of the development of our country and people’s life. The table below shows the curriculum framework for Citizenship and Social Development:

Curriculum Framework for Citizenship and Social Development:

Theme		Topic	Learning Focus
1	Hong Kong under “One Country, Two Systems” (45–50 hours)	The meaning and implementation of “one country, two systems”	<ul style="list-style-type: none"> ● Brief introduction to the origin of the question of Hong Kong (the three unequal treaties and the background) and the process of Hong Kong’s return to China ● Constitutional relationship between the country and the Hong Kong Special Administrative Region (HKSAR) (China has indisputable sovereignty and jurisdiction over Hong Kong), legal basis of “one country, two systems” and the Basic Law ● Significance of safeguarding national security (i.e. a holistic approach to national security); the National Security Law and promoting long-term development of Hong Kong; and striking the balance between rule of law and human rights ● Political structure of the HKSAR

Theme	Topic	Learning Focus
		<ul style="list-style-type: none"> ● Significance of rule of law: law-abidingness; judicial independence; equality before the law; fair and open trial ● Fundamental rights and duties of Hong Kong residents as stipulated in the Basic Law
	Situation of the country and sense of national identity	<ul style="list-style-type: none"> ● Brief introduction to the contemporary situation of the country: political structure of the country; composition of the Chinese nation; concept of Chinese nationality and Chinese citizens ● The national symbols (national flag, national emblem, national anthem) and stipulations as stated in Annex III to the Basic Law ● Achievements of the country in different areas in recent years (new high-end technologies, medical care and public health, culture and education, infrastructures, poverty eradication) ● Benefits and contributions of the HKSAR's participation in national affairs: <ul style="list-style-type: none"> ■ benefits: the country's policies supporting the development of Hong Kong; enabling Hong Kong to have the advantage of "one country, two systems" ■ contributions: Hong Kong promoting the development of and exchange with the Mainland in different areas; donations for natural disasters and supporting the needs of the developing regions of the Mainland
	Characteristics of cultural diversity of the Hong Kong society	<ul style="list-style-type: none"> ● Factors shaping the characteristics of cultural diversity with Chinese culture as the mainstay in the Hong Kong society: brief introduction to the development of Hong Kong, the impact of Chinese traditional culture integrating with different cultures on the Hong Kong society ● Positive significance of the characteristics of cultural diversity to

Theme		Topic	Learning Focus
			the Hong Kong society: promoting inclusion of cultures, facilitating cultural innovations and reflections, promoting harmony among different ethnic groups, nurturing citizenship rooted in Chinese culture with a global perspective
2	Our Country since Reform and Opening-up (45–50 hours)	Change in people’s life and overall national strength	<ul style="list-style-type: none"> ● Brief introduction to the development of China’s reform and opening-up (key stages) and related strategies ● Changes and enhancement of people’s quality of life (income, mode of consumption, educational level, standard of medical care, life expectancy, poverty eradication, etc.) ● Enhancement of overall national strength (economy, culture, natural resources, education, technology, national defence, etc.)
		The development of our country and the integration of Hong Kong into the overall national development	<ul style="list-style-type: none"> ● The focuses and policies of the recent Five-Year Plans of our country, and the connection of these focuses and policies with the promotion of the development of our country and Hong Kong ● The development plans and policies related to Hong Kong (the development of the Greater Bay Area, The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)) and the relationship with the promotion of the development of Hong Kong
		Participation in international affairs	<ul style="list-style-type: none"> ● The notion of multifaceted diplomacy since the 21st century ● Actions and initiatives: rescues of various nature and assistance to other countries; setting up international organisations and organising international forums; the Belt and Road Initiative ● Impact of participation in international affairs on the country’s overall development, and the active role played by Hong Kong
3	Interconnectedness and Interdependence	Economic globalisation	<ul style="list-style-type: none"> ● Interdependence of economies of all countries and cooperation of international economic organisations;

