

*Liberal Studies
Curriculum Resources
Booklet Series*

Modern China



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Preamble

Liberal Studies is an inter-disciplinary core subject of the senior secondary curriculum. It starts with important contemporary issues to ensure that senior secondary students experience a broad and holistic education, continue to construct knowledge and broaden their horizons. With the learning experience gained in this subject, students can enhance their social awareness, develop thinking skills and foster positive values and attitudes.

The *Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6)* (“*Curriculum and Assessment Guide*”) clearly states that the design of this curriculum is based on the necessary knowledge and capacity for students’ learning in primary and junior secondary education. It aims to “consolidate and broaden the foundational knowledge of every student through studying a range of contemporary issues in different contexts”. This curriculum comprises three interconnected Areas of Study, which in a balanced manner, “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.”

As “platforms for the exploration of related issues”, the three Areas of Study provide a solid foundation for students in their enquiry learning process. The six modules, various themes and key enquiry questions further indicate the focuses and pathways for enquiry, and help students apply the knowledge, concepts and perspectives (such as science, economics, history and culture) of different subjects in specific contexts in order to extend the breadth and depth of these Areas of Study. In this regard, in addition to focusing on the development of students’ enquiry skills, teachers should consider if the selected issues can as a whole cover each Area of Study, module and theme in a balanced way when planning the teaching progress and internal assessment for this subject. This will help students fully understand relevant knowledge and broaden their horizons.

The Education Bureau and the Hong Kong Examinations and Assessment Authority jointly prepared the *Liberal Studies Curriculum and Assessment Resource Package - Interpreting the Curriculum and Understanding the Assessment* (“*Resource Package*”) in June 2013 to help teachers better understand the breadth and depth of the curriculum and the requirements of the public assessment. Teachers generally

believe that the *Resource Package* is conducive to planning of the curriculum and teaching progress. In order to further illustrate the highlights of the curriculum, the Education Bureau published the *Liberal Studies Curriculum Resources Booklet Series* based on the interpretation of the curriculum made in the *Resource Package* published in 2013 and the Medium-term Review recommendations released in 2015. This booklet series provides teachers and students with more appropriate learning and teaching resources according to the six modules of the curriculum to reduce teachers' workload. Each booklet has a similar structure, comprising four parts as follows:

- **Learning and teaching focuses:** It is mainly excerpted from relevant parts of the *Resource Package* of 2013, listing out the learning and teaching focuses of this module and suggesting relevant examples for enquiry for teachers' reference. Relevant contents would be revised in accordance with the results of the medium-term curriculum review.
- **Basic concepts and relevant information:** This part provides students with basic knowledge for learning this module, including basic concepts students should master and some useful relevant information. It also includes diversified and balanced views for reference in the issue-enquiry process. Teachers may distribute relevant information to students if deemed necessary.
- **Learning and teaching exemplars:** This part selects specific issues for enquiry in respect of the learning and teaching focuses of this module, and designs the learning and teaching flow and class activities. The leading modules and related modules are presented in some exemplars, showing the focus of the enquiry and the connection with other modules respectively. These exemplars show that the enquiry process requires attention to the development of both knowledge and skills. Students are expected to adopt multiple perspectives in thinking and foster positive values and attitudes. Each exemplar not only corresponds to the learning and teaching focuses of the module, but also suggests different learning and teaching strategies required in light of teaching and learning contexts, so as to develop students' critical thinking and modest learning attitude which refrains from making any rash criticism. Teachers may also adjust the learning contents and learning and teaching strategies with reference to the suggestions on learning and teaching in this booklet in order to cater for student diversity.
- **Further reading and references:** This part provides teachers with references for lesson preparation in order to complement the teaching contents. Teachers are

advised to pay attention to the publications listed in Part A and encourage students to select some of them for extracurricular reading depending on their interests and abilities, with a view to improving their understanding of the module and developing their independent learning capabilities.

We hope that this booklet series is helpful for teachers in refining their teaching of Liberal Studies. A series of support measures will be introduced in the future, such as conducting seminars and workshops, sharing of frontline teaching experience and updating the learning and teaching exemplars and relevant learning and teaching resources on the Web-based Resource Platform for Liberal Studies (<http://ls.edb.hkedcity.net>). When using the booklet series and other references, teachers shall refer to the latest version of *Curriculum and Assessment Guide* and make school-based adaptations.

During the course of preparation for the booklet series, we have consulted with Curriculum Development Council Committee on Liberal Studies and frontline teachers and invited a number of experts and scholars to review and vet the contents herein. We hereby express our gratitude to them.

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Part I : Learning and Teaching Focuses

According to the *C&A Guide*, this module consists of two themes: Theme 1 on “China’s reform and opening-up” and Theme 2 on “Chinese culture and modern life”. Generally speaking, **teachers are advised to summarise the learning and teaching focuses of this module into the following five aspects:**

1. **People’s Lives since China’s Reform and Opening-up**
2. **Responses of the Chinese Government to the Impact of Reform and Opening-up**
3. **Participation in International Affairs and the Overall National Strength of the Country**
4. **Evolution of Concepts and Functions of the Family in Modern Life**
5. **Environmental Conservation, Cultural Conservation and Inheritance of Traditional Customs**

The content of this module mainly involves the development of China’s reform and opening-up over the past 30+ years, but teachers need not explain the details of reform and opening-up. They should instead focus the learning and teaching on guiding students to understand **the present challenges and opportunities facing China**. With regard to Chinese culture, teachers need not boundlessly explore all the details of Chinese culture but should instead focus on **the changes that have occurred in the transition from Chinese traditional culture to modern culture**. Examples of Chinese culture cited by teachers **may not be necessarily confined to the Mainland**. Examples from Hong Kong and other Chinese communities are also acceptable. Teachers may refer to the website of the Central People’s Government of the People’s Republic of China and the National Bureau of Statistics of China for official information and statistical data¹.

The learning and teaching focuses of this module, especially issues with respect to relations between the Mainland and Hong Kong, China’s participation in international affairs, environmental protection and sustainable development, public health and disease prevention and control, are closely **related to the other modules**. When dealing with these issues in the context of this module or the other modules, teachers are advised to guide student enquiry in light of the knowledge and viewpoints gained

¹ The website of the Central People’s Government of the People’s Republic of China (<http://www.gov.cn>) and the website of the National Bureau of Statistics of China (<http://www.stats.gov.cn>).

from the learning of different modules, so as to better understand the present challenges and opportunities facing China.

1. **People’s Lives since China’s Reform and Opening-up**

Teachers are advised to brief students on the **background and development of China’s reform and opening-up** and explain that **its focus was on economic development and its strategy was to drive China’s overall growth by first opening up coastal areas**².

- **Summary of reform and opening-up**: Teachers are advised to guide students to **preliminarily explore China’s development and achievements since reform and opening-up, considering both positive and negative aspects, and any imbalances in the developmental process** (e.g. urban-rural disparity, difference in development between coastal and inland areas) as the basis for further enquiry in class. The following are some suggested examples for enquiry:

- Teachers may explore with students **China’s development and achievements in various respects since reform and opening-up** through studying the figures of GDP, income per capita, total value of foreign trade, foreign exchange reserves, people’s education levels, medical health development, changes in industrial structure of primary, secondary and tertiary production and other statistical data. Teachers may use case studies to help students understand the **changes before and after reform and opening-up** from their experience.
- Teachers may select statistics or news to introduce to students different living standards and ways of life in different places³ and **study how these differences are related to the policy of the Chinese Government in promoting reform and opening-up**.

- **Life of urban residents and enterprise reform**: Teachers are advised to use specific examples to facilitate student exploration of **people’s lives and problems amid urbanisation and to propose solutions**. Furthermore, as **enterprise reform** has been mainly implemented in cities since reform and opening-up, teachers may consider dealing with these issues in this part.

² The above development strategy was proposed by the late state leader, Deng Xiaoping, who said “Efforts should be made to allow some regions and some people get rich first and then to gradually achieve common prosperity. (讓一部分地區、一部分人先富起來，逐步實現共同富裕。)” . In Deng, Xiaoping. (1994). “鄧小平文選 (第二卷)” Beijing: People’s Publishing House, p. 152

³ Refer to the explanatory notes on p. 35 of *The C&A Guide* for each difference.

- Rapid rate of urbanisation: Teachers are advised to brief students on the **factors and trends of urbanisation in China** since reform and opening-up, such as the rate of urbanisation, the urban-rural population ratio, and income of urban residents. Then teachers may cite specific examples for **student enquiry into the life of urban residents and the impact of urbanisation from different perspectives**. The following are some suggested examples for enquiry:

- Livelihood issues facing people in the lower and middle strata in urban China are named the “**Three Mountains**” (education, medical services and housing) in the Mainland. Teachers may cite relevant news or cases to guide student enquiry into why these problems have become a burden for people in the lower and middle strata, **how they relate to reform and opening-up, and how the Government can improve the situation**.
- Many Mainland cities are confronted with increasingly serious environmental pollution (such as solid waste and hazy weather) and traffic congestion. Teachers may cite relevant data, pictures and news to guide student enquiry into an assessment of **the impact** of these developments **on the lives and health of urban residents**.
- Teachers can consider citing news, statistics or case studies to guide student enquiry into following issues related to people’s life:
 - ◆ How urbanisation **changes and impacts lifestyle** such as consumption patterns and recreational and leisure activities of people of different strata (grass roots, middle class and the rich), in terms of change in consumption modes and recreational activities.
 - ◆ **Urbanisation and opportunities for personal development**, such as more abundant education facilities and career opportunities in cities, hence greater opportunities for personal development for those living in cities.

- Since reform and opening-up, the Chinese Government has actively carried out the reform of state-owned enterprises (SOEs) to improve their competitiveness. Teachers are advised to cite one or two SOEs as examples for enquiry, and may consider focusing the enquiry on how enterprise reform **meets the requirements of a market economy and to what extent it is favourable to the development of enterprises**. On the other hand, teachers are advised to guide student enquiry on **whether various stakeholders in the enterprises can share the benefits brought by enterprise reform**, such as the life of workers who were laid off as a result of these reforms, and how

the Government or enterprises help these laid-off workers solve problems related to livelihood.

- **Farmers' life**: Despite the substantial agricultural development and the rising income of farmers since reform and opening-up, the living standard of most farmers has lagged behind that of urban residents, and the disparity between rural and urban areas has become increasingly severe. This situation is referred to in the Mainland as **“the issue of Sannong” (farmers, rural areas and agriculture)**. Many farmers leave rural areas in search of work in the cities to improve their standard of living, forming a large rural migrant working class.
 - Teachers are advised to cite data or case studies to help students learn about the changes in agricultural development and the income of farmers since reform and opening-up and explore factors leading to these changes and how these factors relate to the overall policy of reform and opening-up.
 - The Chinese Government has adopted a number of measures to **address “the issue of Sannong”** (such as waiving agricultural taxes, reinforcing infrastructure in rural areas, exemption and reduction of tuition and miscellaneous fees for rural school children and providing guidance for the orderly migration of farmers into towns). Teachers may guide students to **explore the effectiveness of these measures**.
 - In the case of migrant workers, teachers are advised to explore **urban-rural disparity and to suggest ways in which the Government can improve the plight of migrant workers**. The following are some suggested examples for enquiry:

- Teachers are advised to cite specific cases to help students explore **why migrant workers choose to look for work in cities** and to what extent people's lives can actually be improved by such moves.
- Without an urban household registration status, migrant workers are described as **“second-class citizens”** by some commentators. Teachers are advised to guide student enquiry into **problems facing migrant workers, their family members, including their children, as they live in cities**. Teachers may also guide students to further explore what the Government and enterprises can do to **improve the conditions of migrant workers, such as unifying urban and rural household registration system**.

2. Responses of the Chinese Government to the Impact of Reform and Opening-up

Reform and opening-up has brought about significant changes and achievements as well as a number of problems and impacts. The Chinese Government has tried to respond from different perspectives. Teachers are advised to guide student enquiry into **the Chinese Government’s strategies, approaches, actions and effectiveness in response to reform and opening-up**. Furthermore, the Chinese Government promulgates a plan every five years to specify the objective and direction for the country’s development. Teachers may also consider **briefing students on the highlights of the latest five-year plan** to help them get a rough idea of China’s current roadmap for development.

- **Responses in the respect of governance**: Teachers are advised to guide students in exploring how the Government has responded to the impact of reform and opening-up **from the perspectives of the reforms of political and electoral systems, the people’s filing of demands and petitions and subsequent government response**.

- Part of the existing political and electoral system in China may need to be reformed due to its incongruity with the new scenario of reform and opening-up. The following are some suggested examples for enquiry:

- State leaders repeatedly say it is necessary to keep on reforming the political system⁴. Teachers are advised to cite related news or examples for students to explore the **reasons for reforming the political system** and put forward **suggestions for further reform**.
- The electoral system is related to people’s political participation. Teachers are advised to cite news or case studies related to the election of the National People’s Congress (NPC) deputies (including election of Hong Kong deputies to the NPC) to guide student enquiry into the actual representativeness of NPC deputies at various levels and whether there should be any necessary revision in the NPC deputy system (such as election methods, terms of office, the structure of NPC meetings and their frequency), which could **help the Government collect public opinions more effectively in the interests of people belonging to different strata of society**.

⁴ Refer to “慶祝全國人大成立 60 周年大會舉行”, 5 September 2014, *the website of the National People’s Congress of the People’s Republic of China*. Retrieved from http://www.npc.gov.cn/npc/xinwen/2014-09/05/content_1877753.htm

- Teachers are advised to cite news or case studies to guide students to explore how people express their demands on the Government (especially demands related to the impact of reform and opening-up), and the actions of the Government in response. The following are some suggested examples for enquiry:

- At present, China leads the world in the number of netizens. It is suggested that **the Internet has become a platform for the public to express opinions**. Teachers may consider using this example to guide students to explore **to what extent this platform can keep the Government better informed of public opinions**.
- Some incidents that arouse public attention, such as food safety, the dereliction of duty or corruption of public officials, remarks of *weiquan* (rights protection) activists or their actions being restricted by the Government, may give rise to tensions between the Government and the people. Teachers may cite these examples or case studies to guide students to explore **how they are related to reform and opening-up and to what extent the actions and methods the Government has taken in response can ease tensions**.
- In China, there is a petition system (*xinfang*) for hearing complaints and grievances. Teachers may consider citing relevant examples or case studies to guide student enquiry into **the effectiveness of the petition system from the ways the Chinese Government responds to such petitions and its attitude towards petitioners when responding**.

- **Responses in respect to the building of the legal system**: Teachers may consider guiding students to explore how the building of the legal system responded to the impact of reform and opening-up from the perspectives of promoting legal reform and dealing with the people's *weiquan* movement. The following are some suggested examples for enquiry:

- Since reform and opening-up, China has made progress in building its legal system while it is still confronted with many challenges⁵. Teachers are advised to select examples of legal reform for student enquiry and may put the enquiry focus on **the extent to which these reforms boost people's confidence in justice⁶ and the impact of responding to the reform and opening-up**.

⁵ Refer to the State Council Information Office of the People's Republic of China (October 2012) "中國的司法改革(白皮書)". Retrieved from http://news.xinhuanet.com/legal/2012-10/09/c_113306016.htm.

⁶ For example, the Mainland has required people's courts to publish written judgments on the Internet from November 2013 in order to promote judicial fairness and boost public confidence in the judiciary. Refer to "最高人民法院關於人民法院在互聯網公布裁判文書的規定", 21 November 2013, *Chinacourt.org*. Retrieved from <http://www.chinacourt.org/law/detail/2013/11/id/147242.shtml>

- In recent years, more and more people have been participating in the *weiquan* movement in the Mainland, which usually involves various official-civilian conflicts or disputes between the public and big enterprises. Teachers may consider selecting some incidents of *weiquan* movement for student enquiry. Teachers are advised not to go into the details of the incidents but focus the enquiry on **the relationship between the *weiquan* movement and reform and opening-up, the way people express their grievances, the responses provided by the Government, and the impact of the *weiquan* movement on the building of the legal system and governance in China.**

- **Responses with regard to institutional revisions and regional development plans:** The impact of reform and opening-up partially relates to the incongruity of the existing system with the situation that arose as a result of reform and opening-up. In some other cases, reform and opening-up strategies have further widened regional differences in development (e.g. the difference in development between inland and coastal regions has already existed before reform and opening-up). Teachers may cite examples from the perspectives of institutional revision and planning for regional development to guide student enquiry into the Chinese Government's actions in response. The following are some suggested examples for enquiry:

- Since reform and opening-up, the urban-rural disparity has become increasingly large. This phenomenon is related to the urban-rural dual structure built on the basis of the household registration system. Teachers may consider using the household registration system as an example to guide students to explore **to what extent the system is incongruent with the new situation resulting from reform and opening-up, what the disadvantages are and how the Chinese Government will revise the system.**
- Facing the aforesaid “**Three Mountains**” related to people's livelihood, people in the lower and middle social strata are under enormous pressure in life. Teachers may consider citing one to two examples of measures issued by the Chinese Government regarding medical services, social welfare, and retirement security to explore **the extent to which these measures may help relieve the pressure of the urban dwellers in the lower and middle strata.**
- At the beginning of this century, the Chinese Government launched the Western Development programme, with the hope of promoting economic and social development in the western region. Teachers may consider using this plan as an example for student enquiry into **how the measures of the plan respond to the impact of reform and opening-up which began in the eastern region and in what aspects the measures are favourable to the overall development of China in the future.**

- **Summary:** China has made **remarkable achievements in development** in all aspects since reform and opening-up. For example, China is now the second-largest economy in the world after the United States, with the largest foreign exchange reserves in the world. The education levels and health conditions of the Chinese people have improved significantly since reform and opening-up. On the other hand, China has had to **pay a high price** to achieve such achievements, such as serious pollution brought by massive consumption of petrochemical energy under conditions of low energy efficiency and the excessive greed of a minority under the rapid development of a market economy which has led to greediness and dishonesty in society. Teachers are advised to guide students to explore the positive and the negative aspects when asking **how the Chinese Government has responded to challenges and opportunities created by reform and opening-up, and would project the future development of China.**

3. **Participation in International Affairs and the Overall National Strength of the Country**

This learning and teaching focus is divided into two parts. For participation in international affairs, the enquiry should focus on its impact on the country's overall development. In terms of overall national strength, the enquiry focus should be placed on the extent to which reform and opening-up has impacted China's overall national strength.

- **Participation in international affairs**: Teachers may briefly introduce the diplomatic principles adopted by the Chinese Government and the views of state leaders on the global situation, with the aim of enabling students to explore the conditions and impact of China's participation in international affairs.

- Teachers may consider **guiding student enquiry on how China participates in international affairs from the perspectives of politics, economy and culture**. The following are some suggested examples for enquiry:

- Cite one or two **United Nations (UN) operations** China has participated in, or China's effort to form the Shanghai Cooperation Organization as examples for discussion.
- Use specific examples and analyse the conditions facing the sale of Chinese goods abroad so as to guide students to explore issues such as the **competitiveness of Chinese goods in the international market and attitudes of local manufacturers and consumers towards Chinese goods**.
- Over recent years, China has been active in promoting Chinese culture beyond its borders. Its promotional efforts include exhibiting historical relics and setting up Confucius Institutes overseas. Teachers may guide students to examine the **effectiveness of these promotional activities** and their **impact on China's international image**.

- Teachers may also consider selecting **examples of individual incidents of China's participation in international affairs for analysis with students**. Teachers need not deal with the details in the examples, but should aim at enabling students to **learn about China's role and impact as it participates in these affairs, and how the country's overall development is impacted**. The following are some suggested examples for enquiry:

- China has signed many international treaties in different fields, such as “The International Covenant on Economic, Social and Cultural Rights” in 1997 which was ratified by the Standing Committee of the National People’s Congress in 2001 and the “Kyoto Protocol” signed in 1998. Teachers may consider using these examples to explore **China’s accountability in the international community as reflected by its ratification of international treaties and what impact it has had on the country’s overall development.**
- Teachers may consider citing one to two specific examples of China’s participation in regional affairs, such as attending the six-party talks which aimed at resolving the issue of North Korean nuclear weapons program and actively participating in meetings and relevant affairs of Asia-Pacific Economic Cooperation (APEC), to allow students to explore **the roles and influences of China as it participates in these regional affairs and how the country’s overall development is impacted.**

- In recent years, the “China Threat” theory has emerged in the international community. At the same time, some state leaders hold the view that as China has become a great power, it should assume more obligations to the international community and take on the role of a responsible super power. Teachers are advised to guide students to explore **to what extent these views are related to China’s participation in international affairs, and how these views impact China’s participation in them.** The following are some suggested examples for enquiry:

- Teachers may select items from the news, commentary articles, or cartoons related to China’s “threat” to the world and views which demand China to be a responsible power for students to **explore the reasons and arguments behind these views and analyse the impact of these views on China’s participation in international affairs.**
- In recent years, the Chinese Government has actively propagated the message of China’s peaceful development via different channels overseas. Teachers may guide students to analyse to what extent these actions can boost China’s international image and ease the worry of the international community about China’s rise, so as to provide a **more favourable environment for China’s participation in international affairs.**

- **China’s overall national strength:** Teachers are advised to use research reports related to China’s overall national strength to **brief students on the criteria used to measure the overall national strength of a country.** In addition, teachers may select examples reflecting China’s overall national strength for student

enquiry to let students explore **the pros and cons of China's overall national strength and the extent to which reform and opening-up influence China's overall national strength.** The following are some suggested examples for enquiry:

- Teachers are advised to select survey reports and data on the ranking of World Overall National Strength conducted by China (e.g. the Chinese Academy of Social Sciences) and foreign countries (e.g. some think tanks or academic institutions) to help students **understand the criteria measuring the overall national strength of different countries and compare the rankings of China provided by different institutions.** Teachers may also consider guiding students, on the basis of these research reports, to explore **how China could maintain its strengths and overcome its weaknesses to promote its overall development in the future.**
- Teachers are advised to select specific examples such as China's performance in hosting major international events (the Olympic Games, World Expo, etc.) and the feedback from the international community. Further topics to consider are China's formidable output of scientific research, people's education levels and health conditions to help students analyse how and in what aspects these examples **reflect China's overall national strength, and to what extent these examples are related to the impact brought by reform and opening-up.**

4. **Evolution of Concepts and Functions of the Family in Modern Life**

The learning and teaching focus in this part begins with an introduction to the Chinese traditional concepts of family, and then an enquiry of **how these concepts and functions are challenged in modern life and to what extent they can be sustained**. Moreover, concepts and functions of the family interact with family structure. The changes of family structure are also closely related to the influences brought by reform and opening-up. Therefore, in handling this learning and teaching focus, teachers may consider guiding students to **study this part together with relevant phenomena resulting from reform and opening-up**.

- **Functions and characteristics of traditional Chinese families**: To study the changes in the concepts and functions of the family, students should first have a brief understanding of the features of traditional Chinese families. **As this is an introduction, teachers are advised to avoid spending too much time here** and adjust their teaching to suit their students.
- **Changes in Chinese family structure and concepts**: The family planning policy has led to significant changes in family structure in China. Teachers are advised to start with the data of the sixth national population census in 2010⁷ to help students **understand the changing trends in Chinese family structure and explore the changes in concepts of the family accordingly and the impact that these changes have brought about**. The following are some suggested examples for enquiry:

- According to population census statistics, there has been a significant **rise in the number of three-person households** in Chinese family structure. Teachers are advised to guide students to explore the reasons for the increase of the type of family structure stated above and its **impact on the concepts of Chinese traditional families** such as the relationship between family members, family lifestyle, willingness to have children and support for the elderly.
- Teachers may consider citing relevant news reports or case studies to guide student enquiry into issues experienced by one-child families in the Mainland to reflect **the changes and impact of the ethical relations of Chinese traditional families, family's support to children development and children's support for their parents**.

⁷ Refer to the web page of the sixth national population census (<http://www.stats.gov.cn/zgrkpc/dlc/>)

- **Impact of reform and opening-up on modern Chinese families**: Besides the family planning policy, changes in the social, economic and cultural aspects resulting from reform and opening-up have also **led to the existence of family structures rarely seen in traditional society. These factors have converged to impact traditional concepts and functions of the family.** The following are some suggested examples for enquiry:

- Empty-nest families with only elderly left have now appeared in both rural and urban areas in the Mainland. Moreover, in rural areas, children are raised by the grandparents, as the parents have to make a living in cities. As a result, left-behind children have emerged. Teachers may consider discussing with students the **relationship between reform and opening-up and the emergence of these family structures, the issues relating to the mobility of family members, the cohesion and educational functions of the family.**
- At present, some young people in the mainland choose to marry late, even not to marry or to marry but not to have any children. In addition, the divorce rate is on the rise in the Mainland. All the above phenomena have resulted in an increase in single-person families, DINK families⁸ and single-parent families. Teachers are advised to guide student enquiry on the **relationship between reform and opening-up and the emergence of these family structures, as well as their impact on traditional concepts of the family, marriage and birth.**

- **Continuity of the traditional concepts and functions of the family**: Although reform and opening-up has impacted traditional concepts and functions of the family in China, some **concepts of the family have taken root in the minds of Chinese people, and some family functions have adapted to changing contexts and continue to manifest themselves in other ways.** Teachers are advised to select examples on this aspect and take into consideration the current situation of China. Emphasis should be placed on **asking why some of these family functions have remained unchanged and whether it is worthwhile to be inherited and developed or transformed.** The following are some suggested examples for enquiry:

- Teachers are advised to guide students to explore the reasons leading to the surge in use of mass transportation around the Lunar New Year, and how they can be attributed to the institutional policies (such as the household registration system) and the economic development

⁸ “DINK” is the abbreviation for “Double Income No Kids” and a DINK family refers to a family consisting of a couple with income but no kids.

dimensions, or to the cultural factors; and for the cultural factors, **their relationships with traditional concepts of the Chinese family**⁹.

- In Chinese culture, people highly value filial piety and respect to the elderly, while males are often regarded as superior to females. Teachers may consider using case studies or government policies to guide student enquiry on **how to conserve the essence of cultural heritage and rectify outdated concepts**.

- Besides enquiring the learning and teaching focuses based on examples of Mainland families, teachers may consider **extending the scope of selected examples to Hong Kong** or comparing circumstances of similar families in the Mainland and Hong Kong. The following are some suggested examples for enquiry:

- Teachers may consider starting with the practice of family planning in Hong Kong, integrating it with the development of society, economy and culture so that students can better explore the **changes in family structure and concepts of the family in Hong Kong and the impact these changes have brought**.

- Teachers may consider guiding student enquiry into **similar issues facing the Mainland and Hong Kong families**. For example, the education of only children, the phenomenon of an ageing population, the provision of an adequate standard of living and retirement security for the elderly, and try to propose **suggestions to solve these problems**.

⁹ Teachers may select news reports on passenger transport during the Lunar New Year as well as interviews with people involved in the annual event such as passengers and train crews, helping students understand the situation during this period of time and the feelings of different people about going home during Lunar New Year.

5. Environmental Conservation, Cultural Conservation and Inheritance of Traditional Customs

The learning and teaching focus in this part covers questions for enquiry in Theme 1 and Theme 2. First, the economic development brought about by reform and opening-up, its impact on environmental and cultural conservation, and the balance between economic development and cultural conservation will be explored. Second, the status, development and significance of traditional customs in modern society will be studied.

- **Economic development and environmental conservation**: Since reform and opening-up, China’s economy has grown rapidly. However, the rapid growth has come at a heavy environmental cost. Teachers may explore with students the challenges and opportunities brought by economic development. The following are some suggested examples for enquiry:

- In recent years, cities in the Mainland have often been shrouded in smog, creating a significant impact on people’s lives and health¹⁰. Teachers may use some cities like Beijing and Shanghai as examples to explore the **causes of smog, especially its relationship with economic development**. Teachers may also examine how the Government is tackling the smog problem and the effectiveness.
- Teachers may use the **development of environmental protection industries** in the Mainland (for example, developing the solar energy industry) as examples and point out that the increased awareness of environmental conservation has created opportunities in terms of economic development.
- This learning and teaching focus **has a close connection with Module 6**. It is recommended that teachers explore it with students along with relevant issues under Module 6, such as China’s energy policies and applications, and China’s practice in sustainable development.

- **Economic development and cultural conservation**: Since reform and opening-up, China’s **rapid economic development has promoted cultural conservation**. For example, China can now afford to build well-equipped museums, publicise cultural conservation via different channels, and train experts in the field of cultural conservation. However, economic development **also poses challenges to**

¹⁰ Teacher may watch the documentary “Under the Dome – Investigating China’s Smog” produced by the Chinese journalist Chai Jing to understand air pollution in China and the impact of pollution on people’s health. (<https://www.youtube.com/watch?v=xbK4KeD2ajI>).

cultural conservation work. The following are some suggested examples for enquiry:

- Take the reconstruction of old towns in famous historical and cultural cities in the Mainland as examples (e.g. Beijing demolished a number of *Hutongs* and courtyards¹¹), guide students to explore **whether it is necessary to demolish old buildings to develop more land and how to strike a balance between economic development and cultural conservation**.
- To develop a tourist economy, some local governments in the Mainland set up tourism facilities near natural scenic spots and historical sites. In recent years, the Mainland has seen an upsurge of “hometown economy (故里經濟)”, aiming to capitalise on the hometowns of historical celebrities to promote the development of tourism. Not all such endeavours, however, have been successful. For example, “Butterfly Lovers hometown (梁祝故里)” (where the love story of Liang Shanbo and Zhu Yingtai takes place), a scenic spot in Liangzhu Town of Henan Province, ended up as a failed investment and an unfinished project¹². Teachers may cite examples or cases related to the aforesaid situation to let students explore **to what extent this kind of tourism development aiming at economic benefits can conserve historical sites and maintain cultural heritage**.
- Teachers may select some examples of Chinese intangible cultural heritage, such as Kunqu Opera and the Guqin, to explore with students **the conservation and promotion of intangible cultural heritage** in China. By way of contrast, some people are of the view that **cultural heritage should not be operated as a cultural industry** or promoted to the public as a commercial product for consumption or entertainment. Teachers may consider guiding students to comment on this viewpoint.
- Teachers may **use the relevant examples in Module 2 for enquiry**. For example, students may be guided to think about the similarities and differences in the ways of conserving historical and cultural relics and promoting intangible cultural heritage (e.g. Chinese opera) between Hong Kong and the Mainland, and what Hong Kong can learn from the experience of the Mainland.

- **Status and transformation of traditional customs in modern society**: Teachers are advised to first help students understand the significance and functions of customs, then select customs related to weddings, sacrificial ceremonies, and traditional festivals to help them explore **the cultural meaning reflected in**

¹¹ Refer to Education Bureau (2011). “改革開放後的中國與全球化的發展”, chapter 5, pp. 70-73.

¹² The contents relating to the development of “Butterfly Lovers hometown” are excerpted from relevant news and commentaries from China.org.cn. Retrieved from http://opinion.china.com.cn/event_1626_1.html.

traditional customs and how they are inherited, transformed, valued or neglected. Besides, as China has more opportunities to communicate with foreign countries due to reform and opening-up, the influx of foreign cultures has exerted impact on the thoughts and behaviours of Chinese people. Teachers are advised to select examples of foreign cultures challenging the status of Chinese traditional customs in order to help students **explore the controversy over whether traditional customs should be preserved or abandoned.** The following are some suggested examples for enquiry:

- There once existed the so-called “Three Letters and Six Etiquettes” in traditional Chinese marriage customs. However, marriage ceremonies and customs have been simplified in modern society. Teachers may cite this example to let students explore which ceremonies and customs are still valued and analyse why they have been preserved, so as to understand the **significance of traditional customs and the challenges they are facing in modern society.**
- Changes have now taken place in the practice of tomb sweeping on Ching Ming Festival. Some people engage a proxy to perform tomb sweeping or simply worship online. Teachers may consider guiding students to explore **whether these phenomena have deviated from a certain standard of traditional Chinese customs or whether such customs have been transformed to adapt to the modern society.**
- Adolescents in the Mainland and Hong Kong are keen on Western festivals such as the Valentine’s Day and Christmas, but show little interest in traditional Chinese festivals. Teachers may consider citing these examples to let students explore the impact of foreign cultures on Chinese traditional festivals and customs so as to study **the situation and responses of traditional customs in the face of challenges from foreign cultures.**

Part II: Basic Concepts and Relevant Information

Liberal Studies covers a large number of concepts. While helping students in issue-enquiry, teachers may elaborate on examples or events with relevant concepts. In this way, the nature of the issue, the phenomenon reflected and the points of conflict can be analysed so that students can gain more in-depth understanding of the curriculum. Furthermore, if students are able to master the meanings of concepts, they may apply these concepts in the discussion of other similar issues in order to construct knowledge. Besides, the process of issue-enquiry also involves an understanding of information of various aspects for analysis, and giving personal views, judgement and comments with critical thinking.

In order to assist teachers in the lesson preparation and students in their learning, this part sets out the basic concepts (Section A below) and relevant information (Section B below) that can be adopted in this module for reference.

The basic concepts set out in Section A may be applied to understanding and dealing with the learning and teaching focuses of this module. Teachers are advised to adopt different learning and teaching strategies in class and explain to students the meanings of the concepts in conjunction with the issues, or to analyse and explain them through conceptualisation. Teachers may distribute the explanation of these concepts to students before or after class, and provide proper guidance to help them understand how to apply these concepts as well as understand their meanings, so that students would not regard these as materials for memorisation.

