

### 課程資料

#### 課程宗旨

- (a) 讓學生對他們本身、社會、國家和人文世界和物質環境的理解；
- (b) 幫助學生能從不同情境中（例如文化、社會、經濟、政治及科技）經常出現的當代議題進行多角度思考；
- (c) 幫助學生成為獨立思考者，使他們能夠建構知識，適應個人和社會環境的不斷轉變情況；
- (d) 幫助學生發展與終身學習有關的能力，包括批判性思考能力、創造力、解決問題能力、溝通能力和運用資訊科技能力；
- (e) 幫助學生在多元社會中欣賞和尊重不同的文化和觀點，並學習處理相互衝突的價值觀；
- (f) 幫助學生建立正面的價值觀和積極的人生態度，使他們成為對國家、社會和世界有識見和負責任的公民。

#### 課程架構

##### 三個學習範圍

本科三個學習範圍並非三個獨立的知識領域，也不是自成一體的學科。在適當的情況下，學生宜儘量將從一個學習範圍所獲得的領悟及角度，應用於另外兩個學習範圍的研習之中。

##### 六個單元

通識教育科課程，下分六個單元，涵蓋當代世界人類處境的重要課題。它們並非六門獨立學科，所以教師在處理某一單元的教學時，應考慮配合適當的情境，引導學生將從其他單元（以及其他新高中科目）所獲得的知識及觀點，應用於當前所研習的單元，以培養貫通各單元，以至各學科知識的能力。

##### 獨立專題探究

###### 性質

自主學習經歷、教師促進學生學習、獨立專題探究中的小組學習、通識教育科課程不可缺少的組成部分

###### 學生所選的題目

- 聯繫學習範圍並擴闊到新的議題
- 六個建議的探究主題及主題的多角度性質

建議主題以外的題目也是可以接受的（只要有關的題目與一個或多個學習範圍相關，並延伸到六個單元沒有直接探討的當代議題上，便可接受；即使學生選訂的題目與上述多於一個的探究主題相關，或與建議的探究主題完全無關係，也是可以接受的。）

學習範圍	獨立專題探究
自我與個人成長 單元一：個人成長與人際關係	學生須運用從三個學習範圍所獲取的知識和角度，並推展至新的議題或情境，來進行一項獨立專題探究。下列的建議主題，可用於幫助學生發展自己的獨立專題探究題目： <ul style="list-style-type: none"> <li>• 傳媒</li> <li>• 教育</li> <li>• 宗教</li> <li>• 運動</li> <li>• 藝術</li> <li>• 資訊及通訊科技</li> </ul>
社會與文化 單元二：今日香港 單元三：現代中國 單元四：全球化	
科學、科技與環境 單元五：公共衛生 單元六：能源科技與環境	

## 學與教

### 教學策略

至於具體的方法，分述如下：

1. 議題探究精神的培養
2. 利用熱點議題作議題探究
3. 利用時事作為學習的資源
4. 合作學習的安排
5. 個人經驗的應用

**學習成果** 預期學生透過本科的學習，能夠：

課程及評估指引
(a) 探究與自身、社會、國家、人類世界及物質環境有影響的當代議題，從而發展 <b>建構知識的能力</b> ，以達到： i. 了解在不同的挑戰和機遇下，青少年的個人成長過程和人際關係； ii. 評鑑香港生活中有關個人、社群和政府的權利和義務的不同方面； iii. 評估改革開放對現代中國和中華文化的發展的影響； iv. 認識全球化具有多項向度及對人類有不同的影響，以及人們對全球化也有不同回應； v. 了解人們如何理解公共衛生的議題，並根據相關的科學知識和證據作出決定； vi. 分析在有關能源資源及可持續發展方面，科學與科技如何與環境產生互動；
(b) 了解個人、社會、國家和全球議題的相互關聯，以及自然環境與社會的互相倚賴，並據此評估人類關注的不同議題；
(c) 反思自己的多元身份、價值系統和世界觀的發展，尤其是有關個人經歷、社會文化境況，以及科學、科技和全球化發展所帶來的各種影響；
(d) 識別對個人和社會議題的不同意見背後的價值取向，並在個人和社會層面的議題和問題上，運用批判性思考能力、創造力，和從多角度考慮作出判斷和決定；
(e) 清楚表達自己的論據，並以尊重證據、開放和寬容的態度來看待其他人所持的意見和價值觀；
(f) 發展探究式學習的能力，包括自我管理、解決問題、溝通、資訊處理、運用資訊及通訊科技能力；
(g) 自發地進行自主學習，包括訂立目標、制訂和執行計畫、解決問題、分析數據、作出結論、匯報以及評鑑等過程；
(h) 顯示對本身所屬文化、其他文化以及理解普世性價值的欣賞，並願意成為 <b>盡責認真的公民</b> 。