Theme	Topic	Learning Focus
of the Contemporary World (45–50 hours)		development of multinational corporations, global labour and financial market integration; development of new economies and the impact on individuals (consumption and employment) and the development of Hong Kong and our country
	Technological development and information literacy	<ul style="list-style-type: none"> ● Brief introduction to the latest technological development around the world: artificial intelligence, big data, cloud storage of data ● Development features of information technology: the Internet, social networking sites, instant messaging software ● Relationship between information literacy and positive values; identifying false information; morals and conduct in using technologies; observing the relevant laws
	Sustainable development	<ul style="list-style-type: none"> ● The rationale of sustainable development and the practical experiences of environmental conservation of our country, Hong Kong and other regions ● The roles and responsibilities of different stakeholders in promoting environmental conservation
	Public health and human health	<ul style="list-style-type: none"> ● Functions and roles of the World Health Organization in global public health matters ● Contributions of our country and Hong Kong to global public health (particularly in preventing and controlling infectious diseases) ● Individuals' responsibilities in promoting public health (particularly in responding to infectious diseases)

Mainland Study Tour (Not involving public assessment)

Theme	Topic	Learning Focus
Chinese Culture and Modern Life (10-hour learning time) ¹	Nature of traditional Chinese culture	<ul style="list-style-type: none">● Online self-learning of articles introducing the special characteristics of traditional Chinese culture● Conservation and inheritance of cultural heritage (including tangible and intangible cultural heritage), including applying technology in conservation works
	Introduction to the Mainland study tour	<ul style="list-style-type: none">● Study tour to the Mainland to experience the conservation and inheritance of Chinese culture in society<ul style="list-style-type: none">■ Detailed planning and reading information before the study tour■ Methods of on-site collection of information■ Study tour report drafting requirements

2.3 Basic Design of Curriculum Framework

The curriculum framework for this subject covers the themes of Hong Kong, the country and the contemporary world, enabling students to gradually widen their horizons. Teachers should plan the curriculum in accordance with the sequence of the themes prescribed in the curriculum throughout the three years of study at the senior secondary level. All themes should be addressed in line with the framework of the Constitution and the Basic Law to help students acquire the knowledge base of “one country, two systems”.

The various topics under each theme are selected for students to study. They are related to different areas of the themes with positive values and attitudes incorporated so as to deepen students’ understanding of these themes. Suggested lesson time is also

¹ The notion of “learning time” was stated in the Task Force on Review of School Curriculum Final Report. It includes lesson time, the time outside class at school as well as the time spent outside school including holidays. The “learning time” stated in this Guide is based on the same notion stated in that report. Based on their schools’ situations, teachers can holistically plan the curriculum and make arrangements for students to conduct different learning activities before and after the Mainland study tour using the notion of “learning time”. (Task Force on Review of School Curriculum Final Report (September 2020), pp.13-14.)

2.4 Detailed Explanation of the Curriculum Content

2.4.1 Hong Kong under “One Country, Two Systems”

Introduction

Hong Kong is a Chinese society with the roots grounded in Chinese culture. Economically, Hong Kong has developed into an international financial and commercial centre and ranks among the world’s metropolises. In recent times, the integration of the Chinese and the Western cultures has formed Hong Kong’s unique culture and social ethos. After the return to the motherland, the Hong Kong Special Administrative Region, which has been established in accordance with the Constitution and comes directly under the Central People’s Government, is granted a high degree of autonomy to maintain Hong Kong’s prosperity and stability.

The Constitution and the Basic Law together constitute the constitutional order of the Hong Kong Special Administrative Region and stipulate various systems of the Hong Kong Special Administrative Region. Under the principle of “one country, two systems”, after Hong Kong’s return to China, Hong Kong continues to develop into an international metropolis based on its previous economic foundation and way of living; on the other hand, it also acts as a special administrative region of the country. When studying this theme, students are expected to learn from the meaning and implementation of “one country, two systems”, understand the close relationship between the country and Hong Kong, enhance their national identity through further understanding of the situation of the country, and learn the multicultural characteristics of Hong Kong society from the cultural development perspective.