The relevant information in Section B is designed to provide students with basic knowledge to understand this module. These include, for example, the historical background, different opinions of stakeholders, brief introduction of governmental and non-governmental organisations, and data showing the development trend or recent development. The purpose is to supplement students' basic knowledge for issue-enquiry. Teachers may distribute such information to students as references as appropriate depending on the circumstances.

Teachers should be reminded that all the concepts and information provided in this part are for reference only. When preparing the learning and teaching materials and designing the learning activities, teachers should make adaptations based on the school context and the issue to be dealt with in class.

A. Basic Concepts

Urbanisation

Urbanisation is a process of gradual transformation from a predominantly agricultural society to an industrial and service-led society. To be specific, the process involves changes in occupations, industrial structure and land use patterns, and the rural population adapting to and accepting a lifestyle different from the rural way of life after re-locating to and working in cities. Urbanisation can also refer to the social conditions of any given region at a specific time (i.e. urbanisation level). An important indicator of the urbanisation level is urbanisation rate, which is the ratio of the population who often live in the city to the total population in the region.

Since the founding of the People's Republic of China in 1949, urbanisation can be generally divided into three periods. The first period was 1950-1960. In this period, state-owned enterprises hired a large number of people from rural areas, providing a huge impetus for urban expansion and giving rise to new cities, mostly in the northeast. The urban population soared from 62 million in 1950 to 131 million in 1960. The urbanisation rate also increased from 11.2% to 19.3% over the same period¹.

The second period was 1961-1977. During this period, urban development stagnated and even regressed. With the failure of the Great Leap Forward and the implementation of economic adjustment policies, a large number of cities were delisted after 1962. During the Cultural Revolution, the government launched the *Up to the Mountains and Down to the Countryside Movement* (上山下鄉運動); millions of intellectuals were sent to the countryside for 're-education' by farmers, which in turn significantly reduced the urban population.

The third period started in 1978 when the reform and opening-up policy was endorsed, and has continued to the present. This has been a period of steady and fast urbanisation. The opening-up policy, especially the policy of introducing foreign investment, and the growth in the number of private businesses, fuelled the need for labourers. Many farmers moved from rural to urban areas, thereby speeding up the process of urbanisation. In 1980, the urbanisation rate was 19.4%, a figure which climbed to 35.1% in 2000 and 54.8% in 2014, representing an urban population close to 750 million². This reveals that China's urbanisation level has been growing rapidly since the introduction of the reform and opening-up policy. However, China's urbanisation level still has considerable room for growth, if the 2014 figure is compared with the average level of 80% for more developed countries and the average of 60% for less developed countries with per capita income similar to China's.

¹ 史晉川、李建琴 (Editors)(2008). *當代中國經濟*. Hangzhou: Zhejiang University Press.

² The source of the 1980 and 2000 urbanisation data is the same as footnote 2. The 2014 urbanisation data is obtained from "2014年國民經濟和社會發展統計公報". Retrieved from http://www.stats.gov.cn/tjsj/zxfb/201502/t20150226_685799.html?utm_source=Azure+Cleantech+Update&utm_campaign=4d41c4ebac-Azure_China_Cleantech_Update7_3_2014&utm_medium=email&utm_term=0_6bc3c93c4c-4d41c4ebac-186545105

Urbanisation benefits China's development in many ways. In economic terms, it promotes the transfer of the excess rural labour force to the industrial and service sectors and helps to increase farmers' income and improve their living standard, while at the same time driving economic development. The urbanisation process also facilitates exchanges between urban and rural areas. The concentration of population in cities reduces the average cost of providing education, health care and other public services and thus promotes universal access to basic public services while improving service quality. For individuals, cities provide better opportunities for personal development thanks to the availability of education facilities and career opportunities.

Scholars generally agree that urbanisation boosts domestic demand and optimises the economic structures that improve people's livelihoods and promote social development, making it one of the most important ways of addressing the 'Issue of *Sannong*' (refer to the basic concept 'Issue of *Sannong*'). On the other hand, scholars generally believe that the quality of urbanisation needs to be further enhanced and problems arising in the urbanisation process need to be addressed.

First, since the implementation of the reform and opening-up policy in the east coastal areas, three megacity clusters have been formed: Beijing, Shanghai and Guangzhou. However, the construction and management of these megacities often fail to keep pace with the demand for urban expansion and development, triggering a series of problems known as 'urban diseases', such as population explosion, traffic congestion, soaring housing prices, environmental pollution, and strain on resources such as water and land.

Second, urbanisation has impacted the urban-rural dual social structure based on the household registration system. Currently, hundreds of millions of migrant workers who live and work permanently in cities are denied equal rights to education for their children, and to social security, housing and other benefits available to other city dwellers. It is widely believed that the household registration system not only hinders the free movement of the population but also widens the disparity between urban and rural areas. Moreover, access to social welfare and security based on household registration is widely perceived as a violation of social justice, making it imperative to abolish the household registration system that discriminates between rural and urban residents (refer to the basic concept 'Population Mobility and Household Registration System').

Third, as large numbers of young labourers flock from rural areas to cities to make a living, rural villages are increasingly "hollowed out". A clear sign of this is that rural population is dominated by "left-behind" groups such as women, the elderly and children, resulting in a rural labour shortage and farmland desertification. Some scholars argue that the current approach to urbanisation at the expense of rural interests and the neglect of agricultural development is hard to sustain, and is not the path China should follow for urban development.

To address the above problems arising from the process of urbanisation, the State Council issued the *National New-type Urbanization Plan (2014-2020)*³ in March 2014, proposing to promote the renewal and development of urban infrastructure, improve the living environment and enhance the quality of life for residents while promoting urbanisation. Core issues will be tackled first, such as reforming the household registration system, ensuring that migrant workers have access to basic public services in towns and enhancing their training in vocational skills. If implemented, it is believed that these measures will help to improve the quality of urbanisation in China.

³ Refer to Xinhuanet for the article (http://news.xinhuanet.com/politics/2014-03/16/c_119791251.htm)

Population Mobility and Household Registration System

Population Mobility generally refers to the movement into or out of a certain place for reasons such as employment, study, retirement and marriage. However, in China, the term describes a change of residence without a corresponding change in registered permanent residence. This is usually associated with migration from rural areas to cities. People who move this way are described as the ‘floating population’. China’s population mobility is closely related to the household registration system, which classifies people into rural and non-rural residents based on region and family relations. A series of social management practices are also associated with the household registration system.

China has a vast territory. Historically, different systems have been applied to manage population flows and levy taxes in different dynasties. The People’s Republic of China launched the household registration system in 1958. Under the system, the household registration department sets up a household register and categorises people into rural and non-rural population based on the household in order to control rural-to-urban migration and thus ease urban population and economic pressures. Household registration determines whether an individual is eligible for local benefits. Employment, educational opportunities, social security, housing ownership and the right to use public facilities all depend on being a locally registered resident. Household registration control is very stringent. As a result, mobility between rural and urban areas was very low before the 1980s.

In October 1984, the State Council issued the *Notice Concerning the Issue of Farmers Getting Registered in Towns* (〈關於農民進入集鎮落戶問題的通知〉) to relax the previous strict household registration system, allowing farmers to leave the countryside and work and live in cities, but still without a registered urban permanent residence. The huge numbers of farmers, commonly known as migrant workers, have brought in a flood of cheap labour for cities, making China attractive for foreign investment and promoting the nation’s economic development. Farmers leave their land to work in cities, and ease population pressure in rural areas. The salaries they earn in cities also subsidises the rural economy and helps improve the living standard in rural areas.

Since the introduction of the reform and opening-up policy, China’s economic boom has increased the population flow, mainly from rural to urban areas, and from economically undeveloped areas to economically developed areas (for example, flows from inland provinces to the Beijing and Tianjin region, the Yangtze River Delta region and the Pearl River Delta region). As economic changes have taken place in recent years, the geographical characteristics of the population movement have also changed. For instance, although it is currently still the province that attracts the largest population influx in China, Guangdong is losing its appeal. Instead, the centre of population mobility has moved north from the Pearl River Delta to the Yangtze River Delta. This is mainly because in recent years, the Guangdong Provincial Government has actively promoted economic restructuring, hoping to replace the labour-intensive manufacturing sector with high-tech and service-oriented enterprises.

According to the *2014 Report of China's Floating Population Development* 《中國流動人口發展報告 2014》, China's total floating population was 245 million in 2013, more than one-sixth of its total population. The floating population was dominated by young and middle-aged people, with an average age of 33.7 years. It is worth noting that the percentage of children moving to cities with their parents has increased: in 2013, 62.5% of children aged 6-15 among the floating population had moved with their parents, an increase of 5.2% from the 2011 level¹. Migrant workers choose to take their children to cities partly to unite the family and, more importantly, to enable their children to receive better education in cities.

The vast movement of migrant workers from poorer areas to cities has led to a series of social problems. For example, migrant workers have no access to basic rights granted to urban residents in terms of employment, education, pension and health care due to restrictions of the household registration system. As a result of the poor social protection system, there are frequent reports of employers making wage deductions, owing wages and refusing to pay wages to migrant workers. In addition, some urban residents discriminate against migrant workers. When urban migrant workers are treated unfairly and find nowhere to seek help, there is a risk of law and order problems. Migrant workers' experience in cities has been described as "economically accepted, socially discriminated, culturally excluded and institutionally restricted", while the migrants themselves have been described as "lonely and lowly outsiders"². Furthermore, with the growing proportion of new-generation migrant workers who increasingly desire to become urban residents but face key obstacles due to the household registration system, there is a growing call to reform the system.

To address these problems, the government continues to propose a series of solutions. In October 2005, the Ministry of Public Security started to study the feasibility of breaking down the boundaries between rural and non-rural households and setting up a unified household registration system. In July 2014, the State Council issued *Opinion on Further Reforming the Household Registration System* ("關於進一步推進戶籍制度改革的意見") with the aim of blurring the distinction between rural and non-rural households and having one household system for all residents. This policy stance demonstrated the commitment of the nation to bridging the rural-urban divide when expecting roughly 100 million migrant workers and other permanent residents to settle in towns and cities by 2020³. Following the release of this document, many mainland cities have begun to explore ways of how to

¹ "《中國流動人口發展報告 2014》內容概要". The web page of the National Health and Family Planning Commission of the People's Republic of China. Retrieved from <http://www.nhfpc.gov.cn/xcs/s3574/201411/dc3ba043cbf74e2d8fe68000d4651505.shtml>

² It is an analysis on migrant workers conducted by a Chinese sociologist called 陸學藝. From 吳瑞君 and 曾明星 (2013). "人口遷移流動對城鄉社會發展的影響". In *人民論壇*, volume 11. Retrieved from http://paper.people.com.cn/rmlt/html/2013-04/11/content_1234518.htm

³ "國務院關於進一步推進戶籍制度改革的意見" The web page of the Central People's Government of the People's Republic of China. Retrieved from http://www.gov.cn/zhengce/content/2014-07/30/content_8944.htm

implement the household registration reform programme, with megacities' plans in the spotlight⁴. It remains to be seen as to how effective these plans are and whether they will be able to achieve the goal of reforming the household registration system by 2020.

⁴ For example, megacities like Beijing, Shanghai and Guangzhou have implemented the policy of “Points system for household registration (積分落戶制)”. Migrant workers will be qualified to apply for urban household registration once his or her points accumulate to a required number. Under the system, migrant workers earn points depending on their job nature, length of time of paying tax, whether he or she has a regular residence and so on.

Issue of Sannong

The issue of *Sannong* is a combination of issues in connection with farmers, rural areas and agriculture. Formally proposed by economist WEN Tie-jun in 1996, the concept has since been widely discussed in the media. In early 2000, LI Chang-ping, the Party Secretary of Qipan Township, Jianli County, Hubei Province, in a letter to Prime minister ZHU Rong-ji, summarised the issue of *Sannong* as “farmers really suffer a lot; rural areas are really poor; and agriculture is really at stake (農民真苦，農村真窮，農業真危險)”. Later he published a book entitled *I Told The Truth To Prime minister (我向總理說實話)*, making the issue of *Sannong* a much-discussed issue in society. In 2003, the Chinese Government included the issue of *Sannong* in the Government Work Report. Since then, agriculture-related issues have been collectively referred to as the issue of *Sannong* in the Mainland. In general, it involves three aspects of China’s agricultural policy and development, but these aspects cannot be addressed separately. The following section first explores the origin of the issue of *Sannong* from a historical perspective and moves on to discuss government measures to address rural issues and the challenges facing the government.

First of all, in terms of agriculture, China implemented the “rural areas subsidise cities (農村補貼城市)” policy in the early 1950s¹, causing rural areas to remain self-sufficient on small-scale agricultural production with low levels of mechanisation and little investment in agricultural technology. Apart from failing to substantially increase agricultural production, the policy resulted in agricultural land degradation and other environmental problems, hampering the development of agriculture. The agricultural industrialisation level of China cannot be compared with more developed countries such as the United States and Japan. Also, due to a lack of high quality and cost-efficient agricultural species, China is lagging behind the international competition in terms of agriculture, making agriculture a weak link in the nation’s economic chain.

Second, the household registration system implemented in 1958, added to the “rural areas subsidise cities” policy, brought about a dual urban-rural system in China, leading to the development of its rural areas falling behind. With a large population, Chinese farmers report a disproportionately small per capita resource allocation, especially when it comes to land resources. The acreage of agricultural land in China accounts for less than half of the acreage of agricultural land worldwide (1.56 hectares)². There are also many issues in the system of basic-level governance for China’s rural areas. The most common manifestations include overlapping governing authorities, vaguely defined obligations and powers, as well as an overwhelming number of officers, burdening Chinese farmers with heavy administrative costs. All of the above are factors that have contributed to the poverty in China’s rural areas.

¹ “Rural areas subsidise cities” means the Government drives down farm produce prices while raising the prices of industrial products, enabling cities to get inexpensive agricultural products. Moreover, the sales of industrial products greatly increase the income for cities, thereby promoting urban industrial development.

² 〈國土部：我國人均耕地降至 1.52 畝 不足世界人均水準一半〉，取自人民網 <http://politics.people.com.cn/n/2013/1230/c1001-23977290.html>

Third, the issue of farmers describes the fact that farmers are poorly educated, heavily burdened and earn little. Statistics at the end of 2000 showed that, although compulsory education covered 85% of China's entire population, rural residents accounted for the majority of the uncovered population. In addition, the Mainland introduced the tax-sharing system in 1994³, and this change has increased the financial pressure on local governments, forcing them to collect more taxes from farmers. Although the Central Government has repeatedly stressed the need to reduce the burden on farmers, some local governments have failed to implement the government initiative thoroughly, thereby triggering incidents such as refusal of farmers to pay taxes and collective petitioning. Meanwhile, although farmers' incomes have increased since the adoption of the reform and opening-up policy, their incomes still lag far behind that of the urban residents and the gap is widening. In 1978, for example, the income gap between urban and rural residents was 2.57:1, which expanded to an all-time high of 3.33:1 in 2009⁴.

The government pays great attention to the increasingly serious *Sannong* issue. For 12 consecutive years from 2004 to 2015, Document No.1 (the first document issued by the Communist Party of China (CPC) Central Committee each year) has focused on the issue of *Sannong*, formulating specific plans and arrangements for rural reform and agricultural development. In 2005, to tackle rural underdevelopment and the low education level of farmers, the Central Government announced an initiative to construct a new socialist countryside, supplemented by a package of measures in favour of agriculture. These included actively promoting education in rural areas and reducing miscellaneous education fees. Mindful of the heavy burden on farmers, the government abolished the agricultural tax from the New Year's Day 2006. Moreover, the household registration system has been gradually relaxed since 2005. In 2014, the State Council unveiled a policy to eliminate the differences between rural and non-rural Hukou and provide unified Hukou for all Chinese residents (refer to the basic concept 'Population Mobility and Household Registration System').

In recent years, the government has stepped up efforts to increase farmers' incomes and promote urbanisation in a bid to deal with the issue of *Sannong*, and considerable progress has been achieved. In terms of farmers' income, rural residents reported per capita net income of RMB8,895.9 in 2013, and it has been growing faster than that of urban residents for four consecutive years. The rural-urban income

³ The "Revenue-sharing System" (分稅制) is designed that a fixed portion of local tax revenues is submitted to the Central Government, with loose and unstable tax sources left at the disposal of local governments. This arrangement makes expenditure often exceed income in relatively poor rural areas, compelling some local governments to levy on farms additional taxes and fees, such as fees for overall township planning, village reserve and capital raising and distribution, and focus on the development of high-income economic projects such as real estate, which in turn may give rise to arbitrary farm land grabs and land disputes between the government and local residents.

⁴ "我國城鄉居民收入差距變化的新視角" by 曹光四 and others. The web page of the National Bureau of Statistics of the People's Republic of China. Retrieved from http://www.stats.gov.cn/tjzs/tjsj/tjcb/dysj/201505/t20150528_1111158.html

gap also narrowed to 3.03:1, reflecting a narrowing income gap between urban and rural residents⁵. In terms of urbanisation, China's urbanisation rate rose from 17.9% in 1978 to 54.77% in 2014,⁶ while agriculture's share of the gross domestic product (GDP) fell from 28.2% in 1978 to 9.8% in the first quarter of 2014⁷. These figures indicate the concurrence of deepening urbanisation and a shrinking percentage of agriculture in China's economy. Government officials in charge of agriculture have said that the huge outflow of rural labour was helping to solve the *Sannong* issue, while large grain planters and family farms in rural areas were expected to receive greater support.

Although the issue of *Sannong* is easing off slightly, there are still many challenges ahead. China's economic growth is gradually cooling off, and the government is facing the major challenge of sustaining the growth of farmers' income amid the economic slowdown. On the other hand, agricultural resources in China are being depleted and much farmland is under threat of pollution. Given limited resources, it is a great challenge for the government to guarantee an adequate supply and quality of agricultural products and enhance the sustainability of agriculture. On a final note, urbanisation and the reform of the household registration system will definitely help address the issue of *Sannong*, but it is also imperative for the government to cater for the needs of children and elderly left behind in rural areas, while young farmers work in cities.

⁵ “2014 中國「三農」改革發展報告” by 張潔. In 李培林 and others (editors). (2014). *社會藍皮書--2015 年中國社會形勢分析與預測*. Beijing: 社會科學文獻出版社, pp 273-275.

⁶ “新型城鎮化--經濟社會發展的強大引擎” The web page of the National Bureau of Statistics of the People's Republic of China. Retrieved from http://www.stats.gov.cn/tjsj/sjjd/201503/t20150309_691333.html

⁷ “農業比重創 4 年新低 農民收入持續增長 10.1%” The web page of the Ministry of Agriculture of the People's Republic of China. Retrieved from http://www.moa.gov.cn/fwllm/qgxxlb/hn/201404/t20140418_3877176.htm

Social Conflicts and Harmonious Society

Social Conflicts occur among social groups with different interests in society. If the demands of these groups regarding economic, political, cultural or other interests are not satisfied, confrontation or even conflicts of varying degrees may arise among these groups, affecting social stability. Since the implementation of the reform and opening-up policy in China, social conflicts have arisen from the gap between urban and rural development, rich-poor disparities, failure to resolve people's livelihood issues, disputes between government and residents, and labour disputes. In the face of social conflicts, the Chinese Government set the objective of building a "harmonious society" with the intention of easing social conflicts by tackling issues such as employment, social security, poverty alleviation, education, health care, and environmental protection.

First, China launched the household registration system in 1958, dividing people into rural and non-rural households with a view to strictly controlling rural-urban migration. The urban-rural dual structure has increasingly widened the gap between urban and rural development, which is detrimental to social stability (refer to the basic concepts 'Population Mobility and Household Registration System' and 'Issue of *Sannong*').

Next, wealth inequality has become the most pressing social conflict for modern China. When the reform and opening-up policy was first introduced in China, the late leader DENG Xiao-ping put forward the economic development strategy of "letting some regions and some people prosper first and gradually achieving common prosperity"¹ (讓一部分地區、一部分人先富起來，逐步實現共同富裕) This gradually widened the rich-poor gap among different parts of the country and different sectors of society. As economic reform accelerated in the 1990s, the gap between rich and poor has become increasingly wide. The Gini Coefficient in China was 0.479 in 2003 and rose to 0.491 in 2008. The coefficient has dropped slightly in recent years, hitting 0.473 in 2013 and 0.469 in 2014², but is still above the danger line of 0.4 for the rich-poor disparity. In addition, distribution of wealth is uneven in China. According to a survey conducted by Peking University, the top 1% Chinese families held more than one-third of the nation's total property in 2012, compared with only about 1% for the bottom 25%³. Scholars generally agree that if a minority of people possess a society's wealth, the society is both unfair and unstable.

Third, starting in the 1990s, China has implemented a reform of state-owned enterprises with the aim of streamlining corporate structures and reducing redundancy, resulting in a significant number of laid-off workers. In the past, urban workers depended on their employers to pay their living costs. After being laid off,

¹ Editorial Committee on Party Literature, Central Committee of the Communist Party of China. (1993). *鄧小平文選*, volume 2. Beijing: People's Publishing House, p. 152.

² "國家統計局首次公佈 2003 至 2012 年中國基尼系數", 18 January 2013, *People.cn*. Retrieved from <http://politics.people.com.cn/n/2013/0118/c1001-20253603.html>
"2014 年全國居民收入基尼係數為 0.469", 20 January 2015, *財新網*. Retrieved from <http://economy.caixin.com/2015-01-20/100776226.html>

³ "報告稱我國頂端 1% 的家庭佔有全國三分之一以上財產", 25 July 2014, *人民網*. Retrieved from <http://society.people.com.cn/n/2014/0725/c1008-25345140.html>

they saw their housing, medical care and other benefits all gone in addition to the sharp reduction in wages. Meanwhile, the implementation of a market economy has raised living costs. For example, housing prices as well as medical and education expenses have soared, affecting the livelihood of middle and lower-income groups in cities. The public describe the difficulties in obtaining housing, medical care and education as “three big mountains (三座大山)”. The need to acquire land from residents to develop urban infrastructure projects or real estate has often engendered problems such as inadequate compensation and government officials feathering their own nests, and these have become flashpoints for social conflicts and conflicts of interest.

Fourth, as the economy grows and the education level increases, people have a greater awareness of their rights and interests, demand protection of individual rights and closely monitor the decisions and actions of government officials. Meanwhile, as the Internet has become increasingly universal⁴ and information spreads fast, negative news reports (e.g. land grabs, enterprise closedown, unpaid wages, or damage to the environment) attract wide attention and more people get involved than in the past. Due to improper handling by relevant authorities or government officials, some of these events even turn into mass incidents, such as demonstrations, protests, petitions and sit-ins, “collective strolls (集體散步)”, blocking traffic, and even surrounding and storming government departments. The increasing number of mass incidents has intensified social conflicts.

In September 2004, the 4th Plenary Session of the 16th CPC Central Committee first proposed “building a harmonious socialist society (構建社會主義和諧社會)”, a policy meant to address the various social conflicts mentioned above. The following section will discuss measures related to the practice of “harmonious society” in terms of narrowing the gap between urban and rural areas and among different regions, and improving people’s livelihoods.

When it comes to narrowing the urban-rural and regional differences, since the start of the 21st century, the government has introduced some policies for the benefit of farmers. The most important policy was abolishing agricultural tax from the 2006 New Year’s Day to ease the burden on farmers. From 2005 onwards, the household registration system has been gradually relaxed, helping to promote social equity between urban and rural areas. The government has been active in promoting the development of China’s western regions, designed to accelerate the development of inland areas. In recent years, the total import-export value of the central and western regions has increased continuously. In 2014, the total import-export value of the central and western regions increased by 10% and 20.5% respectively⁵, demonstrating the economic achievements of the western and central regions.

⁴ By June 2014, China had 632 million Internet users, making it a country with the world’s largest Internet user base. The Internet penetration rate was 46.9%, and Internet users spent an average of 25.9 hours on the Internet each week.

⁵ “2014年中國外貿進出口同比增長2.3%” The web page of the Ministry of Commerce of the People’s Republic of China. Retrieved from <http://www.mofcom.gov.cn/article/i/jyjl/1/201501/20150100874416.shtml>

As to the improvement of people's livelihood, the government has gradually improved the social security system by expanding the coverage of the social security system and increasing social security expenditure. In 2009, the State Council released a Plan on *Deepening the Reform of the Medical and Health Care System* (“深化醫藥衛生體制改革實施方案”) in an attempt to solve the problem of “expensive, difficult-to-get medical services” for the general public. For labour disputes, especially the problem of employers defaulting on payment of wages to migrant workers, the government has made announcements regarding the effective solution to the problem of wage arrears for migrant workers. At the same time, the minimum wage, collective bargaining and labour contract systems play important roles in protecting labour rights. In addition, the number of grassroots community organisations has grown rapidly in recent years⁶. These provide services for residents in the community to help promote social harmony.

All in all, the reform and opening-up policy has boosted China's development but also led to a series of social conflicts. The concept of building a harmonious society and associated measures certainly help to ease the problem. However, efforts should be coordinated from economic, social and political structure (refer to the concept ‘political structure reform’) perspectives to eliminate the many factors that may lead to social conflict more decisively.

⁶ By the end of 2013, China had 252,000 community service agencies of various kinds, covering 36.9% of the communities across the nation.
<http://www.chinanpo.gov.cn/2201/79542/yjzlkindex.html>

Political Structure Reform

According to the saying in the Mainland, political structure reform aims to reform organisation and personnel setups, decision-making mechanisms, division of powers and responsibilities between different authorities, and the mechanism of using power. This is to be achieved without changing the socialist political structure in order to enhance the effectiveness of politics and administration and promote the development of social, economic, cultural and other sectors¹.

Since the implementation of the reform and opening-up policy, China has made great progress economically, but the development of political structure is lagging behind economic development, causing a need for reforms. The late leader DENG Xiao-ping said in 1986, “Whenever (we) move a step forward in economic reform, (we are made) keenly aware of the need to change the political structure. Without reforming the political structure, we cannot safeguard the fruits of economic reform and cannot make economic reform continue to move forward²”. The 13th CPC National Congress report in 1987 reiterated that “without political reform, economic restructuring will not succeed ultimately”, thus establishing seven reform measures including the separation of Party function from government function, the further decentralisation of power, and the restructuring of government departments³. This underlines the fact that political reform and economic reform are closely related.

China’s accession to the World Trade Organisation (WTO) in December 2001 and the development of information technology have facilitated the promotion of political structure reform. Following China’s entry into the WTO, the increasingly fierce international economic competition has required greater management by government. Improper procedures, lack of transparency, weak awareness of compliance and the law fail to meet the requirements of WTO rules, making it necessary to replace incompatible management concepts and models and streamline government agencies to create a healthy trade and business environment. Thanks to the rapid development of information technology in recent years, people are increasingly using the Internet to express their views on current politics, prompting the government to improve efficiency and respond more quickly to the wishes and demands of the people. To this end, the government should shift its management model away from a regulative government with emphasis on administrative or political control to a service-oriented government that serves the community and the public.

Mainland scholars generally agree that China’s political structure reform should be implemented progressively, guided by the principle of “crossing the river by feeling the stones (摸着石頭過河)” to accumulate experience from pilot projects, move from local to global, and carry out reforms in stages. In the course of reform, although there

¹ Refer to “政治體制改革要弄清的幾對概念” The webpage of the Central Compilation and Translation Bureau. Retrieved from http://www.cctb.net/llyj/llgc/zhgts/201212/t20121205_282906.htm

² Editorial Committee on Party Literature, Central Committee of the Communist Party of China. (1993). *鄧小平文選*, volume 3. Beijing: People’s Publishing House, p. 322.

³ “趙紫陽在中國共產黨第十三次全國代表大會上的報告” The web page of 中國共產黨歷次全國黨代表大會數據庫. Retrieved from <http://cpc.people.com.cn/GB/64162/64168/64566/65447/4526368.html>

were stages of hesitation characterised by “feeling the stones only, not to cross the river (只摸石頭而不過河)”, China’s political structure reform has had some achievements overall. These included abolishing the leading cadres’ life-long tenure, advancing the system of villagers’ autonomy and grassroots democracy, establishing a preliminary civil service system, streamlining national administrative bodies and establishing mechanisms to combat corruption. The following section will summarise the directions for future efforts to deepen the political structure reform from three perspectives: improving the people’s congress system, expanding inner-party democracy, and promoting democracy at the grassroots level.

Regarding the people’s congress system, some people focus on advancing political reform by starting with the people’s congress system, for example, by reviewing the composition and election of the National People’s Congress (NPC) deputies, reducing the number of NPC deputies, and lowering the age of deputies, in particular, deputies to the NPC Standing Committee. There is also the view that members of the NPC Standing Committee should perform their duties on a full-time basis, and more professionals from law, economics and finance should be nominated and elected to serve as members of NPC Standing Committee and the special subcommittees.

In terms of expanding inner-party democracy, some people believe that as the Chinese Communist Party is the ruling party⁴, how democracy is practised within the party will largely determine and influence the democratic development of the entire society. Therefore, this might be a starting point for political structure reform. Approaches to expanding inner-party democracy include gradually overcoming the drawbacks of excessive concentration of power, establishing a sound mechanism to ensure party members exercise democratic rights, strengthening the restriction and supervision of party power, and increasing the capacity to prevent and punish corruption.

When it comes to promoting grassroots democracy, township people’s congresses form an important part of the people’s congress system along with China’s grassroots power organisations. Some people suggest that we must further improve the township people’s congress elections. Measures include the effective implementation of multi-candidate election and the elimination of corruption in the electoral process. In addition, some think that the structure of township people’s congress members must be changed to increase the proportion of farmers’ representatives and professional representatives (similar to the idea of electing “dedicated (專職化)” NPC deputies), and extending the supervisory role of township people’s congresses.

Lastly, regarding the challenges of pushing forward political structure reform, some say that the political system requires a cultural and educational system and a civil society that match the system. However, there is a lot to improve in China’s democracy and the rule of law, education and training as well as the development of civil society, thus hindering the process of political reform. The unbalanced progress in the rule of

⁴ According to the preamble of Constitution of the People’s Republic of China, “Under the leadership of the Communist Party of China.....the Chinese people of all nationalities will continue to turn China into a socialist country with a high level of culture and democracy.” 取自中華人民共和國中央人民政府網頁 http://www.gov.cn/gongbao/content/2004/content_62714.htm。

law because of the urban-rural and regional differences is also a factor that holds back political structure reform⁵. Meanwhile, China is currently grappling with government officials' corruption on the political front, income disparity on the economic front, and a significant wealth gap on the social front, all of which are serious obstacles to political structure reform and even a major challenge to the communist rule. Currently, the authority and effectiveness of government regulation cannot rely only on economic growth, but depends on whether to meet people's demands including for political structure reform, while at the same time maintaining economic growth.

⁵ In 2012, for example, most of China's undergraduate law schools were located in East China with 259 schools, followed by South Central China with 141, and North China with 132. These three regions accounted for more than 70% of the total number. In terms of the number of university graduates in the same year, Guangdong province ranked first with 9,135 graduates. Qinghai province ranked at the bottom with only 231 graduates. Refer to “法學教育需要頂層設計”. In *法治週末*. Retrieved from <http://www.legalweekly.cn/index.php/Index/article/id/6624>

Multi-faceted Diplomacy

‘Multi-faceted diplomacy’ is the foreign policy concept China has developed since reform and opening-up, especially since the start of the 21st century. It states that diplomacy is neither a one-way option, nor an either/or choice, but should emphasise balanced and comprehensive participation in international affairs. Multi-faceted diplomacy is always closely aligned to the diplomatic framework that states, “Major powers are the key; neighbouring countries are the focal point; less developed countries form the foundation; and multilateral exchanges set the stage (大國是關鍵，周邊是首要，發展中國家是基礎，多邊是舞台)”. This illustrates the focus and direction of China’s foreign affairs.

China pursues an independent foreign policy and builds diplomatic relations with other countries based on ‘Five Principles of Peaceful Coexistence’¹. According to data from China’s Foreign Ministry, China has established diplomatic relations with 172 countries². Meanwhile, China has increased participation in international organisations, reflecting that multi-faceted diplomacy emphasises multilateral relations with different countries by using international organisations as the stage, in addition to forming an extensive network of country-to-country diplomatic relations. When it comes to participating in the operations of the United Nations (UN), China has sent more than 30,000 peacekeepers since attending peace-making operations for the first time in 1990. China is the permanent member of the UN Security Council that has sent the most peacekeeping troops³. As regards joining international organisations, during the initial stages of reform and opening-up, China’s participation was more focused on the economic and military fields. In recent years, its involvement has increasingly expanded to the fields of energy, health and food in addition to joining organisations under the United Nations.

Multi-faceted diplomacy prioritises relations with major powers. For example, the United States has adopted “Pivot to Asia (重返亞洲)” policy and China formed a “New Type of Great-Power Relations (新型大國關係)” with the United States in 2013. This aims at dealing with conflicts and contradictions between the emerging and existing major powers through partnerships based on mutual respect, mutual benefit and a win-win approach. Relations with neighbouring countries and less developed countries also represent a focal point of the multi-faceted diplomacy. Taking Africa as an example, in 2000, China and around 50 African countries and organisations jointly created a “China-Africa Cooperation Forum” to promote cooperation in political, trade,

¹ The Five Principles of Peaceful Coexistence were proposed by the late former Prime Minister ZHOU En-lai in December 1953, including “mutual respect for sovereignty and territorial integrity, non-aggression, non-interference in internal affairs, equality and mutual benefit, and peaceful coexistence.”

