Malaysian Independent Chinese Secondary Schools

Senior Middle Level

Liberal Studies Curriculum Standards

Compiled by:

Unified Curriculum Committee of

Malaysian Independent Chinese Secondary School

Working Committee

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1. Preface

In 2018, the motto "Enjoy teaching, love learning—empower children to attain achievement" was raised as the education reform vision in the *MICSS Education Blueprint*; it literally translates independent Chinese secondary schools are paradises where teachers enjoy teaching and students love learning. Each and every student who steps into any one independent Chinese secondary school will grow healthily and learn actively; the MICSS education prepares them to find a foothold domestically and brave the world lying ahead as it helps them to achieve in future. Within this vision, the main objectives of the MICSS education reform are as follows: Every student is given the leeway to develop holistically and individually under the umbrella of Morality, Intelligence, Physical Health, Teamwork and Aesthetics, inter alia. They will eventually realise the importance of life-long learning, constant self-improvement, risk taking, innovation, ever-readiness, self-confidence and teamwork in life. That said, they are able to attain personal happiness and willing to strive for harmony, prosperity, advancement, freedom and equality for their family, ethnic group, society and country and contribute themselves successively. Aiming to implement and put the vision and objectives raised in the *MICSS Education Blueprint* in place, the Unified Curriculum Committee forwarded the *MICSS Main Curriculum Standard* (simply put as the *Main Standard*) to concretely push the reform and development of the MICSS Curriculum forward.

The ultimate goal of the MICSS curricular reform is the production of "life-long learners" and thus it endeavours to improve subject curriculums to provide cross subject and interdisciplinary learning opportunities. These are to nurture self-activated learning, collaborative learning and the ability to participate in the society naturally. The curriculum standard of each subject is designed amenable to the principles and direction set forth in the *Main Standard* to pursue the command of basic notions, objectives, competences, curricular planning and contents of the subjects, let alone pedagogical approaches and assessment recommendations. In terms of curricular practice, there will be allowances for flexibility and options targeting to encourage group learning, task-based learning, inquiry-based learning, etc.; while in matter of the assessment for learning effectiveness, multiple assessment for the development of multiple intelligences is adapted. As such, the design and formulation of each and every subject must correspond to both the vision of the *MICSS Education Blueprint* and the recommendations of the *Main Standard* to break new ground for subject advancement.

2. Aims

MICSS education is a sustainable education industry; other than the dissemination of Chinese culture, it also ensures every student in MICSS to develop holistically in terms of morality, intelligence, physical health, teamwork and aesthetics. The students are expected to sustain life-long learning and to strive unremittingly for self-improvement as well as being inquiry oriented, innovative, daring in response to unpredictable change, confident, and willing to work as a team. In this way, the students are capable of achieving their personal happiness, and willing to strive

relentlessly for the harmony, prosperity, advancement, freedom and equality of their family, ethnic group, society and country to contribute successively.[1]

2.1 Junior Level Curricular Objectives

    a. To build up students' foundation on morality, intelligence, physical health, teamwork and aesthetics and to develop their capabilities complying with their own personality in balance based on these basics;

    b. To nurture and train students on the capabilities and habits of learning how to learn, read and think to prepare for self-directed learning/active learning;

    c. To ensure students to reach the basic level in knowledge, capability and attitude and further arouse their potentials for distinctive achievements;

    d. To build up students' proactiveness and positive value towards living and life; and

    e. To mould an environment for students to know about the languages, cultures and religions, etc. of the ethnic groups in the country so as to lead students to respect pluralistic culture, recognise reality of the country thus to open up global eyesight.

2.2 Senior Level Curricular Objectives

    a. To suitably build up students' foundation on morality, intelligence, physical health, teamwork and aesthetics to get ready for their prospective work, career, learning and living;

    b. To establish students' foundation on self-directed learning to further build up their capabilities on learning eagerness, individual thinking, critical thinking and innovation;

    c. To nurture students with the will to seek excellence and be altruistic thus to create the prerequisites for more happiness for oneself, community, country and humankind;

    d. To lead students to recognise themselves comprehensively and be confident and assured in the face of their society and era change;

    e. To nurture students' affordability towards their own family, ethnic group, society and country and respect multiple cultures as well as broadening their world view; and

    f. To create the opportunities for students to partake proactively in various ethnic group activities, and ensure them to be able to interact and learn in cross cultural atmosphere.

3. Core Competencies

This main curriculum standard (Trial Version) is forwarded based on the six core competencies[2] (MICSS Education Blueprint), including the three supplementary core competencies in response to the curriculum development of Malaysian Independent Chinese Secondary Schools, which totals up to nine core competencies as shown in Figure 1. Further explanation is touched on in the design of Senior Level curriculum development. The core competencies emphasise integrated elements which covers knowledge, capabilities and attitude.

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[1] Dong Zong (2018), *Malaysian Independent Chinese Secondary Schools Education Blueprint*. Kajang: United Chinese School Committees' Association of Malaysia (Dong Zong), 49.

[2] Dong Zong (2018), *Malaysian Independent Chinese Secondary Schools Education Blueprint*. Kajang: United Chinese School Committees' Association of Malaysia (Dong Zong), 40-41.

Figure 1: The Structure of Core Competencies

The core competencies emphasise on the comprehensive competencies and capabilities which include one's learned knowledge, capability as well as attitude. Table 1 presents the core competencies and their definitions (Senior Middle Level).

Table 1: Core Competencies and Definitions of MICSS

Concept	Core Competencies	Definition	Junior Middle Level	Senior Middle Level	Image of Learner
A. Self-Directed Learning	A1. Physical and Mental Balance and Aesthetic Competency	She/He possesses the capability to take care of personal mental and spiritual health and knows how to appreciate the best parts in life, and can reflect on her/his experience in learning and growing thus to adjust stages of pursuits in career development. This way, it not only benefits mental and spiritual growth but also exerts proactiveness in creating happiness for her/his own life.	She/He is well informed of personal mental and spiritual health, knows the uniqueness of aesthetics and can discover personal value in living to exert the richness and aesthetics thus to experience the meaning of life proactively.	She/He possesses the competency and is informed of the approaches to promote her/his physical and mental competencies; she/he knows how to appreciate the true goodness of people and entities, affirm personal value and realise professional pursuits, including how to enrich life by applying aesthetics in daily life, and relentlessly seek self-improvement to transcend herself/himself thus to create a happy personal life.	One who cares about herself/himself
	A2. Astute Application of Knowledge and Technology	She/He possesses literacy and numeracy and living skills as well as acquiring the three languages, core subjects like Mathematics and History, etc. She/He knows and learns knowledge of other domains, leverages Information Technology to communicate, interact and express for comprehensive development; meanwhile, she/he applies these in real life for better learning outcome thus to resolve difficulties in learning.	She/He possesses the fundamentals of knowledge and various symbols and commands the application of Information Technology to sense problems in daily life and is able to communicate, experience and practice in such circumstances.	She/He possesses the ability to make use of various symbols to express, and is literate in Information Technology and can focus on and deepen particular field of knowledge to exchange experience, express thoughts and values in innovative problem solving.	One who is knowledgeable
	A3. Innovative Thinking and Problem Solving	She/He possesses inquisitive, critical and inferential capabilities and can use her/his creativity to monitor her/his self-directed learning skills to tackle or solve problems in living and life thus to make decision in response to societal changes.	She/He possesses the capabilities of self-directed learning, inquiry-based learning, critical and inferential and innovative higher order thinking thus to use appropriate strategies to resolve and tackle daily life problems and issues.	She/He can consolidate inquiry-based learning, critical thinking and innovative higher order thinking, and can practise active learning as well as expressing her/his creativity to further inquire unknown realms and solve all sorts of issues and challenges in the face of daily life on this basis.	One who can solve problems