### Subject information

#### Curriculum Aims

- (a) to enhance students' understanding of themselves, their society, their nation, the human world and the physical environment;
- (b) to enable students to develop multiple perspectives on perennial and contemporary issues in different contexts (e.g. cultural, social, economic, political and technological contexts);
- (c) to help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstances;
- (d) to develop in students a range of skills for life-long learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills;
- (e) to help students appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting values; and
- (f) to help students develop positive values and attitude towards life, so that they can become informed and responsible citizens of society, the country and the world.

#### Curriculum Framework

##### Three Areas of Study

The three Areas of Study are not independent fields of knowledge or self-contained disciplines. They have inter-connections among them. Students are encouraged to apply the understandings and perspectives developed in one area to the study of the others whenever appropriate.

##### Six modules

There are six modules in Liberal studies curriculum, all of which represent broad areas of concern about the human condition and the contemporary world. They serve as platforms for the exploration of related issues, so that students can develop a more coherent understanding of the world and come to appreciate the connections among concepts.

##### Independent Enquiry Study (IES)

###### Nature

Self-directed learning experience, Learning facilitated by teachers, Group learning in IES, An integral part of the Liberal Studies curriculum

###### The Titles for Students' IES

- Connecting to the Areas of Study and extending to new issues
- Selection from the six suggested themes with multi-perspective nature

Area of Study	IES
Self & Personal Development Module 1: Personal Development & Interpersonal Relationships	Students are required to conduct an IES making use of the knowledge and perspectives gained from the three Areas of Study and extending them to new issues or contexts. To help students develop their IES titles, the following themes are suggested: <ul style="list-style-type: none"> <li>● Media</li> <li>● Education</li> <li>● Religion</li> <li>● Sports</li> <li>● Art</li> <li>● Information and Communication Technology (ICT)</li> </ul>
Society & Culture Module 2: Hong Kong Today Module 3: Modern China Module 4: Globalization	
Science, Technology & the Environment Module 5: Public Health Module 6: Energy Technology & the Environment	

## Learning and Teaching

### Major strategies

1. Constructing knowledge through issue-enquiry
2. Utilizing current issues as enquiry
3. Utilizing current news as learning resources
4. Collaborative learning
5. Building on prior experience

## Learning outcome

By the end of the course, students should be able to:

Curriculum and Assessment Guide
(a) develop the capacity to construct knowledge through enquiring into contemporary issues which affect themselves, their society, their nation, the human world and the physical environment, so that they
i. understand the personal development process and interpersonal relationships of adolescents with respect to the different challenges and opportunities they face;
ii. evaluate different aspects of life in Hong Kong with respect to the rights and responsibilities of individuals, social groups and the government;
iii. assess the impact of reform and opening-up on the development of modern China and Chinese culture;
iv. recognise that globalization has many dimensions and that people are affected in different ways and have different responses towards it;
v. realise how people understand issues on public health and make decisions based on related scientific knowledge and evidence;
vi. analyse how science and technology interact with the environment in relation to energy resources and sustainable development;
(b) understand the interconnectedness of personal, local, national and global issues, and the interdependence of the physical environment and society, and appraise issues of human concern accordingly;
(c) reflect on the development of their own multiple identities, value systems and worldviews with respect to personal experiences, social and cultural contexts and the impact of developments in science, technology and globalization;
(d) identify the values underlying different views and judgments on personal and social issues, and apply critical thinking skills, creativity and different perspectives in making decisions and judgments on issues and problems at both personal and social levels;
(e) identify the values underlying different views and judgments on personal and social issues, and apply critical thinking skills, creativity and different perspectives in making decisions and judgments on issues and problems at both personal and social levels;
(f) develop skills related to enquiry learning, including self-management skills, problem-solving skills, communication skills, information processing skills and skills in using information and communication technology (ICT);
(g) carry out self-directed learning which includes the processes of setting goals, making and implementing plans, solving problems, analysing data, drawing conclusions, reporting findings and conducting evaluations; and
(h) demonstrate an appreciation for the values of their own and other cultures, and for universal values, and be committed to becoming responsible and conscientious citizens.

## 評估方法

### 校本考評

評估方法	評估形式	比重
學期考試	紙筆試 (卷一及卷二)	80%
平時分	<ul style="list-style-type: none"><li>◆ <u>議題探索及書寫能力訓練</u></li><li>◆ <u>家課/堂課</u> (工作紙/測驗/剪報/學習歷程檔案)</li><li>◆ <u>活動分(獎分)</u></li></ul>	20%

### 公開評核

部分	內容	比重	考試時間
公開考試	卷一 資料回應題	50%	2 小時
	卷二 延伸回應題	30%	1 小時 15 分鐘
校本評核	獨立專題探究	20%	

## Assessment

### School assessment

Component	Assessment	Weighting
Examination	Examination (Paper 1 and 2)	80%
Coursework	<ul style="list-style-type: none"><li>◆ <u>Issue enquiry and writing skills training</u></li><li>◆ <u>Homework/ Classwork</u> (Worksheet/ test/ newspaper cutting/ learning portfolio)</li><li>◆ <u>Activity mark(bonus)</u></li></ul>	20%

### Public examination assessment

Component	Part	Weighting	Duration
Public examination	Paper 1 Data-response questions	50%	2 hours 1 hour and 15 minutes
	Paper 2 Extended-response questions	30%	
School-based Assessment (SBA)	Independent Enquiry Study (IES)	20%	

# Learning activities and competitions

## a. Competitions

### 環保通識盃 (Liberal Studies Cup on Environmental Protection)



LS Cup on Environmental Protection: In 2016, we have 36 teams entered the competition. 5 of them entered the final round and one team won the 2nd runner up. RHS has also been awarded the LS shield for the best performance among all participating schools of the year.



### Chinese History and Culture Academy: (2017)

After attending different workshops, students were to produce their own history related radio drama. Their dramas were selected to be broadcasted in Metro Radio. Students commented that they have improved skills on playwriting and knowledge on Chinese history. NCS group broadcasting <https://www.youtube.com/watch?v=RsAqlxnEjK4>

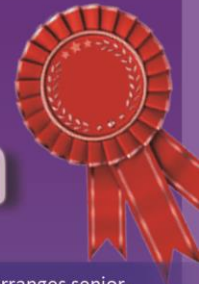
Joshua won the 2<sup>nd</sup> runner up in LS essay writing competition (Centennial College)(2017).







# Outstanding Results in Liberal Studies Cup competition



Every year, Liberal Studies Department arranges senior-form students to participate in the prestigious Liberal Studies Cup competition. We have been the champion of LS Cup for Medicine; 1st runner up in Food Wise LS cup; and 2nd runner up in the LS Cup for Environmental Protection in previous competitions. This year, our school won the most honourable prize again – the Annual Quiz Shield in the Liberal Studies Cup on AIDS competition organized by the Annual Quiz and supported by CUHK, HKU and the Food and Health Bureau.