² “中華人民共和國與各國建立外交關係日期簡表” The web page of the Ministry of Foreign Affairs of the People’s Republic of China. Retrieved from http://www.fmprc.gov.cn/mfa_chn/ziliao_611306/2193_611376/

³ “中國是安理會常任理事國中維和派兵最多的國家”，28 March 2015, *People.cn*. Retrieved from <http://politics.people.com.cn/BIG5/n/2015/0328/c70731-26763578.html>

social development and other areas. In 2000, China-Africa trade volume was US\$10 billion and it is predicted that the figure will surge to around US\$300 billion in 2015⁴. China has become Africa's largest trade partner with the highest average annual trade growth among all of China's trade partners.

Multi-faceted diplomacy also involves diplomatic activities in different areas with a view to expanding diplomatic relations. China has been increasingly active in diplomatic activities in the field of energy in order to meet the needs of its national development by building close cooperation relationships with energy exporting countries and relevant international organisations to secure energy sources and stabilise energy supplies. For instance, China and Russia entered into a memorandum of understanding on natural gas cooperation projects in May 2014, under which Russia will supply gas to China through the Sino-Russian natural gas pipeline. A Chinese enterprise acquired the operating right of Pakistan's Gwadar Port in February 2013, a deal some analysts believe will make China's energy transport channel easier and safer. China has also strengthened friendly and cooperative relationships with recipient countries through medical diplomacy. Since 1963, China has sent medical aid teams comprising a total of 23,000 medical personnel to more than 60 countries and regions, primarily less developed countries in Africa⁵. In recent years, China has actively communicated messages about China to foreign people through mass media as part of its public diplomacy move to enhance its national image. For example, a series of national image promotional films, produced by China's State Council Information Office, was broadcasted in Times Square, New York. Regarding the diplomatic activities in different countries for the promotion of economic cooperation, the most remarkable one in recent years is the regional economic cooperation strategy proposed by President XI Jin-ping called 'The Belt and Road Initiative' (the Silk Road Economic Belt and the 21st Century Silk Road on the Sea). It is hoped that through the 'The Belt and Road Initiative' proposal, countries along the route will strengthen cooperation and promote mutual economic development.

Multi-faceted diplomacy reflects China's positive role in international affairs, and China is increasingly integrated into the world system. However, China is facing many challenges in the area of diplomacy and needs to handle these with caution.

First, in terms of territorial disputes, China has border disputes with Russia, Japan, India, and some Southeast Asian countries (Vietnam, the Philippines, Malaysia), among which the dispute with Japan over the sovereignty of Diaoyutai Islands and the disputes with Southeast Asian countries over the Nansha Islands receives the most attention. The Chinese Government adheres to the principle of sovereignty in handling territory-related issues and has advocated, "putting aside disputes for joint development" and demonstrated its willingness to temporarily lay aside disputes and carry out cooperative development with the countries concerned. Regarding China's proposal, ten Association of Southeast Asian Nations (ASEAN) nations signed the *Declaration on the Conduct of Parties in the South China Sea* (南海各方行為宣言)

⁴ “深化中非合作的世界體系結構分析” (2015). In *當代世界*, volume 3. 〈中非貿易額 2015 年有望接近 3,000 億美元〉, 取自中非合作論壇網 <http://www.focac.org/chn/zxxx/t1313502.htm>。

⁵ “全國衛生援外工作暨援外醫療隊派遣50周年會議在京召開”, 16 August 2013, *China Africa*. Retrieved from http://www.chinafrica.cn/chinese/zxxx/txt/2013-08/16/content_563483.htm

with China in November 2002 in Phnom Penh, but the territorial disputes are still not fully resolved. The issue of Diaoyutai is more of a major obstacle to Sino-Japanese relations, and affects both the promotion of China's multi-faceted diplomacy and the balance of power in the East Asia region.

Second, as China's overall national strength increases, the international community often releases different versions of the 'China Threat Theory', such as military threat, a threat to food security, scrambling for food, destroying the environment. The threat theory at root is that China's rise may pose a threat to world peace and security (refer to the concept 'China Threat Theory and Peaceful Development'). These views clearly have a negative effect on China's international image and its effort to promote multi-faceted diplomacy. Diplomatically, the Chinese Government highlights its commitment to being a responsible state, willing to contribute to world peace and sustainable development. For example, as the world's largest less developed country that emits more greenhouse gases than any other countries, China signed the Kyoto Protocol in 1998 and approved it in 2002. In terms of international affairs, regarding North Korea's nuclear weapons, China has helped organise six-party talks designed to solve the nuclear issue on the Korean peninsula through dialogue, thus easing the tensions on the Korean peninsula. These actions will certainly help to allay some of the concerns among the international community, but have yet to completely offset the negative effect of "China Threat Theory".

Overall, since the reform and opening-up, China has actively expanded its diplomatic space, which, coupled with the concept and strategy of multi-faceted diplomacy, has enabled China to stay active in the international arena.

China Threat Theory and Peaceful Development

Since the implementation of reform and opening-up policy, China has been actively involved in international affairs. From the 1990s, with growing overall national strength, China has attracted attention from the international community, and the ‘China Threat Theory’ is one of the reactions to China’s rise, positing that the development of China is a threat to Asia and even to world peace and stability. In response to this international public opinion, China came up with the ‘peaceful rise’ concept early this century, asserting that China would not threaten the existing world order. Afterwards, China amended this to ‘peaceful development’ instead of ‘peaceful rise’, further stressing that China’s development would not threaten the world order and that China would shoulder international responsibilities commensurate with its national strength.

Similar views of the international community that China is a threat to world peace, in fact, have a long history¹. The ‘China Threat Theory’ that gained popularity during the 1990s generally includes threats in the areas of economy, military, ideology, culture and environment, among others, which are listed as follows:

Economic threat	Since the introduction of the reform and opening-up policy, China’s economy has boomed, creating enormous trade surplus and foreign reserves. Some countries are worried that China’s development jeopardises their economic interests, and China will contend for the world market and energy resources. In 2010, China overtook Japan to become the world’s second-largest economy. Soon after, it was widely thought that China was no longer a less developed country, but an economic superpower.
Military threat	Some Western scholars and media consider that China’s military spending is growing too fast and lacks transparency and the increased military spending raises the likelihood that China could use forces to resolve territorial disputes and even the Taiwan issue. This would give rise to an arms race across East Asia, thus threatening the stability of neighbouring countries and regions.
Ideological threat	Following the collapse of the Soviet Union late last century, China remains one of the few socialist countries in the world. Amid China’s growing national strength and expanding global influence, China’s development model (also known as the ‘Beijing consensus’ has become a much-talked-about topic in the international community. This trend leads capitalist countries in Europe and America to feel they are facing a major threat to their political ideology and values.

¹ For example, during the 13th century, the Mongolian army launched three conquests to the west and built an empire across Eurasia, which Europeans called “yellow peril (黃禍)”. In addition, the People’s Republic of China was founded in 1949. The opinion that China threatens world peace also emerged in the international community, as some western countries differed from China in political ideology. This was heightened by the prevailing cold war at that time.

Civilisation threat	United States Harvard University Professor Samuel P. Huntington holds that there are eight kinds of civilisation in the world currently and conflicts between civilisations will be the source of future wars between countries. In particular, China, as the representative of the Confucian civilisation, will join forces with the Arabian countries that represent the Islamic civilisation to challenge to U.S.-led Western Christian civilisation.
Environmental threat	Due to its fast economic growth, China has seen a rapid increase in the consumption of resources and energy. For instance, China is the world's largest coal producer and emits more greenhouse gases than any other country. It is the belief of the international community that China's greenhouse gas emissions, if not curbed, may exacerbate the crisis of climate change.

While the above statements regarding China's threat to the world differ in focus, their common point is the fact that China's development has actually been recognised and accepted. Therefore, the international community is more worried about whether China will follow the path of hegemony, using its powerful forces to influence the existing world order and thus posing a threat to world peace and stability, rather than watching out for China's threats during its course of development. On the other hand, some scholars in the Mainland argue that the China Threat Theory is essentially a continuation of cold war thinking aimed at damaging China's international image and its relations with neighbouring countries to contain China's development.

In order to ease these concerns, Deputy President of the Party School of the CPC Central Committee ZHENG Bi-jian in 2003 brought up the concept of 'peaceful rise', saying China needs to 'strive for a peaceful international environment to develop itself and safeguard world peace with its own development' and therefore avoid the forceful rise model used by great powers in history, and take the path of peace². Former national leaders such as HU Jin-tao and WEN Jia-bao have cited the notion of peaceful rise many times, making the concept widely known.

Towards the second half of 2005, official documents gradually switched to 'peaceful development' instead of 'peaceful rise', because "rise" is a word that may remind people of the rise of united Germany in late 19th century, Nazi Germany and the militaristic Japan back in the 1930s. These rises challenged the international order and the status of the great powers e.g. the United Kingdom and the United States, thus triggering a spate of conflicts that ultimately escalated into two world wars. Therefore, China came to use "development" (a term without negative connotations) to replace "rise", to emphasise that China is no threat to the world.

In September 2011, the State Council published the *White Paper on China's Peaceful Development* (中國的和平發展白皮書), stating that as a key member of the international community, China would use its best effort to shoulder greater

² “中國和平崛起新道路和亞洲的未來（2003年博鰲亞洲論壇的演講）” by 鄭必堅, 24 November 2003, *Xinhuanet*. Retrieved from http://news.xinhuanet.com/newscenter/2003-11/24/content_1195240.htm

international obligations and establish beneficial collaborations with its neighbouring countries, joining forces to maintain regional peace and stability³. In an effort to explain that the protection of world peace has always been the highest goal of China's military strategy, the State Council also stressed China's intention to expand military and security cooperation, as well as create a security environment favourable to China's peaceful development upon publishing the *White Paper on China's Military Strategy* (中國的軍事戰略白皮書) in May 2015⁴.

In summary, the emergence of the China Threat Theory, of course, originates from China's rapid development. However, we should not neglect some of the negative effects, which have emerged during China's development, such as food safety, environmental and ecological deterioration, and the corruption of some government officials, all of which are factors that may tarnish the international image of China. Thus, as well as emphasising peaceful development, China needs to increase efforts in other areas and step up publicity in order to allay the international community's concerns.

³ 國務院新聞辦公室《中國的和平發展》，取自中華人民共和國中央人民政府門戶網站
http://www.gov.cn/jrzq/2011-09/06/content_1941204.htm

⁴ 國務院新聞辦公室《中國的軍事戰略》，取自中華人民共和國中央人民政府門戶網站
http://big5.gov.cn/gate/big5/www.gov.cn/xinwen/2015-05/26/content_2868905.htm

Overall National Strength

Overall national strength is the sum of all the forces and resources which a sovereign state relies on for survival and development and is also a measure of a country's elements such as politics, economy, science and technology, culture, education, defence, diplomacy and resources. Overall national strength is neither a simple sum of the above elements nor a static indicator, because the elements used to gauge the overall national strength may change with time, resulting in a change to the findings.

Evaluation of a country's national strength is traditionally focused on military, economy, territory, population, resources and other factors, among which military is the most valued. However, the academic evaluation of a country's strength, status and influence has become increasingly diversified in recent years. For example, science and technology has become an important gauge of overall national strength in recent years as technological development has become more and more important for economic strength, national defence, diplomacy and even politics. As another example, with growing awareness of environmental and resource conservation, sustainable development has also merged as a key consideration. In addition, many international and non-governmental organisations carry out research studies on specific areas of overall national strength, such as Human Development Index (HDI), Corruption Perceptions Index, and Ecological Footprint, which rank countries in these specific categories. These research findings may not necessarily directly determine a country's strength, but may reflect the country's governance effectiveness and future prospects, as well as the international community's impressions of the country, thus making the results closely watched and highly valued. In the academia, American scholar Joseph S. Nye was the first to use "hard power" and "soft power" to sum up a nation's overall strength. Hard power describes physical strength in terms of demography, economy, military and resources; but soft power is the intangible spiritual powers that can influence other countries, such as political values, cultural appeal and foreign policy.

Overall national strength examines a nation's power from a comprehensive point of view, which therefore requires combining different factors to quantify the study. As noted above, many factors are involved in overall national strength, and scholars have yet to reach a clear consensus as to what factors should be used to measure overall national strength. Different researchers have their own understanding and choice, so the result may vary. Even if the same factor (such as education) is selected, other items associated with this factor such as sub-items and statistics in the category of education may also vary. Furthermore, different factors of overall national strength cannot be simply added up to reach a conclusion. For example, the results vary for different researchers depending on the weight of each factor and the formula that reflects the relationship between weight factors. Take the evaluation of China's overall national strength for example. In December 2012, the National Intelligence Council published *Global Trends 2030: Alternative Worlds*,

which forecast that China's economy would surpass that of the U.S. before 2030, but the United States will retain its global leadership position¹. Chinese scholars argue that the American study is biased and has underestimated the pace of China's development. In accordance with the results of their projections, the national strength of the United States in 2013 was only 0.98 times the China's level, indicating that China slightly overtook the United States as the world's strongest country in terms of overall national strength².

According to the academic research on China's overall national strength, China's ranking differs in different studies, but it is generally agreed that China's overall national strength has been on the rise since the introduction of the reform and opening-up policy. Among the various factors that affect the overall national strength, the economic factor has grown the most as China's GDP in 2010 outstripped Japan's, second only to the United States. Levels of military strength and technological development are also widely-watched, especially in terms of military strength, for example, military spending, the number of troops, and weapons and equipment. Some foreign research reports and public opinion have even interpreted this as 'China Threat'. On the other hand, China is the most populous country in the world and is coming to grips with the challenge of an ageing population. Factors including the education level that reflects the quality of the population (e.g. literacy rate, enrolment ratios, expenditure on education), and medical and health care (e.g. average life expectancy, the number of medical facilities and fitness of nationals) may also play into China's overall national strength at present and shape China's future development, so these factors cannot be ignored.

Overall, although each scholar may try to include all the relevant factors and rank the overall national strength of different nations using results based on accurate data in his/her research on overall national strength, it is actually hard for them to reach a common understanding. In exploring the overall national strength of any country including China, we can certainly refer to the rankings released by different scholars, but we should preferably focus on understanding the trend of changes in the country's overall national strength and carefully examining the factors of overall national strength to identify the noteworthy factors. For example, which factors affect the country's overall national strength most, why some factors are weak and how to improve these factors, so as to assess the country's current status and future development prospects.

¹ For the introduction of the report, refer to "Global Trends 2030: Alternative Worlds." Which can be retrieved from <http://www.kurzweilai.net/global-trends-2030-alternative-worlds>. For the complete report, refer to http://www.dni.gov/files/documents/GlobalTrends_2030.pdf.

² 胡鞍鋼 and others. (2015). "對中美綜合國力的評估 (1990-2013年)". In *清華大學學報 (哲學社會科學版)*, volume 1.

Heritage Conservation

Heritage conservation takes place when the government or organisations regulate, protect and manage items with cultural value e.g. architecture, monuments, folk utensils and artwork when the original lifestyles begin to alter or disappear in the midst of social changes. Heritage conservation has a price, because it involves the use of public funds and social resources. For example, the repair and maintenance of historical buildings may cost a lot of money; or due to the preservation of historic buildings, we have to give up or change a development plan, and this cost must be jointly borne by the public.

When conserving heritage buildings, the international community commonly places a priority on authenticity and integrity. These two principles are derived from The Venice Charter, which was adopted in 1964 with the aim of explaining the guiding principles for the protection of heritage buildings and historic districts¹. “Authenticity” means we need to make every endeavour to retain and display the aesthetic and historical value and rely on original material and authentic literature as the basis for the restoration of a relic. “Integrity” means we must handle a relic with care and ensure its integrity during the process of renovation and reconstruction, and exhibit it in an appropriate manner. Since the release of the Venice Charter, these two principles have been expanded and revised to include more comprehensive and detailed requirements for heritage conservation. For example, “authenticity” fully considers the cultural background of each country in determining the authenticity and value of cultural heritage; “Integrity” now mandates that conservation of a historic building should include not only preserving the building itself, but more importantly, protecting the cultural and ecological environment and ambience around it.

Since reform and opening-up in China, many historical and cultural cities, such as Beijing, Tianjin, Nanjing, and Xi’an, have experienced a large-scale urban renewal boom to serve the needs of economic development and land for urban infrastructure. This has led to the demolition of part of the historic districts and traditional buildings in these cities to make room for the construction of new buildings, shopping centres, and entertainment venues. In Beijing for example, it is a subject of public controversy as to whether courtyard houses, hutongs, former residences of historical celebrities, ancient city walls and other buildings should be demolished or preserved and restored. Those who argue for preservation believe that hutongs and courtyard houses are cultural icons of Beijing, while those who advocate demolition point out that they are incompatible with the modern urban lifestyle and economic structure, and many of them are dilapidated. The focus of the above controversy is not only about striking a balance between economic development and heritage conservation, but also about complying with the “integrity” principle for the conservation of heritage buildings.

Apart from the controversy over whether to preserve or remove historical buildings, in terms of heritage conservation, China is facing challenges created by the frenzy of ancient city reconstruction recent years. This was intended to boost tourism

¹ For the whole passage of “威尼斯憲章”, refer to <http://www.iicc.org.cn/Info.aspx?ModelId=1&Id=275>. In addition to ‘authenticity’ and ‘integrity’, the diversity principle has received widespread attention. This principle applies primarily to the conservation of intangible cultural heritage, as detailed in the 2001 release of the UNESCO Universal Declaration on Cultural Diversity (<http://www.un.org/chinese/hr/issue/docs/62.PDF>)

but it ultimately caused severe damage to China's cultural heritage. For example, cultural relics have been over-developed in the development of the tourism industry or even damaged in order to build tourist attractions. Some mainlanders believe this is a result of the trend for building fake cities by "removing the old and real and building new and fake". In 2013, the State Administration of Cultural Heritage (國家文物局) lambasted eight historical cities including Handan, Yueyang and Dali for failing to properly protect their historic heritage. In the above cases, the "integrity" principle has been compromised, and the "authenticity" principle failed to be fully observed.

On the other hand, China has done a lot for heritage conservation. For example, the State Council issued a notice on strengthening the protection of cultural heritage in 2005 setting out the basic principles and general objectives for the protection of cultural heritage, and explicitly calling for the establishment of a comprehensive system. Meanwhile, the State Council designated the second Saturday of June each year as "Cultural Heritage Day" starting from 2006, prompting the community to pay attention to cultural heritage protection and education².

Externally, China has joined international organisations in connection with cultural heritage such as the International Council on Monuments and Sites (ICOMOS) and the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM). It has also signed international conventions such as the *Convention Concerning the Protection of the World Cultural and the Natural Heritage* and the *Convention on the Protection of Cultural Property in the Event of Armed Conflict*. Belonging to these international organisations and signing international conventions will help improve China's cultural relic protection laws and bring them in line with international standards.

China has been active in applying to UNESCO for the listing of world cultural heritage sites. As of July 2015, China was home to 48 world cultural heritage sites, second only to Italy by number³. The successful listing of world cultural heritage sites is entitled to heritage conservation assistance from the World Heritage Fund, while it also helps to boost tourism. However, excessive tourism or too many visitors may also cause damage to cultural heritage. Therefore, care must be taken to protect cultural relics while meeting the needs of tourists. For example, the world-famous Mogao Grottoes in Dunhuang are the world's largest and well-preserved treasure house of Buddhist art, and became one of the UNESCO World Heritage Sites in 1987. The site attracts large numbers of tourists. To avoid concentration of tourists and overcrowding that may damage cultural relics, Dunhuang Academy (敦煌研究院) set up a Mogao Grottoes Digital Exhibition Centre in 2014 as part of a new model of 'visiting the exhibition centre before going to caves', and strictly implements a daily limit of 6,000 visitors. This move both helps protect cultural relics and also enhances the experience of tourists.

² "國務院關於加強文化遺產保護的通知" The web page of the Central People's Government of the People's Republic of China. Retrieved from http://www.gov.cn/gongbao/content/2006/content_185117.htm

³ "中國土司遺址獲准列入世界遺產名錄" The web page of the Central People's Government of the People's Republic of China. Retrieved from http://www.gov.cn/xinwen/2015-07/04/content_2890305.htm

Since launching the reform and opening-up policy, China has grown dramatically in economic terms and stepped up foreign exchanges, creating both opportunities and challenges for heritage conservation. Controversies arising from heritage conservation exist not only in the Mainland, but also in Hong Kong. For example, it is commonly debated in the community whether to preserve, dismantle or relocate certain heritage buildings, how to revitalise and utilise them and how to evaluate the effectiveness of revitalisation.

Intangible Cultural Heritage

In October 2003, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) adopted the *Protection of Intangible Cultural Heritage Convention*¹ at the 32nd Session of the General Assembly, to place intangible cultural heritage under the protection of the international convention. Under the Convention, “intangible cultural heritage” comprises the following five categories:

1. Oral traditions and expressions, including language as intangible cultural heritage in the media
2. Performing arts
3. Social practices, rituals and festive events
4. Knowledge and practices about nature and the universe
5. Traditional arts and crafts.

To be included in UNESCO’s *Masterpieces of the Oral and Intangible Heritage of Humanity list*, an intangible cultural heritage needs to satisfy the six criteria, such as demonstrating its roots in a cultural tradition or the cultural history of the community concerned, excellence in the application of the skill, technical qualities displayed and the risk of its disappearing². Once added to the list, the relevant state must ensure full protection of the cultural heritage, and UNESCO and relevant foundations will provide financial assistance for its conservation. By the end of 2013, China had a total of 30 items on the list of intangible cultural heritage sites, positioning it as the country with the world’s largest number of intangible cultural heritage sites³.

China officially became a member of the *Convention* in 2004. In order to promote the protection of intangible cultural heritage, the Chinese Government has introduced a series of policies and measures. For example, the State Council established the guideline for production that combined “mostly protection, rescue first, reasonable use, and inheritance and development (保護為主、搶救第一、合理利用、傳承發展)” in 2005. In 2011, the National People’s Congress (NPC) Standing Committee legislatively defined the legal responsibilities for intangible cultural heritage investigations, a compilation of directories, communications and utilisation, to further establish and enhance the importance and status of intangible cultural heritage. From 2006 until the end of 2014, the State Council released four batches of State-Level Intangible Cultural Heritage List, comprising 1,372 intangible cultural heritage items⁴.

Intangible cultural heritage is of historical, cultural and artistic value, as it records the ways of life and thinking specific to different areas, villages and races,

¹ For the whole passage of “Convention for the safeguarding of the intangible cultural heritage”, refer to <http://unesdoc.unesco.org/images/0013/001325/132540e.pdf>

² Six judging criteria refer to “Proclamation of the Masterpieces of the Oral and Intangible Heritage of Humanity (2001-2005)” The website of UNESCO World Heritage Centre. Retrieved from <http://www.unesco.org/culture/ich/?pg=00103>. Chinese copy refers to 向雲駒(2006). 世界非物質文化遺產. Yinchuan: Ningxia people’s Publishing House, P.201-213.

³ “中國 30 個非遺名錄你知多少”, 30 December 2013, yichan.chnart.com. Retrieved from <http://yichan.chnart.com/index.php?m=content&c=index&a=show&catid=19&id=8205>

⁴ “國務院公佈第四批國家級非物質文化遺產代表性專案名錄”, 3 December 2014, *People.cn*. Retrieved from <http://culture.people.com.cn/n/2014/1203/c172318-26141187.html>

showcases historical and cultural development, and can also be considered a treasure trove of arts. For example, Kunqu Opera is one of China's first batches of state-level intangible cultural heritage, and is also included in the world's list of intangible cultural heritage. Kunqu Opera is known as the "Ancestor and Teacher of All Operas (百戲之祖、百戲之師)" and even referred to as "Art of Living Fossil (藝術活化石)". Moreover, the Kunqu Opera repertoire carries plenty of conventional characteristics and embodies a wealth of historical resources, earning it high status in art and history. Including Kunqu Opera in the list of intangible cultural heritage could increase public attention on traditional art, thereby helping carry forward the torch. Intangible cultural heritage can also promote the development of tourism. For example, some ethnic group-specific festivals like the Water-Splashing Festival of the Dai and the Torch Festival of the Yi people, help boost local employment and economic development by attracting visitors through publicity and promotion.

On the other hand, some in the Mainland believe that there is still much to improve in terms of raising public awareness and attention towards intangible cultural heritage. For example, intangible cultural heritage is usually "based on people (以人為載體)", but many artists are undervalued and have to turn to other businesses for a living, which in turn puts valuable intangible cultural heritage at risk of extinction. Moreover, many local governments and enterprises are keen to protect intangible cultural heritage, simply to develop tourism under the pretext of protection. A focus on increasing economic benefits through intangible cultural heritage usually leads people to consider only economic interests, while ignoring the responsibility of carrying forward intangible cultural heritage.

In Hong Kong, the SAR Government commissioned the South China Research Centre, Hong Kong University of Science and Technology in August 2009 to conduct a survey of intangible cultural heritage across Hong Kong and present a list of intangible cultural heritage for public consultation. The list of recommendations was subsequently confirmed by the Government, and published in June 2014 as Hong Kong's first intangible cultural heritage list⁵. Based on the five categories defined in the Convention, the list comprises 480 items, 10 of which such as Cheung Chau Bun Festival, Tai Hang Fire Dragon Dance, and Wong Tai Sin Divination are included in the State-Level Intangible Cultural Heritage List. Cantonese Opera is Hong Kong's only one included in the List of World Intangible Cultural Heritage. There are views that the SAR Government should strengthen the safeguarding of the intangible cultural heritage, and Cantonese Opera should be vigorously promoted in particular. Scholars place more emphasis on synergy between intangible cultural heritage and the community, instead of preserving heritage items only when protecting intangible cultural heritage.

All in all, the protection of intangible cultural heritage is of great significance, because intangible cultural heritage serves many essential purposes such as passing the Chinese civilisation of different ethnic groups to the future generations and maintaining cultural diversity. It is worthwhile taking appropriate and effective measures to protect and promote intangible cultural heritage in accordance with actual circumstances.

⁵ "首份香港非物質文化遺產清單" The web page of the Hong Kong Heritage Museum. Retrieved from http://hk.heritage.museum/documents/2199315/2199687/first_ICH_inventory_c.pdf

Family Planning

Family planning allows people to attain their desired number of children and determine the spacing of pregnancies. It is achieved through the use of contraceptive methods and the treatment of infertility¹. In the mainland, both late marriages and late childbirth are advocated, in addition to fewer and better birth family planning (晚婚、晚育，少生、優生) to control the population in a planned way. According to Articles 25 and 49 of the *Constitution of the People's Republic of China* (中華人民共和國憲法), 'the state promotes family planning so that population growth may fit plans for economic and social development', and 'both husband and wife have the duty of practising family planning.' Therefore, family planning is not only a personal decision between husband and wife, but more a basic national policy. In order to implement the family planning policy more effectively, the State Council has set up the *National Population and Family Planning Commission* (國家人口和計劃生育委員會) to oversee population and family planning affairs.

China is now the world's most populous country. The first national census in 1953 revealed a population of 600 million. Given the massive population size and expanding population, Peking University President, Ma Yinchu, believed that the continued population expansion would adversely affect China's development and bring about problems such as lack of farmland and scarcity of resources. Therefore, he proposed controlling population growth and improving population quality. However, his views were rejected by the government under the influence of the ongoing Anti-Rightist Political Movement. Until the beginning of the 1970s, the population continued surging and resulting economic and social problems surfaced, prompting the government to tackle the issue of population growth. In 1973, the first national family planning meeting proposed the "late, less often and fewer²" policy. In 1978, the CPC Central Committee stated, "one couple had best have one child, at most two". In 1980, the CPC Central Committee took a step further by promoting 'one couple having only one child'. Since then, family planning has been actively implemented across the country.

Experts who support the implementation of the family planning policy believe that overpopulation is a key factor that impedes economic development and strains resources. The introduction of the family planning policy benefitted both people's livelihoods and the nation's economic development. For example between 1972 and 2008, family planning effectively controlled the population growth in China. Scholars estimated that excluding the impact of socioeconomic development, China has averted 458 million births due to the family planning policy alone³, thereby alleviating social, economic, resource, and environmental pressures. Family planning has also enhanced the quality of the population, unleashed the productivity of women and prompted people to break away from traditional concepts such as "early marriage

¹ Refer to the web page of the World Health Organization. Retrieved from http://www.who.int/reproductivehealth/topics/family_planning/zh/

² 'Late' means that men should marry after 25, and women marry after 23 and give birth after 24; 'Less often' recommends having children at an interval of at least three years; 'fewer' means one couple should not have more than two children.

³ 陶濤 and 楊凡 (2011). "計劃生育政策的人口效應". In *Population Research*, volume 1.

and early childbearing (早婚早育)” and “more children, more blessings (多子多福)”. Moreover, as the world’s most populous less developed country, China is also partly responsible for curbing global population growth, which has contributed to global sustainable development.

Although family planning policy has effectively controlled population growth in China, population issues and negative effects arising from family planning have emerged since the 21st century. These include:

- Ageing population: China’s population is ageing fast and on a large scale, and “becoming old before getting rich (未富先老)”⁴. In 2013, the number of elderly aged 60 and above reached 200 million in China, accounting for 15% of the total population, and the figure is expected to double in 25 years⁵.
- Gender imbalance: The family planning policy, coupled with traditional “male dominance (重男輕女)”, has led China’s sex ratio at birth to deviate from the normal range of 103 to 107 (100 for baby girls), to 115.88 boys born to every 100 girls in 2014⁶. Some scholars believe that gender imbalance threatens social stability.
- Family and social problems: The family planning policy has placed the only child at the centre of each family. As parents tend to care for them too much and even spoil them, this may have an adverse effect on children’s growth. Some scholars also point out that the family planning policy generates the ‘4-2-1’ family model. This means one couple needs to support four elders, the parents of both husband and wife, - and raise one child, creating a heavy pressure and burden on these only children. In addition, for families that have lost their only child because of accident, illness or other reasons (“loss-of-only-child family (失獨家庭)”), the psychological trauma of the parents will easily lead to family conflicts and social issues.

Given the problems caused by the family planning policy and the stabilising population growth in China, there is a growing call to relax the one-child policy, so the government is gradually revising its birth control policy, in hopes of achieving balanced population growth. In 2002, the “second child for dual only-children parents (雙獨二胎)” policy was introduced, allowing couples, both of whom are only children themselves, to have a second child. In 2013, the “second child for single only-children parent (單獨二胎)” policy was introduced, allowing couples either of whom is an only child to have a second child. During the first half of 2015, society has urged lifting the ban on having a second child and allowing all couples to have two children. In response to the demand from the public, government officials expressed the need to observe and evaluate the impact of the second child for single only-children parents policy, and felt it was still not the right time to further revise the policy⁷. During the Fifth Plenary Session of 18th CPC Central Committee at the end

⁴ “Becoming old before getting rich” means China, though still in the stage of development, is facing the challenge of an ageing population.

⁵ “中國的人口”, *Xinhuanet*. Retrieved from http://news.xinhuanet.com/ziliao/2003-01/18/content_695553_2.htm

⁶ “危險的失衡” by 陳顯玲, 11 February 2015, *南方都市報 (全國版)*.

⁷ “是否出台全面放開二胎政策仍需觀察”, 10 March 2015, *China News Service*.

of October 2015, the Communist Party of China announced that it would “fully implement a policy of allowing each couple to have two children as an active response to an ageing population”⁸, clearly indicating tremendous changes to the nation’s one-child policy.

⁸ 〈中國共產黨第十八屆中央委員會第五次全體會議公報〉，取自新華網
http://news.xinhuanet.com/politics/2015-10/29/c_1116983078.htm

Family Concepts and Functions

Family refers to a unit formed by a group of people who are connected by blood, marriage or adoption to share the responsibility of childbearing and taking care of each other. In traditional Chinese society, family is not only the core of society but also assumes various functions in the areas of economy, childbearing, education, social security and religion. Family bonds could be the basic force which unites the entire society.

In a traditional Chinese society, the economy is dominated by agriculture, which requires intensive labour. As the basic unit of society, the larger a family is and the more human resources it has, the more economically powerful and sustainable the family is. Therefore, society regards a big, thriving family as the ideal model, and values community life. A large family is a prerequisite for continuing the family line, so family fertility is highly valued. Just as Mencius said: “There are three unfilial acts; bearing no descendant is by far the most unforgivable (不孝有三，無後為大)”, continuing the ancestral line is a major personal responsibility.

Traditional Chinese society expected children to attend on their parents and elderly with filial piety, which is the basis of a series of traditional family values. Filial piety serves to maintain the ties between the younger and older generations, and clansmen and ancestors so that the family and clan stay united and integrated. Filial piety represents the norm of the role as a child. Children are supposed to be filial to their parents until they die. One must feel grateful during ancestor worships. In traditional societies, parents generally cherish the concept of “rearing children for old age (養兒防老)”. Moreover, when a family member is in trouble, other members are duty-bound to lend support. In addition to economic, reproductive and religious functions, the family is also an important repository of education, a place from which parents and elders transfer life skills, social norms and values to the next generation.