Concept	Core Competencies	Definition	Junior Middle Level	Senior Middle Level	Image of Learner
B. Communication and Collaboration	B1. Proactive Attitude and Positive Value	She/He possesses values like respect, voluntary accountability, studious and positive values to confront challenges generated in daily life and learning process. She/ He also recognises the importance of fulfilling social responsibility and has the courage to make clear and appropriate judgement when confronted with dilemmas and can learn to face discrepancy as well managing conflicts.	She/He inquires personal and environmental value and senses the discrepancies between them. She/He learns to live with discrepancies and build up respect, responsibility, studious attitude and positive value in life.	She/He deepens her/his attitudes and values thus to respect, care and appreciate others' discrepancies, and can fumble on the differences of values between oneself and the existence and learn to tackle confrontation, affirm and practise positive value and competency; she/he braves to make proper judgment in the face of difficulties and challenges.	One who cares about others
	B2. Leadership and Teamwork	She/He possesses the capability to lead and can effectively work and build up interactive relationship with others thus to develop teamwork competencies of communication, negotiation and service.	She/He possesses basic self-directed capability and good habit and is happy to interact thus to build up good collaborative relationship and can complete tasks through collaboration.	She/He possesses compassion, personal judgment, gregarious capability and attitude; meanwhile, she/he develops communicative co-operation and teamwork competency; she/he can get along well with others collaboratively, and is able to complete assignment well with advanced planning.	One who knows the importance of team work
	B3. Language and Communication Competencies	She/He possesses the background knowledge of culture, tradition and religion and can make use of Chinese Mandarin learned from Chinese education, command Bahasa Melayu towards patriotism and love for community and is versed in English for international linkage. When it permits, she/he will master more languages and use these languages in different situations for optimal effect.	She/He possesses the background knowledge of culture, tradition, religion and can make use of Chinese Mandarin learned from Chinese education, the command of both Bahasa Melayu and English to make friends from different ethnic groups thus to enhance the four skills in language learning and eventually realise the importance of language as medium of cultural dissemination and communication.	She/He is well versed in Chinese Mandarin and possesses appreciative competency to enrich her/his knowledge towards local and exotic culture, life styles and religions through the learning of Bahasa Melayu and English. If it permits, she/he will equip herself/himself with more additional languages in the face of academic pursuits and professional development.	One who is skillful in communication

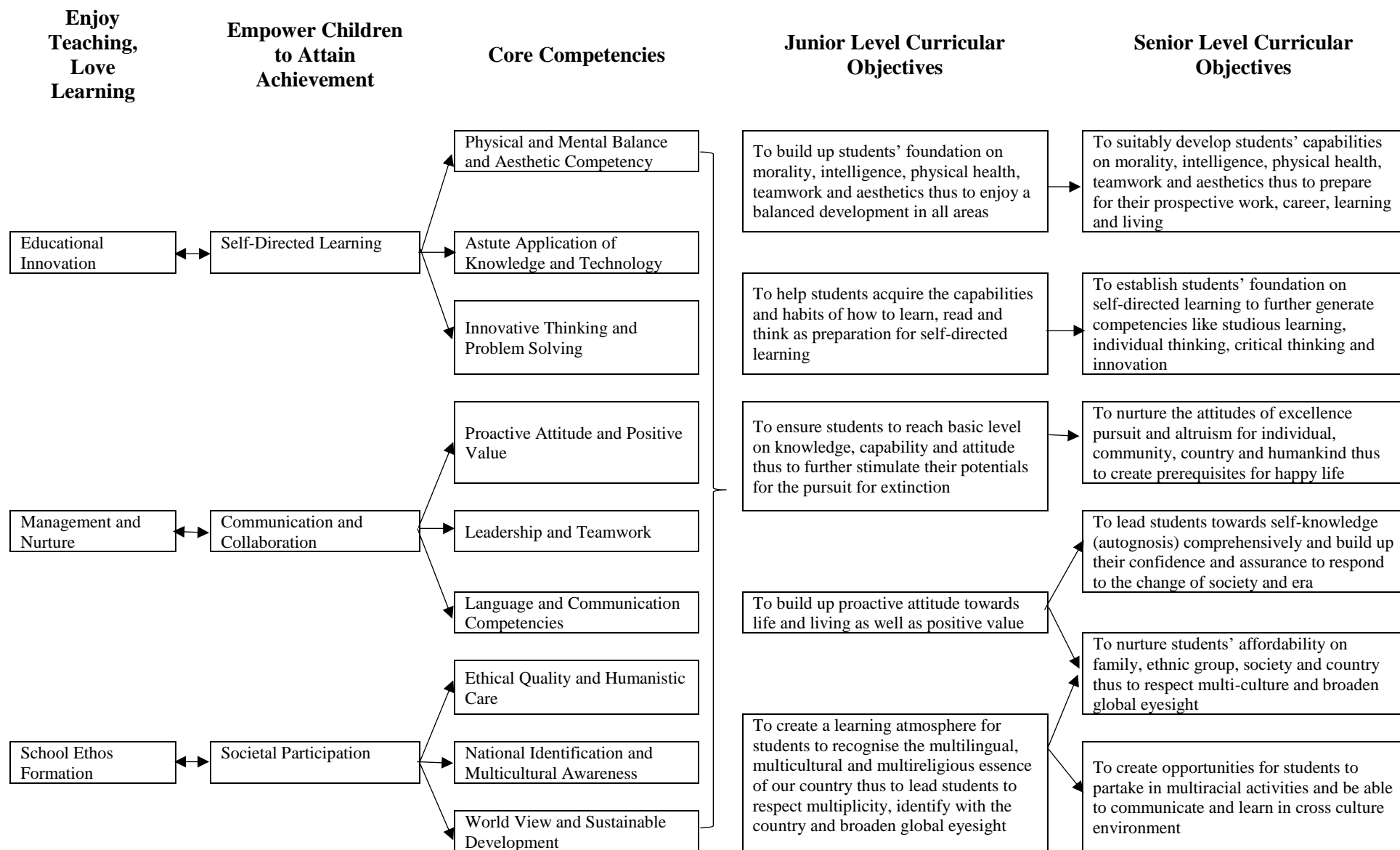| Concept	Core Competencies	Definition	Junior Middle Level	Senior Middle Level	Image of Learner
C. Societal Participation	C1. Ethical Quality and Humanistic Care	She/He practices good morality and can manage her/his own behaviours and understand that it is a social responsibility to promote personal competencies. She/He can appreciate, is compassionate and respect others on their freedom in speech.	She/he practices well on good morality and can suitably reflect her/his own behaviours; she/he can likewise sustain and modify her/his initiated voluntary proactiveness and is willing to listen to different views, way of expression and respect others' decision.	She/He possesses the correct attitude towards ethical and public issues and presents herself/himself as someone who treats others generously and is severe with herself/himself and expresses her/his care towards society through rational expression and care and learns to judge public issues from different aspects and angles.	One who is open minded
	C2. National Identification and Multicultural Awareness	She/He possesses the cultural identity of her/his own culture, understands and respects others' culture thus to merge herself/himself in multicultural environment, recognise history of her/his country and realise the multiplicity of the country and is proud of herself/himself as a Malaysian who has civic awareness and responsibility safeguarding the harmony of the country for national unity and integration.	She/He is well versed in her/his own culture, understands and accepts culture of other ethnic groups; she/he respects discrepancies, cares about national issues, and is proactive in community construction and is ready to be of service to others.	She/He identifies her/his cultural identity, respects and appreciates the discrepancies between cultures; she/he has civil awareness and knows her/his responsibilities; she/he safeguards national harmony and promotes the spirit of national consolidation and is proactive in the development of her/his community and country to confer benefits on society.	A patriot and one who loves her/his community
	C3. World View and Sustainable Development	She/he has the competency of caring for world issues and international relationship and also cares about environment, economics and social problems. She/He walks her/his talk in the protection of environment, her/his and others' living mode and sustains the concept of sustainable development and cherishes resources on earth.	She/He is informed of global issues and international relationship and can express herself/himself on environmental, economic and social problems. She/He cherishes the living of resources appreciation and cares about environment and social justice related issues.	She/He possesses the ability to express her/his own views on global issues and international relationship and can debate on environment, economy and social problem; She/He can keep her/his words and does not bring harm to the environment, people and life style; She/He is willing to partake charity campaign such as environment protection and social justice.	One who knows the importance of sustainable development