## Congratulations!

Over several hundred secondary school students participated in this 4-stage competition. However, only 20 outstanding teams from different secondary schools, 6 teams coming from our school, were shortlisted to enter the final stage and to give a symposium presentation on their research results on how Hong Kong can better its AIDS prevention in the Cho Yiu Conference Hall, CUHK on 2 December 2017. Our school's total scores were the highest among all participating secondary schools and we were awarded a \$10000 scholarship for notching up this most honorable Annual Quiz Shield.



## Students' Achievement



## Liberal Studies Related Design

### Competitions (2018-19)

Students are encouraged to participate in various Liberal studies related design competitions to allow better mastery of subject knowledge and unleash their potentials. One student won a merit award in the ***“One Country, Two Systems” Cartoon Design Competition*** while the other won a merit award in the ***Intellectual Property Mascot Design Competition*** among hundreds of entries in the territory.



### 聯中辯論比賽 (2019)

Students having participated in the interschool debate competition gained valuable learning experience outside classroom and have their skills of presenting ideas and understanding on current issues improved.

## b. Visits and Activities

- a. To enhance understanding of the work of the Prosecutions Division of the Department of Justice (DoJ) and the criminal justice system in Hong Kong, students have been arranged to participate activities of the Prosecution Week. Students have visited the DOJ and district court.



Teen Talk 2016 Moot Court 模擬法庭

Teen Talk 2016



**Basic Law Mobile truck(2019)**

Students were arranged to visit the Basic Law mobile truck and its booth games to enrich their understanding on the significance of the Basic Law.

## 玫瑰崗通識科對外比賽屢奪佳績 學生才能獲得公眾肯定

通識教育組除籌備專業、高質素的教學課程，協助學生適應新高中通識教育科課程外，更鼓勵學生參加與通識教育科有關的公開比賽，藉此提升學生對議題探究式學習的興趣，並培養他們多角度思維、批判性思維的習慣，及資料統整等核心能力。短短數年間，本校學生於多項全港性公開比賽中屢獲殊榮，可見本校學生的能力已獲大眾認同。

	Year	Organizations	Theme	Awards
1	2008	EDB 香港教育局	Project Learning Competition themed on Beijing Olympics ( <b>National Education</b> ) 奧運知多少專題研習比賽	<b>CHAMPION</b> 全港冠軍
2	2009	HKedCity 香港教育城	Project Learning Competition on the study of streets – non written mode 從一條街道說起~專題研習比賽	<b>MERIT</b> 優異獎
3	2009	Consumer Council 消費者委員會	Project Learning Competition on consumer culture 消費文化考察報告獎	特別嘉許（選題）
4	2009	Coca Cola 可口可樂	Photo-taking Competition 我的快樂之旅 攝影比賽	<b>Best Participation Award</b> 最踴躍參與獎
5	2009	E_ZONE	Photo-taking Competition 我們的過去,未來攝影比賽	<b>Best Participation Award</b> 最踴躍參與獎
6	2010	EDB 香港教育局	Project Learning Competition themed on the establishment of the PRC 建國六十週年~中國的機遇與挑戰 專題研習比賽	<b>CHAMPION</b> 全港冠軍
7	2011	HKIED 香港教育學院	Project Learning Competition themed on Globalization 全球化專題研習比賽	<b>CHAMPION</b> 全港冠軍
8	2011	National Education Centre 國民教育中心	The 5th HK Cup Foreign Affairs Poster Design Competition 第五屆香港杯外交海報設計比賽	<b>MERIT (3 students)</b> 優異獎 (3 名)
9	2011	HKIED 香港教育學院	The 12th Five-Year Plan Project Learning Competition 十二五 專題研習比賽	<b>MERIT</b> 優異獎
10	2011	HK Federation of Youth Groups 青協	Knowing China, Knowing Hong Kong Quiz Competition 認識祖國·認識香港問答比賽	<b>Best Participation Award</b> 最踴躍參與獎
11	2011	HK Federation of Youth Groups 青協	Knowing China, Knowing Hong Kong Quiz Competition 認識祖國·認識香港問答比賽	<b>MERIT (3 students)</b> 優異獎 (3 名)
12	2012	HK Productivity Council 香港生產力促進局(生產力局)	Corporate Social Responsibilities Proposal Design Competition 企業公民計劃比賽	<b>MERIT</b> 優異獎
13	2012	Joint Committee for the Promotion of the Basic Law of Hong Kong 香港基本法推介聯席會議	The 11st Basic Laws Cup – Debate Competition 第十一屆《基本法》多面體－全港中學生辯論賽（基本法盃）	<b>Quarterfinalist in HK Island Schools</b> 8 強