In traditional Chinese society, the family is ruled by men, while relationships between relatives follow the “senior above junior, men above women (長尊幼卑、男尊女卑)” principle. Clan is an extension of the family. Older people, usually men, play the leading role in the clan. Just as the father of a family is the ruler, the clan chief leads the clan, while filial piety is the key to maintaining ties of kinship. In addition, family values are not confined to family members who are connected by blood, but extend to the social and even political levels. This is based on “differential mode of association (差序格局)” starting with individuals¹, justifying the statements such as “all men are brothers (四海之內皆兄弟)” and “all under heaven is one family (天下一家)”; plus the common saying that “the emperor is like a father, and ministers are like sons (君父臣子)” are simply extensions of patriarchal relations.

Family values and functions have evolved during China’s transition from traditional to modern society. The ultimate goal of a traditional family is to increase

¹ “Differential mode of association” is a term coined by the late Chinese sociologist professor FEI Xiaotong to describe interpersonal relationships in traditional Chinese society, which originate from yourself and are extended outward in circles just like the ripples of a stone thrown into water. The closeness of your relatives is determined by their proximity to yourself.

the size of the family, so that the family serves a wide array of functions including production, childbearing, socialisation, religion, and social security. When a society moves towards industrialisation and urbanisation, the family structure weakens, with traditional family functions shared by different social systems. The traditionally close relationship between family and social behaviours such as birth, marriage, production, and socialisation begins to unravel. For example, marriage and childbearing are currently not necessarily linked to family, because the emergence of phenomena like staying single and cohabitation has changed traditional concepts of marriage and family.

The traditional concept of “rearing children for old age (養兒防老)” has altered with the changing family structure. Most parents do not expect their children to support them in old age, and tend to rely on personal savings, pension and the social security system. Hence, “protecting against old age (防老)” is no longer an important consideration when determining whether to have children. Additionally, the new generation generally expects to have a larger personal space after marriage, and thus choose not to live with their parents.

Social policy also has an impact on family values. The Mainland has been active in implementing the family planning policy, and the Family Planning Association of Hong Kong also started to trumpet “two children are more than enough (兩個夠晒數)” in the 1970s. These policies have influenced public attitude towards childbearing. Many new-generation couples choose to have fewer, or even no children. The average number of people per household in the Mainland dropped from 3.96 in 1990 to 3.02 in 2015². In Hong Kong, the figure fell from 4.5 in 1971 to 2.9 in 2011³. These statistics show that in both the Mainland and Hong Kong, family size has been shrinking considerably.

² For the data of 1990, refer to “第四次全國人口普查公報”, 2 November 2001, the web page of the National Bureau of Statistics of the People’s Republic of China. Retrieved from http://www.stats.gov.cn/tjsj/tjgb/rkpcgb/qgrkpcgb/200204/t20020404_30320.html. For the data of 2015, refer to “新新視點－中國家庭發展報告 2015(圖解)”, the web page of 中國家庭文化網. Retrieved from http://www.chinafc.org.cn/index.php?option=com_flexicontent&view=items&cid=11&id=4165&Itemid=42

³ “香港的人口及家庭住戶趨勢”. In *Hong Kong Monthly Digest of Statistics*, April, 2012. Retrieved from <http://www.statistics.gov.hk/pub/B71204FA2012XXXXB0100.pdf>

Kinship and Clan

In the family, relatives vertically include seniors such as parents and grandparents on maternal and paternal sides, as well as juniors such as sons, daughters and grandchildren. Horizontally, brothers, sisters, and cousins on both maternal and paternal sides are included. A clan refers to a group of relatives who carry the same family name originating from the geographical area where families live together. This stresses that the families are derived from the same ancestor, inheriting the family name that passes down from generation to another. In other words, the clan is founded on relatives with the same family name, and is also the extension of the family.

In traditional Chinese society, if childbearing and reproduction represent the most important function of a family, a clan's most important function is to integrate families with the same surname, to keep the clan united. A clan encourages families to be devoted to the same people, namely ancestors of the clan. For example, a clan coordinates ancestor worship activities to urge all families to shoulder the responsibility of continuing and strengthening the clan's lifeblood, and to promote solidarity. The clan's ancestral hall houses the shrines of ancestors and the genealogy, and is also the public place where the clan handles family affairs. An ancestral hall is the symbol of a clan, reflecting the sense of belonging among individuals. The clan also settles disputes among families and handles affairs involving outside interests, serving as the manager and coordinator and performing religious, political, judicial and economic functions. Moreover, a clan is in charge of public properties (including land, farm cattle and grain mills) in order to sustain clan activities (e.g. renovation of ancestral halls, ancestral worship and aid to poor clan members).

A clan is tied by blood and geography, so a change to its members may directly affect the fate of the clan. Amid the socio-economic transformation from traditional agriculture to industry-led society, job opportunities are abundant in cities. Due to the lack of arable land in the countryside, farmers are forced to leave their homeland and make a living in cities. As the economic centre of gravity shifts from rural to urban areas and the traditionally close family relations in the countryside weaken because of population movements, the clan's centripetal force is also reduced for members of the clan. Rural depopulation and growing urbanisation further weaken the power of clans. Take the highly urbanised Hong Kong for example. The function of clans in uniting clan members is increasingly weakening, but family members still maintain a certain level of mutual help. They also see each other often, by paying Lunar New Year's visits and attending parties of relatives.

Government policies also have an influence on clans by taking away some of their social functions. Since 1949, the Chinese Government has launched a series of nationalisation and collectivisation campaigns, such as confiscating or assigning the communal lands of clans, including ancestral halls, to farmers through land reform. Due to the loss of lands, clan organisations no longer possess any economic resources, and find it hard to fulfill their duties and exercise powers, thus gradually forfeiting their authority in villages. The most significant change to the organisation was the establishment of the people's communes. A commune covered one or several villages, and had a number of production brigades and production teams under its umbrella to organise farmers in production. It can be described as a comprehensive

organisation that integrates a set of management functions in political, economic and other areas. People's communes emerged to overtake the clan's traditional functions of settling family disputes and promoting mutual assistance between families, making clans almost unnecessary.

In the 1980s, China endorsed the reform and opening-up policy, and implemented the "agricultural responsibility system (農業生產責任制)" in rural areas under which land was allocated to farmers. Under these policies, a family served as an economic unit, or members of the same clan formed an economic union. In addition to boosting rural economic development, this move breathed new life into clans. In recent years, clan-related activities have sprung into life across the nation. These activities include updating genealogies, repairing ancestral halls and graves, formulating clan rules, restoring ancestor worship ceremonies. Scholars refer to these phenomena as "clan revival (宗族復興)".

Scholars generally agree that the reform and opening-up drive has laid a sound economic foundation, which, coupled with the easing socio-political environment, facilitates the revival of clans. However, there is still no consensus as to whether clans have revived because they still have a role in modern society, or whether an emotional desire rooted in Chinese cultural tradition has made the revival happen.

Tradition and Modernity

As opposed to modernity, tradition is a combination of ideas, morals, rules, customs and arts that have been passed down from generation to generation. Tradition and modernity form an indivisible continuum, which can be used to understand the process of social change. This process involves interpersonal relationships and communication, the functions of social organisations, and changes in values. The following section will use Chinese society as an example to illustrate the transition from tradition to modernity.

First of all, in terms of interpersonal relationship and communication, traditional Chinese society was dominated by primary groups such as families and neighbours, in which members communicated with each other closely and directly in face-to-face, informal and private ways. Modern society is based on secondary groups such as clubs, factories and companies. In these groups, interpersonal relationship is maintained, not necessarily through face-to-face exchanges, but more via indirect channels with emphasis on black and white rules and regulations.

Second, in terms of social functions, the traditional Chinese society was an agricultural society, in which family as the core unit, served a wide range of functions in economic, educational, religious and political areas. As modern society industrialised, the social system tends towards specialisation, with functions of the traditional family being taken over by factories, schools, religious groups, political parties and other specialised organisations. Modern society stresses the division of labour, thus raising specialist requirements on different roles in the community, and necessitating the involvement of professional groups such as doctors, accountants and lawyers, who have relevant expertise and qualifications.

Third, in terms of values, because values are a product of society, they may vary for people in different times and different types of societies. As society changes, the values of modern society are gradually superseding traditional values. For example:

- In a traditional society, interpersonal relationships focused on personal identities and relationships. Those with special backgrounds would usually have privileges, and it was considered quite normal to obtain or give others such privileges. In modern societies, interpersonal relationships focus on law and regulations. Social relations have shifted from a clear hierarchy to following law and regulations, so personal status and relationships are less important. The value of equality is emphasised, and all members of society should be equal in the political, economic, legal and personal aspect.
- In a traditional society, personal identity and social status were often inherited. In a modern society, personal efforts are considered more valuable, and individuals need to raise their social status through performance and achievements. The value of “ability counts (有能者而居之)” has prevailed over the previous idea of gaining an advantage through relationships.

On the other hand, some traditional and modern values are not mutually exclusive, as many traditional values remain alive in modern society. For example, Chinese people value family reunions during festivals. Therefore, at the end of each

lunar year, migrant workers living in cities hurry back to their hometowns to reunite with their families and spend the Spring Festival together, adding to traffic and causing road congestion. The Chinese Government estimated that during the 2015 Spring Festival, over 2.8 billion migrant workers and tourists returned to their villages and travelled respectively (from February 4 to March 15)¹. The huge passenger traffic within such a short period was, of course, in part due to the unbalanced economic development across regions in China and China's inadequate land transport capacity, but cultural customs did have a role.

Furthermore, some traditional values help alleviate problems faced in modern society. For example, both the Mainland and Hong Kong are now facing the problem of an ageing population. Some argue that the traditional society value the virtues of filial piety and considering others in one's own place ("honouring old people as we do to our own aged parents (老吾老，以及人之老)"), and the tradition somewhat helps reduce the pressure on government in addressing the ageing population problem and catering to the psychological needs of the elderly. Thus, we should not generalise that traditional social values are not applicable in modern society.

¹ “2015 春運收官 發送旅客 28 億人次”, 17 March 2015, *People's Daily (Overseas version)*.

Customs

A custom is a set of conventional guidelines and norms of conduct established in the community, which is founded on the values and common understandings that are generally recognised, accepted and implemented among community members. For example, according to China's traditional festival customs, when a family gets together for dinner and eats Tang-yuan on Winter Solstice Day, this symbolises family reunion and satisfactory overwintering. Meanwhile in indigenous villages in the New Territories, from Lunar New Year's Day to Lantern Festival each year, families invariably light lanterns to celebrate the addition of newborn sons in the past year, reflecting an emphasis on bloodline continuation. In addition, through socialisation, customs have become part of personal values that guide the behaviour of individuals. If individuals do not act according to customs, they may feel different or disrespected in groups, and more seriously, will be criticised or alienated by others.

One of the characteristics of a custom is its geographical basis. Customs vary in different social groups since their traditions, cultures, environments and resources are different. However, when one society comes into contact with another through trade or war, cultures and customs of both sides may interact. For example, Sino-Japanese cultural exchanges peaked in the Tang dynasty, during which Japan introduced Chinese culture on a massive scale, known in history as "Taika Reform (大化革新)". As a result, Japan's customs are infused with elements of the Chinese culture, but also retain their unique features.

In traditional Chinese society, customs were religious. Our ancestors would pray to gods for help when dealing with an unpredictable environment, or failing to overcome problems beyond their power, to find the way out spiritually. The resulting custom of worship would even evolve into a popular religion. As expressions of folk beliefs, customs can guide the lives of individuals and partly serve the social functions of a religion. For example, the Hungry Ghost Festival is the traditional Chinese version of "Halloween", reflecting the reverence and awe for gods or spirits among the public. The opera dedicated to the gods and spirits (神功戲) and distribution of "Safety Rice (平安米)" serve the purpose of promoting the cohesion among various sectors of society.

In addition, customs are dynamic and may change with social development from time to time. A change in customs is sometimes attributed to external factors or driven by social movements. For example, the "anti-footbinding (反纏足)" movement launched by intellectuals in the late Qing dynasty eradicated the bad traditional practice of binding women's feet. On the other hand, when lifestyle changes due to social transition (e.g. urbanisation), the custom may fail to adapt to the changed lifestyle, or begin to wane. Even if the meanings of the customs remain, its forms greatly deviate from tradition. In Hong Kong for example, today's celebration of the Mid-Autumn Festival cannot compare with that a few decades ago. Mooncakes as a holiday food now appear in new varieties such as snowy mooncakes and ice-cream mooncakes that differ from traditional forms.

From another point of view, tradition is strong and resilient. The “Destroy the Four Olds (破四舊)” campaign during the Cultural Revolution banned what were regarded as feudal and corrupt customs and traditions in the aspects of every day clothing, food, shelter, housing, festivals, weddings and funerals. However, thanks to the introduction of the reform and opening-up policy, some traditional customs and festivals have been revived and received attention and boosts from the government, with the aim of building cultural identity and promoting national pride. For example, the four major traditional festivals, Spring Festival, Tomb-Sweeping Day, Dragon Boat Festival, and Mid-Autumn Festival were designated statutory holidays in 2008. Customs such as the Dragon Boat Festival and Mazu Worship have been recognised by UNESCO as World Intangible Cultural Heritage.

B. Relevant Information

Courses of Reform and Opening-Up

Two important decisions were made in December 1978, when the Third Plenary Session of the 11th Central Committee of the Communist Party of China (CPC) was in session. First, to open China up to the world and second, to promote modernisation of the nation through reforms. It suffices to summarise the objectives of the meeting with the “Four Modernisations” (i.e. modernisation of agriculture, industry, science and technology, and national defence) Scheme, which marked the beginning of an era of reform and opening-up. Four characteristics are associated with the aforementioned reforms:

- Unlike the former Soviet Union and Eastern-European countries, which focused on reforming state-owned enterprises, China started its reforms with non-state-owned sectors, allowing the founding of market-oriented enterprises, with the aim of promoting economic growth.
- Reforms were carried out in a progressive manner. Neither were they implemented simultaneously throughout the country. On the contrary, there were trial runs in certain areas or economic departments, and those measures with proven results were implemented gradually in the rest of the country.
- China’s coastal areas, Special Economic Zones (SEZs), in particular, experienced the earliest implementation of its reforming measures. The government allowed a group of people and regions to prosper before the others, with a view to achieving its ultimate goal of common wealth.
- Pragmatism was the essence of China’s reforms. As so eloquently put by Deng Xiaoping, China’s former leader, “It doesn’t matter whether a cat is white or black as long as it catches mice (不管白貓黑貓，能抓到老鼠就是好貓)”. The criteria for judging the success of China’s reforms were determined by their effect, not by the nation’s political ideology.

The reforms were first carried out in China’s rural areas. In September 1980, the government allowed farmers to decide on their own whether to abide by the household responsibility system. This decision granted farmers the option of keeping and selling their remaining grains in the market after turning in taxable grains and finishing mandatory or contractual acquisitions. By the end of 1984, the household responsibility system already covered approximately 98% of China’s farmers. The government later gave farmers greater freedom by expanding their crop choices, and even allowing them to give up farming to set up small-scale factories. Taking advantage of these favourable conditions, China then saw a rapid rise in township and village enterprises nationwide. The development was even more prosperous in coastal areas and on the fringe of major cities.

In order to attract foreign investment and gain technological and managerial experience from foreign countries, the government granted foreign businesses favourable tax and tariff policies in SEZs. After setting up the first four SEZs in Shenzhen, Zhuhai, Shantou and Xiamen in 1980, the government implemented an open-door policy for 14 additional coastal cities in 1984. It also designated Yangtze

River delta, Pearl River Delta, Xiamen-Zhangzhou-Quanzhou Triangle in south Fujian, Shandong Peninsula and Liaodong Peninsula as the Open Economic Zones in 1985. The government also designated the entire province of Hainan an SEZ in 1988 and gradually an expanded belt of open areas was built around its coastal region. In 1990, with a view to developing the Yangtze valley into another open belt, the government decided to open the Pudong New District in Shanghai. Pudong then served to drive the development of the middle and lower reaches of Yangtze River basin. From the above description, it is clear that China started the process of its opening-up by establishing SEZs in selected cities, the successful model of which was then expanded to its coastal areas and the Yangtze valley; thereby presenting a progressive mode of opening-up that started with cities, expanded to belts and ultimately to regions.

A series of activities in the 1980s not only managed to gradually open up China's domestic market to foreign capitals, they also successfully promoted economic reforms in the Mainland. In order to cope with competition in the international market, China's enterprises had to improve their product quality, lower production cost and enhance management standards. To survive the fierce competition from global imports and exports, the Mainland had to establish a structure of commodity prices similar to those found in its global competitors, and accelerate its price reform. Deng Xiaoping inspected China's southern provinces in early 1992. During the visit he delivered a number of speeches, demanding more proactive implementation of reform and opening-up policies. A resolution was passed at the 14th National Congress of the CPC held in October 1992, stating that the key mission for China in the 1990s was to establish a "socialist market economy". Starting from 1994, the Chinese Government introduced a number of important measures to reform the nation's financial and tax systems, the banking system, regulatory rules on foreign exchange, enterprise system, as well as its social security system. From the end of the 1990s to early years of the 21st century, the reforming focus was shifted to state-owned economic sectors, and the government carried out a number of measures, including shutting down state-owned enterprises operating in a deficit and establishing a social security system for laid-off workers.

By the 21st century, China's reform and opening-up policies had substantially improved the living standards of citizens in the coastal area of eastern China. However, the development of its western provinces still lagged behind. In its report on the 10th five-year plan published in March 2001, the government proposed concrete arrangements regarding Western Development. The duration of the programme was set to 50 years and was divided into three stages. The objective of the development programme was to enhance the overall level of production and living standards for citizens living in western China, with a view to fully narrowing the economic gap between the western and coastal areas (refer to relevant information on the "Western Development" for further details). Ever since the launch of the programme, western China saw significant investments from the state government in a variety of projects related to infrastructure, education, resource development and environmental protection, among which the Qinghai-Tibet Railway, the West-East Electricity Transfer Project and the West-East Gas Pipeline are the largest projects.

China joined the World Trade Organisation (WTO) at the end of 2001, marking another milestone in its promotion of the open-door policy. As a member of the WTO, China needed to accept the rules of a globalised economy. For example, lowering tariffs, further opening up its market, including the service industry, and amending relevant domestic regulations and legislation in accordance with WTO requirements. While China has become an active player in international trade, the Chinese economy has also become more susceptible to the international financial market and its days of being immune to global influence are over. The 2008 global financial crisis severely damaged China's export volume. The Mainland saw a cascading collapse among small and medium-sized enterprises due to poor performance in the export sector, with the textile industry taking the worst hit. This was the most serious external impact received by the Chinese economy since the country implemented its reform and opening-up policies. In order to survive the crisis, the government launched its RMB 4-trillion investment programme in November 2008, to expand internal demand and spur economic growth by accelerating infrastructure development in rural areas, expanding transportation network, and introducing projects to improve ecological conditions. While this investment programme cushioned the impact of the financial crisis for China, some saw it as a programme that mainly focused on saving state-owned enterprises. As private enterprises failed to benefit from the programme, the crisis eventually gave rise to a situation where "the state enterprises advance and the private sector retreats". Besides, after more than 30 years of reform and opening-up, faced with an ever-growing shortage in the labour force, certain regions in the coastal area are now trying to transform their industrial structure from labour-intensive industries to value-added industries. For example, the Guangdong provincial government introduced the policy of "emptying the bird cage for new birds to settle down (騰籠換鳥)" in the hope of replacing its previous labour-intensive manufacturing industry with high-tech and service-oriented enterprises.

Since 2013, in order to further solidify the progress of reform and opening-up, China has established four Free Trade Trial Zones in Shanghai, Guangdong Province, Tianjin and Fujian Province with additional plans pending approval for other areas. This aims at keeping abreast of new trends in the global economic and trade development. Aiming to attract financial institutions and provide Chinese companies with more choices to put the "going global (走出去)" strategy to use, the state government has introduced a number of preferential policies in its newly established free trade zones. With regards to the financial sector, in light of the vital part played by financial reform in the structural reform of its economy, the Chinese government has proposed a number of reforming measures to build a comprehensive system to govern its financial market. These include further opening up its financial sector to domestic and foreign access, promoting a system whereby the nation's exchanges rates and interest rates are market-driven, as well as ensuring financial security and stability. These measures bring additional benefits, as they promote the globalisation of RMB, creating a future where RMB is the chosen currency for international settlement, investment and reserves. In addition, President Xi Jinping proposed a strategic initiative of regional economic cooperation comprising the "Silk Road Economic Belt" and the "21st Century Maritime Silk Road" ("Belt and Road Initiative") in 2013. Building on the strengths of China's neighbouring countries and combining the advantages of those located along the routes, the initiative promotes cooperation and communication among participating nations in a large number of

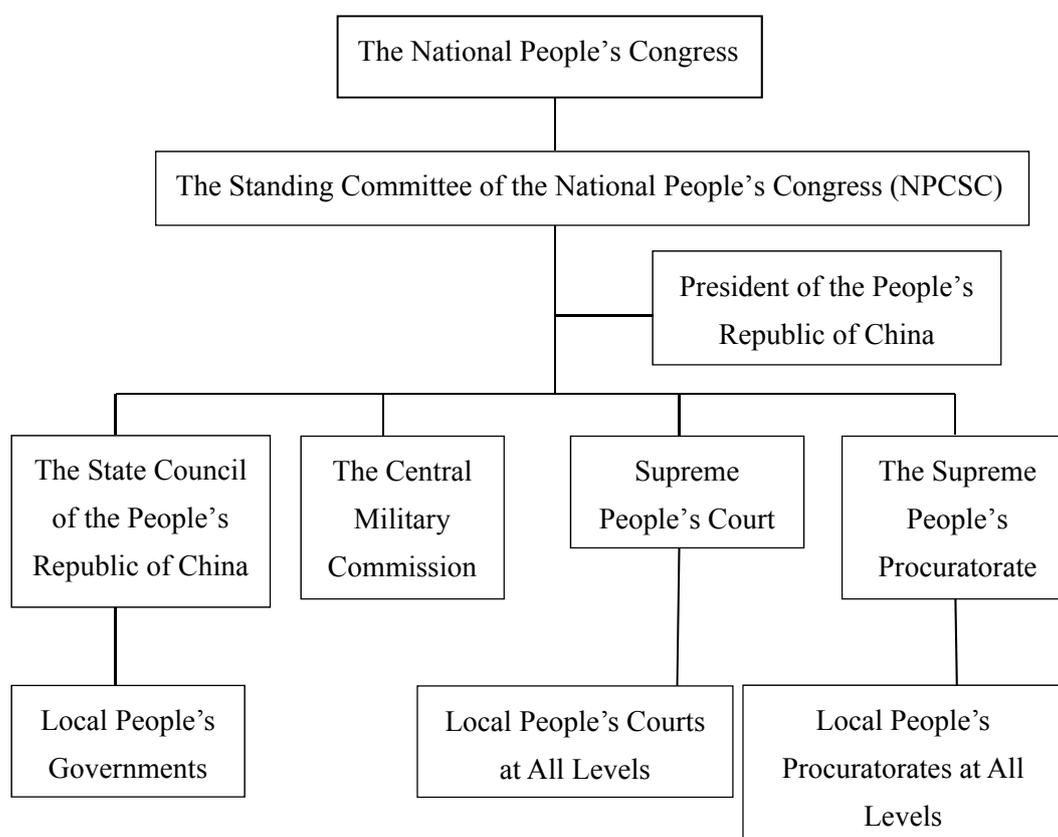
areas. At the same time, it inspires the joint development of a structure for regional economic cooperation with openness, inclusiveness, balance and mutual benefit. (refer to relevant information “Belt and Road Initiative” for further details).

Source: Revised and updated from Liberal Studies Section. “Reform and Opening-up”, the Web-based Resource Platform for Liberal Studies, Hong Kong: Curriculum Development Institute. Retrieved from <http://ls.edb.hkedcity.net/> (Resources→L&T Resources→Teaching Packages).

State Structure and Key State Organs of The People's Republic of China

The system of People's Congress is the fundamental political system of China. As stipulated in Article 2 of the *Constitution of the People's Republic of China*: "All power in the People's Republic of China belongs to the people. The National People's Congress and the Local People's Congresses at all levels are the organs through which the people exercise state power."¹ Occupying the highest position in all state organs of China, the National People's Congress is the highest organ of state power whose power shall not be exceeded by that of any other state organs. The state structure and key state organs of the People's Republic of China are set out in the chart below:

State Structure and Key State Organs of the People's Republic of China



1. National People's Congress

The National People's Congress (NPC) is the highest organ of state power of the People's Republic of China. Deputies to the NPC are elected from all provinces, autonomous regions, municipalities, and special administrative regions, and from the People's Liberation Army. Each congress is elected for a term of five years. The

¹ Refer to "Constitution of the People's Republic of China", the official website of the Central People's government of the People's Republic of China. Retrieved from http://english.gov.cn/archive/laws_regulations/2014/08/23/content_281474982987458.htm

People's Congresses of provinces, autonomous regions, municipalities, and autonomous prefectures are composed of deputies elected by People's Congresses at the next level down such as counties or cities. The People's Congresses of counties, cities, townships and towns are composed of deputies elected directly by their constituencies. The number of deputies in the NPC shall not exceed 3,000. According to *Announcement No. 10 of the Standing Committee of the 12th Session of the NPC*, as at February 2015, there was a total of 2,965 deputies in the NPC, of which 36 were Hong Kong deputies².

The NPC has the following functions and powers:

- To amend the Constitution, to supervise the enforcement of the Constitution, to enact and amend basic laws governing criminal offences, civil affairs, the State organs and other matters.
- To elect the Chairman of the Standing Committee of the National People's Congress, the President and the Vice-President of the People's Republic of China, the Chairman of the Central Military Commission, the President of the Supreme People's Court, the Procurator-General of the Supreme People's Procuratorate, and to decide on the choice of the Prime Minister of the State Council. The NPC also has the power to remove the above persons from office.
- To examine and approve the plan for national economic and social development and the report on its implementation, to examine and approve the central and local budgets and the report on their implementation.

The NPC collectively exercises its functions and powers by meeting in sessions, which are categorised into routine sessions and interim sessions. Routine sessions are convened annually, usually in March, for approximately 15 days. Following the conclusion of a routine session, the NPC does not remain in session. An interim session may be convened at any time if the Standing Committee of the NPC deems it necessary or if one-fifth or more of its deputies so propose. All sessions of the NPC are presided over by a Presidium. During the meeting, the NPC deputies may submit proposals, opinions and suggestions.

2. Standing Committee of the National People's Congress

The Standing Committee of the National People's Congress (NPC Standing Committee) is the permanent body of the NPC. When the NPC is not in session, the NPC Standing Committee may exercise functions and powers given to it by the Constitution and relevant laws, as well as executive functions of the NPC.

The NPC sets up its Standing Committee to match with China's specific context. As there are a large number of NPC deputies and they are not usually full-time deputies, it is therefore inconvenient for them to meet on a regular basis to exercise

² Refer to “十二屆全國人大代表資格變動大盤點”, 28 February 2015, *Xinhuanet*. Retrieved from http://news.xinhuanet.com/politics/2015-02/28/c_1114463372.htm

their functions and powers. As a result, the NPC usually meets annually for approximately 15 days. In order for the NPC to fully serve its purpose as the supreme organ of state power, a smaller group of deputies have been selected during the NPC sessions to form the NPC Standing Committee, so that regular sessions can be convened to exercise the functions and powers of the NPC.

The NPC Standing Committee is composed of the Chairman, Vice-Chairmen, the Secretary-General and other deputies. They are all elected from among NPC deputies. The Chairman directs the work of the NPC Standing Committee and convenes its meetings. The Standing Committee of the 12th NPC has 161 members.

The NPC Standing Committee normally convenes a meeting every one and a half or two months, for 7 to 10 days.

3. President of the People's Republic of China

The President of the People's Republic of China is the head of state for the People's Republic of China. The president represents the People's Republic of China.

The President and Vice-President of the People's Republic of China are both elected by the NPC. Citizens of the People's Republic of China who have the right to vote and to stand for election and who have reached the age of 45 are eligible for election as President or Vice-President. The President and Vice-President serve for a term of five years, the same as NPC deputies, and may serve no more than two consecutive terms. The powers of the President of the People's Republic of China are summarised below:

- Internal: to promulgate statutes following decisions of the NPC and its Standing Committee; to appoint or remove the Prime minister, Vice-Prime ministers, State Councilors, Ministers in charge of ministries or commissions, the Auditor-General and the Secretary-General of the State Council; to confer State medals and titles of honour, issue orders of special pardons, proclaim a state of emergency, proclaim a state of war, and issue mobilisation orders.
- External: to engage in activities involving State affairs and receive foreign diplomatic representatives on behalf of the People's Republic of China; to appoint or recall plenipotentiary representatives abroad in support of decisions of the NPC Standing Committee; to ratify or revoke treaties and important agreements concluded with foreign states.

4. State Council of the People's Republic of China

The State Council of the People's Republic of China i.e. the Central People's government, is the highest organ of State administration. The State Council is composed of the Prime minister, the Vice-Prime ministers, the State Councilors, the Ministers in charge of ministries or commissions, the Auditor-General, and the Secretary-General. The Prime minister directs the work of the State Council,

convenes and presides over the executive meetings and plenary meetings of the State Council. The term of office of the State Council is five years, the same as that of the NPC. Prime ministers, Vice-Prime ministers and State Councillors may serve no more than two consecutive terms.

The main functions and powers exercised by the State Council are:

- To enact administrative regulations and issue decisions and orders.
- To submit proposals to the NPC or its Standing Committee.
- To exercise unified leadership over the work of the ministries, commissions, and local organs of State administration at various levels throughout the country.
- To direct and administer internal, diplomatic and administrative affairs, such as works concerning the preparation and execution of fiscal budget of the state, urban and rural development, education, science, public health, physical education, family planning, foreign affairs, minority nationalities, and Chinese nationals residing abroad.

5. Central Military Commission of the People's Republic of China

The Central Military Commission of the People's Republic of China directs the armed forces of the country, enacts military regulations, issues decisions and orders, and engages in recurring works relating to the management, construction and planning of national defence.

The Central Military Commission is composed of the Chairman, the Vice-Chairmen and the members. Their term of office is five years, the same as that of the NPC, and they may serve no more than two consecutive terms. Members of the State Central Military Commission are the same members who serve on the Central Military Commission of the Communist Party of China Central Committee.

6. Supreme People's Court

The Supreme People's Court is the highest judicial organ of the country and is directed by the President of the Supreme People's Court. The term of office of the President of the Supreme People's Court is five years, the same as that of the NPC and the President may serve no more than two consecutive terms.

The Supreme People's Court supervises the administration of justice by the people's courts at local levels and by the special people's courts. It is answerable to the NPC and its Standing Committee. As provided for in the Constitution, except in special circumstances as specified by law, all cases in the people's courts are heard in public. The accused has the right to defence. The people's courts exercise judicial power independently, in accordance with the provisions of law, and are not subject to interference by any administrative organ, public organisation or individual.

7. Supreme People's Procuratorate

The Supreme People's Procuratorate is the highest procuratorial organ of the country and is directed by the Procurator-General of the Supreme People's Procuratorate. The term of office of the Procurator-General is five years, the same as that of the NPC. It may serve no more than two consecutive terms.

The Supreme People's Procuratorate directs the work of the people's procuratorates at various local levels and of the special people's procuratorates; it is accountable to the NPC and its Standing Committee. To ensure effective enforcement of law, the people's courts, the people's procuratorates and the public security organs divide their functions and share the responsibility of handling criminal cases.

8. The Chinese People's Political Consultative Conference

Established in 1949, the Chinese People's Political Consultative Conference (CPPCC) is an important organ in the system of multi-party cooperation and political consultation led by the Communist Party of China.

There are a National Committee and various local committees under the CPPCC. Members of the National Committee include representatives of the Communist Party of China, eight democratic parties, major social organisations, minority nationalities, and religious organisations. In addition, compatriots from Taiwan, Hong Kong and Macao, returned overseas Chinese, as well as representative of other sectors, may also become CPPCC members for a term of five years.

The National Committee of the CPPCC holds an annual plenary session to deliberate and recommend resolutions on state affairs, which are submitted to state organs and other relevant organisations. In summary, the main functions and powers of the CPPCC include to offer political consultation with regard to important issues that have a bearing on the nation's general political direction and the people's livelihood, and to exercise democratic supervision by offering suggestions and critical opinions.