Enjoy Teaching, Love Learning | **Empower Children to Attain Achievement** | **Core Competencies** | **Junior Level Curricular Objectives** | **Senior Level Curricular Objectives**

Educational Innovation ↔ Self-Directed Learning

Core Competencies:
- Physical and Mental Balance and Aesthetic Competency
- Astute Application of Knowledge and Technology
- Innovative Thinking and Problem Solving

Junior: To build up students' foundation on morality, intelligence, physical health, teamwork and aesthetics thus to enjoy a balanced development in all areas

Senior: To suitably develop students' capabilities on morality, intelligence, physical health, teamwork and aesthetics thus to prepare for their prospective work, career, learning and living

Junior: To help students acquire the capabilities and habits of how to learn, read and think as preparation for self-directed learning

Senior: To establish students' foundation on self-directed learning to further generate competencies like studious learning, individual thinking, critical thinking and innovation

Management and Nurture ↔ Communication and Collaboration

Core Competencies:
- Proactive Attitude and Positive Value
- Leadership and Teamwork
- Language and Communication Competencies

Junior: To ensure students to reach basic level on knowledge, capability and attitude thus to further stimulate their potentials for the pursuit for extinction

Senior: To nurture the attitudes of excellence pursuit and altruism for individual, community, country and humankind thus to create prerequisites for happy life

Junior: To build up proactive attitude towards life and living as well as positive value

Senior: To lead students towards self-knowledge (autognosis) comprehensively and build up their confidence and assurance to respond to the change of society and era

Senior: To nurture students' affordability on family, ethnic group, society and country thus to respect multi-culture and broaden global eyesight

School Ethos Formation ↔ Societal Participation

Core Competencies:
- Ethical Quality and Humanistic Care
- National Identification and Multicultural Awareness
- World View and Sustainable Development

Junior: To create a learning atmosphere for students to recognise the multilingual, multicultural and multireligious essence of our country thus to lead students to respect multiplicity, identify with the country and broaden global eyesight

Senior: To create opportunities for students to partake in multiracial activities and be able to communicate and learn in cross culture environment

Figure 2: The Relation of Vision, Core Competencies and Curricular Objectives

4. Fundamental Principles

The following phenomena have been observed in independent Chinese secondary schools for a long time: firstly, the lack of flexibility in the streaming courses has resulted in a less holistic development of students' competencies; secondly, the lack of social practice in social subjects, with many high school students who graduated still lacking a basic understanding of social, ethnic and national issues; and thirdly, the long-term absence or deficiency of civic education, which has resulted in a huge variation in students' civic knowledge and generally a lack of willingness to take action.

A focus on the current social environment. People are confused, anxious, blinded and misjudged by the vast amount of information available in the information age, showing the importance of rational thinking, inquisitiveness and information literacy. At the same time, globalisation has brought the world closer together, but human rights violations, inequality and poverty still threaten peace and sustainable development, reflecting the need to develop a global citizenship perspective, to connect individuals with the world, and to focus on common human issues. In the country, the democratic transition process after the transition of power, the lowering of the voting age and the successive political changes have all highlighted the urgent need to strengthen the democratic consciousness and civic knowledge of the people. In the case of teenagers, incidents of peer bullying, relationship conflicts and self-harm are often reported; these are often linked to impulsiveness, lack of ability to manage intense emotions, and lack of empathy. This points to the need to develop social and emotional skills such as emotional awareness and management, as well as empathy and care.

The Liberal Studies curriculum is designed to respond to the above-mentioned issues and phenomena. Through this curriculum, learners are able to explore issues and knowledge by being media literate, integrating knowledge from various fields, learning and exploring independently, being creative and adaptive, and developing understanding and decision-making that is both knowledge-based and self-aware. In terms of emotional management and interpersonal interaction, learners are able to recognise, accept and respond to their own and others' emotions; empathise with and care for others; engage in positive and friendly relationships with others; and take responsibility for their own words and actions. In the face of social and global issues, learners are able to actively discuss public issues, participate in public affairs, understand their rights and obligations and put them into practice, as well as promote and uphold positive values. In the face of multiple perspectives and opinions, learners are able to respect and understand each other through dialogue, actively collaborate with others, seek a common understanding or solution, and grasp opportunities to meet the challenges of the present and the future. As a result, learners are enabled to develop a better and more positive personal and social life and to contribute to an equitable, open, democratic, pluralistic and sustainable society.

The learning scope of Liberal Studies curriculum covers "Self and Group", "Citizen and Society", "State and Government", "Community, Environment and Ecology" and "Contemporary World and Globalisation". In these learning scopes, learners are able to gain insights into the nature and connections of various types of knowledge and phenomena using big ideas such as system and model, change and causality, difference and diversity, etc.

The curriculum emphasises competency orientation and interdisciplinary learning, with awareness, reflection, feeling, inquiry, dialogue, participation, practice and collaboration as important learning processes; and diversity, empathy, self-reflection, care, respect and sustainability as important affective values.

5. Curriculum Objectives

5.1 General Objectives of Liberal Studies
a. Cultivate the ability to think independently and be able to fully integrate, interpret and evaluate information.
b. Cultivate the ability of interdisciplinary learning to be able to integrate all kinds of knowledge, reflect and respond to various contemporary issues.
c. Cultivate the ability to communicate effectively, be able to express ideas clearly and elaborate on opinions, and achieve mutual learning and growth through dialogue.
d. Cultivate universal values, respect diversity and differences, be able to understand, tolerate and appreciate different cultures and views, and give care and support to different groups.
e. Cultivate civic-mindedness, strengthen the ability to participate in democracy, be willing to speak out and act for justice, as well as actively show interest in community, social and even global issues.
f. Cultivate self-awareness and emotional management skills, have compassion for others and promote an equal society of mutual understanding.

5.2 Correspondence of Curriculum Objectives to Core Competencies:

Core Competencies			Curriculum Objectives After completing the Senior Middle Level Liberal Studies Curriculum, students are able to:
A Self-Directed Learning	A1 Physical and Mental Balance and Aesthetic Competency	CO1	Understand and accept yourself, affirm your self-worth and explore the meaning of life. Plan your career development and clarify your career pursuit through exploration, analysis, and selection. Discover, appreciate and share the beauty of people and things in life; enhance the richness and aesthetic experience of life; and create a happy life through self-improvement and transcendence.
	A2 Astute Application of Knowledge and Technology	CO2	Use symbols such as language, text, diagrams, images and body language and make good use of information and technology tools to integrate knowledge from different fields, to share experiences, thoughts, emotions, values and beliefs, promote interaction and communication, and put forward innovative thinking and solutions.

	A3 Innovative Thinking and Problem Solving	CO3	Respond to and solve various issues and challenges faced in daily life through thinking, inquiring, experiencing and reflecting; explore community, social and even global issues. Possess the ability and attitude for self-directed learning; master learning methods; be innovative and adaptable, stay current on trends; and explore unknown realms.
B Communication and Collaboration	B1 Proactive Attitude and Positive Value	CO4	Understand, respect, tolerate and value cultural diversity and multiple perspectives, demonstrating concern and support for various groups. Discover yourself, identify social expectations and exhibit uniqueness. Be able to hold a rational conversation; be sensitive to your own and others' emotions and feelings; and be able to resolve conflict in a positive way. Be able to make clear and appropriate judgments, face challenges, and grasp opportunities.
	B2 Leadership and Teamwork	CO5	Interact, converse and coordinate with people in an open, empathetic and inclusive manner to achieve common understanding. Complete the tasks through teamwork. Engage in community participation and public affairs, integrate diverse opinions, and plan and implement actions effectively.
	B3 Language and Communication Competencies	CO6	Possess the ability to communicate in multiple languages and to appreciate the cultural customs of various ethnic groups. Adopt suitable ways of communicating to express ideas clearly and achieve mutual learning and growth through dialogue.
C Societal Participation	C1 Ethical Quality and Humanistic Care	CO7	Pay attention to community, social and global issues; be self-reflective, empathetic and kind to others; be able to express oneself rationally, appreciate and accept different views, and engage in equal dialogue and mutual understanding; view public issues from multiple perspectives; voice out and take action for justice; and show concern for society.