Related learning experiences in the basic education

Through the basic education, students should be provided with the following learning experiences on topics related to Theme 1: Hong Kong under “One Country, Two Systems”:

- **Topic: The meaning and implementation of “one country, two systems”**

The process of the occupation of Hong Kong by the British under its colonial administration after the Opium War to Hong Kong’s return to China; the constitutional relationship between the Central Authorities and the Hong Kong Special Administrative Region; the significance of the Constitution and the Basic Law to Hong Kong residents; the basis of the laws of the Hong Kong Special

Administrative Region; the significance of the rule of law; the political structure of the Hong Kong Special Administrative Region; the fundamental rights and duties of Hong Kong residents; national security, etc.

- **Topic: Situation of the country and sense of national identity**

Important government organisations of the country; brief introduction to the situation of contemporary development of the country; factors that promote national identity, etc.

- **Topic: Characteristics of cultural diversity of the Hong Kong society**

The origin and major characteristics of Chinese culture; the similarities and differences in traditional customs and habits of people of the same and different regions, cultures, ethnicities and religions in the country; the history and recent political and social development of Hong Kong over the last hundred years and the development of cultural diversity, etc.

Theme and Structure

Theme 1: Hong Kong under “One Country, Two Systems”

Topic	Learning Focus
The meaning and implementation of “one country, two systems”	<ul style="list-style-type: none"> ● Brief introduction to the origin of the question of Hong Kong (the three unequal treaties and the background) and the process of Hong Kong’s return to China ● Constitutional relationship between the country and the Hong Kong Special Administrative Region (HKSAR) (China has indisputable sovereignty and jurisdiction over Hong Kong), legal basis of “one country, two systems” and the Basic Law ● Significance of safeguarding national security (i.e. a holistic approach to national security); the National Security Law and promoting long-term development of Hong Kong; and striking the balance between rule of law and human rights ● Political structure of the HKSAR

	<ul style="list-style-type: none"> ● Significance of rule of law: law-abidingness; judicial independence; equality before the law; fair and open trial ● Fundamental rights and duties of Hong Kong residents as stipulated in the Basic Law
<p>Situation of the country and sense of national identity</p>	<ul style="list-style-type: none"> ● Brief introduction to the contemporary situation of the country: political structure of the country; composition of the Chinese nation; concept of Chinese nationality and Chinese citizens ● The national symbols (national flag, national emblem, national anthem) and stipulations as stated in Annex III to the Basic Law ● Achievements of the country in different areas in recent years (new high-end technologies, medical care and public health, culture and education, infrastructures, poverty eradication) ● Benefits and contributions of the HKSAR’s participation in national affairs: <ul style="list-style-type: none"> ■ benefits: the country’s policies supporting the development of Hong Kong; enabling Hong Kong to have the advantage of “one country, two systems” ■ contributions: Hong Kong promoting the development of and exchange with the Mainland in different areas; donations for natural disasters and supporting the needs of the developing regions of the Mainland
<p>Characteristics of cultural diversity of the Hong Kong society</p>	<ul style="list-style-type: none"> ● Factors shaping the characteristics of cultural diversity with Chinese culture as the mainstay in the Hong Kong society: brief introduction to the development of Hong Kong, the impact of Chinese traditional culture integrating with different cultures on the Hong Kong society ● Positive significance of the characteristics of cultural diversity to the Hong Kong society: promoting inclusion of cultures, facilitating cultural innovations and reflections, promoting harmony among different ethnic groups, nurturing citizenship rooted in Chinese culture with a global perspective

Supplementary explanatory notes

The following supplementary explanatory notes are intended to help teachers and students understand the “learning focuses” of the above theme and topics. There would not be further explanation provided if not deemed necessary.