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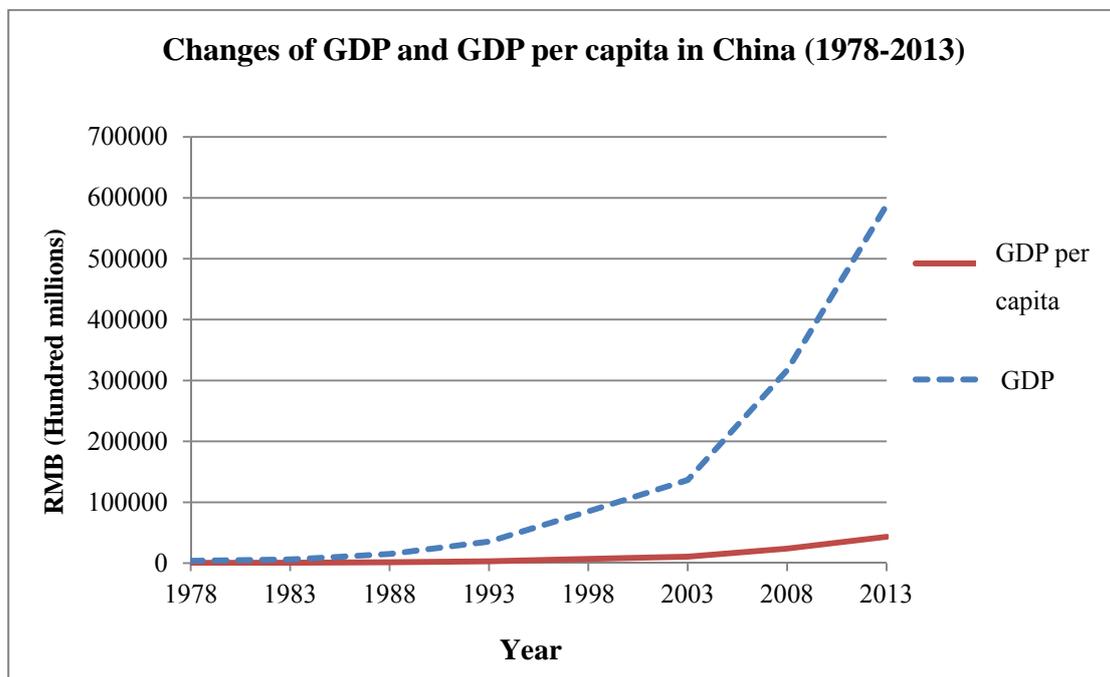
Data on China's Economic Development

China has experienced rapid economic growth ever since its reform and opening-up, overtaking Japan as the second largest economy in the world in 2010. Economic development has improved citizens' livelihoods in urban and rural areas and is an important factor for measuring China's overall national strength. Selected data is presented below in charts and graphs to illustrate China's economic development.

1. Gross Domestic Product (GDP)

During more than 30 years of reform and opening-up, China's GDP increased from RMB365 billion in 1978 to RMB58,801.8 billion in 2013, and its GDP per capita saw a significant increase from RMB382 in 1978 to RMB43,320 in 2013. However, due to its large population, China's GDP per capita was lower than the global average of US\$10,486 (approximately RMB64,982) in 2013. It ranked 81st in the world.

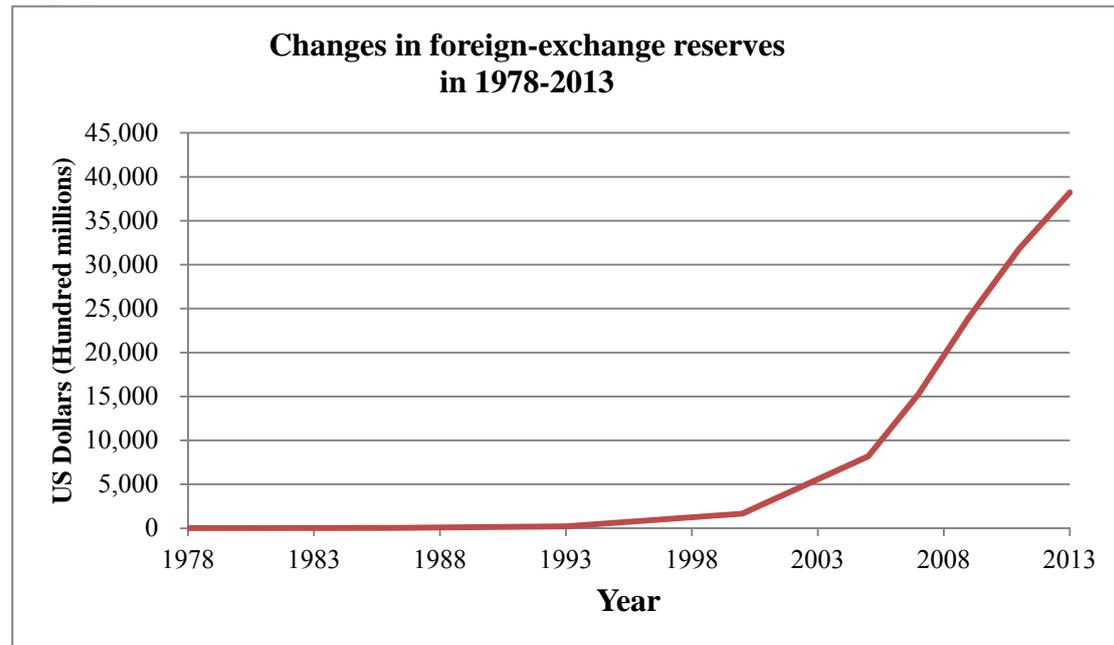
Year	1978	1988	1998	2008	2013
GDP (RMB (hundred millions))	3,650	15,101	84,883	316,751	588,018
GDP per capita (RMB (hundred millions))	382	1371	6,835	23,912	43,320



Source: The official website of National Bureau of Statistics of the People's Republic of China <http://www.stats.gov.cn/tjsj/>

2. Foreign-exchange Reserves

Foreign-exchange reserves are the part of international reserve assets held by the government of a country in foreign currencies. China's foreign exchange reserves were US\$160 million in 1978, they then exceeded US\$1 trillion, US\$2 trillion and US\$3 trillion in 2006, 2009 and 2011 respectively. China currently holds the world's largest foreign-exchange reserves, accounting to approximately one-third of the global total. As at March 2015, China's foreign-exchange reserves amounted to US\$3,730 billion.



Sources:

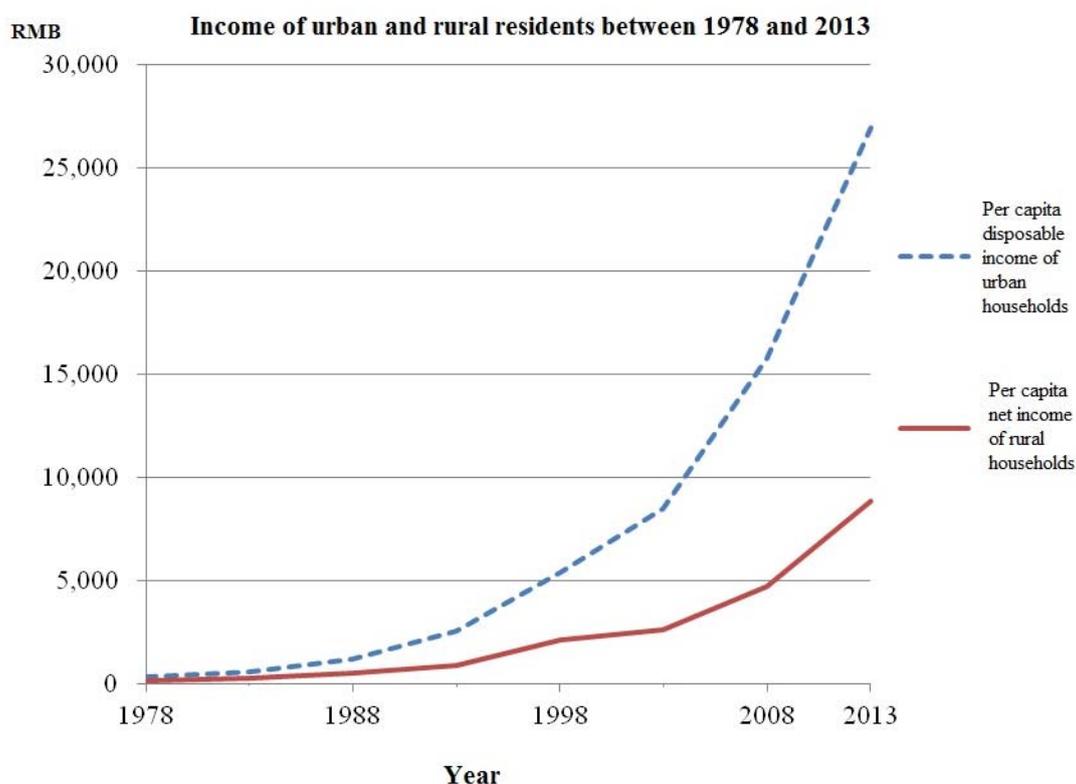
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3. Changes in the income of China's urban and rural residents

China's urban and rural residents have experienced significant improvements in their income and living standards since reform and opening-up. From 1978 to 2013, the per capita disposable income of urban households recorded a staggering increase of approximately 78 times, from RMB343 to RMB26,955, while the per capita net income of rural households grew approximately 66 times, from RMB134 to RMB8,896. However, while both registered an increase in their income, income growth for rural residents still lags behind that of urban residents, resulting in a widening urban-rural income disparity.

Year	1978	1988	1998	2008	2013
Per capita disposable income of urban households (RMB)	343	1,180	5,425	15,781	26,955
Per capita net income of rural households (RMB)	134	545	2,162	4,761	8,896

- Per capita disposable income of urban households = (Gross household income – income tax paid – individual social security expenses paid – accounting allowance) ÷ household population
- Per capita net income of rural residents = (Gross income of rural households – household recurring expenses – depreciation of productive fixed assets – tax and contract expenses paid – subsidy for participating in household survey (調查補貼)) ÷ resident population of rural households



Source: National Bureau of Statistics of the People's Republic of China.
Retrieved from <http://data.stats.gov.cn/english/> (Data Query → Annual → People's Living Conditions)

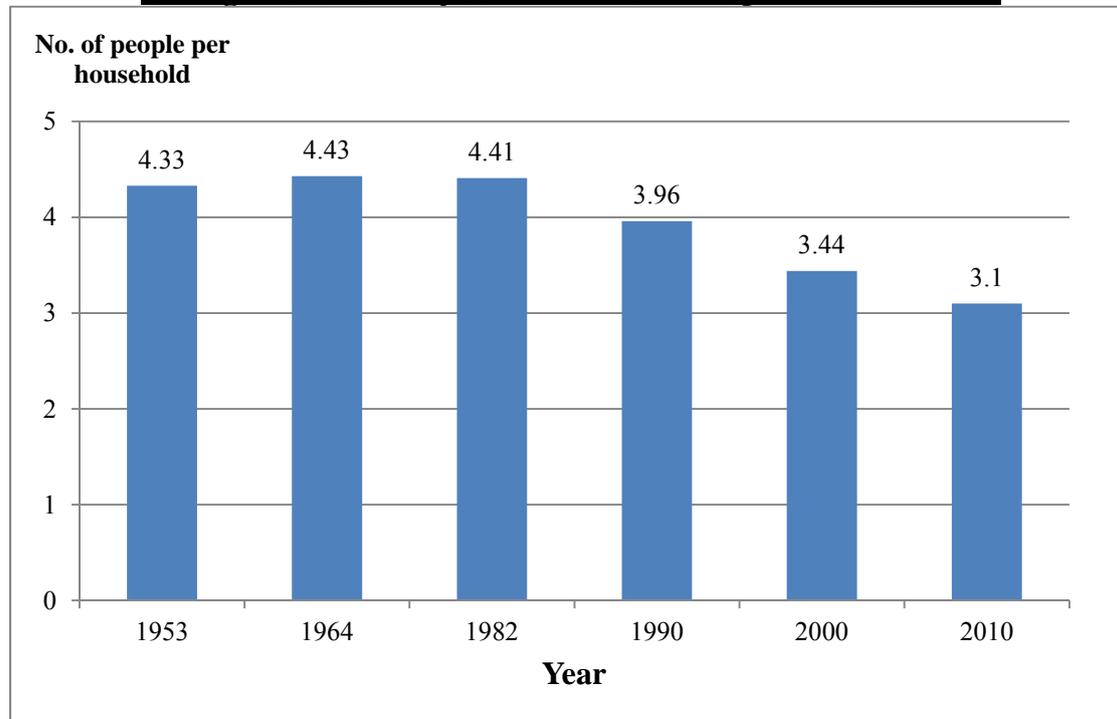
Figures from the Sixth National Population Census Conducted in 2010

Since the founding of the People's Republic of China, six National Population Censuses were conducted in 1953, 1964, 1982, 1990, 2000 and 2010. The population census mainly surveys the basic information of the population and households, including gender, age, ethnicity, educational attainment, industry, profession, migration and mobility, social security, marriage and childbearing, death and housing situation. Certain figures of the 2010 Population Census have been summarised below, together with the phenomena they reflected.

Total population: As at 1 November 2010, China had a total population of 1.34 billion. During the decade from 2000 to 2010, the population in China reported a net growth of 73.9 million, representing a decrease of approximately 56 million in comparison to the figure of the last decade, at an average annual growth rate of 0.57%. China was able to achieve such results by implementing the family planning policy, which effectively controlled its population growth, and in turn alleviated the pressure of population growth on resources and the environment.

Size of family households: The average size of family household was 3.10 persons, down by 0.34 persons in comparison to 3.44 persons recorded in the 2000 Population Census. The smaller size of family household was mainly attributable to a continual decrease in fertility rate, a growing migrating and floating population, and young couples moving out to live on their own after marriage.

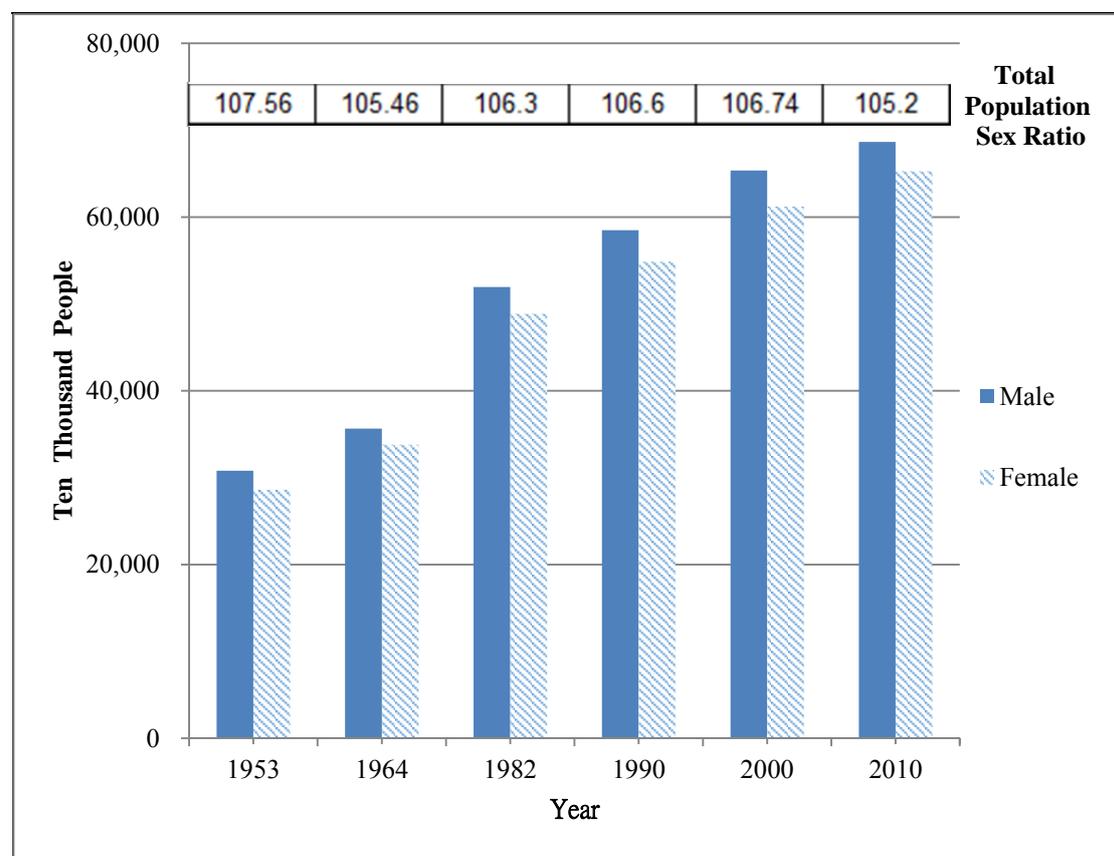
Average Size of Family Households from Population Censuses¹



¹ All charts in this section have been retrieved from “第六次全国人口普查主要资料发布”, the web page of the National Bureau of Statistics of the People's Republic of China. Retrieved from http://www.stats.gov.cn/ztjc/zdtjgz/zgrkpc/dlcrkpc/dcrkpcyw/201104/t20110428_69407.htm

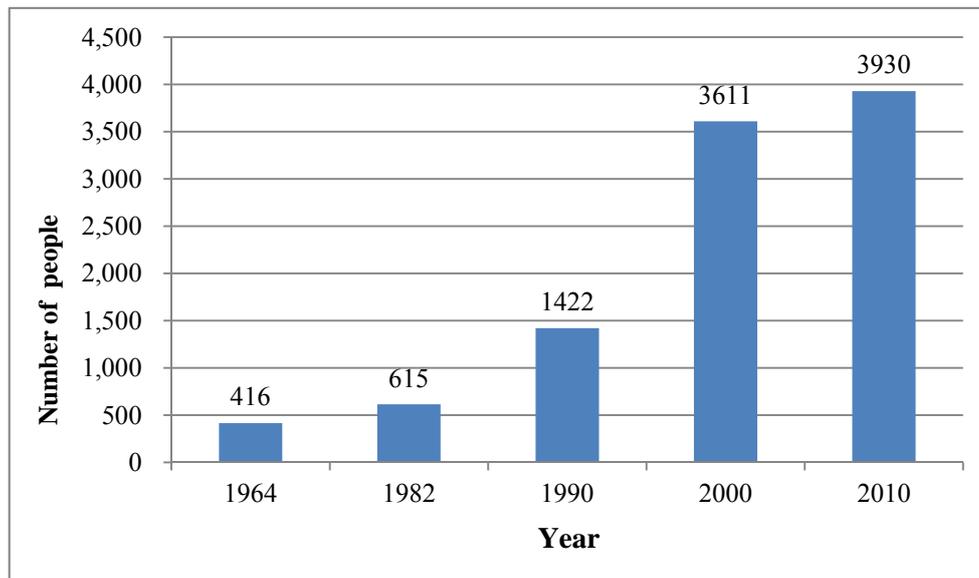
Sex composition: 51.27% of China's population were male, while 48.73% were female. The total population sex ratio declined from 106.74 in the 2000 Population Census to 105.20 (female=100) while the sex ratio at birth was 118.06 (female=100), representing an increase of 1.2% in comparison to 116.86 in the 2000 Population Census. Such figures indicated that the implementation of the family planning policy had reinforced the traditional preference. The higher sex ratio at birth will lead to an imbalance in sex composition and make it more difficult for males to find suitable partners. It may also pose challenges to China's long-term development of its population, and become a potential threat to social stability.

**Number of Males and Females and Total Population Sex Ratio
from Population Censuses**

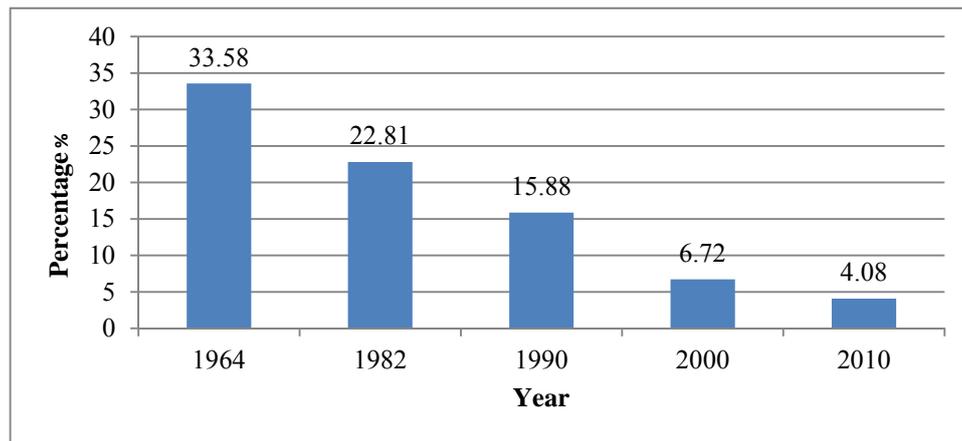


The composition of educational attainment: The number of people who completed university education increased from 3,611 to 8,930 in every 100,000 people in comparison to the figures in the 2000 Population Census. The number of people with high school education increased from 11,146 to 14,032. The number of people who graduated from junior secondary schools increased from 33,961 to 38,788. The number of people who finished primary schools decreased from 35,701 to 26,779. At the same time, China's illiteracy rate declined from 6.72% to 4.08%. The above changes demonstrated the positive impacts of the 9-year compulsory education, as well as the measures taken to develop tertiary education and eliminate illiteracy among young adults, reflecting the higher educational level of China's population.

Population with University Education Attainment Per 100,000 Persons from Population Censuses



Illiteracy Rate from Population Censuses



Age structure: China's population is increasingly ageing. People aged 0-14 accounted for 16.60% of the total population, representing a 6.29% decrease in comparison to that in the 2000 Population Census. People aged 60 and above accounted for 13.26% of the total population, representing a 2.93% increase over the level in 2000, and people aged 65 and above accounted for 8.87% of the total population, representing a 1.91% increase over the level in 2000. Changes observed in the age composition of China's population reflected its rapid economic development, enhanced living standards and improvements in its medical and health care sector. For more developed countries, the average figure in the age group 65 is currently 15.9% of total population. While China's figure appears to be favourable in comparison, scholars have pointed out that the ageing trend in China, as a less developed country at its current stage, can be described as "experiencing ageing before affluence (未富先老)", and is likely to pose great challenges for China's future development.

Distribution of urban and rural population: 665.57 million people lived in urban areas, accounting for 49.68% of the total population; 674.15 million people lived in rural areas, accounting for 50.32% of the total population. In comparison to figures in 2000, the percentage of the urban population increased by 13.46%, which reflected that China's rapid economic growth in the past decade, has sped up the pace of urbanisation.

Population distribution: The permanent resident population of the eastern region accounted for 37.98%, while that of the central region, the western region and the north eastern region accounted for 26.76%, 27.04% and 8.22% of the total population respectively. In comparison to the figures in 2000, the share of population in the eastern region increased by 2.41%, while the central, western and north-eastern regions all reported declines in the population share, with the western region reporting the largest decrease of 1.1%. In terms of the distribution of permanent resident population distribution, the top five provinces were Guangdong, Shandong, Henan, Sichuan and Jiangsu. Such patterned geographic distribution showed that the direction of population mobility movement was consistent with the level of its economic development. The better economic development on the eastern coast has attracted people from the central and western regions to work there. This accounted for the increasing proportion of population living on the eastern coast.

Population mobility: According to the Census, 261.39 million people lived in places different from their household registration place, which they had left for over six months. In comparison to 2000, this figure increased by 81.03%, i.e. 117 million persons. The finding reflected the accelerated shift of China's rural labour force, as well as an ever-increasing population mobility as a result of rapid economic development.

Sources:

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3. “馬建堂就第六次全國人口普查主要資料公報答記者問” The web page of the National Bureau of Statistics of the People's Republic of China. Retrieved from http://www.stats.gov.cn/zjtj/zdtjgz/zgrkpc/dlcrkpc/dcrkpcyw/201104/t20110428_69408.htm
4. Zou, Xiang-juang. (2011). Analysis of Population Movement and Distribution Based on Sixth Census. (Chinese version). In *Population and Economics*, volume 6. Retrieved from <http://www.sociology2010.cass.cn/upload/2012/02/d20120229144208029.pdf>

China's Expenditure on Education Development and Scientific Research

China's education system has made tremendous progress since the reform and opening-up. The promotion of its 9-year compulsory education, as well as tertiary education expansion are worth noting, as both are important factors in enhancing the quality of China's population and strengthening its overall national strength. Selected items from annual data published by the National Bureau of Statistics of China are presented below in charts and graphs to show China's education development, and corresponding expenditure.

1. Number of schools at various levels

The implementation of the family planning policy resulted in a smaller school-age population in the Mainland, and subsequently a decrease in the number of primary and secondary schools nationwide. While the number of regular primary schools was close to 950,000 in 1978, it decreased to approximately 210,000 in 2013; the number of junior secondary schools decreased from some 110,000 in 1978 to 52,000 in 2013, and the number of high schools shrank from 49,000 in 1978 to approximately 13,000 in 2013. Contrary to the above trend, pre-school education has been given a growing importance. Around 200,000 different types of kindergartens were operating in 2013. Tertiary education also recorded steady development, with the number of regular institutions of tertiary education increasing from 598 in 1978 to 2,491 in 2013.

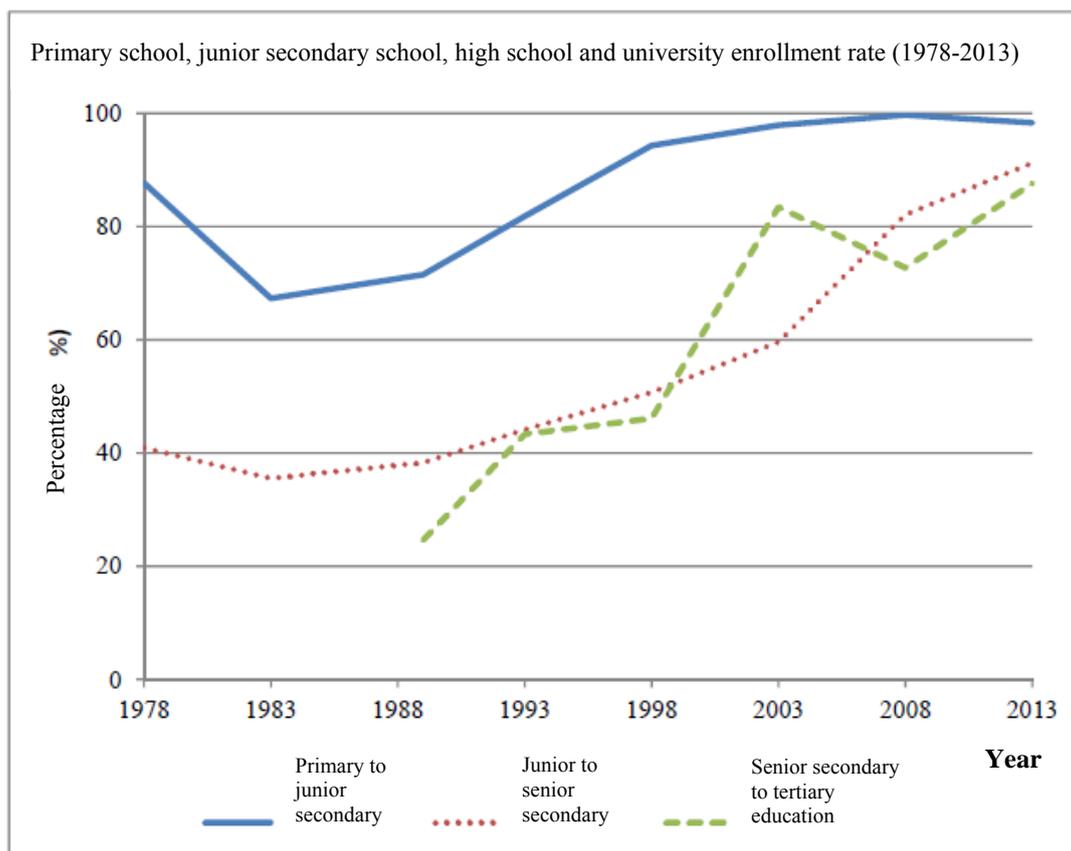
Year	1978	1988	1998	2008	2013
Number of Regular Institutions of Tertiary Education	598	1,075	1,022	2,263	2,491
Number of High Schools	49,215	16,524	13,984	14,607	13,352
Number of Junior Secondary Schools	113,130	74,968	63,940	53,167	52,764
Number of Regular Primary Schools	949,323	793,261	609,626	300,854	213,529
Number of Pre-school Institutions	163,952	171,845	181,368	133,722	198,553

Source: National Bureau of Statistics of the People's Republic of China. Retrieved from <http://www.stats.gov.cn/english/> (Data → Annual Data → Education)

2. Primary school, junior secondary school, high school and university enrollment rates

The enrollment rate of junior secondary schools increased from 87.7% in 1978 to 98.3% in 2013. In 2000, when the Chinese Government announced the nine-year compulsory education policy, the enrollment rate of high schools rose sharply from about 40% in 1978 to over 90% in 2013. In 1988, the enrollment rate of university was only 24.6%. In 1999, the large-scale tertiary education enrollment expansion was implemented. The enrollment rate of university increased to 87.6% in 2013 as a result.

Year	1978	1983	1988	1993	1998	2003	2008	2013
Primary to junior secondary (%)	87.7	67.3	71.5	81.8	94.3	97.9	99.7	98.3
Junior to senior secondary (%)	40.9	35.5	38.3	44.1	50.7	59.6	82.1	91.2
Senior secondary to tertiary education (%)	--	--	24.6	43.3	46.1	83.4	72.7	87.6

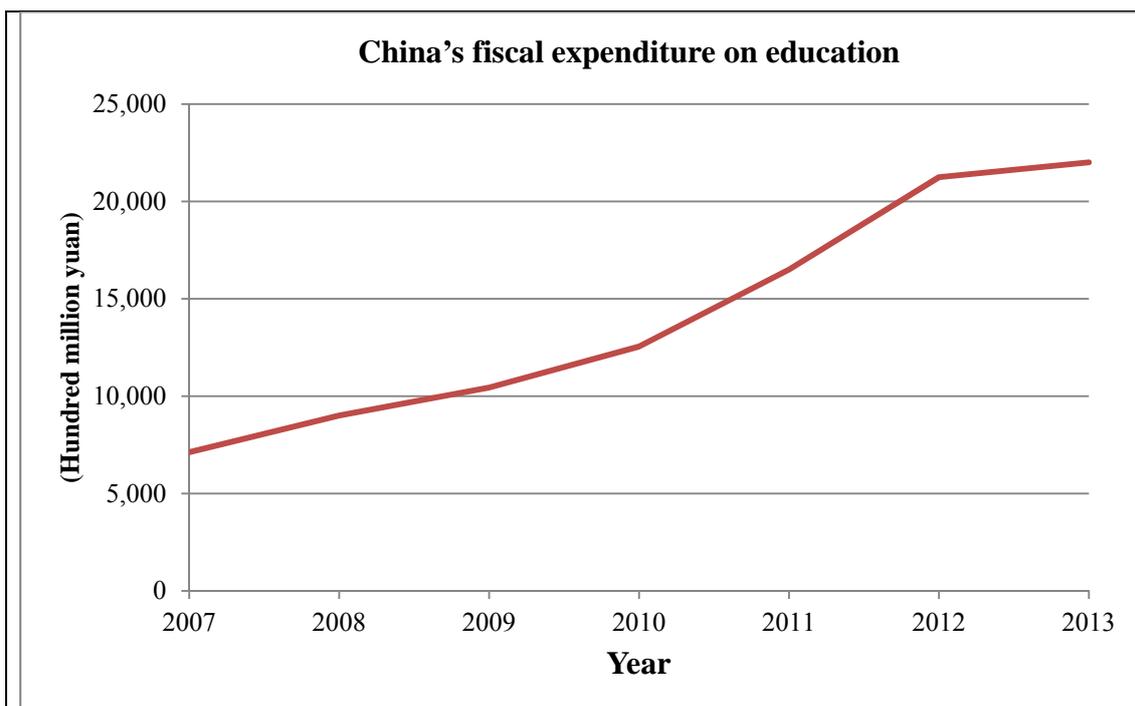


Source: National Bureau of Statistics of the People's Republic of China. Retrieved from <http://www.stats.gov.cn/english/> (Data → Annual Data → Education)

3. Educational expenditure

China's accumulated fiscal expenditure on education amounted to approximately RMB 10 trillion during the period from 2007 to 2013. In 2013, China's fiscal expenditure on education exceeded RMB 2.2 trillion, nearly three times the level in 2007.

Year	2007	2008	2009	2010	2011	2012	2013
China's fiscal expenditure on education (hundred million yuan)	7,122	9,010	10,437	12,550	16,497	21,242	22,001

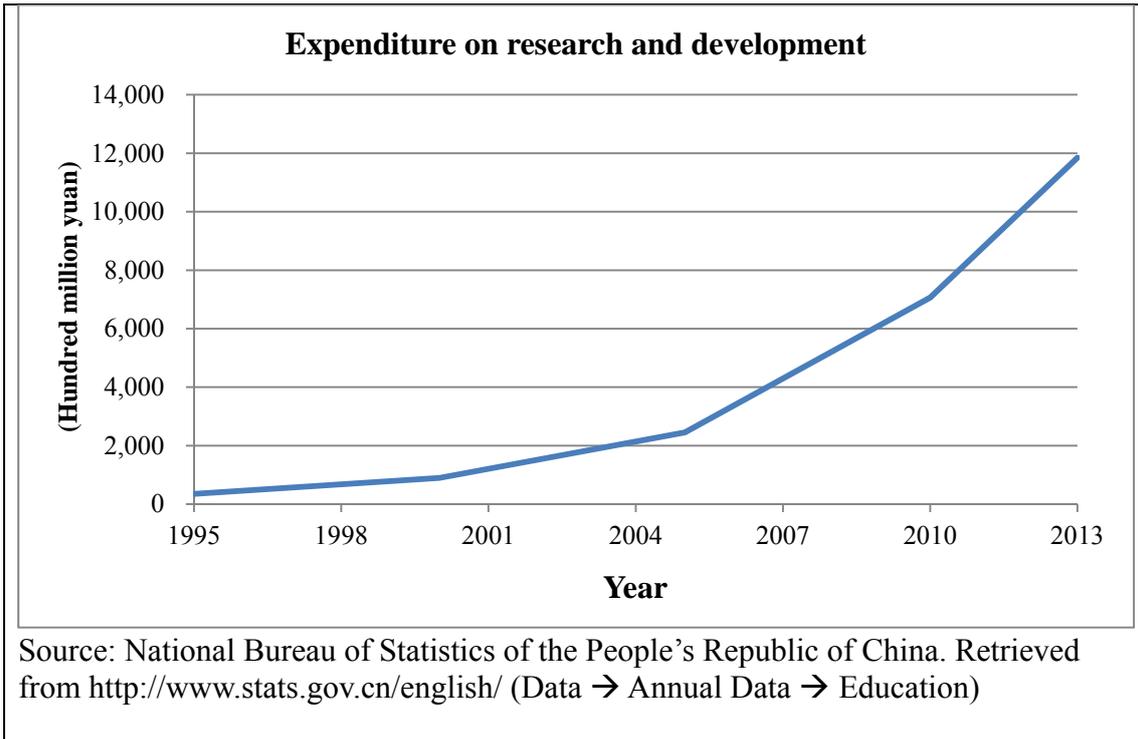


Sources: National Bureau of Statistics of the People's Republic of China. Retrieved from <http://www.stats.gov.cn/english/> (Data → Annual Data → Education)

4. Expenditure on research and development

In 2013, China's expenditure on research and development amounted to approximately RMB 1,184.66 billion. The funding increased 32 times over 18 years from 1995 to 2013.