	C2 National Identification and Multicultural Awareness	CO8	Examine identity and cultural awareness; respect and appreciate cultural diversity. Have modern citizenship awareness; understand and exercise citizens' rights, obligations, and responsibilities. Maintain national harmony and promote national unity by actively participating in the development of the community and country.
	C3 World View and Sustainable Development	CO9	Pay attention to global issues and international situations, put forward personal views and discuss them. Implement lifestyle which facilitates sustainable development, involve actively in environmental conservation and social public affairs in response to environmental, economic and social issues.

6. Curriculum Design

6.1 Curricular Design

Liberal Studies is a required curriculum designed by Dong Zong, which is a basic knowledge subject with a total of 12 credits. Each of the three years of senior level must be taken for 4 credits, 2 semesters per academic year, i.e., 2 credits per semester. The teaching time of each academic year is 40 weeks, which means that the teaching time of each semester is 20 weeks. There are 2 periods per week. Each period lasts for 40 minutes.

Table 2: Credit Distribution of Senior Level Liberal Studies

Academic year	Senior 1		Senior 2		Senior 3	
Semester	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Credits	4		4		4	

6.2 Design Ideation

The planning and design of this course are based on the following principles:

a. Issue-Based Learning

The learning scope covers "Introduction to Liberal Studies", "Self and Group", "Citizen and Society", "State and Government", "Community, Environment and Ecology" and "Contemporary World and Globalisation". The "Introduction to Liberal Studies" serves as the first core theme to equip learners with interdisciplinary learning and issue-based learning skills, including rational thinking and information literacy, emotional awareness and expression, and dialogue and collaboration, in order to facilitate the learning of other core themes.

The following five core themes will lead students to explore the issues of individuals, groups, communities, societies, countries and the world, and will be carried out from the following essential questions:

Core Theme	Essential Question
Self and Group	Who am I? Do I understand myself? What are my relationships with others? How do I participate in society?
Citizen and Society	What kind of society do we live in? How can we promote a better society?
State and Government	How do we participate in politics? How do the state and government work? How can we promote the progress of our country?
Community, Environment and Ecology	Do I understand my community? What are the issues surrounding our environment and ecology? How can we co-exist and co-prosper with nature?
Contemporary World and Globalisation	What are the major issues in the world currently? How do I understand and engage with these issues?

There are corresponding themes, items and contents under each core theme (see "Content Standard"). The content is presented in the form of questions, aiming to emphasise the importance of problematic consciousness and to encourage curiosity and exploration in the learning process. Teachers can flexibly adjust the questions of content according to the needs of teaching and learning.

b. Facilitate interdisciplinary integration and transfer learning

Interdisciplinary learning entails more than just mastering knowledge in various fields; it also includes approaches to handling knowledge, integrating learning experiences across fields, viewing issues from various perspectives and opinions, and applying learned knowledge. The "Big Idea" approach to curriculum design differs from the lessons presented through a large number of facts and avoids the accumulation of fragmented knowledge, which facilitates interdisciplinary integration and transfer learning. What is the "Big Idea"? The Big Idea refers to the common principles in different fields; it is something that goes beyond the discipline, and if the student can grasp the logic behind it, he/she will know what the logic is when faced with similar situations, and he/she can easily transfer the learning; it is capable of putting fragmented knowledge into context through specific principles and creating meaning.

Each field or discipline has core concepts. The "Big Idea" refers to extracting the parts with common meaning from the core concepts of various disciplines and finding the superordinate concept. For instance, the topographical changes in Geography, the dynastic changes in History, the social changes in Citizenship Education, the physical and psychological changes in Guidance activities, the phase changes in Chemistry, the changes in supply and demand in Economics, etc. have a common superordinate concept (the big idea), namely "change".

The Big Idea is abstract and not easy to perceive, and students need to be asked questions and guided to reflect on them in order to perceive and develop learning. Through the Big Ideas, students

will have an insight into the context of things and be able to transfer, transform and apply them to other situations.

The Big Ideas that can be selected for Liberal Studies curriculum are:

Big Idea	Definition
Pattern	The intrinsic and essential connection between things, which recurs constantly, works regularly under certain conditions and determines the inevitable development of things in a certain way.
Relationship	The state of a certain kind of connection, interaction or influence between people and things.
Power	The ability of an individual or group to make things happen (control or influence others).
Identity	Individuals affirm their identity, believe that they have an identity with the members of their group, and agree with the value orientation and life attitude of the group, eventually developing a sense of belonging and considering themselves a part of the group.
Causality	The happening of an event or phenomenon can be explained through cause and effect.
Choice and Responsibility	When individuals or organisations pursue development plans or participate in affairs, they must make appropriate choices and take due responsibility.
Difference and Diversity	The phenomenon of the differences between individuals and groups regarding their living environment, society, culture, etc.
Rights and Obligations	Entitlements of citizens or legal persons according to the law and responsibilities to be fulfilled according to the law.
System and Model	A group of interacting or interdependent components that operate according to certain rules to form a whole.
Structure and Function	The configuration or organisation of interconnected components to form specific functions.
Stability and Change	The system changes with time, which results in the change of some factors; the system reaches a stable state when the factors in the system remain unchanged.
Interaction and Connection	The interaction and connection between humankind and the environment.

c. Emphasise local experiences and the real-life connection

The curriculum should be based on students' life experiences and local resources in order to develop appropriate learning activities. Teaching and learning should be brought into the reality of life and through the awareness and experience of real-life situations, connecting students to issues or phenomena and stimulating a willingness to explore and learn.

d. Encourage taking up knowledge through dialogue

During teaching and learning activities, teachers are encouraged to create a space for open, equal, free, respectful, and sincere dialogue; to integrate the experiences, thoughts and perceptions of all people; to co-construct knowledge in a variety of ways, such as teacher-student dialogue and peer

dialogue; and to adopt an open attitude towards the results, so as to promote students' self-directed learning and exploration.

e. Maintain the flexibility of teaching autonomy

The organisation of the curriculum and the learning process can be flexible and responsive to school resources, community characteristics, teacher profiles and student profiles (including learning experiences, physical and psychological development, life experiences, curriculum streaming, etc.). Sufficient flexibility is allowed to accommodate the diverse learning needs of students, the autonomy of teachers, and the characteristics of the school and the community. There is no fixed sequence of learning in each core theme, and each core theme is linked to the other, with issues in different core themes being studied in series or independently. The content can be adapted and restructured according to the practical teaching and learning situation.

7. Curriculum Content

7.1 Content Standard

Core Theme	Theme	Item	Content
Introduction to Liberal Studies	1. Understanding Liberal Studies	1.1. Curriculum Connotation and Characteristics	1.1.1. What is Liberal Studies? Why Liberal Studies? 1.1.2. Issue-based learning 1.1.3. Interdisciplinary learning
		1.2. Curriculum Objectives	1.2.1. General objectives of Liberal Studies 1.2.2. Curriculum objectives of Liberal Studies and core competencies
		1.3. Curriculum Content	1.3.1. Core theme overview and description 1.3.2. Learning methods and attitudes
	2. Developing Learning Competence	2.1. Thinking and Inquiry	2.1.1. Facts and opinions 2.1.2. Thinking methods and attitudes 2.1.3. Bias and fallacies 2.1.4. Metacognition 2.1.5. Inquiry method and process 2.1.6. Media Literacy
		2.2. Feelings and Emotions	2.2.1. Cognition and awareness of emotions 2.2.2. Expression of emotions 2.2.3. Management of emotions
		2.3. Dialogue and Collaboration	2.3.1. Significance, elements and methods of dialogue 2.3.2. Significance, elements and methods of collaboration
Self and Group	1. Self-Exploration and Growth	1.1. Self-understanding	1.1.1. How should "self" be defined? How does identification of "self" shape and affect me? 1.1.2. How should I deal with loneliness and moments of solitude? 1.1.3. What do I think about death? How do I face the death of my relatives and friends?