	Year	Organizations	Theme	Awards
14	2012	Wenweipao 文匯報	Quiz Competition on knowledge on China 全港學生全國國情知識大賽	<b>MERIT</b> (1 student) 優異獎 (Our group was among the 20 best groups in secondary school division)
15	2012	HK Electric 港燈	Photo-taking Competition – low Carbon Life 我心中的低碳 no.1 選舉	<b>Best Participation Award</b> 最踴躍參與獎
16	2012	Road Safety Council 道路安全議會	Photo-taking Competition 長者零意外攝影比賽	<b>Best Participation Award</b> 最踴躍參與獎
17	2012	The Hong Kong Baptist University 香港浸會大學	“My School” Photo Contest 2012 「我的學校」攝影比賽 2012	<b>CHAMPION</b> 全港冠軍 <b>MERIT</b> (2 students) 優異獎 (2 名)
18	2012	Hong Kong Science Museum 科學館	Student Project Competition “Challenges and Opportunities of using Nuclear Energy 「科學為民」學生專題研習比賽	<b>MERIT</b> 優異獎
19	2012	Consumer Council 消費者委員會	Consumer Culture Study Award 消費文化考察報告獎	2 Special Commendations 兩項特別嘉許獎
20	2013	Project Vision 亮睛工程 CUHK	“Eye Care, I Care”護眼創作比賽	<b>MERIT</b> 優異獎
21	2013	Shue Yan University 樹仁大學 Family Learning Association 家庭學習協會	First Micro-film creative competition 第一屆通識微電影創作大賽	<b>The Most Creative Micro-film Award</b> 最佳創作 <b>The Most “Like” in Facebook Award</b> 最受網民喜愛獎
22	2013	HKU 香港大學	Cross-Cultural IES Award Scheme 獨立專題探究獎勵計劃	<b>Excellence in Creativity, Story and Video Production</b>
23	2013	Annual Quiz & CUHK 通識年賽 & 中文大學	Liberal Studies Cup on Medicine 醫學通識盃	<b>CHAMPION</b> 全港冠軍
24	2014	Hok Yau Club 學友社	Project Learning Competition on “Fourth Estate” 析港第四權專題研習比賽	<b>2<sup>nd</sup> Runner up</b> 季軍
25	2014	Hok Yau Club 學友社	Students’ Top Ten News Election 第二十二屆全港中學生十大新聞選舉 - 十大新聞總選	<b>Best Participation Award</b> 最踴躍參與獎
26	2014	Hospital Authority, Health in Mind Teen 使行動	Mental Health Comic Competition 精神健康漫畫設計比賽	<b>MERIT</b> 優異獎
27	2014	HK Federation of Youth Groups 香港青年協進會	Knowing China, Knowing Hong Kong Quiz Competition 認識祖國-認識香港問答比賽	<b>Best Participation Award</b> 最踴躍學校參與獎
28	2015	Hok Yau Club 學友社	Students’ Top Ten News Election - Project Learning Competition	<b>1<sup>st</sup> Runner up</b> 亞軍