Year	1995	2000	2005	2010	2013
Expenditure on Research and Development (hundred million yuan)	348.69	895.66	2,449.97	7,062.58	11,846.60



Western Development

China's economic and social development has long been held back by the significant gap in development between the coastal and inland areas. To support the development of the western region of the country, the Chinese Government put forward the plan for the western development in the report on the Tenth Five-Year Plan in March 2001.

The western regions cover a total of 12 provinces, autonomous regions and municipalities, namely Shaanxi, Gansu, Ningxia, Qinghai, Xinjiang, Sichuan, Chongqing, Yunnan, Tibet, Guangxi and Inner Mongolia. The regions make up 70% of the country, involving a population of about 372 million. According to the Western Development Master Plan, the development is divided into three phases in a 50-year time frame:

Foundation building phase (2001-2010)	Adjusting economic structure, building infrastructure, improving ecological environment, promoting technology education, so as to improve the investment environment in the region, controlling ecological and environmental degradation. All these are aimed at bringing its growth rate up to the national average level.
Development phase (2011-2030)	Entering the development stage of the western region based on the foundation building phase, the focus of development is the implementation of a market-oriented, ecological and specialised regional distribution which aims at speeding up economic growth.
Full-fledged modernisation phase (2031-2050)	Strengthening the pioneer regions in the development, and integrate them in the domestic and foreign modernised economic system, while making greater efforts in developing remote mountainous areas and backward agricultural regions. The aim is to enhance the productivity and living standards of people living in the western region and narrow the gap between the west and east in all aspects.

Western Development has now entered the second phase. Expected results were largely achieved at the first stage. For example, in economic terms, major economic indicators have been higher than those of the eastern regions and at the national average level for six consecutive years since 2007. Special industries with advantages, such as the industry involving the processing and utilisation of energy resources, tourism, agriculture and animal husbandry have taken shape. With regard to environmental protection, conditions of some ecologically fragile rivers have been improved. Forest coverage has been increasing gradually. In addition, there has been a decline in the emissions of pollutants. In terms of education and income of the people, the policy of nine-year compulsory education was implemented in the western regions, where the illiteracy rate among youth adults dropped to below 5%. Income of urban and rural residents increased to RMB 20,600 and RMB 6,027 in 2012 from RMB 5,302 and RMB 1,634 in 1999 respectively, representing an average annual increase of 11.0% and 10.6%, respectively.

Despite the achievements that have been made to date, there are a number of difficulties facing the future development of the western region, such as the weak foundation of continuing economic growth. This is due to the relatively simple industrial structure of the western region and the relatively weak enterprise performance, which makes it vulnerable to external economic conditions. In addition, despite the increase in income earned by urban and rural residents in the western region, there is still a significant income gap when compared with the eastern region, as their income levels in 2012 represent only 71% and 56% of those of the eastern region respectively. More than 25 million residents still live in ecologically fragile areas with poor living conditions. Long-term efforts are required to solve these problems.

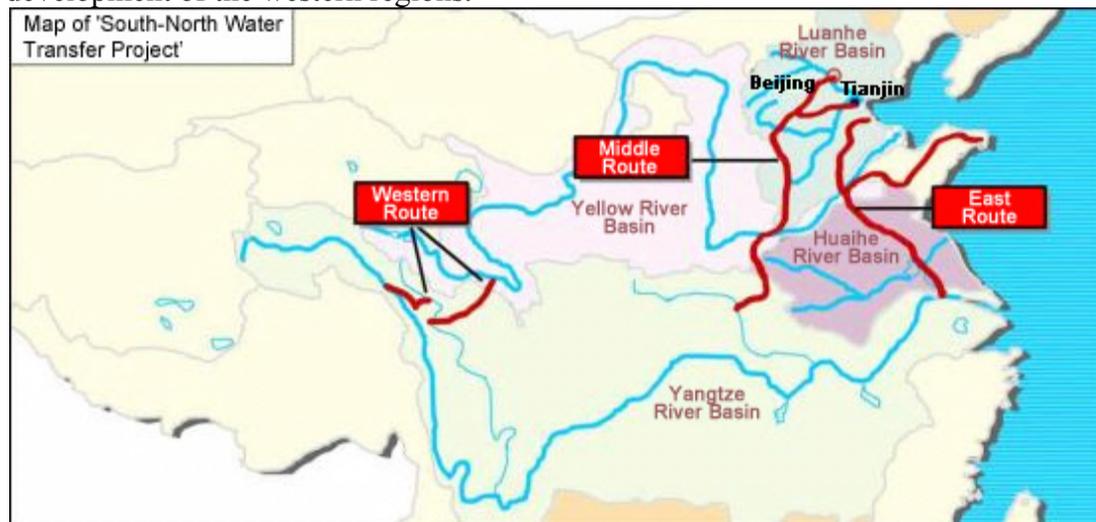
Sources:

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South-to-North Water Diversion Project

In view of the issues of drought and water shortage in northern China and the abundant water resources in southern China, and with the aim of mitigating the water shortage in the northern regions, the Chinese Government put forward the initiative of the South-to-North Water Diversion Project (the Project), in the report on the Tenth Five-Year Plan published in March 2001. The State Council approved the Master Plan for the Project in November 2002, marking the commencement of the Project, which is expected to be completed in 2050.

The Project will be divided into three sub-projects, i.e. the Western Route Project, the Middle Route Project and the Eastern Route Project, which will divert water from the upstream, midstream and downstream of the Yangtze River respectively, as in the chart below. The Yangtze River, Yellow River, Huaihe River and Haihe, which flow from west to east, will be linked by the south-north water diversion lines. The general distribution of water resources featuring “four horizontal lines and three vertical lines (四橫三縱)” will be formed gradually. The blueprint covering the Yellow River, Huaihe River and Haihe River basins, as well as the eastern region of Shandong province and part of the northwest inland is designed to alleviate the water shortage problem in northern China and to facilitate the development of the western regions.



(This picture was taken from the website of South-to-North Water Diversion.
<http://www.nsb.gov.cn/zx/gcgh/>)

The Project is currently the world’s largest water diversion project. The implementation is divided into three phases in a 50-year time frame. During the recent phase from 2002 to 2010, about 20 billion cubic metres of water will be diverted; during the medium-term phase (from 2011 to 2030), about 36.8 billion cubic metres of water will be diverted accumulatively; during the long-term phase (from 2031 to 2050), about 44.8 billion cubic metres of water will be diverted accumulatively. As of April 2013, more than RMB 200 billion had been invested. The first phase of the Eastern Route Project and the Middle Route Project were completed and put into operation in December 2013 and December 2014 respectively.

Since the Project began, the public has been expressing concern over problems arising from it. For example, the water quality is degraded as the Eastern Route and the Middle Route pass through some highly polluted areas. The high costs of transferring water from south to north have also increased the water price, which has aroused concern among people living in the northern region. In addition, the resettlement for the Project was on the largest scale after the resettlement for the Three Gorges Reservoir Project. Approximately 440,000 people were involved in the land acquisition and resettlement in the first phase of the Eastern Route and Middle Route construction projects. All these issues require prudent consideration and treatment.

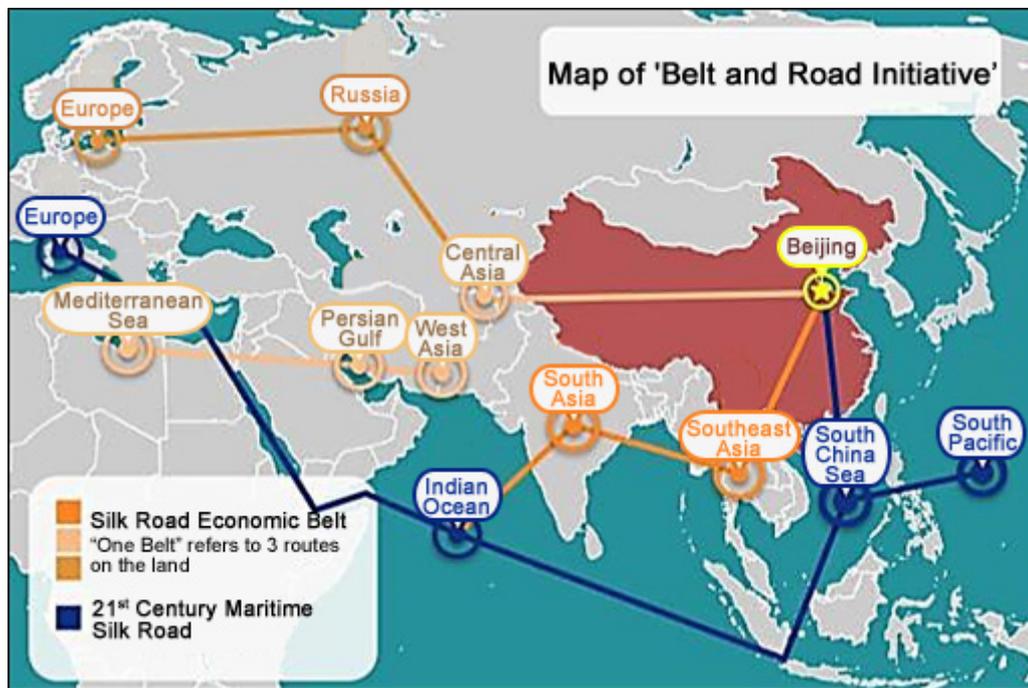
Sources:

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Belt and Road Initiative

When Chinese President Xi Jinping visited Central Asia and Southeast Asia in September and October of 2013, he proposed jointly building the Silk Road Economic Belt and the 21st-Century Maritime Silk Road. “Belt and Road Initiative” was then used to refer to the “Silk Road Economic Belt” and the “21st-Century Maritime Silk Road”

There are three routes of cooperation in the “Silk Road Economic Belt” initiative: linking China to Central Asia, Russia and the Baltic, linking China with the Persian Gulf and the Mediterranean through Central Asia and West Asia, and linking China with Southeast Asia, South Asia and the Indian Ocean. Meanwhile, the “21st Century Maritime Silk Road” initiative comprises two routes of cooperation: connecting China’s ports with the Indian Ocean through the South China Sea and ultimately with Europe, and connecting China’s ports with the South Pacific Ocean through the South China Sea. See the map and routes below for details.



(This picture was taken from <http://www.thenewslens.com/post/151060/>)

In March 2015, the Chinese Government issued the *Vision and Actions on Jointly Building Silk Road Economic Belt and 21st-Century Maritime Silk Road*, which set out the principle, cooperation priorities and mechanisms of “Belt and Road Initiative”. According to the document, as countries along the Belt and Road have their own resource advantages and their economies are mutually complementary, there is great potential and space for cooperation. The document lists out five areas of further cooperation among the countries:

- Policy: To promote intergovernmental cooperation and make concerted efforts in driving the planning and implementation of regional cooperation.
- Facilities: To improve the connectivity of their infrastructure construction plans and technical standard systems of countries along the Belt and Road,

and to form an infrastructure network connecting all sub-regions in Asia and between Asia, Europe and Africa.

- Trade: To conduct research into solving the issue of facilitating investment and trade, and proactively negotiate with countries and regions along the Belt and Road to set up free trade zones.
- Financing: To enhance the construction of the currencies stabilisation system as well as the financing system and credit system in Asia.
- Civil connectivity: To expand the number of exchange students and enhance cooperation in areas such as tourism.

As at April 2015, more than 60 countries and international organisations had given a positive response to the advocated “Belt and Road Initiative”. These countries have a total population of about 4.4 billion, and a total economic volume of about US\$21 trillion, which account for approximately 63% and 29% of the global figures respectively.

Sources:

1. “Action plan on the Belt and Road Initiative”. The website of the National Development and Reform Commission. Retrieved from <http://english.gov.cn/beltAndRoad/>
2. “何謂「一帶一路」?”. *www.ce.cn*. Retrieved from http://big5.ce.cn/gate/big5/www.ce.cn/ztpd/xwzt/guonei/2014/ydy1/wjzl/201409/27/t20140927_3610622.shtml
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Shanghai Cooperation Organisation (SCO)

In April 1996, the heads of China, Russia, Kazakhstan, Kyrgyzstan and Tajikistan held a meeting in Shanghai. *The Agreement on Mutual Reduction of Military Forces along the Border Areas* was signed at the meeting, laying the foundation for cooperation among these five countries. Since then, the heads of these five states have taken turns in hosting the annual meeting. This became the predecessor of the Shanghai Cooperation Organisation (SCO).

The SCO was established in June 2001. In addition to the five states, there is another member state, Uzbekistan. The SCO has five Observer States - Mongolia, Pakistan, Iran, India, Afghanistan, and three Dialogue Partners - Belarus, Sri Lanka and Turkey. The total area of the member states of the organisation is nearly 30.189 million square kilometres, representing three-fifths of the area of the Eurasian continent. The total population of these states is 1.5 billion, nearly a quarter of the world's population. The main goals of the SCO are:

- Strengthening the mutual confidence and neighbourly relations among the member countries.
- Promoting effective cooperation in politics, trade and economy, science and technology, culture as well as education, energy, transportation, tourism, environmental protection and other fields.
- Making joint efforts to maintain and ensure peace, security and stability in the region.
- Moving towards the establishment of a new, democratic, just and rational political and economic international order.

Proceeding from the Spirit of Shanghai the SCO pursues its internal policy based on the principles of mutual trust, mutual benefit, equal rights, consultations, respect for the diversity of cultures and aspiration towards common development, its external policy is conducted in accordance with the principles of non-alignment, non-targeting anyone and openness.

The Heads of State Council is the highest decision-making body in the SCO. It meets once a year to make decisions and give instructions on all important issues of SCO activity. The Heads of Government Council meets once a year to discuss a strategy for multilateral cooperation and priority directions within the Organisation's framework, to solve some important and pressing issues of cooperation in economic and other areas and to adopt the Organisation's annual budget.

Sources:

1. The official website of Shanghai Cooperation Organisation
<http://www.sectsc.org/EN123/brief.asp>
2. “上海合作組織”. The web page of the Ministry of Foreign Affairs of the People's Republic of China. Retrieved from http://www.fmprc.gov.cn/mfa_eng/

Confucius Institute

In order to facilitate Chinese language learning for people around the world, and to enhance the learning and teaching of Chinese language and culture, the Chinese Government has set up a number of Confucius Institutes and Confucius Classrooms, collectively referred to as Confucius Institute, through the Office of Chinese Language Council International (Hanban) and in collaboration with schools and professional organisations around the globe. The Confucius Institute headquarters is located in Beijing.

The first Confucius Institute was established in November 2004 in Seoul. As of December 2014, there were over 475 Confucius Institutes established in universities or tertiary institutions and 851 Confucius Classrooms in primary or secondary schools in 126 countries/regions around the world. The Confucius Institute is a non-profit educational organisation founded with the purpose of facilitating overseas Chinese language teaching, as well as educational exchange and cooperation between China and foreign organisations. The services provided by the Confucius Institute are:

- Teaching Chinese language.
- Training Chinese language teachers and providing teaching resources.
- Carrying out Chinese language examinations and certification of Chinese language teachers.
- Providing consultation service on Chinese education and culture.
- Organising exchange activities between Chinese and foreign language and culture.

With the purpose of offering more exchange opportunities for foreign students learning Chinese language, and facilitating the understanding of Chinese language and culture, the headquarters of Confucius Institute and “Hanban” have been holding the “Chinese Bridge” Chinese Proficiency Competition for Foreign College Students each year. The competition has been held for 14 years up to 2015.

A Confucius Institute operated by the Hong Kong Polytechnic University under the authorisation of “Hanban” was also set up in Hong Kong. Founded in 2006, it is the first of its kind in the Chinese territories. The Confucius Institute of Hong Kong not only enhances the teaching of Chinese language and culture at local level, but also serves as a platform for promoting the Chinese language in the international community as well as facilitating international sinology studies.

Sources:

1. The official website of the Confucius Institute Headquarters (Hanban).
<http://english.hanban.org/>
2. The official website of the Chinese Bridge. <http://bridge.chinese.cn/>
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<http://www.cihk.org.hk/en/index>

Part III: Learning and Teaching Exemplars

Liberal Studies adopts an issue-enquiry approach in selecting curriculum content and teaching strategies. Teachers have to consider the learning and teaching focuses involved in the “questions for enquiry” in the Curriculum and Assessment Guide when choosing appropriate issues, as well as to design and arrange classroom activities for students to explore.

This part provides five exemplars for teachers’ use. All these exemplars are related to the learning and teaching focuses of this module, and some would also touch on other modules. Teachers are advised to read Part A of each exemplar to understand its overall design rationale, the suggested lesson time and the learning objectives. Teachers are also advised to note the basic concepts these exemplars involved and the learning experiences the students have acquired in the junior secondary curriculum. The above information helps teachers estimate the lesson time required and adjust the breadth and depth of contents based on the students’ progress.

Part B of each exemplar introduces the flow of learning and teaching, and suggests different learning and teaching strategies for teachers to adopt. These include reading before or after class, data (including texts, cartoons and figures) analysis, group discussion, mock forums, role plays, debates, as well as direct teaching and summarising by teachers. In order to save teachers’ time in the preparation of teaching materials, most classroom activities are accompanied by relevant worksheets or reading materials. As to homework, the main ideas for the design of questions are also provided for reference by teachers when reviewing students’ work. Each of the above sets of materials is included in the last part of each exemplar as appendix. Teachers may consider distributing copies of these appendices to the students.

These five exemplars are only for reference in the design of teaching issues and activities, and are not supposed to be used without any adaptations in the classroom. When using these exemplars, teachers are advised to incorporate them into the carefully planned school-based teaching progress, so as to use lesson time effectively for various learning and teaching activities such as dealing with learner diversity, explaining students’ work performance and arranging internal assessment.

Senior Secondary Liberal Studies
“Modern China” Module
Learning and Teaching Exemplar (1)

Implementation of China’s
Reform and Opening-up,
and Changes in the Lives of
Chinese People

A. Basic information of the exemplar

Topic	Implementation of China’s reform and opening-up, and changes in the lives of Chinese people
Relevant modules, themes and issues for enquiry	<p>Leading Module 3 : Modern China ; Theme 1 : China’s Reform and Opening-up</p> <ul style="list-style-type: none"> ● How have the changes in living standards and the way of life been viewed across the whole country? ● What are the challenges and opportunities to environmental conservation and cultural conservation in such a rapidly developing country? ● How has the Central People’s Government dealt with the effects of reform and opening-up?
	<p>Related Module 6 : Energy Technology and the Environment ; Theme 1: The Environment and Sustainable Development</p> <ul style="list-style-type: none"> ● How do the living styles of people and social development affect the environment and the use of energy? ● What responses could be made by different sectors of the society, governments and international organisations regarding the future of sustainable development?
Overall design rationale	<p>This exemplar aims at enabling students to preliminarily understand the background, key figures involved, and policies governing the implementation of China’s reform and opening-up with a focus on the changes which have occurred in the lives of Chinese people. In order to help students develop their ability to deal with cross-modular issues, the examples of life changes selected for this exemplar are not only related to the Module of “Modern China” Module but also the Module of “Energy Technology and the Environment”.</p> <p>To enable students to learn about the gradual process China went through to step out of the chaos and depression resulting from the Cultural Revolution and begin modernisation, Part 1 of the exemplar introduces key events from the early stage of China’s reform and opening-up. It also introduces the principles of economic development adopted by Deng Xiaoping, China’s former leader. Parts 2 and 3 explore the conditions of clothing, food, shelter, transportation, as well as leisure and entertainment activities of the Chinese people, thereby reflecting the improvements made in their quality of life through reform and opening-up. In these two parts, the challenges and opportunities faced by heritage conservation are also discussed and explored from the Chinese people’s enthusiasm for travelling during holidays. Parts 4 and 5 involve the process of urbanisation in China and the issues it has brought about. Some of the group discussion activities in this exemplar also involve the potential urban issues in Hong Kong. The intention is to help students realise that the Mainland is not the only place that needs to handle such issues, thereby enabling them to understand that opinions of different stakeholders should be considered in order to come up with the most effective solution.</p>

	<p>This exemplar is a teaching package for understanding China's reform and opening-up and the scenarios for enquiry are mainly from urban settings (The second exemplar of this Module puts more focus on rural settings). It is not necessary for students to completely master every aspect of the reform and opening-up mentioned in this exemplar, but they are required to develop a relatively macroscopic view in examining and analysing the different changes and effects on the livelihood of its people brought about by China's reform and opening-up. In order to deepen students' understanding of the reform and opening-up, teachers are advised to select additional relevant topics to teach in accordance with the school-based curriculum planning after completing this exemplar.</p>
Time required	5 lessons (40 minutes per lesson), around 200 minutes in total
Learning objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> ● To understand the background, key figures involved, and policies governing the reform and opening-up. ● To explore the relationship between changes in people's lives and progress of the reform and opening-up. ● To understand the challenges and opportunities faced by heritage conservation arising from economic development. ● To understand the progress of urbanisation and issues arising from China's urbanisation.
	<p>Skills:</p> <ul style="list-style-type: none"> ● To collect and summarise information from different sources. ● To apply relevant knowledge and concepts when studying issues. ● To interpret data from different perspectives. ● To interpret the messages conveyed by the cartoons. ● To communicate in oral and written expression. ● Impromptu reaction and response to questions.
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To adopt an open and tolerant attitude towards other people's views and values. ● To appreciate and respect diversity in cultures and views in a pluralistic society. ● To develop good habits and behaviours, and be committed to protecting the environment and cultural relics.
Basic concepts for application	Heritage conservation, urbanisation, social conflicts and harmonious society, quality of life, waste management, green lifestyle
Relevant learning experiences at junior secondary levels	Having studied various subjects of Personal, Social and Humanities Education at junior secondary levels, students are expected to have a general understanding of the following issues: major historical periods and events of the country in the last 100 years; a brief understanding of the domestic policies and foreign relations of the People's Republic of China; the origin and development of China's reform and opening-up; economic and environmental issues of the country. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
1	<p><u>Lead-in</u> (around 12 minutes)</p> <ul style="list-style-type: none"> ● Divide students into pairs and distribute worksheets for student discussion (Appendix 1). Instruct students to write vocabulary (years, figures, policies, events, etc.) relating to the reform and opening-up on their worksheets. Encourage students to write not less than 8 vocabulary items and write as many words as possible. May first give one or two examples for students' reference before the activity commences. ● After students have completed the worksheets, select a few groups to take turns writing words from their worksheets on the blackboard. Students should not write the same words as those already written on the blackboard. ● Categorise the vocabulary presented by students, for example: <ul style="list-style-type: none"> ➢ Years and figures relating to the reform and opening-up: 1978, Deng Xiaoping... ➢ Policies relating to the reform and opening-up: the four modernisations, the household responsibility system, letting some regions prosper before others... ➢ Events relating to the reform and opening-up: Third Plenary Session of the 11th Central Committee, the establishment of Special Economic Zones (SEZs) ... ➢ Positive impact of the reform and opening-up: improved living conditions of the people, enhanced overall national strength, higher international status... ➢ Negative impact of the reform and opening-up: imbalanced development across different regions, income disparity between urban and rural residents, environmental pollution... ● The aforementioned activities will help students summarise their discussion results as well as teach students how to organise information. Furthermore, in case some students write words that the majority in the class are not familiar with, such as the “four modernisations” and the household responsibility system¹, teacher may ask such students to give explanations first, before supplementing their information, or otherwise correct their mistakes (if necessary).
	<p><u>Instruction</u> (around 23 minutes)</p> <ul style="list-style-type: none"> ● Distribute the reference materials for instruction (Appendix 2). Teach the relevant information about the reform and opening-up with reference to the relevant information “Reform and Opening-up” (to be distributed to students for reference purpose together with Appendix 2 if considered helpful). ● For this lesson, teachers are advised to focus on introducing the circumstances at the early stage of China's reform and opening-up, with a view to consolidating students' basic knowledge. For example:

¹ The “four modernisations” refers to the modernisation of industry, agriculture, national defence and scientific technology. The household responsibility system, also known as the household contract responsibility system, refers to the system under which farmers were allowed to keep agricultural produce for their own purposes after meeting the national quota.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ➤ Give a brief summary of the third Plenary Session of the 11th Central Committee of the Communist Party of China held in December 1978 using Source A from Appendix 2. Point out that this meeting was the milestone in the execution of China’s reform and opening-up policy, it shifted the national direction towards achieving the “four modernisations” by developing productivity, while setting the promotion of agricultural revolution, as the beginning of China’s reform and opening-up. ➤ Give a brief introduction to the views of Deng Xiaoping, former Chinese leader, who was often considered the “chief architect of reform and opening-up”², on promoting China’s economic development with Source B from Appendix 2. Emphasise that while the development strategy proposed by Deng Xiaoping, “to let some people, some regions prosper before others”, has largely become a reality at the current stage; this particular strategy, on the other hand, is one of the key reasons for the current imbalance in China’s development. Deng Xiaoping’s goal to “achieve common wealth” is the present and future mission for China ➤ While agricultural reform marked the beginning of China’s reform and opening-up, its own initial steps, taken in secret, could be traced back to Xiaogang Village, Fengyang County, Anhui Province, even before the third Plenary Session of the 11th Central Committee was convened. As a result, Xiaogang Village is known as the “first village in China to embark on the journey of rural reform”³. Use videos and pictures (agreement of the household responsibility system signed by some farmers) in Source C from Appendix 2 to briefly introduce students to the circumstances under which 18 farmers of Xiaogang Village initiated the household responsibility system, emphasising that these farmers signed the agreement in great apprehension, a testimony to major obstacles posed by the political environment to the initiation of the rural reform. ➤ Use Source D from Appendix 2 to point out that the Central Government has gradually established a number of Special Economic Zones (SEZs) along China’s coasts and Yangtze valley since 1980. Bring or download a map of China, and present the map when teaching this section. Subsequently, ask students to point out the locations of various SEZs on the map, enabling them to understand China’s mode of gradual opening-up that started with cities, expanded to belts and ultimately to regions.

² Refer to “「總設計師」稱謂的來龍去脈” by 陳亞傑, *Xinhuanet*. Retrieved from http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/theory/2006-09/22/content_5121033.htm
Regarding the life story of Deng Xiaoping in detail, refer to Ezra F. Vogel (Author), 馮克利 (Translator) (2012). *鄧小平時代-改變中國的人*. Hong Kong: The Chinese University Press (Hong Kong Libraries Call Number: 782 1791)

³ Refer to “小崗村村民：冒險按下紅手印 萬里力挺小崗改革”, *Tencent News*. Retrieved from <http://news.qq.com/a/20150715/041400.htm>

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ● Summarise features of China’s reform and opening-up (refer to the first paragraph of the relevant information “Courses of Reform and Opening-up”), thereby enabling students to adopt a relatively macroscopic view to understand the guiding ideology and development steps, as well as the difference between China’s reform and opening-up and reforms of the Soviet Union and other socialist countries in Eastern Europe. <p><u>Arrange after-class learning activity (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Ask students to read the relevant information “Reform and Opening-up” after class, with a view to consolidating the knowledge acquired. ● Distribute worksheet and materials for lesson preparation (Appendix 3). Divide students into five groups. Assign each group to complete one of the five categories of changes in circumstances prior to and after the reform and opening-up in their worksheets. Ask students to complete questions provided in the worksheets and bring their answers back to the next lesson for presentation.
2-3	<p><u>Student presentations of preparation work before class, teacher summary (around 20 minutes)</u></p> <ul style="list-style-type: none"> ● Check whether students have completed the pre-class assignment, and then invite a few groups to give presentations. In order to compare and analyse every category of changes, teachers are advised to invite at least two groups to present every category of changes since the reform and opening-up. ● Summarise the lesson based on student presentations and their personal understanding. Focus should be placed on interpreting the changes in people’s lives prior to and after the reform and opening-up, as well as their impact using the concept of ‘Quality of Life’, especially on a material level⁴. For example: <ul style="list-style-type: none"> ➢ Economic development is the prerequisite for any change in conditions of people’s clothing, food and accommodation. Such changes reflect the changes in people’s mindsets, their pursuit of improved quality of life and personal taste. Just as conformity (從眾心理) was once observed among people with regard to attire, now people focus on a display of personality. While people were content with a “full belly” in the past, they now pay attention to a “nutritious” and “healthy” diet; once a comfortable home was more than one could ask for, but now one expects one’s residential area to have adequate facilities and a beautiful environment. ➢ Changes in travelling indicate that a convenient transportation system helps reduce the sense of distance among different locations, and creates favourable conditions for urbanisation. ➢ In terms of changes in household necessities, prior to the reform and opening-up, the so-called “three rounds and sound (三轉一響)” referred to a wristwatch, a bicycle, a sewing machine and a radio. At the end of the 1980s, the so-called “three new prerequisites (新

⁴ Refer to the “Basic Concept: Quality of Life”. In Liberal Studies Section. (2015). *Liberal Studies Curriculum Resources Booklet Series – Module 2: Hong Kong Today*. Hong Kong: the Curriculum Development Institute of Education Bureau.

Lesson	Learning and teaching strategies and flow
	<p>三件)” referred to a TV, a refrigerator and a washing machine. It is made clear by such changes that the Chinese people’s family life has gradually changed from simplicity to wealth. While the penetration of electrical appliances assisted people with housework, resulting in increased leisure time.</p> <ul style="list-style-type: none"> ● It is appropriate for teachers to point out that generally speaking, China’s reform and opening-up indeed improved the living standard of people. However, the gap in economic development across China’s different regions should not be overlooked. Living standards of people living in a number of areas in western China, in particular, still remain to be improved. This is also one of the reasons China is actively promoting its Western Development Programme. ● If the lesson time permits, play a few selected video clips to strengthen students’ understanding of the changes before and after the reform and opening-up⁵.
	<p><u>First group discussion, student presentations and teacher summary after-class (around 25 minutes)</u></p> <ul style="list-style-type: none"> ● Tell students that they should have gained a preliminary understanding about changes in people’s lives brought about by the reform and opening-up from the pre-class assignment. Two group discussion activities will be carried out subsequently. The objective is to further understand the changes in people’s lives through the leisure and entertainment activities i.e. the non-material level of quality of life. ● Divide students into groups and distribute worksheets for group discussion (Appendix 4). Ask students to read all sources on the worksheets and discuss the questions provided. ● Students present their discussion results. Teachers are advised to determine the number of groups giving presentations depending on the lesson time. ● Summarise the lesson based on personal understanding and student presentations: Point out that as China’s reform and opening-up drove its economic development and increased contact with foreign countries, Chinese people became able to participate in and enjoy a greater diversity of leisure and entertainment activities, resulting in improved quality of life and widened horizons. In addition, the changes in leisure and entertainment activities available to people in the Mainland also reflected some features in China’s diplomatic policies and the progress of its reform and opening-up. For example: <ul style="list-style-type: none"> ➤ The simplicity in leisure and entertainment activities in the 1950s was related to China’s diplomatic policies. This was a one-sided pro-Soviet Union policy that opposed the Western Bloc led by the

⁵ Teacher may consider playing the following selected video clips:

- “改革開放 30 年最時髦服裝” (With background music and Chinese subtitles) (Video length: 1 minute and 33 seconds). Retrieved from <https://www.youtube.com/watch?v=mngmyVc-TEw&app=desktop>
- “改革開放以來交通的變化” (Putonghua voice-over) (Video length: 1 minute and 2 seconds). Retrieved from <http://www.tudou.com/programs/view/Q4inhsIzeKs#http://www.tudou.com/programs/view/aD0REbkylhlo/>

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	<p>U.S. Students should have learnt about this from Chinese History in Secondary 3. Take the opportunity to review with students this part of history, which will serve as the background for future studies on the topic of China’s role in international affairs.</p> <ul style="list-style-type: none"> ➤ The 1980s reflected the feature of the early stage of China’s reform and opening-up, which was “letting some people prosper before others”. In this decade at the early stage of China’s reform and opening-up, families with TVs became the centre of attention in a village; and TV programmes were mostly domestic productions due to very limited contact with foreign countries. In the 1990s, as the scale of opening-up expanded, the impact of foreign cultures became increasingly clear. Neighbouring Shenzhen, which was the largest SEZ, Hong Kong’s popular culture gained considerable popularity in the Mainland. Entering the 21st century, with an aim to become a player in international affairs and cope with the trend of globalization, China is now actively promoting its multi-faceted diplomacy. In addition, China’s overall national strength is also seeing continuous enhancement⁶, which has prompted the country’s popular culture to diversify while keeping its Chinese characteristics.
	<p><u>Second group discussion, student presentations and teacher summary after-class (around 25 minutes)</u></p> <ul style="list-style-type: none"> ● The changes in leisure and entertainment activities open to people in the Mainland after the reform and opening-up have been made clear in the first group discussion of this lesson. Among a range of various leisure and entertainment activities, travelling, both domestic and overseas, is the most popular and has become people’s first vacation choice. However, the vigorous development of tourism has also brought about the issue of heritage conservation. ● In order to arouse students’ interest in discussing relevant issues, invite students who have visited the Mainland to share their travel experiences and feelings. Afterwards, distribute worksheets for group discussion (Appendix 5), ask students to read all sources in the worksheets and discuss the questions provided. Remind students to draw on their own travel experiences and feelings if they consider such experiences and feelings helpful in answering questions in the discussion. These experiences and feelings should be dealt with within the context of the questions proposed in the discussion, and not expressed as personal and subjective feelings. ● Students present their discussion results. Teachers are advised to determine the number of groups giving presentations depending on the lesson time. ● Summarise the lesson based on student presentations and personal understanding. For example:

⁶ Teachers are advised not to explain in detail the concepts of ‘Multi-faceted Diplomacy’ and ‘Overall National Strength’ during this lesson, but they can be explained in other issues. Refer to Learning and Teaching Exemplar 3 for details.