- Hong Kong has been part of the territory of China since ancient times; the three unequal treaties are the Treaty of Nanking (1842), the Convention of Peking (1860), and the Convention for the Extension of Hong Kong Territory (1898).
- Brief introduction to Hong Kong's return to China
 - The negotiations between China and the United Kingdom on the Hong Kong issue: an outline of the negotiation process; the country's position and the rationale for the question of Hong Kong
 - Our country putting forward the concept of "one country, two systems"
 - The signing of the "Sino-British Joint Declaration"
 - The enactment and promulgation of the Basic Law
 - Our country resuming the exercise of sovereignty over Hong Kong
 - The establishment of the Government of the Hong Kong Special Administrative Region
- The provisions about the Hong Kong Special Administrative Region in the Constitution and the Basic Law
 - The Hong Kong Special Administrative Region is an inalienable part of the People's Republic of China. China has indisputable sovereignty and jurisdiction over Hong Kong
 - The People's Republic of China establishes special administrative regions and decides the systems instituted in special administrative regions in accordance with the provisions of the Constitution
 - The Basic Law implements the basic policies of the country regarding Hong Kong, safeguarding the implementation of "one country, two systems" in Hong Kong
 - The National People's Congress authorises the Hong Kong Special Administrative Region to exercise a high degree of autonomy in accordance with the provisions of the Basic Law
- National security
 - Safeguarding sovereignty and territorial integrity is the cornerstone of our country's long-term security and social stability. Other countries also have legislations on national security
 - An overview of the legislative background, enactment process, main content, and implementation of the National Security Law in Hong Kong
 - Safeguarding the security of the country and Hong Kong; ensuring the implementation of "one country, two systems"; stabilising the social order
 - National security does not affect the rule of law in Hong Kong and the rights of Hong Kong residents in accordance with the law; Hong Kong residents must abide by the law to safeguard national security and the rule

of law

- The political structure of the Hong Kong Special Administrative Region
 - An executive-led system headed by the Chief Executive
 - The executive authorities, the legislature and the judiciary perform their respective functions under the executive-led system in accordance with the Basic Law and complement each other

- Brief introduction to the political structure of the country
 - Article 1 of the Constitution states that “The socialist system is the fundamental system of the People’s Republic of China”
 - National People’s Congress
 - Chinese People’s Political Consultative Conference

- Composition of the Chinese nation
 - China is a unified multiethnic state
 - The requirements regarding the relations and policy of ethnic groups of the People’s Republic of China as stipulated in Article 4 of the Constitution

- The provisions about Chinese nationality and Chinese citizens in the Constitution and the Nationality Law of the People’s Republic of China; the provisions about residents of the Hong Kong Special Administrative Region in the Basic Law (including permanent residents and non-permanent residents)

- National symbols: national flag, national emblem, national anthem
 - The meaning behind the design of the national flag and the national emblem; the national sentiments embodied in the national anthem
 - Suggestions to promote Hong Kong residents’ understanding of and respect for the national symbols

- Achievements of the country

- Cultural diversity with Chinese culture as the mainstay in the Hong Kong society
 - Hong Kong as a Chinese society, the continuity and development of Chinese culture in Hong Kong
 - Hong Kong as an open and inclusive international metropolis where different ethnic groups coexist, which promotes the development of Hong Kong’s cultural diversity

2.4.2 Theme 2: Our Country since Reform and Opening-up

Introduction

The People's Republic of China was established in 1949. In the early days of the founding of the country, the government put forward the goal of socialist construction and implemented different political, economic, and social planning and construction. However, during the "Cultural Revolution" from 1966 to 1976, the country and people experienced severe damage and losses. When the "Cultural Revolution" was over, the country had to rebuild its society and economy. The Third Plenary Session of the Eleventh Central Committee of the Communist Party of China held at the end of 1978 confirmed the path of reform and opening-up, and the country has thereafter set itself on the road of socialist modernisation with Chinese characteristics.

During the country's modernisation process, the people's quality of life and overall national strength have been enhanced, and China has also been actively participating in international affairs. Under this theme, students will understand our country's process of development and its vision since the reform and opening-up, as well as its participation in international affairs in line with the policy of multifaceted diplomacy. On the other hand, as Hong Kong is an inalienable part of the country, students will also explore the process of Hong Kong's integration into the overall development of our country.

Related learning experiences in the basic education

Through the basic education, students should have been provided with the following learning experiences on topics related to Theme 2: Our country since Reform and Opening-up:

- **Topic: Change in people's life and overall national strength**

Major historical development and important historical events of our country and the world over the last century; national economic and environmental issues, etc.