	Year	Organizations	Theme	Awards
			第二十三屆全港中學生十大新聞選舉 - 專題研習比賽	
29	2015	Hok Yau Club 學友社	Students' Top Ten News Election 第二十三屆全港中學生十大新聞選舉 - 十大新聞總選	<b>Most Outstanding Performance - Golden Award</b> 全程投入金獎
30	2015	Annual Quiz & BUHK 通識年賽 &香港浸會大學	Liberal Studies Annual Quiz 2014-15 – Food Wise Cup 社會科學通識年賽 2014-15 - 惜食通識盃	<b>1<sup>st</sup> Runner up</b> 亞軍
31	2015	HKedCity & Hong Kong Economic Journal 香港教育城、信報通識	全港通識理財問答比賽	<b>Best Participation Award</b> 最踴躍參與獎
32	2015	外交部駐香港特別行政區特派員公署、香港特別行政區政府教育局、香港明天更好基金	第九屆香港盃外交知識競賽 - T-shirt 設計比賽	<b>1<sup>st</sup> Runner up (Secondary Division)</b> 中學組亞軍
33	2015	香港中華文化發展聯合會	歷史文化學堂	<b>Best Eight</b> 表現最佳的八間學校之一
34	2015	香港中華文化發展聯合會 中國旅游與經濟台	《美麗中國發現之旅.四川站》問答比賽	<b>Best 16</b> 全港十六強
35	2015	香港律師會	Teen Talk 2015 - decoding Privacy: Respect and Inclusiveness 青 Teen 講場 2015 - 「私隱解碼」	<b>Merit</b> 卓越成績嘉許
36	2016	學友社	Students' Top Ten News Election 第二十四屆全港中學生十大新聞選舉 - 十大新聞總選	<b>Most Outstanding Performance - Golden Award</b> 全程投入金獎
37	2016	明德學院	Essay Writing Competition (Centennial College) 明德學院徵文比賽	<b>2<sup>nd</sup> Runner up</b> 季軍 (英文組)
38	2016	通識年賽	Liberal Studies Cup on Environmental Protection 社會科學通識年賽 2014-15 - 惜食通識盃	<b>LS Shield &amp; 2<sup>nd</sup> Runner up</b> 通識盾、季軍
39	2017	Hok Yau Club 學友社	25 <sup>th</sup> Students' Top Ten News Election - Project Learning Competition 第 25 屆全港中學生十大新聞選舉 - 專題研習比賽	MERIT 優異獎
40	2017	Hok Yau Club 學友社	25 <sup>th</sup> Students' Top Ten News Election 第 25 屆全港中學生十大新聞選舉 - 十大新聞總選	<b>Most Outstanding Performance - Golden Award</b> 全程投入金獎

	Year	Organizations	Theme	Awards
41	2017	香港中華文化發展聯合會& Metro Radio	History Academy – Radio Historical Drama 《歷史文化學堂：文化的碰撞——當東方遇上西方（漢朝至明朝）》	MERIT 優異獎 Good Performance 優秀表現獎
42	2017	香港中華文化發展聯合會	Exhibition: students' historical products 《歷史文化學堂：文化的碰撞——當東方遇上西方（漢朝至明朝）》 學生文化成品展覽	MERIT 優異獎
43	2017	明德學院	Essay writing competition (Hong Kongers as Globetrotters) 明德學院徵文比賽	<b>2nd RUNNER-UP</b> (English Division) 季軍
44	2017	香港律師會	Teen Talk (Moot Court Activity)	Best Prosecutor Best Witness (2 prizes) 最佳檢控官 最佳證人 (2 名)
45	2017	通識年賽	Liberal Studies Cup on AIDS Prevention 社會科學通識年賽- 愛滋病通識盃	LS Shield 通識盾
46	2018	Hok Yau Club 學友社	26 <sup>th</sup> Students' Top Ten News Election 第 26 屆全港中學生十大新聞選舉 - 十大新聞總選	The Most Participation Award 全情投入獎
47	2019	Hong Kong Youth Nurture Association 香港青年培育協會	<i>One Country, Two Systems</i> Comic Design Competition 一國兩制漫畫設計比賽	Merit 入圍獎
48	2019	Hong Kong Reprographic Rights Licensing Society	Intellectual Property Mascot Design competition 尊重版權吉祥物設計比賽	Merit 優異獎
49	2019	Consumer Council 消費者委員會	Consumer Study Award Competition 消費文化報告比賽	<i>Excellent School in Consumer Education</i> 消費教育 卓越校園獎