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	<ul style="list-style-type: none"> ➤ Reasons for the vigorous development of the tourism industry in the Mainland: <ul style="list-style-type: none"> ■ China's reform and opening-up gave rise to economic development, resulting in higher incomes. ■ While most people chose to stay home to restore physical strength in the past, they now prefer to use their spare time travelling and expanding their horizons. ■ To attract Chinese tourists, a growing number of countries have a Visa-free policy⁷. ➤ With reference to the basic concept 'Heritage Conservation', point out the great challenges posed to heritage conservation by the development of the tourism industry, such as: <ul style="list-style-type: none"> ■ The visitor flow at many historic and cultural sites is extremely high, even to the extent of exceeding full capacity. Moreover, the uncivilised behaviours of certain tourists have damaged cultural relics. ■ In sharp contrast to the key principles of "integrity" and "authenticity" in heritage conservation, some local governments are commissioning a large number of construction projects in the vicinity of natural tourism destinations and historical sites to develop tourism-related facilities. This is severely damaging China's cultural heritage. ➤ Remind students to adopt multiple perspectives such as commercial values, the conservation of cultural relics and historical sites, leisure and entertainment activities, as well as government policies and demand of the people when considering the retention of the "golden week" system. After considering all the stakeholders involved, they should then come up with their own opinions. ● Teacher may add that revenue from the tourism industry may also be beneficial in promoting heritage conservation, improving the management of tourism-related facilities and protecting cultural relics depending on how the local governments allocate resources. Guide students to reflect upon how to be responsible tourists by avoiding inappropriate behaviours that cause damage to cultural relics or could be construed as disrespectful towards local cultures.
	<p>Arrange after-class learning activity (around 10 minutes)</p> <ul style="list-style-type: none"> ● Distribute worksheets before class (Appendix 6). Ask students to carefully browse through the two sets of cartoons contained in the worksheets and complete the questions provided. Ask students to bring their answers back to the next lesson for presentation. ● Introduce the features of sources in the form of cartoons, for example: <ul style="list-style-type: none"> ➤ Cartoons deliver a vivid portrait of disputable events, while cartoon writers usually express their opinions on a particular event using humour or satire. ➤ Limited by their space, cartoons contain subjective opinions of their writers with very few or even no explanations in words. As a

⁷ Refer to "93 個國家與中國簽訂免簽協定 落地簽國家地區 36 個", *People.com.cn*. Retrieved from <http://world.people.com.cn/n/2015/0319/c1002-26719622.html>

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	<p>result, in order to avoid being misled by the intentions of cartoon writers and misinterpreting the nature of specific events, it is essential to pay attention to the background of cartoon creation and collect relevant information to help with interpretation when analysing cartoon sources.</p> <ul style="list-style-type: none"> ● Refer to the source “Tips for reading cartoons” (Appendix 7) when giving explanations to students. Determine the lesson time necessary for this section, and consider the need to distribute Appendix 7 to students for reference based on their abilities to interpret cartoons. ● In order to consolidate the knowledge acquired, ask students to read the basic concepts “Quality of Life” and “Heritage Conservation” after class. ● In order to enhance students’ understanding of leisure activities undertaken by people in the Mainland, as well as the relationship between heritage conservation and the tourism industry, distribute after-class reading materials (Appendix 8) and ask students to finish reading the materials after class.
4-5	<p><u>Student present the pre-class assignments, teacher summary (around 15 minutes)</u></p> <ul style="list-style-type: none"> ● Check whether students have completed the assignment before class, and then invite several students to present. Teachers are advised to determine the number of students giving presentation according to the lesson time. ● Combine personal understanding and student presentations to summarise the lesson. For example: <ul style="list-style-type: none"> ➢ As shown in Picture 2, while the amount of urban waste is increasing at a rapid pace, many people, however, are opposed to the construction of incineration plants. These people may include environmentalists and residents living near the designated sites of the plants. Teacher may consider adopting the perspective of “NIMBY”⁸ to explain to students that the majority of ordinary people would not wish to have facilities such as incineration plants or landfill sites built near their places of residence. While relating to traffic jams, dialogues and monologues in Picture 4 also reflect the fast pace of daily lives that leaves urban residents no time to read. ➢ A number of phenomena depicted in those cartoons, collectively known as urban diseases, including a rapid increase in waste volumes, traffic congestion, as well as population explosion,

⁸ “NIMBY” (Not in My Backyard) is used to characterise opposition by residents living in the vicinity of a certain area to the proposed construction of a facility whose construction is deemed necessary to the majority of such residents, believing that they have to bear the negative consequences it brings on their own. Such public facilities generally include the following three categories: 1. energy-related public facilities, such as power plants and substations; 2. waste-related public facilities, such as incineration plants and sewage treatment plants; 3. society-related public facilities: such as crematoria and lunatic asylums. (Refer to WANG Kuiming & ZHONG Yang . (2014). “「中國式」鄰避運動核心議題探析”. In *Journal of Shanghai Jiaotong University*. “為鄰避效應正名” by YU Ge, *Sina.com.cn*. Retrieved from <http://history.sina.com.cn/cul/zl/2014-05-20/103991284.shtml>.)

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	<p>shortages of resources and deteriorated public security, tend to manifest in the process of urbanisation. Two classic urban diseases, namely rapid increase in waste volume and traffic congestion, have been selected for students to study.</p> <ul style="list-style-type: none"> ➤ In order to enhance students' ability in interpreting cartoons, depending on actual situations, teacher may also consider using cartoons on the worksheets as examples when giving summaries.
	<p><u>Instruction</u> (around 20 minutes)</p> <ul style="list-style-type: none"> ● Distribute the sources to be taught in class (Appendix 9) and give a summary of the progress of China's urbanisation to students with reference to the basic concept "Urbanisation". For example: <ul style="list-style-type: none"> ➤ Use Sources A to C in Appendix 9 to point out changes in China's urbanisation rate since 1949, focusing on the rapid increase in its urbanisation rate since the implementation of the reform and opening-up policy. Teacher may emphasise the following: <ul style="list-style-type: none"> ■ China's reform and opening-up drove the economic development in urban areas, thereby attracting farmers to make a living in cities. ■ The transformation of Chinese society is reflected in the fact that China's tertiary sector now accounts for a higher proportion of its Gross Domestic Product (GDP) than the primary sector or secondary sector does. ■ In response to the developmental trend of urbanisation, the Central Government has increased investment in urban infrastructure and servicing facilities. As a result, improvements can be found in these two areas. ➤ Use the basic concept "Urbanisation" to point out that China's urbanisation rate reached 54.77% in 2014. However, in comparison to the average urbanisation rate of 80% in more developed countries, as well as the average urbanisation rate of 60% in less developed countries with similar per capita income in China, China's urbanisation level still has a lot of potential to rise.. The State Council issued the <i>National New-type Urbanisation Plan (2014 to 2020)</i> in March 2014, stating that China would need to keep improving the quality of life for its people while promoting urbanisation. ● In the summary, stress that Mainland scholars largely agree that the promotion of urbanisation is beneficial in improving the livelihood of Chinese people and advancing social development. They also agree on the necessity of further improving the quality of China's urbanisation. The management of "urban diseases" as mentioned in Source D in Appendix 9, for example, plays a vital role in achieving the desired improvements. It is also appropriate for teachers to bring students' attention to the feature of "concentrated development" of "urban diseases" in the Mainland (refer to Source D). In order to alleviate the "condition" and subsequently "cure" these diseases, it calls for targeted "treatment" measures, as well as cooperation from the Chinese people.

Lesson	Learning and teaching strategies and flow
	<p data-bbox="347 232 1359 300"><u>Group discussion, student presentations and teacher summary (around 40 minutes)</u></p> <ul style="list-style-type: none"> <li data-bbox="347 306 1359 524">● Distribute worksheets for group discussion (Appendix 10) and play two videos about “cities surrounded by waste” and traffic jams (refer to the worksheets for their URLs). The aim of this is to enable students to gain the first impression of these phenomena from watching those videos even when there is no discussion arranged for any of the phenomena in the group discussion session that follows. <li data-bbox="347 530 1359 703">● Divide students into groups and arrange all groups into two teams to discuss the phenomena of “cities surrounded by waste” and traffic jams respectively. Students are required to read the relevant information in the worksheets carefully in accordance with teachers’ arrangements, and then discuss the questions provided. <li data-bbox="347 710 1359 815">● Invite at least two groups from each team to present their discussion results. Teachers are advised to determine the number of groups giving presentation according to the lesson time. <li data-bbox="347 822 1359 2024">● Combine personal understanding and student presentations to summarise the lesson. For example: <ul style="list-style-type: none"> <li data-bbox="411 889 1359 922">➤ As for “cities surrounded by waste”: <ul style="list-style-type: none"> <li data-bbox="475 929 1359 1146">■ The increase in urban population and the lifestyle shared by many urban residents lead to the generation of a huge amount of solid waste, such as household waste, electronic waste and construction waste. As their volume gradually grows, this waste gives off a stench and pollutes lands and rivers, causing significant damage to environmental hygiene. <li data-bbox="475 1153 1359 1438">■ Guide students to consider the volume of waste in the Mainland, incineration technologies currently in force, effects of incineration on the environment, site selection for incineration plants, the distance between designated sites and residential areas, as well as public opinions and attitudes, when judging whether they agree that the “adoption of incineration technologies” should be “preferred” for waste management. <li data-bbox="475 1444 1359 1729">■ If Hong Kong adopts a “preferred approach” to manage waste through the “adoption of incineration technologies”, disputes may arise between the Government and environmental organisations over the degree to which such an approach affects Hong Kong’s environment, as well as the adequacy (or inadequacy) of its supervision. At the same time, people living in different areas may argue over personal and public interests. May explain this idea using the “NIMBY” principle. <li data-bbox="411 1736 1359 1769">➤ As for traffic jams: <ul style="list-style-type: none"> <li data-bbox="475 1776 1359 2024">■ While Beijing is seeing a growth in its population, the economic development has also enabled its residents to afford cars. In a city with a large base of people and cars, traffic congestion occurs when its roads and other transportation infrastructures, for example, mass transportation system fail to match the growth in population and number of motor vehicles. In addition to the inconvenience caused to residents, traffic

Lesson	Learning and teaching strategies and flow
	<p>congestion also leads to air pollution, damaging people's health.</p> <ul style="list-style-type: none"> ■ Guide students to judge whether they agree on the imposing of “congestion fees” by Beijing from multiple perspectives, such as reasons behind the growth in Beijing's population and motor vehicles, supporting facilities for collecting the “congestion fees” and relevant overseas experience. ■ If Hong Kong introduces the “congestion fees”, disputes may arise between the Government and drivers over the grounds for imposing such fees and the amount to be levied. At the same time, citizens living within and outside the charging zone may argue over their respective benefit and loss. <p>➤ Tell students that as a highly populated city with a population exceeding 7 million, Hong Kong is facing a great number of urban issues similar to those in the Mainland. As a result, topics on similar disputes have been presented to help them develop the ability to convert and apply knowledge. If the lesson time is sufficient, ask students to discuss possible ways to handle and resolve disputes among different stakeholders.</p> <ul style="list-style-type: none"> ● Use basic concepts “Waste Management” and “Green Lifestyle” (both included in the <i>Module of “Energy Technology and the Environment”</i>) when summarising student presentations to help with the explanation. Teachers are also advised to introduce values such as making the best of and cherishing resources, as well as protecting the environment. For example: <ul style="list-style-type: none"> ➤ The “4Rs”, namely “Reduce”, “Reuse”, “Recycle” and “Replace”, are the most common strategy of waste management; among which, “Reduce” is the ideal option, capable of lowering overall social cost and bringing long-term benefits. Relying solely on either incineration or landfill provides but a temporary fix, while a more permanent solution to the issue of “cities surrounded by waste” lies in reducing waste from its source by establishing more sensible personal habits. ➤ A green lifestyle is the application of the concept of sustainability in daily lives. It is also about caring for the environment and the welfare of the greater public. In terms of transportation, green lifestyle means utilising public transportation wherever possible and when private vehicles have to be used, sharing them with others. Both of these approaches are beneficial in alleviating traffic congestion and reducing air pollution. ● Point out that both Government and scholars have shown great concerns and attentions to “urban diseases” in the Mainland and are actively exploring possible solutions⁹. In addition to “urban diseases”, several cities in the Mainland are also confronted with issues such as soaring property prices, as well as high medical and educational expenses in recent years, all of which have a negative impact on the livelihood of the

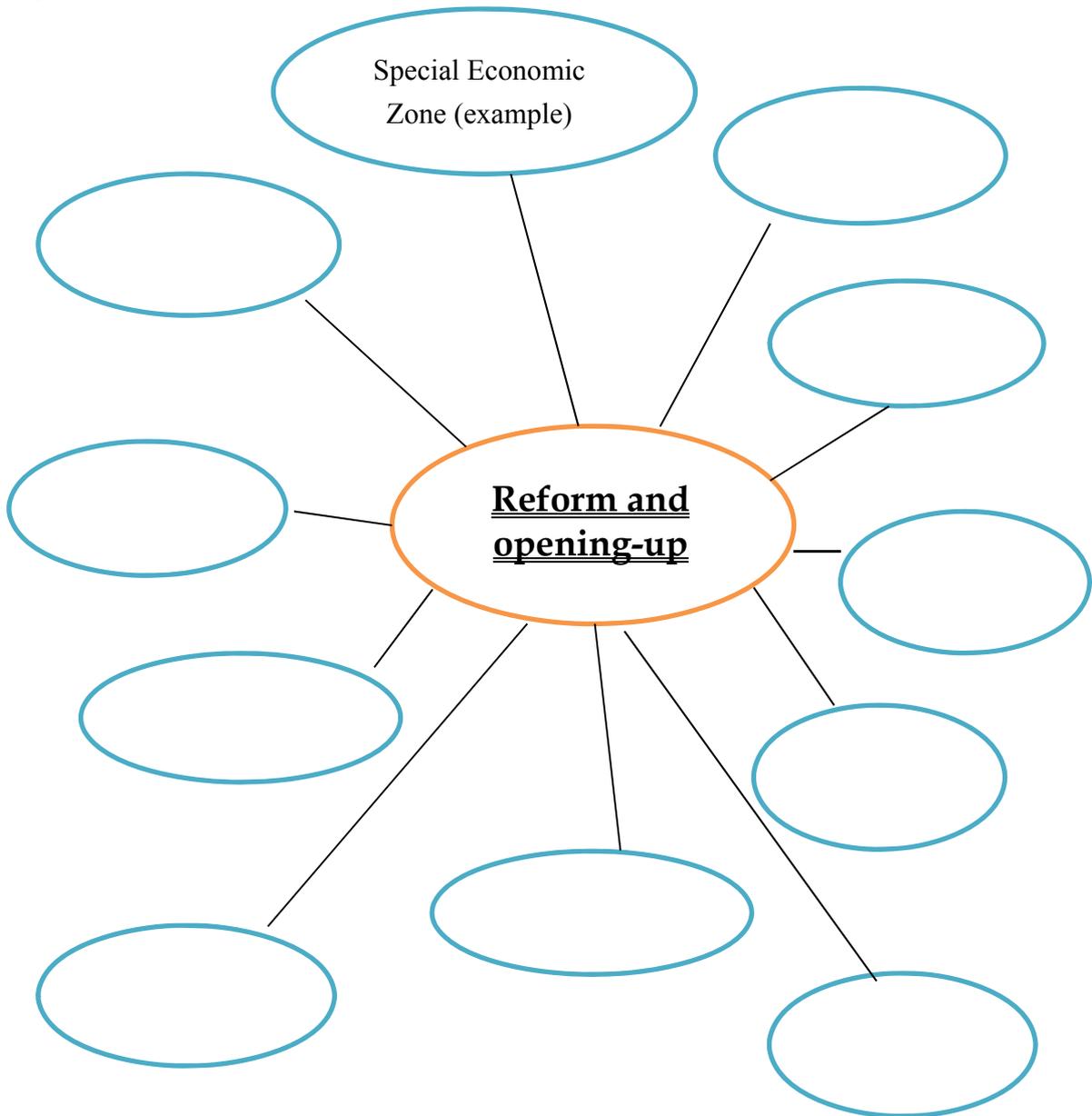
⁹ Refer to 潘家華 and 魏後凱 (Editors)(2014). *城市藍皮書：中國城市發展報告 No.7—聚焦特大城市治理*. Beijing: Social Science Academic Press.

Lesson	Learning and teaching strategies and flow
	<p>lower-middle class. As a result, some have expressed the view that Chinese people are making a living while bearing the weight of ‘three mountains’ (difficulties in securing housing, medical services and education). These are central issues in China’s social conflicts that require the Government’s attention and action (refer to the basic concept ‘<u>Social Conflicts and Harmonious Society</u>’).</p> <p><u>Arrange after-class learning activity (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class assignment to students (Appendix 11) and ask them to complete the exercise after class. The exercise is a summary of this teaching topic, the completion of which requires students to integrate and apply what they have learnt from in all lessons. ● In order to consolidate the knowledge acquired, ask students to read the basic concepts “<u>Urbanisation</u>”, “<u>Social Conflicts & a Harmonious Society</u>”, “<u>Waste Management</u>” and “<u>Green Lifestyle</u>” respectively. ● Distribute after-class reading materials (Appendix 12) to students and ask them to read the materials after class to further understand the benefits brought by the progress made in China’s urbanisation, as well as areas that need improvement.

-- End of learning and teaching exemplar --

Appendix 1: Worksheet for Student Discussion

Discuss with the students sitting next to you and write down at least eight vocabulary items (the more the better) relating to China's reform and opening-up (years, figures, policies, events.....).



Appendix 2: Reference Materials for Instruction

Source A: The Third Plenary Session of the 11th Central Committee of the Communist Party of China held in December 1978

After the social and political unrest caused by the Cultural Revolution, China experienced a rather significant turn of events in 1978. Key national leaders held a Central Work Conference in Beijing from 10 November to 15 December 1978, discussing the direction of the nation after the Cultural Revolution and made preparations for the coming Third Plenary Session of the 11th Central Committee. During the closing ceremony, Deng Xiaoping delivered a speech ‘Emancipate *the Mind, Seek Truth From Facts and Unite as One in Looking to the Future*’, which later served as the keynote address for the third plenum (Refer to Source B for excerpts).

The Third Plenary Session of the 11th Central Committee was held in Beijing from 18 to 22 December 1978. Decisions were made in the session to implement the policy of reform and opening-up, to set socialist modernisation as the top priority in the work of the entire communist party, and to focus national resources on economic development. A series of political measures on agricultural development were also proposed during the session, making agricultural reform the beginning of China’s implementation of reform and opening-up.

Source: Excerpted and adapted from “中共十一屆三中全會（1978年）”, *Xinhuanet*. Retrieved from http://news.xinhuanet.com/ziliao/2003-01/20/content_697755.htm

Source B: Excerpt from Deng Xiaoping’s opinion on promoting China’s economic development

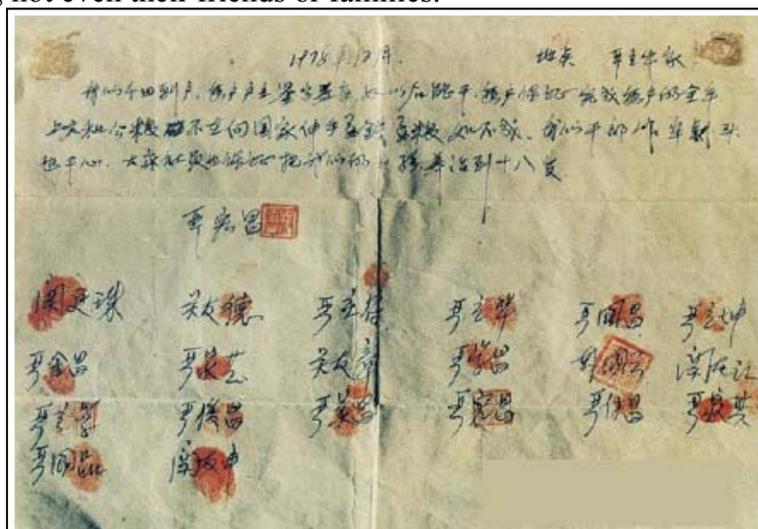
- As for our economic policies, I think we should **allow certain regions, certain enterprises, certain workers and certain farmers who have achieved great results with hard work to earn a bit more and have a better life before others**. The better lives enjoyed by these certain people will definitely serve as powerful demonstrations to the rest, creating quite an impression on their neighbours, **leading people from other regions and other fields to follow their examples**. This way, our national economy will keep moving forward as a whole in waves of development, enabling people of different ethnicities throughout the nation to prosper at a relatively fast pace.
- Our reform started with the rural area, and so it showed the earliest results in the rural area. However, there exists an imbalance in its development... Our policy is about allowing some people and some regions to prosper before others... We will follow through with the path of socialism, **setting common wealth as the ultimate goal**. However, it is unfeasible to expect an absolute equal development in all areas. We have tried, and suffered from equalitarianism in the past, at last coming to the realisation that eating from the same “big pot”, in essence, meant falling behind together and suffering from poverty together. **For our reform to succeed, we have to break free from equalitarianism and abolish the “big-pot” distribution system**. Looking back now, we indeed picked the right path.

Source: Excerpted from the following articles

1. Deng Xiaoping (13 December, 1979) “解放思想，實事求是，團結一致向前看” (Speech given in the closing ceremony of a conference). In Deng, Xiaoping. (1983). *鄧小平文選*, volume 2. Beijing: People’s Publishing House, p. 152.
2. Deng Xiaoping (28 March, 1986) “拿事實來說話”. In Deng, Xiaoping. (1993). *鄧小平文選* volume 3. Beijing: People’s Publishing House, p.155.

Source C: Story of Xiaogang Village in Fengyang County of Anhui Province, and the agricultural reform that followed

In the evening of 24 November 1978, to avoid starvation, 18 villagers of Xiaogang Village in Fengyang County of Anhui Province, became the first people in China to implement the “household contract responsibility system”. This part of China’s history marked the beginning of China’s reform on its rural economy, even on its entire economic system. These villagers impressed their fingerprints on an agreement of the “household contract responsibility system” (see the picture below*), undertaking that “**every household shall guarantee to meet the annual quota of public grain, and will never ask the state government for any money or any food again**”. These 18 villagers also swore not to divulge the information to anyone else, not even their friends or families.



*[There are 21 names on the agreement, with one name appearing twice; two other participants were not present at the time, the fingerprints impressed next to their names were those of their family members, which were not legally binding. Therefore, only 18 villagers were legitimate participants to the agreement.]

In May 1980, Deng Xiaoping delivered his speech *On questions of rural policies* (關於農村政策問題), stating that after the liberalisation of rural policies, at certain places where the household contract responsibility system was implemented, agriculture delivered “quick output growth with great results, while changes have occurred very quickly”. Deng Xiaoping specifically mentioned that the practice of the household contract responsibility system in Fengyang County “would not affect the collective economy”. Supported and driven by the Central Government, the household contract responsibility system (“Dabaogan” in Chinese) was then gradually implemented in the rest of China.

Video: *Sixty Years Since the Founding of Our Nation: Rural Area* (建國六十年：農村篇) (Cantonese voice-over but NOT accompanied by subtitles. Length: 01:11-03:16)

Website : <https://www.youtube.com/watch?v=UiJBTAX6K9c>

Source: Excerpted and adapted from the following articles 1-3; The picture was taken from Source 4.

1. “小崗村 18 戶村民：包產到組、包產到戶”, *China.com.cn*. Retrieved from http://www.china.com.cn/economic/zhuanti/xzgjjsn/2009-07/24/content_18200621.htm
2. Education Bureau. (2011). *改革開放後的中國與全球化的發展*, p.16
3. Deng Xiaoping (31 May 1980). “關於農村政策問題”. In Deng, Xiaoping. (1983). *鄧小平文選*, volume 2. Beijing: People’s Publishing House, p. 315
4. The picture was taken from “1982 年:中國農民的偉大創造”, *Xinhuanet*. Retrieved from http://news.xinhuanet.com/photo/2009-09/11/content_12035389.htm

Source D: Establishing Special Economic Zones

In order to **attract foreign investment and create opportunities to study the technologies of foreign countries as well as learn from their managerial experience**, the Government granted foreign businesses favourable tax and tariff policies in SEZs. After founding the first four SEZs in Shenzhen, Zhuhai, Shantou and Xiamen in 1980, the Government implemented an open door policy for 14 additional coastal cities in 1984. Subsequently, open Economic Zones were established in 1985 in Yangtze River delta, Pearl River Delta, Xiamen-Zhangzhou-Quanzhou Triangle in south Fujian, Shandong Peninsula and Liaodong Peninsula. The Government also designated the entire province of Hainan an SEZ in 1988, gradually building an expanded belt of open areas around its coastal region. In 1990, with a view to developing the Yangtze valley into another open belt, the Government decided to open the Pudong New District in Shanghai. As the “dragon head” (leader) in the area, Pudong then served to drive the development of the Yangtze River basin.

China started the process of its opening-up by establishing SEZs in selected cities, the successful model of which was then expanded to its coastal areas and the Yangtze valley. This presented **a progressive mode of opening-up that started with cities, expanded to belts and ultimately to regions**.

Source: Excerpted and adapted from “Relevant Information: Reform and Opening-up”. In Liberal Studies Section. (2015). *Liberal Studies Curriculum Resources Booklet Series – Module 3: Modern China*. Hong Kong: the Curriculum Development Institute of the Education Bureau.

Appendix 3: Worksheet and Materials for Lesson Preparation

Read the information provided below for reference and collect two photos or two sets of cartoons before class from the Internet or other sources. These photos should relate to the category you are assigned based on teachers' arrangements: one depicting the time before, and the other the time after the reform and opening-up. Stick these photos in the blank spaces of worksheet where appropriate and answer the questions.

Changes in clothing, food, shelter, transportation, as well as household necessities prior to and after China's reform and opening-up

- **Changes in attires:** Before reform and opening-up, Chinese people wore clothes of monotonous colours, suggesting a downcast population. There has been a total transformation in people's clothes since reform and opening-up; not only are there more types to choose from, there has been a noticeable improvement in clothing quality, not to mention a variety of colours on display.
- **Changes in diet:** Since the reform and opening-up, people's lives have been tremendously enriched materially. Be it on the street, or at any supermarket, there is always a dazzling display of foods and groceries. In addition, people have increasingly higher standards regarding food.
- **Changes in housing:** Since the reform and opening-up, living standards and quality of life for China's residents have seen significant improvement. As at 2012, per capita floor space of residential buildings in urban areas reached 32.9 square metres, up to 26.2 square metres in comparison to the level recorded in 1978; while the per capita living space of rural residents was 37.1 square metres, representing an increase of 29 square metres.
- **Changes in transportation:** Before reform and opening-up, public bus and bicycle were the only options Chinese people had for transportation. After reform and opening-up, many major cities have been upgraded with new types of transportation, such as metro and light rail. There is a continuous growth in the number of private cars, while a network of expressways nationwide has been established.
- **Changes in household necessities:** Before reform and opening-up, every household dreamed of having the four items collectively known as "three rounds and sound". As the penetration of electrical appliances grew with social development, the "three rounds" in the expression had become the "three old prerequisites" by late 1980s. Meanwhile the "three new prerequisites" became popular gift ideas. (Ask students who are assigned to this category to find out the meanings of the "three rounds and sound" and the "three new prerequisites".)

Sources: Excerpted and adapted from the following articles

1. "圖說改革開放以來人們生活中的發展變化", *Xinhuanet*. Retrieved from http://news.xinhuanet.com/forum/2014-08/19/c_126889773.htm
2. "改革開放30年巨大變化之飲食篇", *China Economic Net*. Retrieved from http://www.ce.cn/health/jkxw/yw/200810/13/t20081013_17048675.shtml

3. “人民日報刊發國家統計局報告：改革開放鑄輝煌 經濟發展譜新篇—1978年以來我國經濟社會發展的巨大變化” The web page of the National Bureau of Statistics of the People’s Republic of China. Retrieved from http://www.stats.gov.cn/tjgz/tjdt/201311/t20131106_456188.html
4. 郭國全（2008）.“國家在改革開放以來的經濟發展路向和展望”. In PSHE Section. *改革開放三十年國民教育講座文集*. Hong Kong: Education Bureau, p. 8.

Worksheet

Picture 1: Photo (or cartoon) depicting the time before the reform and opening-up

Picture 2: Photo (or cartoon) depicting the time after the reform and opening-up

Topic for lesson preparation

Complete the following table based on the photos/cartoons you collected and your knowledge on the subject. Pay attention to underlined words in the table, as they explain the requirements for questions.

<p>The photos (or cartoons) I collected belong to changes in the aspect of _____ (fill in the category you have been assigned).</p>
<p>As shown in Picture 1, before the reform and opening-up, ...(<u>describe</u> Picture 1)</p>
<p>As shown in Picture 2, after the reform and opening-up, ...(<u>describe</u> Picture 2)</p>
<p>By <u>summarising</u> Picture 1 and Picture 2, it is clear that people have seen significant changes in the _____ aspect of their lives after the reform and opening-up. In <u>comparing</u> the current and previous conditions, we see that... (Hint: attitudes or values, changes brought about by reform and opening-up, improvements/ benefits of such changes, etc.)</p>

Appendix 4: Worksheet for Group Discussion

Source A

I was born in a small town somewhere between Wuxi and Suzhou. In the spring of 1954, I moved to Shanghai with my mother. Back in the 1950s, TV was unheard of in Shanghai, and not many had their own radios. Except for the education received at school, movies were one of the information channels as well as leisure activities that exerted greater influence on children. By the time I moved to Shanghai, American movies had already seen their last days in the city, so the majority of movies I watched were made by the Soviet Union. At a time when the World War II was barely over, movies about the Great Patriotic War of the Soviet Union made quite an impression on me. I therefore worshipped and was all the more determined to visit the Soviet Union.

In addition to movies, after-class reading also occupied a special place in my boyhood. As a junior student, comics were my favourite. A large proportion of newly published comics contained stories about the Soviet Union. I started reading literature when I was in middle school. Novels about the Russian Revolution, such as *The Iron Flood* (鐵流) and *How the Steel Was Tempered* (鋼鐵是怎樣煉成的), together with Soviet Union-produced movies, became the source of my inspiration.

Source: Excerpted and adapted from 趙晉偉.(Editor). (2009). “回顧六十年：青年人的週末玩法”. In *山西青年* volume Z3.

Source B

I was born after the Cultural Revolution. In 1984, an early stage in China’s reform and opening-up, I was in the second grade of primary school. I remember one of the families in my village, who prospered before the others, bought a 12-inch black-and-white TV. That was the first black-and-white TV in the entire village, so in the first few days immediately after its arrival, all villagers would visit this particular family just to watch TV, rushing in like a swarm of bees. As the “first household to own a TV” in my village, this family had to suffer many sleepless nights over the enthusiasm of those who did not own one.

While most adults were too embarrassed to come after two or three nights, we as kids had no such worries when it came to watching TV, not to mention that China Central Television (CCTV) was playing *Journey to the West* (西遊記) at the time. My friends and I always complained about how extremely short each episode was. It was as if the show took but a moment only to end when our interest was at a peak.

Source: Same as Source A

Source C

In the 1990s, music from Hong Kong, Taiwan, Southeast Asia and even the West gained wide recognition and popularity in the Mainland. There were some genres of music for people of every age and every social status. It was in those days, that young singers, the most famous of whom were “The Four Heavenly Kings (四大天王)” from Hong Kong, became idols of the entire nation. Not only did one hear songs of those “Heavenly Kings” in all streets and alleys, young people also copied the hairdos, clothing items and even gestures similar to those “Heavenly Kings”. This time marked the birth of a growing population of teenagers who idolised pop stars, a phenomenon that ultimately left many teachers and parents perplexed.