- **Topic: The development of our country and the integration of Hong Kong into the overall national development**

The domestic affairs of the People's Republic of China; the relationship between the

Central Authorities and the Hong Kong Special Administrative Region; the impact of the country's reform and opening up on Hong Kong, etc.

● **Topic: Participation in international affairs**

The formation of the international political situation in the 20th century; brief introduction to the foreign relations of the People's Republic of China; contact between the East and the West in promoting world peace and international cooperation, etc.

Theme and Structure

Theme 2: Our Country since Reform and Opening-up

Topic	Learning Focus
Change in people's life and overall national strength	<ul style="list-style-type: none"> ● Brief introduction to the development of China's reform and opening-up (key stages) and related strategies ● Changes and enhancement of people's quality of life (income, mode of consumption, educational level, standard of medical care, life expectancy, poverty eradication, etc.) ● Enhancement of overall national strength (economy, culture, natural resources, education, technology, national defence, etc.)
The development of our country and the integration of Hong Kong into the overall national development	<ul style="list-style-type: none"> ● The focuses and policies of the recent Five-Year Plans of our country, and the connection of these focuses and policies with the promotion of the development of our country and Hong Kong ● The development plans and policies related to Hong Kong (the development of the Greater Bay Area, The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)) and the relationship with the promotion of the development of Hong Kong

Participation in international affairs	<ul style="list-style-type: none"> ● The notion of multifaceted diplomacy since the 21st century ● Actions and initiatives: rescues of various nature and assistance to other countries; setting up international organisations and organising international forums; the Belt and Road Initiative ● Impact of participation in international affairs on the country’s overall development, and the active role played by Hong Kong
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Supplementary explanatory notes

The following supplementary explanatory notes are intended to help teachers and students understand the “learning focuses” of the above theme and topics. There would not be further explanation provided if not deemed necessary.

- Reform and opening-up
 - Origin: background and beginning of reform and opening up; the “three-step development strategy” (meeting the most basic needs of the people → moderate prosperity → prosperity) and the adjustments made; the relationship between the “three-step development strategy” and the realisation of the goal of national modernisation
 - Examples of strategies: changing the mindset and acting with pragmatism, making adjustments to the development strategy to prioritise economic development; letting some people get rich first, and finally achieving common prosperity; promoting development in coastal areas and establishing Special Economic Zones first; establishing a socialist market economy

- The recent Five-Year Plans
 - The relationship between the overall focus and the promotion of the development of the country, such as aligning with the country’s overall development vision, meeting the country’s development needs, and enhancing the country’s competitiveness in different aspects
 - Items included in the document that support the development of Hong Kong; the importance of the items in promoting the development of Hong Kong; and the relevant supporting measures taken by Hong Kong

- The development of the Greater Bay Area

- The cities involved and their respective development positioning; important infrastructure constructions in the region; development opportunities of Hong Kong
- The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)
 - Scope of coverage; benefits to the Mainland and Hong Kong
- The notion of multifaceted diplomacy
 - Diplomacy is not one-way, but requires mutual exchanges, balanced and full participation in international affairs
 - Through different diplomatic aspects (such as energy, culture, medical care, trading), implement the notion of multifaceted diplomacy, realise national development goals, and strengthen cooperative relations with other countries
- Participation in actions and initiatives
 - Overseas humanitarian rescue after natural disasters (such as earthquakes); offering foreign aid; operations to maintain regional peace (such as participation in the United Nations peacekeeping forces)
 - Setting up and organising international organisations (such as Shanghai Cooperation Organisation); organising international forums (such as Boao Forum for Asia)
 - The “Belt and Road Initiative”: a brief background, routes, and the focus of cooperation (“Five Links”)
- Impact of participation in international affairs on the country’s overall development
 - Strengthen relations with other countries; safeguard an environment conducive to the development of the country; promote economic, trade and cultural exchanges
 - Increase international status and influence
- The active role played by Hong Kong
 - As a special administrative region of our country and an international city, Hong Kong is an important bridge between the Mainland and the international market, and helps the country in extending its international connections

2.4.3 Theme 3: Interconnectedness and Interdependence of the Contemporary World

Introduction

In the 21st century, due to the rapid development of transportation and information technology, real and virtual cross-border activities have become more frequent, and relations between countries have become closer.