Core Theme	Theme	Item	Content
		1.2. Body Image	1.2.1. How do I see my body? What factors affect my view of the body?
			1.2.2. What did I observe through life and the media regarding the opinions of the social mainstream towards our body? Do these views support healthy body image?
		1.3. Career Exploration	1.3.1. What's the difference between me in the past and the present? What kind of person do I want to be in the future?
			1.3.2. How do I view the value and significance of my life? How does this understanding guide me to make plans and choices for my life in my youth?
	2. Relationship Management	2.1. Family	2.1.1. What are the roles and responsibilities in the family?
			2.1.2. How will my role at home and my relationship with my family change at different stages?
			2.1.3. How do my family of origin and me influence each other?
			2.1.4. How do family members face conflict or misunderstanding?
		2.2. Love, Friendship and Romantic Relationship	2.2.1. How do I express affection and love?
			2.2.2. What are the boundaries in different relationships?
			2.2.3. What are the impacts of differences and inequalities in relationships?
		2.3. Long-term Commitments, Marriage and Parenting	2.3.1. What is my understanding of long-term commitments/marriage/parenting?
			2.3.2. What are the responsibilities of long-term commitments /marriage/parenting?
			2.3.3. How do society, culture, religion and law affect long-term commitments /marriage/parenting?
	3. Understanding Socialisation	3.1. Socialisation	3.1.1. How do we become "social beings"? What are the main agents of socialisation?
			3.1.2. What social roles do we have? How to face the conflict between these roles?

Core Theme	Theme	Item	Content
			3.1.3. What are the common forms of social interaction? What impact do they have?
			3.1.4. What is "resocialisation"? Who needs to be resocialised? What are the types of resocialisation?
		3.2. Deviant Behavior and Social Control	3.2.1. What is deviant behavior? How to judge and define a deviant behavior?
			3.2.2. What is social control? What are the ways of social control?
			3.2.3. Is social control justified?
Citizen and Society	1. Social Justice and Human Rights	1.1. Equity and Justice	1.1.1. Why are social equity and justice important?
			1.1.2. How do social equity and justice affect us?
			1.1.3. How to achieve social equity and justice?
		1.2. Protection and Implementation of Human Rights	1.2.1. How do international human rights conventions and human rights organisations safeguard human rights?
			1.2.2. How does our country's constitution protect human rights? How does our country implement international human rights conventions?
		1.3. The Ideal and Reality of Human Rights	1.3.1. What are the human rights issues in our country and the international community?
			1.3.2. What are the challenges to human rights in reality? What are the approaches while facing challenges?
	2. Difference and Equality	2.1. Social Stratification	2.1.1. What is social stratification? How is stratification represented in economic resources, cultural capital, social capital and political power?
			2.1.2. What is the implication and significance of social mobility? What are the factors and restrictions affecting social mobility?
			2.1.3. How can we support vulnerable groups in society?
		2.2. Ethnic Groups	2.2.1. What is ethnic group? What ethnic groups are there in our society?
			2.2.2. How do we understand different ethnic groups and cultures?
			2.2.3. How can different ethnic groups and cultures develop equally, co-exist and

Core Theme	Theme	Item	Content
			co-prosper?
		2.3. Gender	2.3.1. What is gender? What are the different genders in our lives?
			2.3.2. How do we understand different genders?
			2.3.3. What are the gender issues in our country and the international community?
			2.3.4. How can we promote a gender-equal society?
	3. Social Movements and Protests	3.1. Social Movements	3.1.1. What is a social movement? Why do social movements occur?
			3.1.2. What are the important social movements in our country and overseas countries? How do social movements affect us?
		3.2. Civil Disobedience	3.2.1. What is civil disobedience? What is its significance?
			3.2.2. What civil disobedience movements have taken place in our country and overseas countries? What impact have they brought?
State and Government	1. State Formation	1.1. Modern State	1.1.1. What is a modern state? What elements does a state have?
			1.1.2. How does the Federal Constitution of Malaysia reflect the foundation of the nation and the distribution of power?
		1.2. Composition of the Government	1.2.1. What are the characteristics of modern government system? What are the similarities and differences between the government systems of Malaysia and other democratic countries?
			1.2.2. How do the powers of legislature, judiciary and executive affect national governance?
			1.2.3. How does the division of power work among the federal government, state governments and local governments in Malaysia?
			1.2.4. What impact does party politics have on national and social development?
		1.3. National Identity	1.3.1. How is national identity formed? What are the challenges in the process of identity formation?
			1.3.2. How does public policy affect Malaysian nationals?
			1.3.3. How can we respond to public policy?

Core Theme	Theme	Item	Content
	2. Rule of Law and Legal System	2.1. Rule of Law	2.1.1. What is the rule of law? What is the rule of man? What is the difference between the two? 2.1.2. What is the relationship between the rule of law and public authority?
		2.2. Legal System	2.2.1. How are laws enacted, revised and abolished? 2.2.2. What is the purpose of the use of penalties by the state? 2.2.3. How a crime can be constituted? How to decide what penalty to impose on criminal acts? 2.2.4. What are the functions and powers of the police, prosecutors and judges? How to protect the rights of victims and defendants?
	3. The Ideal and Reality of a Democratic Society	3.1. Civic Engagement	3.1.1. Are elections important? Why is it important? Why should we vote? 3.1.2. What is the difference between Malaysia's electoral system and that of other countries? 3.1.3. How can NGOs participate in society?
		3.2. Media and Democracy	3.2.1. What is the relationship between media freedom and democratic society? What role does the media play in a democratic society? 3.2.2. How do media ownership and the information generating process affect the formation of public opinion? 3.2.3. What is the right of access to media? What are the inequalities between media access and media representation?
Community, Environment and Ecology	1. The Community We Live In	1.1. Community Exploration	1.1.1. What are the characteristics of my community? Which method should I adopt for exploration and understanding? 1.1.2. What are the issues in the community? What can I do about it?
	2. Environmental and Ecological Issues	2.1. Environmental Pollution and Damage	2.1.1. What are the major environmental pollution and damage we are currently facing? 2.1.2. How can we deal with it from individual to social levels?
		2.2. Climate Crisis	2.2.1. What is the climate crisis? How is the climate crisis related to my life?

Core Theme	Theme	Item	Content
			2.2.2. How can our country and the international community deal with the climate crisis?
			2.2.3. How will the climate crisis affect my future life? How can I get prepared for this?
		2.3. Understanding Natural Ecology	2.3.1. What is the natural environment around me? What are its characteristics?
			2.3.2. What would I experience and comprehend during the process of exploring nature? What is the significance and value of nature to us?
Contemporary World and Globalisation	1. Technology and Society	1.1. Information and Media	1.1.1. What channels do I usually receive information from? What are the changes between the past and present media?
			1.1.2. How does information technology affect our lives?
			1.1.3. What is information and media literacy? Why is information and media literacy important to us?
		1.2. Technology and Life	1.2.1. How does technology affect our personal lives and the operation of society? How do I view and interpret these influences?
			1.2.2. What are the mainstream views on the impact of science and technology? How do I perceive and think about these views and come up with my own opinion?
			1.2.3. What should I change in my life to respond to the negative impacts brought forth by technology? What constructive ideas can I put forward for these negative effects?
	2. Economy and Society	2.1. Economy and Life	2.1.1. Where do the products on the shopping rack come from? Who decides what products to produce? Are these products what we need most?
			2.1.2. As a consumer, what impact will my consumer choices and behavior have on society, the environment, health, etc.?
		2.2. Economy and Sustainable	2.2.1. How do we define a high standard of living? How do we define and weigh economic growth and development?

Core Theme	Theme	Item	Content
		Development	2.2.2. Can we promote a fairer world through trade? What trade agreements, norms and regulations can promote fair trade?
	3. Globalisation and Global Citizen	3.1. Globalisation and Localisation	3.1.1. What phenomena or issues occur in the process of globalisation in our lives? 3.1.2. What are the impacts of globalisation phenomena and issues? 3.1.3. What are the impacts of globalisation? How do these effects relate to our lives? 3.1.4. How do we respond to the impact of globalisation?
		3.2. International Conventions and Organisations	3.2.1. Which international organisations are relevant to contemporary issues? 3.2.2. What are the impacts of these organisations? What challenges do they face? 3.2.3. Which international conventions are relevant to contemporary issues? How do international conventions affect national development? 3.2.4. How does our country fulfill the international conventions it has signed? What challenges does it face?
		3.3. Global Citizen	3.3.1. What is a global citizen in the age of globalisation? 3.3.2. How can we fulfill the obligations and responsibilities of global citizen?
		3.4. Global Issues and Trends	3.4.1. What are the current global issues? What impact do these issues have on us? 3.4.2. What challenges will the world face in the future? How can we get prepared for this?

7.2 Learning Standard

Domain	Cognitive (C)	Psychomotor (P)	Affective (A)
Item	Ca Factual and Conceptual Knowledge	Pa Social and Emotional Learning	Aa Emotional Awareness and Empathic Concern
	Cb Procedural Knowledge	Pb Dialogue and Collaboration	Ab Rational Thinking and Information Literacy
	Cc Metacognitive Knowledge	Pc Problem Solving and Practice	Ac Social Responsibility and Humanistic Literacy

Descriptions of the Items and the Learning Standard

Domain	Item	Content
Cognitive (C)	Ca Factual and Conceptual Knowledge	I. Master the factual knowledge of phenomena, elements and details. II. Master the conceptual knowledge of terminology, concepts, principles, generalisations and theories.
	Cb Procedural Knowledge	I. Master the methods of information literacy and logical thinking. II. Master the methods of social and emotional learning. III. Master the methods of dialogue and collaboration.
	Cc Metacognitive Knowledge	I. Examine and reflect on the definitions and interpretations of phenomena and issues in different fields and disciplines; deduce the presuppositions and beliefs behind them, and then integrate these different pieces of knowledge and views to form a broad understanding. II. To be aware of and examine the different perspectives of phenomena and issues in oneself, others and the outside world; to deduce the presuppositions and beliefs behind them; to further identify the differences and connections between them, and to reshape one's perspective through reflection.
Psychomotor (P)	Pa Social and Emotional Learning	I. Be able to perceive and recognise emotions, allow and accept the emotional ups and downs and manifestations; possess the ability to express and manage emotions in a way that takes into account oneself, others and the situation, and to take responsibility for one's words and actions.

Domain	Item	Content
		II. Be able to empathise and care about other people's thoughts, feelings and situations in words and actions, and establish and maintain positive and friendly relations with others.
	Pb Dialogue and Collaboration	I. Be able to express one's views in an organised and logical manner, and supported by arguments, while being able to correctly understand the expressions of others and promote understanding by clarifying each other's opinions. II. Recognise the characteristics of team members and find a team cooperation model; be able to accept and integrate different opinions; mediate contradictions and conflicts, and jointly complete tasks.
	Pc Problem Solving and Practice	I. Be able to deal with problems in a correct way, including discovering and defining problems, collecting and analysing data, making summary and reflection, etc. II. Be able to formulate and implement reasonable and appropriate action plans, review the effectiveness of actions, and put forward suggestions for improvement when necessary.
Affective (A)	Aa Emotional Awareness and Empathic Concern	I. Willing to face the emotions of oneself and others, accept the occurrence and expression of emotions, explore the meaning of emotions, and affirm the value and significance of emotions to people. II. Willing to empathise with and respect the thoughts, feelings and situations of others, and to care for and support those in need on this basis.
	Ab Rational Thinking and Information Literacy	I. Willing to put aside personal prejudices and examine the facts, concepts and phenomena with a rational and open attitude, based on criticism and inquisitiveness. II. Willing to examine and evaluate the information needed, to distinguish truth from falsehood, to correct falsehoods and fallacies, and to disseminate truthful and reasonable information.

Domain	Item	Content
	Ac Social Responsibility and Humanistic Literacy	I. Be willing to care about, discuss or participate in various public issues in the community, the country and even the world; know and intend to practice civil and social responsibilities and obligations, and uphold the spirit of sustainability and co-prosperity. II. Be willing to practice and promote positive and universal values and beliefs on the basis of understanding, respect differences and diverse perspectives, and be aware of human existence and value.

Teachers should use content standard and learning standard flexibly to develop appropriate learning objectives in response to students' learning situations. The following are examples of the use of content standard and learning standard.

Inter-relationship of Content Standard and Learning Standard (1)

	Cognitive (C)	Psychomotor (P)	Affective (A)
Learning Standard / **Content Standard**	CaI Master the factual knowledge of phenomena, elements and details.	PbI Be able to express one's views in an organised and logical manner, and supported by arguments, while being able to correctly understand the expressions of others and promote understanding by clarifying each other's opinions.	AbI Willing to put aside personal prejudices and examine the facts, concepts and phenomena with a rational and open attitude, based on criticism and inquisitiveness.
Core Theme：Self and Group 3.1.1. How do we become "social beings"? What are the main agents of socialisation?	Recognise the process of socialisation and its main agents	Able to discuss the socialisation process with other people and summarise the main agents of socialisation	Willing to examine the socialisation process and its main agents based on inquisitiveness with a rational and open attitude

Inter-relationship of Content Standard and Learning Standard (2)

	Cognitive (C)	Psychomotor (P)	Affective (A)
Learning Standard	CbI Master the methods of information literacy and logical thinking.	PbII Recognise the characteristics of team members and find a team cooperation model; be able to accept and integrate different opinions; mediate contradictions and conflicts, and jointly complete tasks.	AbII Willing to examine and evaluate the information needed, to distinguish truth from falsehood, to correct falsehoods and fallacies, and to disseminate truthful and reasonable information.
Content Standard			
Core Theme: State and Government 1.2.1. What are the similarities and differences between the government systems of Malaysia and other democratic countries?	Know how to collect and analyse data on various democratic government systems	Able to work as a team to integrate ideas and sort out the similarities and differences between various democratic government systems	Willing to review and examine the information of the democratic government system carefully to identify the validity and share the relevant information only after verification

* The red box refers to the learning objectives developed after the use of Content Standard and Learning Standard.

8. Pedagogical Recommendations

The teaching of Liberal Studies must implement the concept of competency orientation and interdisciplinary learning in order to cultivate students' abilities for self-directed learning, communication and collaboration, and societal participation. Teachers should master the principle of student-centered learning and use appropriate teaching techniques and methods according to students' interests, learning styles, multiple intelligences, cultural background, etc.

In terms of teaching techniques, teachers are expected to make good use of various IT tools to support classroom teaching and learning, to have a good grasp of online and blended teaching technologies and tools, and to be able to skillfully utilise various platforms, software and mobile-phone applications to facilitate students' learning and student-teacher interaction. Moreover, teachers should also be able to teach outdoors and make full use of outdoor resources and tools to effectively carry out outdoor teaching.

Liberal Studies takes an issue-based approach to teaching and learning, emphasising the connection between classroom teaching and real-life situations. The teacher is student-centered and plays the role as a motivator, mentor, and facilitator in the learning process, fostering students to wonder, observe, think, feel and experience the world and to take the initiative to explore it in a structured way.

The following is a list of pedagogical and curriculum design approaches applicable to this course as a reference for the implementation of competency-oriented and interdisciplinary teaching and learning.