In this theme, students will learn about the situation of the contemporary world from four topics. In the economy aspect, global economic activities have gradually crossed national borders, reflecting the trend of economic globalisation. In the technology aspect, the development of new technology is changing with each passing day, and information technology can connect people in an instant, making it necessary to cultivate students' information literacy. In the aspect of sustainable development, the concept emphasises the balance of the three dimensions of environment, society and economy to ensure that present and future generations can enjoy a quality life. In the aspect of public health, while the World Health Organization plays an important role in handling global public health affairs, our country and Hong Kong also make considerable contributions. Individuals are also responsible for maintaining good public health.

Related learning experiences in the basic education

Through the basic education, students should have been provided with the following learning experiences on topics related to Theme 3: Interconnectedness and Interdependence of the Contemporary World:

- **Topic: Economic globalisation**

The characteristics of economic globalisation; the mutual influence of the economic systems of various countries, etc.

- **Topic: Technological development and information literacy**

Making good use of technology to enhance connections; understand the development of innovative technology and its impact on daily life; media and information literacy, etc.

- **Topic: Sustainable development**

The importance of promoting sustainable development; cooperation among countries of different development levels; strategies and actions of regional organisations and international non-governmental organisations promoting environmental protection and sustainable development since the 20th century, etc.

- **Topic: Public health and human health**

Main factors affecting personal health and means to stay healthy; the impact of personal hygiene and lifestyle on personal health and public health; the work of some international organisations, etc.

Theme and Structure

Theme 3: Interconnectedness and Interdependence of the Contemporary World

Topic	Learning Focus
Economic globalisation	<ul style="list-style-type: none"> ● Interdependence of economies of all countries and cooperation of international economic organisations; development of multinational corporations, global labour and financial market integration; development of new economies and the impact on individuals (consumption and employment) and the development of Hong Kong and our country
Technological development and information literacy	<ul style="list-style-type: none"> ● Brief introduction to the latest technological development around the world: artificial intelligence, big data, cloud storage of data ● Development features of information technology: the Internet, social networking sites, instant messaging software ● Relationship between information literacy and positive values; identifying false information; morals and conduct in using technologies; observing the relevant laws
Sustainable development	<ul style="list-style-type: none"> ● The rationale of sustainable development and the practical experiences of environmental conservation of our country, Hong Kong and other regions ● The roles and responsibilities of different stakeholders in

	promoting environmental conservation
Public health and human health	<ul style="list-style-type: none"> ● Functions and roles of the World Health Organization in global public health matters ● Contributions of our country and Hong Kong to global public health (particularly in preventing and controlling infectious diseases) ● Individuals' responsibilities in promoting public health (particularly in responding to infectious diseases)

Supplementary explanatory notes

The following supplementary explanatory notes are intended to help teachers and students understand the “learning focuses” of the above theme and topics. There would not be further explanation provided if not deemed necessary.

- Economic globalisation
 - The meaning of economic globalisation in brief
 - International economic organisations (such as the World Trade Organization, World Bank) coordinating international trade and promoting international cooperation
 - The development of multinational corporations overseas and its impact
 - The mobility of the global labour market and the international division of labour; the opening and integration of the global financial market
 - The meaning of new economies: from manufacturing-based economies to technology-based economies
- The impact of artificial intelligence, big data, cloud storage of data on people's daily life
- The characteristics of the development of information technology
 - Characteristics such as informatisation, digitalisation, and smartisation
 - Wide circulation of a large amount of information in a short period of time, accompanied with constant updating and forwarding
 - Real-time communication, sharing of information and concerted action among people in different geographical locations
 - Proliferation of false information, which users need to discern carefully

- Information literacy
 - Referring to the government (including the Education Bureau) website for information on information literacy

- Understanding the concept of sustainable development as interpreted by the United Nations