8.1 Teaching Methods
a. Inquiry-based Pedagogy
The inquiry-based approach is a scientific method of thinking. In a learning situation, the teacher guides students to identify the problem, recognise it, formulate a hypothesis, develop possible solutions, choose the most appropriate solution, test the hypothesis, and reach a conclusion. Inquiry-based pedagogy is a process-oriented approach to learning through discovery. Therefore, the identification of problems is the key to inquiry-based learning activities. Although there are various models of inquiry-based approaches, they are all similar, and in summary, the inquiry process should include the following key aspects:

    i.   Raising a question: Learning activities can stimulate students' curiosity about phenomena or issues and define the inquiry question through teachers' questions or students' questions.

   ii.   Collecting information: Students will be able to collect information from a variety of sources in response to the inquiry question.

 iii.   Analysing information: Once information has been gathered, students can examine, organise and analyse it in relation to the inquiry question.

 iv.   Sharing findings: Students will be able to share and discuss their findings, understanding, and experiences with others.

  v.   Summarising and reflecting: Students can apply and/or transfer the understanding they have gained to their own lives or to new situations. Students review the inquiry process and are able to make improvements and adjustments. Reflection may occur at the final stage or may be repeated at all stages.

b. Experiential Learning

Experiential learning refers to the learning process of establishing knowledge, skills and values through direct experience. Students actively participate in learning activities and then analyse the experiences they have had in order to gain knowledge and insights that they can apply to their daily lives. David Kolb's experiential learning cycle is a widely accepted and applied theoretical framework. Kolb's experiential learning cycle divides the learning process into four stages:

  i. Concrete Experience: Students practise and try to solve problems through their participation in learning activities. The process emphasises individual participation and emotional engagement.

 ii. Reflective Observation: Students are invited to recall or review the process of an activity in individual or small groups, or to observe the behaviours, reactions and feelings of others to stimulate reflection.

iii. Abstract Conceptualisation: Students are encouraged to reflect on the learning process and its outcomes and to draw on their experiences in order to transform them into knowledge or theory.

 iv. Active Experiment: Students are encouraged to reinterpret the concepts and knowledge they have learned based on the conclusions they have drawn and to practise them in other real-life situations.

c. Cooperative Learning

Cooperative learning means that students form a learning group of two or more and work together to achieve learning goals. This learning model allows students to help each other, share resources with each other, and support each other's learning. There are five elements that must be present in the cooperative learning approach.

  i. Positive interdependence: Students feel that they are part of a group and can only achieve their goals if each member of the group works together.

 ii. Face-to-face promotive interaction: Face-to-face interaction increases group motivation and promotes learning. Students in a group can contribute to each other's learning success by, for example, encouraging the achievements of other students in the group, striving to complete tasks and reaching common goals.

iii. Individual accountability: The success of the group is based on the success of each group member, and each group member is expected to take responsibility and achieve individual performance without taking advantage of the situation.

 iv. Interpersonal and small group skills: Disputes are inevitable in the cooperative process, and students need to learn to understand and trust each other, to communicate effectively, to accept and support each other, and to resolve conflicts.

  v. Group processing: Students are given adequate time to analyse the functioning of the group and the use of interpersonal skills, emphasising the importance of self-reflection.

Teachers are also encouraged to learn more about other "student-centered" pedagogies, such as situation-based learning, problem-based learning, and project-based learning, and to use a variety of teaching strategies to promote effective learning.

8.2 Interdisciplinary Competence-Based Curriculum Design

According to Pei-Ying Chen and the ASK (Attitude Skill Knowledge) team, the "interdisciplinary competence-based curriculum" is a curriculum based on innovative and systematic thinking and action, with the aim of equipping students with competencies for the future world. The idea is to transform learning ecology and systemic culture—from improving existing systems to innovating the systems needed for the future, in order to face the many changes and challenges of the future world. This is explained as follows: i. "teacher-centered" to "learner-centered"; ii. "memorisation and repeated practise to achieve proficiency" to "integration of knowledge, skills and attitudes with the aim of solving real-life problems"; iii. "transmission of knowledge in separate subjects" to "interdisciplinary collaborative learning"; iv. "being able to apply specialised knowledge and skills to solve problems in a particular field" to "being able to solve complex problems from a systematic perspective, as well as effectively transfer learning and develop innovations". The interdisciplinary competence-based curriculum design process consists of five stages and 12 steps:

a. outline the curriculum blueprint: inquiry into the issues or phenomena; identify the scope for inquiry-based learning
b. develop the curriculum concepts: raise a essential question; select concepts and develop generalisations
c. develop the curriculum objectives: correspond to the core competencies; set the learning objectives; identify the content of the syllabus (i.e. the curriculum standard)
d. design the curriculum content: determine the curriculum structure; develop learning activities; apply learning strategies
e. determine the assessment methods: design performance tasks; determine grading criteria

9. Assessment Recommendations

9.1 Performance Standard of Cognitive, Psychomotor and Affective in Liberal Studies

"Performance Standard" is an indicator of learning outcomes based on the domains and items of the "Learning Standard" by describing them at a level. It helps teachers to measure the performance of their students and also helps students to understand where they stand in their learning.

Domain	Item	Level	Performance Standard
Cognitive (C)	Ca Factual and Conceptual Knowledge	1 Remember	Memorise the facts and concepts learned and be able to identify, define, describe, etc.
		2 Understand	Understand the facts and concepts learned and be able to give examples, explanations, comparisons, etc.
		3 Apply	Apply the facts and concepts as studied to relate to real-life situations, solve problems, etc.
		4 Analyse	Analyse the facts and concepts learned and be able to distinguish, attribute, infer, etc.
		5 Evaluate	Evaluate the facts and concepts learned and be able to compare, examine and

Domain	Item	Level	Performance Standard
			summarise them.
		6 Create	Be able to integrate facts and concepts and create new plans, contexts, frameworks, etc.
	Cb Procedural Knowledge	1 Remember	Memorise the methods of information literacy, logical thinking, social and emotional learning, as well as dialogue and collaboration.
		2 Understand	Understand the methods of information literacy, logical thinking, social and emotional learning, as well as dialogue and collaboration, and be able to explain them.
		3 Apply	Use the methods of information literacy, logical thinking, social and emotional learning, as well as dialogue and collaboration.
		4 Analyse	Integrate information literacy, logical thinking, social and emotional learning, dialogue and collaboration methods, and be able to analyse potential problem-solving strategies.
		5 Evaluate	Evaluate and select appropriate methods of information literacy, logical thinking, social and emotional learning, as well as dialogue and collaboration as problem-solving strategies.
		6 Create	Review and improve the methods of information literacy, logical thinking, social and emotional learning, as well as dialogue and collaboration to form more effective problem-solving strategies.
	Cc Metacognitive Knowledge	1 Remember	Memorise the learned methods of examining, reflecting and integrating, and be able to identify, define, describe, etc.
		2 Understand	Understand the learned methods of examining, reflecting and integrating, and be able to explain, exemplify, compare, etc.

Domain	Item	Level	Performance Standard
		3 Apply	Use the learned methods of examining, reflecting and integrating to explore issues and phenomena, connect the knowledge, change ideas, etc.
		4 Analyse	Analyse the learned methods of examining, reflecting and integrating, and be able to select, disassemble and organise them.
		5 Evaluate	Evaluate the learned methods of examining, reflecting and integrating, and be able to comment, check and compare them.
		6 Create	Be able to construct the methods, contexts and frameworks of examination, reflection and integration in response to different issues and phenomena.
Psychomotor (P)	Pa Social and Emotional Learning	1 Imitation	Imitate social and emotional skills appropriately.
		2 Manipulation	Apply social and emotional skills appropriately.
		3 Precision	Apply social and emotional skills proficiently.
		4 Articulation	Apply social and emotional skills flexibly in response to different situations.
		5 Naturalisation	Implement social and emotional skills naturally and be able to show personal characteristics.
	Pb Dialogue and Collaboration	1 Imitation	Imitate dialogue and collaboration skills appropriately.
		2 Manipulation	Apply dialogue and collaboration skills appropriately.
		3 Precision	Apply dialogue and collaboration skills proficiently.
		4 Articulation	Adapt skills flexibly to different situations to achieve effective dialogue and collaboration.
		5 Naturalisation	Implement dialogue and collaboration skills naturally to promote good interaction and cooperation.