- Practical experience in environmental conservation, such as
 - Low-carbon transportation system
 - Sustainable waste management
 - Protection of biodiversity
 - Responsible consumption and production

- The roles and responsibilities of government, education sector, business sector, non-governmental organisations, and individuals in promoting environmental conservation

- The meaning of public health in brief

- Contributions of our country to global public health
 - Prevention and control of infectious diseases: effectively preventing and controlling epidemics domestically and slowing down the spread of the virus; launching work on the research and development of vaccines; assisting countries/regions with insufficient epidemic prevention facilities to fight the epidemic
 - Other: establishing foreign aid medical teams to support the medical and health services in developing countries; supporting and cooperating with the World Health Organization to promote the development of global public health

- Contributions of Hong Kong to global public health
 - Pathogen identification technology, monitoring and diagnosis of emerging infectious diseases (such as SARS)

- The relationship between the individuals and public health
 - Maintaining a healthy lifestyle and promoting physical and mental health
 - When an epidemic breaks out and spreads, fulfilling civic responsibilities and cooperating with the government's policy to fight the epidemic together

2.5 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.

2.5.1 Expected learning outcomes

The learning experiences in the Mainland study tour will help students:

- (a) enhance their learning effectiveness through studying the themes of Citizenship and Social Development;
- (b) enhance their understanding of the achievements of our country to cultivate a sense of national identity and to broaden their perspectives through studying various curriculum-related areas;
- (c) present their learning and self-reflection based on facts and evidence, with an objective, fair and empathetic attitude;
- (d) become responsible and committed citizens through understanding, appreciating and inheriting Chinese culture; and
- (e) gain first-hand understanding of the various aspects of the development of our country, and the interactive relationship between our country and Hong Kong, in order to understand the opportunities and challenges facing the development of our country and Hong Kong, enabling them to conduct life planning and think about how to contribute to our country and Hong Kong.

2.5.2 Framework

Chinese culture has a long history with continuity across centuries. It is a treasure of human civilisation. The meaning of Chinese culture can be approached from three dimensions, the material dimension (e.g. architecture, historical sites), the institutional dimension (e.g. folk customs, rituals) and the spiritual dimension (e.g. philosophy, ethics and morality). The three dimensions are interrelated, demonstrating the richness and multifacetedness of Chinese culture. During the modernisation of our country, traditional Chinese culture has naturally evolved. While some cultural practices remain a vital part of the daily life of various ethnic groups in China, some are inherited through different means of conservation.

To accurately understand the meaning of Chinese culture, there is no better way than personal experience. The Mainland study tour of Citizenship and Social Development is linked to the theme of Chinese Culture and Modern Life. It provides Mainland study opportunities for students to experience local customs and ways of life, appreciate precious historical sites and relics, as well as explore the development and changes of Chinese culture in modern society from multiple perspectives. After the tour, students will conduct project learning to demonstrate their learning outcomes.

The table below shows the framework for the theme of the Mainland study tour.

Theme: Chinese Culture and Modern Life

Topic	Learning Focus
Nature of traditional Chinese culture	<ul style="list-style-type: none">● Online self-learning of articles introducing the special characteristics of traditional Chinese culture● Conservation and inheritance of cultural heritage (including tangible and intangible cultural heritage), including applying technology in conservation works
Introduction to the Mainland study tour	<ul style="list-style-type: none">● Study tour to the Mainland to experience the conservation and inheritance of Chinese culture in society<ul style="list-style-type: none">■ Detailed planning and reading information before the study tour■ Methods of on-site collection of information■ Study tour report drafting requirements

2.5.3 Arrangement of Mainland study tour

The EDB will not prescribe standardised requirements for the Mainland study tour. Based on the school-based situations, schools can decide the details of the study tours, including the number of study tours, number of days, itinerary and routes, and the form(s) involved at the senior secondary level. Schools can appropriately arrange students to join those EDB Mainland study tours that are aligned with the Citizenship and Social Development curriculum.¹ The EDB will provide subsidies for students and teachers participating in the Mainland study tours. Schools can also make use of the Life-wide Learning Grant, the Senior Secondary School Students Exchange Programme Subvention Scheme, the Grant for the Sister School Scheme or integrate other appropriate resources² to organise Mainland study tours for students, or participate in Mainland study tours organised by external organisations.³ However, the premise is that the itinerary should be in line with the curriculum rationale and aims of Citizenship and Social Development.