Domain	Item	Level	Performance Standard
	Pc Problem Solving and Practice	1 Imitation	Imitate problem solving skills appropriately.
		2 Manipulation	Apply problem solving skills appropriately.
		3 Precision	Apply problem solving skills proficiently.
		4 Articulation	Adapt skills flexibly to different situations to achieve effective problem solving and practice.
		5 Naturalisation	Implement problem solving skills naturally to solve problems, put them into action or complete tasks effectively.
Affective (A)	Aa Emotional Awareness and Empathic Concern	1 Receiving	Be aware of and empathise with the emotions of yourself and others.
		2 Responding	Willing to observe and respond to the emotions of oneself and others, and to empathise and be supportive.
		3 Valuing	Affirmation of the importance and value of emotions to people, as well as the value of empathy and care in interpersonal relationships and society.
		4 Organising & Conceptualising	Recognise the importance and value of emotions to people, as well as the value of empathy and care in interpersonal relationships and society, and be able to integrate and support relevant values and beliefs.
		5 Characterising by Values	Recognise the importance and value of emotions to people, as well as the value of empathy and care in interpersonal relationships and society; form self-values and beliefs based on this basis; and be able to express them naturally through one's words and actions.
	Ab Rational Thinking and Information Literacy	1 Receiving	Be aware of rational thinking and information literacy.
		2 Responding	Accept rational thinking and information literacy.

Domain	Item	Level	Performance Standard
		3 Valuing	Affirmation of the value and significance of rational thinking and information literacy and willingness to put them into practice.
		4 Organising & Conceptualising	Attach importance to and support the value and significance of rational thinking and information literacy, and persist in putting them into practice.
		5 Characterising by Values	To examine the value and significance of rational thinking and information literacy and to recognise them as a necessary means of cognition.
	Ac Social Responsibility and Humanistic Literacy	1 Receiving	Perceive and be aware of social responsibility and humanistic literacy.
		2 Responding	Accept and comply with social responsibility and humanistic literacy.
		3 Valuing	Recognise the value and significance of social responsibility and humanistic literacy and be willing to put them into practice.
		4 Organising & Conceptualising	Attach importance to and support the value and significance of social responsibility and humanistic literacy, and persist in putting them into practice.
		5 Characterising by Values	Recognise and examine the value and significance of social responsibility and humanistic literacy and naturally integrate them into one's life to form a value and belief system that is both universal and personal.

Inter-relationship of Content Standard, Learning Standard and Performance Standard (1)

	Cognitive (C)	Psychomotor (P)	Affective (A)
Learning Standard / **Content Standard**	CaI Master the factual knowledge of phenomena, elements and details.	PbI Be able to express one's views in an organised and logical manner, and supported by arguments, while being able to correctly understand the expressions of others and promote understanding by clarifying each other's opinions.	AbI Willing to put aside personal prejudices and examine the facts, concepts and phenomena with a rational and open attitude, based on criticism and inquisitiveness.
Core Theme : Self and Group 3.1.1. How do we become "social beings"? What are the main agents of socialisation?	Recognise the process of socialisation and its main agents	Able to discuss the socialisation process with other people and summarise the main agents of socialisation	Willing to examine the socialisation process and its main agents based on inquisitiveness with a rational and open attitude
Performance Standard	Analyse the process of socialisation, identify major agents of socialisation **(C4 Analyse)**	Apply dialogue skills proficiently to discuss the socialisation process with others and jointly summarise the main agents of socialisation **(P3 Precision)**	Willing to accept to examine the socialisation process and its main agents based on inquisitiveness with a rational and open attitude **(A2 Responding)**

Inter-relationship of Content Standard, Learning Standard and Performance Standard (2)

	Cognitive (C)	Psychomotor (P)	Affective (A)
Learning Standard / **Content Standard**	CbI Master the methods of information literacy and logical thinking.	PbII Recognise the characteristics of team members and find a team cooperation model; be able to accept and integrate different opinions; mediate contradictions and conflicts, and jointly complete tasks.	AbII Willing to examine and evaluate the information needed, to distinguish truth from falsehood, to correct falsehoods and fallacies, and to disseminate truthful and reasonable information.
Core Theme: State and Government 1.2.1. What are the similarities and differences between the government systems of Malaysia and other democratic countries?	Know how to collect and analyse data on various democratic government systems	Able to work as a team to integrate ideas and sort out the similarities and differences between various democratic government systems	Willing to review and examine the information of the democratic government system carefully to identify the validity and share the relevant information only after verification
Performance Standard	Evaluate and select methods for collecting information on various democratic government systems **(C5 Evaluate)**	Review the cooperation mode and adjust the strategy according to the needs in the process of collecting and sorting data **(P4 Articulation)**	Affirmation of the importance of information literacy, review and examine information on democratic government systems to identify the validity and share the relevant information only after verification **(A3 Valuing)**

9.2 In addition to using "performance standard", assessment should also be based on the "Multiple Intelligences Theory" proposed by Howard Gardner. These include written tests, homework exercises, field research, inquiry-based projects, presentations, performances, oral presentations, quizzes, service learning and so on.

9.3 Assessment should include both formative and summative evaluation to provide students with an overview of their own learning and support them to develop the ability to self-assess and learn effectively.

9.4 Teachers are required to analyse the results of the assessments conducted for reflection and adjustment of teaching and learning, as well as for improvement of the school's curriculum or administrative measures.

9.5 In addition to teachers, students are encouraged to carry out self-assessment and peer assessment.

10. Implementation Highlight

The key elements of implementing the Liberal Studies curriculum are described in terms of four aspects: compilation and selection of teaching materials, teaching resources, school and community support, and teachers' professional development.

10.1 Compilation and selection of teaching materials

The following principles should be applied to the compilation and selection of teaching materials for the Liberal Studies curriculum:
   a. In accordance with the curriculum's fundamental principles and curriculum objectives.
   b. Emphasise the connection and integration between disciplines, which can integrate the perspectives and contexts of different disciplines as well as retain the characteristics of the discipline and effectively facilitate interdisciplinary learning.
   c. Be relevant to contemporary contexts and looking to the future, linking students' life experiences and social trends, and considering the diversity of ethnic groups and cultures.
   d. Value the acquisition of universal values such as equity and justice, diversity and inclusiveness, and sustainable development, as well as the ability to examine and reflect on hidden stereotypes, prejudices and discrimination.
   e. Emphasis on student-centeredness, considering students' physical and psychological development, individual needs, learning preferences and styles, etc.
   f. Integrate the local cultural and natural features, as well as community resources, to get close to real-life situations.

10.2 Teaching resources
   a. The school should provide sufficient teaching and learning space according to the needs of the students and teachers, as well as enhance the necessary teaching facilities and resources, such as books, audio-visual materials, teaching aids, online resources and so on.
   b. The school should be concerned about the use of community resources by inviting people and organisations from the community to work together and to transform the community into a learning space, in order to stimulate and enhance the curriculum and teaching, as well as to enrich students' experiences and perspectives.
   c. Dong Zong will establish an online teaching resources platform to support curriculum and teaching development and will invite teachers to work together to enrich the content of the platform.

10.3 School and community support

a. School level: The school administration will value and support the curriculum by providing sufficient capacity for teaching and assessment as well as investing in adequate resources, including facilities in hardware and software, as well as human resources.

b. Parental level: Parents can understand the principles and objectives of the curriculum and support and participate in their children's learning.

c. Community level: The community can offer support for learning, including financial support, space, professional knowledge and experience, in order to work with schools to create a community culture and identity and enhance the learning environment.

10.4 Teachers' professional development

a. Teachers should be able to engage in interdisciplinary teaching and learning, be open to different beliefs and values, and be able to carry out a dialogue with their students.

b. Dong Zong will provide training and workshops to support the professional development of teachers and encourage schools to provide resources and training opportunities for teachers to enhance their knowledge and understanding of various issues.

c. To form and strengthen a professional growth community for teachers in order to enhance curricular and teaching collaboration; to solve teaching dilemmas; to improve self-professionalism; to learn from each other; to support each other and to achieve mutual growth.

11. Appendices

Appendix 1: Cognitive, Psychomotor and Affective Domains