In accordance with the requirements of the framework of the theme, the itinerary of the Mainland study tour should include site visits or study topics with elements of Chinese culture, such as experiencing the inheritance and development of traditional Chinese culture in modern society, understanding the conservation and revitalisation of cultural heritage, visiting exhibits of Chinese culture in museums, and visiting historical and cultural sites (historical sites, religious or sacrificial buildings, former residences of cultural figures, etc.). Site visits or study topics other than Chinese culture but are relevant to the curriculum content of Citizenship and Social Development, such as the latest national development and the results of innovative technological applications in contemporary times, can also be included to enrich the itinerary, helping students understand the situation of our country from multiple perspectives and broaden their horizons.

The Mainland study tour, with its related project learning, is an integral part of the curriculum of Citizenship and Social Development. It should not be perceived by

¹ After the implementation of Citizenship and Social Development in the 2021/22 school year, the EDB will continue to organise Mainland study tours that are in line with the curriculum. Details and updates will be provided for schools for reference in due course.

² Schools should make reference to the EDB circulars and guidelines, ensuring the use of subsidies is in line with the principles and ambit. Schools should also maintain proper records of different subsidies distributed to the students.

³ Schools should follow the tendering and procurement procedures in accordance with the related circulars/guidelines applicable to the school types when commissioning an external organisation to organise the school-based Mainland study tours or exchange programmes.

students as an optional arrangement, to avoid missing the valuable peer learning experiences.

2.5.4 Project learning of Mainland study tour

Students are required to conduct project learning for the Mainland study tour to demonstrate their learning and self-reflection. Students should set a title for their project, based on those elements in the study tour itinerary that touch on Chinese culture and modern life and taking into consideration their own interests and abilities. Students are required to collect and study information for the selected title during the Mainland study tour, followed by appropriate analysis, integration and elaboration of the information to complete the study tour report. During project learning, students can collaborate, discuss as well as share information with peers, but eventually they are required to submit the study tour report individually.

The project learning of the Mainland study tour is not part of any public assessment, and there is no standardised presentation format and structure and word limit prescribed for the project report. Regarding the marking criteria, schools may assess students' performance in project learning in accordance with school-based requirements, and adopt appropriate means, such as Student Learning Profile and school reports, to reflect their performance.

2.5.5 Learning time before and after the tour

It is recommended that students spend about 10 hours of learning time, which is arranged with flexibility and under teachers' guidance, to:

- collect and study the information related to the tour itinerary;
- set the title of project learning related to the tour itinerary;
- master the skills of conducting field study; and
- complete the project report and submit it to schools for assessing their learning performance according to school-based requirements.

The above suggested learning time can be increased if considered necessary, depending on the school situation.

2.6 Time Allocation

The total lesson time allocated to Citizenship and Social Development is 135-150 hours. It is proposed that about 45-50 hours be allocated to each of the three themes

with about 10 hours of learning time for the Mainland study tour, which is not counted towards the 135-150 hours of total lesson time and the time spent during the study tour. The 10 hours of learning time is mainly for students to fulfil the learning requirements before and after the tour, including collecting and studying information before the tour, and consolidating learning points and reflecting on the experience after the tour, in order to complete the learning in the project. Teachers should provide appropriate guidance during students' participation in the Mainland study tour and preparation for project learning.

The table shows the proposed overall time allocation:

Three Themes of the Curriculum	Mainland Study Tour
<p>45-50 hours are allocated to each theme. The total lesson time is 135-150 hours.</p>	<p>Theme: Chinese Culture and Modern Life (Around 10-hour learning time)</p> <p>The 10-hour learning time and the time spent for visiting Mainland are not included in the 135-150 hours of total lesson time.</p>