The 21st century is another story. As technology advanced, the media for music also became quite diversified. Devices such as MP3, MP4 and even MP5 are no longer toys reserved for the youth; they have become ordinary items that many just carry around. Furthermore, at the dawn of the age of globalization, communication and contact between Chinese and foreign cultures have become increasingly frequent. As a result, many genres of pop music, such as rock, blues and R&B (Rhythm and Blues), now coexist in China. On top of this, there are composers who infuse Chinese elements, such as Erhu (Chinese fiddle) and Kunqu Opera, into pop music, creating a fusion genre known as the “Chinese Style Music”.

Source: Excerpted and adapted from 彭國亮.(editor).(2009).*印象中國：民生記憶六十年*. Changsha: CNS Publishing and Media, pp.221-222.

Questions for discussion

1. According to Source A, do you think the leisure and entertainment activities of the character in this case were related to China’s diplomatic policies? Why?

Appendix 5: Worksheet for Group Discussion

Source A

As living conditions improve and life concepts change, especially after the implementation of a five-day workweek, 1 May and 1 October holidays, travelling is rapidly becoming the preferred vacation idea among Chinese people. Yearly growth has been reported for tourism-related expenses of both urban and rural residents, and the number of tourists, indicating the growing popularity of travelling for relaxation and expanding one's horizons. As the traditional mode of group travel is being gradually replaced by self-guided tours, the criteria for tourism destinations are also changing. People used to prefer making short trips to places close to home, but now they are more inclined to make longer trips to other cities, provinces or even countries.

Take the golden week of 1 October 2014 for instance. Many Chinese people seized the opportunity provided by a long vacation to travel overseas. Seoul, Korea, became a hot spot filled with Chinese tourists. As a result, local department stores and convenience stores all put up boards with welcoming and marketing slogans written in Chinese. According to media reports in Korea, Chinese could be heard in virtually every corner of Myeong-dong, Seoul's shopping mecca for tourists; on top of it all, there were major department stores whose entrances were crowded with large numbers of Chinese tourists eager to shop, sometimes half an hour before their opening time. A number of measures were taken by different cities of Korea to attract tourists from China, including providing guided services in Putonghua and encouraging Chinese tourists to visit other regions in Korea in search of localised characteristics.

Sources: Excerpted and adapted from the following articles

1. “改革開放 30 年城鄉居民生活從貧困向全面小康邁進” The official website of the Central People's Government of the People's Republic of China. Retrieved from http://www.gov.cn/gzdt/2008-10/31/content_1136730.htm
2. “料遊韓人數達 16 萬 黃金周首爾遍滿中國遊客”, 3 October 2014, AM730.

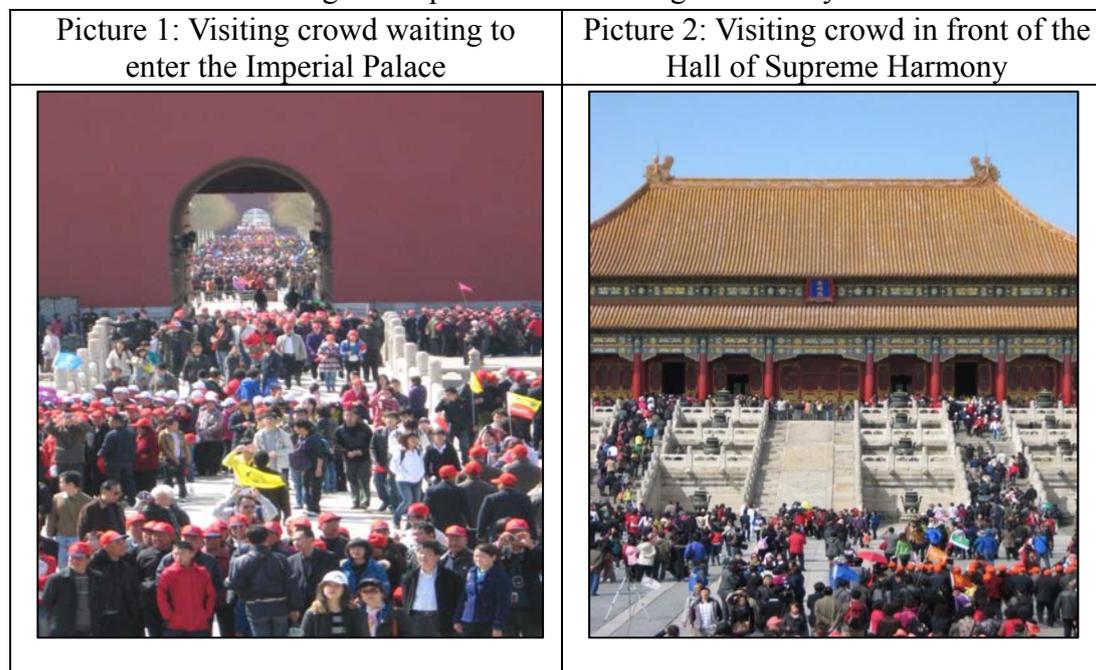
Source B

On the first day of the 2014 National-day holiday, tourism attractions and main roads nationwide were rapidly 'occupied' by tourists, leaving very little room for enjoyment. West Lake in Hangzhou received 662,000 tourism arrivals during the day. Although “*Lingering Snow on the Broken Bridge*” had been well known for being one of the “top ten views of West Lake”, it could now only be described as a spectacular number of heads on the broken bridge. The Imperial Palace of Beijing saw long queues of tourists waiting to get in from early morning, with an average around 5 to 6 tourists entering the palace per second. The attraction received a total of 144,000 tourists during the day. With a gross area of 0.6 square kilometres and the maximum capacity of 30,000 people, Gulangyu Island in Xiamen received 35,000 tourists by noon. Based on photos of various major attractions published by the media, it is clear that none of them, be it Daming Lake in Jinan, the Ancient Town of Fenghuang in Hunan Province, or the Confucius Temple in Nanjing, was spared the ordeal of having to endure an overwhelming crowd of tourists.

Source: Excerpted and adapted from the following articles

1. “中國景區人潮洶湧 出遊人數近 5 億”, 3 October 2014, *China Press*.
2. “14 萬人「擠」進宮”, 3 October 2014, *Morningpost.com.cn*.

Source C: Crowd visiting the Imperial Palace during the holiday



Source: Photos 1 and 2 were taken by the resources developer on the same day in Beijing.

Source D

Under *Law of the People's Republic of China on Protection of Cultural Relics and Regulation on the Protection of Famous Historical and Cultural Cities, Towns and Villages* currently in force in the Mainland, local governments at various levels are required to take the protection of cultural relics, historical sites and their adjacent environment as the primary consideration for relevant development projects, and to be committed to raising public awareness for protecting and respecting cultural relics. Under the *Tourism Law* passed in 2013, tourists were further required to “respect social morality in tourism activities, respect local customs, cultural traditions and religious beliefs”; “care for tourism resources and protect the ecological environment, and abide by the norms of civilised tourist behaviors.” (Article 13 of the *Tourism Law*)

However, such legislation did not put an end to the damage done to China's cultural relics. Many ancient sites with cultural relics that have been developed into tourism attractions still lacked proper management and maintenance. Some tourists still used flashlight when taking pictures of cultural relics, and some even went so far as to carve phrases like “someone paid a visit here” on cultural relics. These behaviours are heart-breaking and need to be corrected.

Sources: Excerpted and adapted from the following articles

1. “中華人民共和國旅遊法” The official website of the Central People's Government of the People's Republic of China. Retrieved from http://www.gov.cn/flfg/2013-04/25/content_2390566.htm
2. “文物保育刻不容緩” by 陳振彬, 20 March 2015, *Oriental Daily*.

Appendix 6: Worksheet for Lesson Preparation

Cartoon 1

Picture
1



Source: *Xinhuanet* (http://news.xinhuanet.com/politics/2014-02/25/c_119485095.htm)

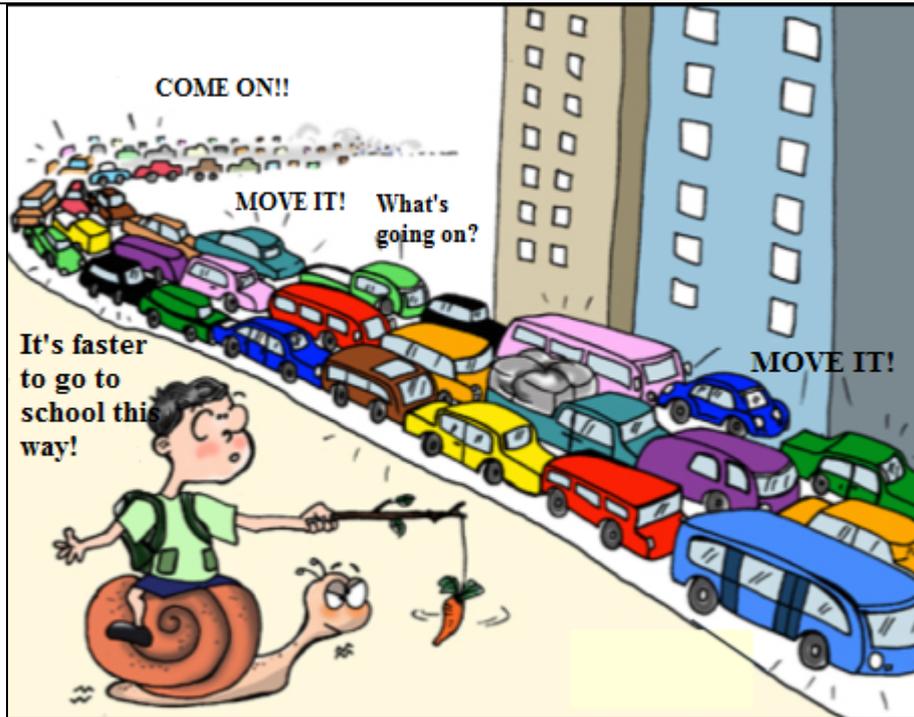
Picture
2



Source: *CRIENGLISH.com* (http://gb.cri.cn/45591/2014/03/03/7471s4445740_8.htm)

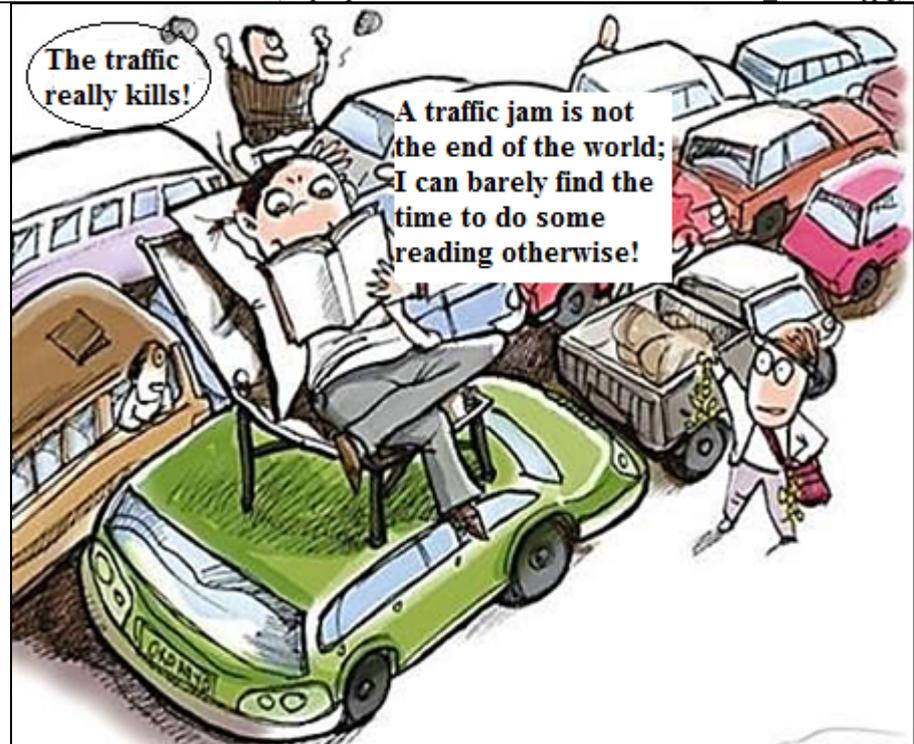
Cartoon 2

Picture 3



Source: *Enorth.com.cn*. (http://pic.enorth.com.cn/0/05/91/94/5919449_908194.jpg)

Picture 4



Source: *Blog.ifeng.com*. (<http://blog.ifeng.com/article/20442734.html>)

Questions for lesson preparation

1. What is the message conveyed in Picture 1? According to Picture 2, what is the connection between the “waste incineration plant” in Picture 2 and the message of Picture 1? Why are so many people voting “Against”?

2. What are messages conveyed in Picture 3 and Picture 4 respectively? “A traffic jam is not the end of the world; I can barely find the time to do some reading otherwise!” says one of the figures in Picture 4. Do these words reflect any features of the daily lives of urban residents?

Appendix 7: Tips for Reading Cartoons

(Teacher may decide whether to distribute to students if appropriate)

Tips for reading cartoons

1. Observe the cartoon carefully and find out the key features. Pay attention to the following components:
 - Caption
 - The caption is the eye of a cartoon playing a directing role, through which we can gain an insight into the theme of the cartoon and understand its implication. In addition, it should be noted that the caption may be expressed in the form of antiphrasis, and special attention should be paid when interpreting its meaning.
 - The physical appearance, dressing, action, language, expression of the people and objects (animals, plants or still objects) in the cartoon
 - Special attention should be paid to details of the people and objects, as such details may provide information relevant to the theme of the cartoon.
 - Background (e.g. scene, environment, atmosphere, colour...)
 - Students should understand what kind of feeling the author wants to convey to readers. For example, black represents gloom and horror, and red represents danger or happiness; abundant sunlight represents cheer, while whistling cold wind represents bleakness.
 - Explanatory text (e.g. description, numbers and conversation)
 - Texts in cartoons are usually concise but meaningful. They are very helpful in understanding the implications of cartoons. Therefore, we must read these texts carefully to think about their implications.

2. Infer the implication of each feature
 - Based on comparison
 - For example, size, height, front and rear, centre and margin...
 - Based on the exaggerated contents of the cartoon
 - Exaggeration of characters' behaviour or scenes to illustrate certain viewpoints is a manner of representation frequently used by cartoon creators to emphasise the theme or attract readers. Therefore, exaggerated contents usually reveal the overtone of the cartoon, which is also the meaning of the cartoon.

3. Think about the news or events related to the cartoon, then use the knowledge/concept learnt to describe the implication of the cartoon, or the issues/phenomena/events/people or public behaviour it intends to satirise.

Appendix 8: After-Class Reading Materials

Source A

Features of changes in the leisure activities of people in the Mainland

- Leisure is the time spent on recreation or rest. Before China's reform and opening-up, in the eyes of the majority of its people, the only objective of leisure was to restore physical strength and reduce fatigue. As the reform and opening-up changed people's lifestyles, their attitudes towards leisure also changed. Gone are the days when people focused only on work, now they work hard while pursuing a pleasant leisure life. After the satisfaction of basic needs for rest, people now pay attention to leisure and entertainment, considering them an important source of joy in life. In addition to long holidays including the Lunar New Year and the 'golden weeks' (such as the National day golden week), a number of traditional Chinese festivals have also been designated as statutory holidays, such as Ching Ming Festival, Tuen Ng Festival and Mid-Autumn Festival. As a result, Chinese people are placing greater importance on leisure and are actively participating in a variety of leisure activities.
- In the 1980s, the average Chinese people had a very limited amount of spare time, as they had just ended the days of fighting for food to start leading a life with a relatively secure source of food. The little spare time that they had was spent on monotonous activities, usually only watching movies and listening to the radio. Entering the 21st century, leisure activities are becoming increasingly diversified, including domestic and overseas travel, exercising, going to concerts and art exhibitions, as well as visiting museums. In addition to reflecting higher spending power on leisure activities enabled by higher incomes from China's economic development, the diversity in such activities is also a true testimony to the trend of learning-driven development for certain leisure activities.
- Among various leisure activities, tourism reported the most rapid development. According to data published by China National Tourism Administration, the number of China's domestic tourists reached 3.611 billion in 2014, representing a 10.67% increase against 2013. At the same time, its outbound tourists reached 107 million, up by 19.49%. China reported tourism revenue of RMB3.38 trillion for 2014, representing 14.7% growth. It is clear that as transportation and travelling become increasingly convenient, home is no longer the only place people have for spending their spare time. The entire nation, even the whole world, has become a feasible option.

Source: Excerpted and adapted from the following articles

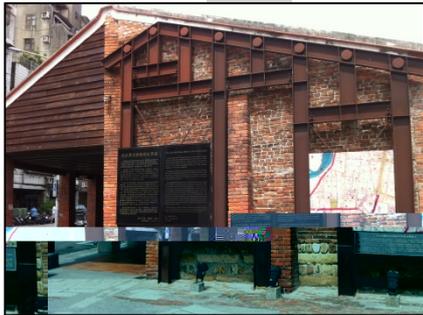
1. 李蘇峻. (2014). "2008年以來我國休閒社會學研究的文獻述評". In *福建師大福清分校學報*, volume 3.
2. 何聖桐. (2012). "改革開放以來休閒方式的轉變特徵". In *佳木斯教育學院學報*, volume 11.
3. "2014年中國國際旅遊收入 569 億美元", *Xinhuanet*. Retrieved from http://news.xinhuanet.com/world/2015-02/10/c_1114325776.htm

Source B

Coordination between heritage conservation and the tourism industry

While it is an accepted fact that heritage conservation is an undertaking that requires funding support, the conservation of historic neighbourhoods, on the other hand, may involve a significant amount of resources. However, as cultural relics and historic neighbourhoods have an inherent economic value of their own, they can become an important revenue stream with proper development and management. Tourism revenue is one of the key revenue streams for a number of celebrated global destinations for tourists, including historic cities such as London, Paris, Venice and Kyoto. Furthermore, the conservation of historic neighbourhoods also allows local residents and visitors to understand the story of an area's development, so there is also an educational value attached to the practice. One of the better-known examples can be found in Taipei. Through renovation and revitalisation works, the Taipei City Government managed to turn the city's only preserved street blocks from the Qing Dynasty located in Wanhua District into the "Bopiliao Historic Block", and by building an information centre and organising other relevant exhibitions, it has introduced the history of this particular area to the world.

Photos of "Bopiliao Historic Block" in Taipei



Exhibition themes:
 Traditional and Modern Education in Taiwan
 Development of Taiwan's medical service
 The story of "Bopiliao"

On the other hand, delivery of the economic values of cultural heritage is a gradual process that usually requires a longer period spent on maintenance, organisation and marketing activities. It is therefore essential to apply the idea of heritage protection to every aspect of a city's planning. In addition, the authenticity of cultural heritage must be made a top priority when developing the tourism industry, as both over-commercialisation and inappropriate tourism activities will severely damage internal and external values.

Source: The textual information is excerpted and adapted from Education Bureau. (2011). *改革開放後的中國與全球化的發展*, pp. 73-74. The photos were taken by the resources developer in Taipei.

Appendix 9: References for Instruction

Source A

China only had an urbanisation rate of 17.9% in 1978, with an urban population of approximately 170 million. Its urbanisation rate grew to 54.77% in 2014, with close to 750 million people living in urban areas, accounting for 54.77% of its total population. China's urbanisation rate reported a steady average annual growth of 1.02% from 1978 to 2014, meaning more than 10 million farmers came to live and work in different cities every year. Economic development created a large number of jobs in its urban areas, which in turn attracted a significant amount of surplus labour in rural areas, namely farmers, to come to cities looking for jobs.

While the majority of labour force attracted and absorbed from rural areas used to work in manufacture and infrastructure, they are being relocated to the service industry in recent years. In 2014 for example, the tertiary sector's share of China's GDP reached 48.2%, 5.6% higher than the secondary sector. It was also the second consecutive year that the tertiary sector had overtaken the secondary sector. It is therefore obvious that the service industry is playing a role of growing importance in the progress of China's urbanisation. At the same time, for the first time in China's history, its urban working population accounted for more than half (50.9%) of the national total in 2014, up by 1.2% on 2013. The fact that more than half the working population in China is working in urban areas shows that urbanisation has become a key indicator for China's social transformation.

Source: Excerpted and adapted from “新型城鎮化：經濟社會發展的強大引擎—解讀”. In 二〇一四年國民經濟和社會發展統計公報, The web page of the National Bureau of Statistics of the People's Republic of China. Retrieved from http://www.stats.gov.cn/tjsj/sjjd/201503/t20150309_691333.html

Source B: National population and distribution of residence from 2011 to 2014

(Unit: 10,000 people)

	2011	2012	2013	2014
National Population	134,735	135,404	136,072	136,782
-- Urban Population	69,079	71,182	73,111	74,916
-- Rural Population	65,656	64,222	62,961	61,886

Source: Same as Source A

Source C: Improvements in urban infrastructure and servicing facilities

Indicators for infrastructure	2000	2012
Tap water penetration rate (%)	63.9	97.2
Natural gas (coal gas, petroleum gas) penetration rate (%)	44.6	93.2
Road area per capita (square metres)	6.1	14.4
Indicators for services and facilities	2000	2012
Per capita floor space of residential buildings (square metres)	20.3	32.9
Sewage treatment rate (%)	34.3	87.3
Per capita green area of parks (square metres)	3.7	12.3
Number of regular secondary schools	14,473	17,333
Number of hospital beds (10,000)	142.6	273.3

Source: “國家新型城鎮化規劃（2014-2020年）”, *Xinhuanet*. Retrieved from http://news.xinhuanet.com/politics/2014-03/16/c_119791251.htm

Source D

Ever since its reform and opening-up, China has seen rapid advancement in its urbanisation. To put its pace into perspective, reference is made to the progress of urbanisation in more developed countries. It took 90 years for the United Kingdom to grow its urbanisation rate from 26% to 70%, while the U.S. spent 120 years to deliver the increase from 25.7% to 75.2%. Yet China's growth from 28% to 45% was achieved in merely 15 years, with an annual acceleration of 1%. China is estimated to achieve an urbanisation rate of approximately 75% in 2035. As it is probable that China will complete the same progress in urbanisation in a half and a third of the time experienced by the United Kingdom and the U.S. respectively, “concentrated development (濃縮發展)” is evident in its urbanisation.

While rapid urbanisation brings China many development opportunities, it also creates a series of pressures arising from issues related to the urban environment, transportation and social security. Very much like us humans, cities can also get sick. In recent years, there have been serious outbreaks of “urban diseases” in many of China's major cities, which were once described as “suffering from traffic jams similar to intestinal obstructions, air pollution that reminds one of asthma, water pollution like blood-poisoning, as well as cities surrounded by waste that are no different from malignant tumours.” China's rapid urbanisation caused the same “urban diseases”, which more developed countries had suffered in nearly 100 years, to collectively manifest in an extremely short period. As a result, the Chinese Government has been forced to place considerable attention on the ever-deteriorating condition of the country's “urban diseases”.

Source: Excerpted and adapted from the following articles

1. 鞏琳萌, 李愛玲 and others. (May 2014). “也來說說「城市病」—關於「城市病」種種討論的盤點與思考”. In *前線*.
2. 李陳. (2013). “「城市病」研究述評和展望”. In *Northwest Population Journal*, volume 5.
3. 陳哲 and 劉學敏. (2012). “「城市病」研究進展和述評”. In *Journal of Capital University of Economics and Business*, volume 1.

Appendix 10: Data Sources for Group Discussion**Video sources**

Video 1: *Documentary: Cities Surrounded by Waste* (紀錄片：垃圾圍城)
(Putonghua voice-over accompanied by English subtitles.) Watch from 17:26 to 20:00. Teacher may consider introducing the documentary using information available on the web page.) Retrieved from
<https://www.youtube.com/watch?v=W73eKAjyNXs>

Video 2: “中國式堵車：貴陽震撼堵車堪比北京 摩托車見縫插針” (Background sound accompanied by Chinese subtitles. Length: 2 minutes 6 seconds.)
Retrieved from http://v.youku.com/v_show/id_XNDg5Mjk2Mzg4_rss.html

Group 1 Data Sources for Group Discussion → “Cities surrounded by waste”

Source A

China is now faced with the issue that its cities are being surrounded by waste. According to the statistical report published by China Association of Urban Environmental Sanitation, China currently manages approximately 1 billion tons of waste annually, one of the largest figures in the world. However, the amount of household waste in its urban areas is still growing at an annual rate close to 9%. Meanwhile, the increase in major cities, such as Beijing, ranges from 15% to 20%. China has, in aggregate, accumulated more than 7 billion tons of waste in its urban areas, occupying more than 500 million square metres of its land. According to departments in the Mainland responsible for environmental protection, approximately two-thirds of medium- and large-sized cities in China are already surrounded by waste, and approximately one quarter no longer have appropriate locations for landfill.

There are three major methods for managing urban household waste: landfill, composting and incineration. Landfill is the preferred method employed by most countries for waste management. According to statistics, approximately 72% of China's urban household waste is taken to the landfills. As at the end of 2012, there were 540 landfill sites nationwide, managing more than 310,000 tons of waste daily. While the technologies applied for landfill in the Mainland are falling behind in comparison to those used by foreign countries, incineration is often on the receiving end of oppositions on the grounds that it may lead to environmental pollution. Take the first waste incineration plant in Guangzhou for example. Its construction has been opposed by local people since 1993 when the initial plan was introduced. As a result, the plant had to change its designated site five times before finally seeing the completion of its construction and its commencement of operation in 2002. Li Keng, located nearly 35 kilometres away from downtown Guangzhou, was the last site for the plant. The doubts people cast on the construction of waste incineration plants mainly centred on their possible impacts on the environment, the safety of their operations, and the adequacy of governmental regulation.

Source: Excerpted and adapted from the following article

1. “穗城管委：2017年可望破解「垃圾圍城」”，10 July 2015, *南方都市報（廣州版）*
2. “垃圾「火葬」破解環保「硬骨頭」”，8 June 2015, *汕頭特區晚報*
3. “內地逾6成大中城市「垃圾圍城」年逾10億噸 填埋技術落後”，13 February 2015, *Sky Post*.

Source B

Many cities are faced with the problem of being surrounded by waste. Listed below are examples of several cities:

- The amount of household waste in Shenzhen is growing at an annual rate of approximately 6%. For 2015, the entire city manages 14,826 tons of household waste daily. While the capacity for incineration is only 7,425 tons per day, all remaining waste is taken to the landfills, resulting in overload in all landfill sites.
- According to a research report by the Guangdong Provincial Association for Science and Technology, Guangzhou manages more than 6 million tons of household waste and 40 million tons of construction waste annually. 70% of the household waste and the majority of construction waste in the Pearl River Delta are taken to the landfills. The severity of unregulated management of household waste is even more pressing in rural areas.
- Nanning (provincial capital of Guangxi Province) generates nearly 3,000 tons of household waste every day. However, instead of being sorted out to be recycled and reused, virtually all of such waste is taken directly to landfill. As a result, while the city is forced to allocate a significant amount of land resource to building larger landfill sites in order to accommodate the growing amount of waste, the penetrating stench of such waste also causes significant trouble for the residents living nearby. As pointed out by those in charge of landfill sites, summer is usually the peak season for waste landfill, which is attributable to a variety of melons and berries hitting the shelf more or less at the same time. In particular, large fruit with heavy peel, such as watermelons and durians, tend to generate an even greater amount of waste.

Sources: Excerpted and adapted from the following articles:

1. “垃圾圍城引起關注 低碳化處理成趨勢”，19 June 2015, *Shenzhen Special Zone Daily*
2. “南寧95%生活垃圾被直接填埋”，2 June 2015, *南國早報*
3. “廣州人均日產垃圾1.3千克 垃圾分類舉措範圍覆蓋全市”，25 May 2015, *Chinanews.com*.

Source C

Waste classification at the source is one of the most effective ways to solve the dilemma of cities surrounded by waste. Countries such as Germany, the U.S. and Japan have established a comprehensive set of facilities for waste classification through legislation. They classify household waste into recyclable waste, kitchen refuse and other waste, effectively lowering the burden of waste management.

Currently, as incineration and biochemical treatment are rarely used for waste management in China, landfill remains the primary method employed. However, not only does landfill take up land resources it also pollutes the environment, China therefore faces an urgent task to find other ways to manage its waste. According to planning documents circulated by the Government, recommendations have been made to eastern China, as well as economically advanced regions and cities with a shortage of land resources and a large population to reduce the amount of household waste taken to the landfills. They are also instructed to use incineration technologies as the preferred method for waste management.

Source: Excerpted and adapted from “如何破解「垃圾圍城」難題 努力實現垃圾處理的無害化、減量化、資源化”, 30 September 2014, *Shanghai Morning Post*.

Discussion Questions for Group 1

1. With reference to Source A, Source B and your own knowledge, what caused many cities in the Mainland to face the issue of being surrounded by waste? How does this phenomenon affect the quality of life for people in the Mainland?

Group 2 Data Sources for Group Discussion → Traffic Congestion

Source D

As China's economic development advances and its progress in urbanisation accelerates, its urban transportation is taking on heavier responsibilities, resulting in growing pressures on its roads. Issues such as traffic congestion and unruly driving behaviours are now among the many 'urban diseases' that adversely affect the healthy development of many Chinese cities. According to a research study, approximately two thirds of the 655 Chinese cities are suffering from traffic congestion during rush hours. Furthermore, while the traffic congestion in major cities remains undeniably serious, there are signs that traffic congestion is gradually expanding to medium and small-sized cities.

Not only does traffic congestion lead to higher transportation expenses and lower efficiency, it also leaves people feeling anxious and agitated, causing more traffic accidents. In addition, traffic congestion further exacerbates air pollution in urban areas, posing a serious threat to the health of urban residents.

Source: Excerpted and adapted from 向春玲. (April 2014). "中國城鎮化進程中的「城市病」及其治理". In *新疆師範大學學報 (哲學社會科學版)*, volume 35(2).

Source E

According to a report on traffic congestion in major Chinese cities, for the second quarter of 2014, Shanghai led the 10 most congested cities in China, with Hangzhou, Beijing, Chongqing and Shenzhen ranking second to fifth respectively.

Traffic congestion affects people's daily lives. According to a survey conducted by a British consultation company in 2010, the daily commuting time to work by China's working population ranked longest in the world, with 11% of the population spending an average of more than two hours on the road, much longer than those in other countries. Taking Beijing as an example, as at the end of 2014, its resident population exceeded 21 million, with core districts accommodating nearly 24,000 people per square kilometre. This means that Beijing had a population density greater than that of Hong Kong, Tokyo or New York. In terms of vehicles on the road, the number of registered motor vehicles in Beijing reached 5.591 million, ranking first in the country. Due to a large number of people and cars, the congestion during rush hours is inevitable.

Sources: Excerpted and adapted from the following articles:

1. "人多車多污染高 京城急「瘦身」", 6 July 2015, *Hong Kong Economic Times*.
2. "十大堵城出爐 上海、杭州、北京位列前三", *Chinanews.com*. Retrieved from <http://finance.chinanews.com/auto/2014/08-23/6523941.shtml>
3. "中國上班族途中耗時全球最高", 27 May 2014, *濟南日報*

Source F

To reduce traffic congestion and air pollution, Beijing's municipal government is planning to impose congestion fees in 2015. Many discussions arose upon the release of the news. Many private car owners expressed concerns about their affordability and were reluctant to take full responsibility for the current state of traffic congestion. According to them, private cars are not the only vehicles on the road, as commercial vehicles, such as taxis, are equally responsible. As congestion fees apply to private cars only, their effectiveness on reducing traffic congestion and exhaust emission is highly questionable. Others are saying that the government is only entitled to impose congestion fees after making transportation methods available to the public by improving the transportation network and public transportation infrastructure.

With regard to examples from foreign countries that China can learn from, London imposed its congestion charge in 2003. The charging zone covers London's entire financial district, its commercial and entertainment districts, as well as the Western extension between 07:00 and 18:00 from Monday to Friday. All vehicles are subject to a charge of £11.50 per day (equivalent to approximately HK\$140), with exemptions including eco-friendly vehicles, emergency service vehicles and vehicles with nine or more seats. The objective of implementing the congestion charge is to encourage citizens to use mass transportation systems and reduce the use of private cars, reducing traffic volume and air pollution.

As stated by London's Department for Transport in 2007, after imposing the congestion charge, the number of vehicles in the charging zone subject to the charge decreased by 30%, significant improvement was made in air quality, and the number of traffic accidents also decreased. Commercial tenants within the charging zone however, had a different view, saying that in addition to reducing business, the imposition of congestion charge also led to higher cargo transportation costs.

Sources: Excerpted and adapted from the following articles

1. “北京今年將研究制定徵收「交通擁堵費」治霾”, 22 April 2015, *CCTV news*.
2. “倫敦交通擁堵費即將漲至每天 11.5 英鎊”, *People.com.cn*. Retrieved from <http://world.people.com.cn/n/2014/0529/c1002-25077999.html>
3. “擁堵費，收還是不收？”, 30 December, *新世紀周刊*
4. “細說倫敦交通擁堵費”, 7 September 2013, *羊城晚報*

Discussion Questions for Group 1

1. With reference to Source D, Source E and your own knowledge, what has caused traffic congestion in Beijing? How does this phenomenon affect the quality of life for people of Beijing?

2. With reference to Sources D to F and your own knowledge, do you agree that Beijing should ease the traffic and improve air quality by imposing congestion fees? Explain your answer.

Appendix 11: After-class Assignment

Source A: Cartoon published on a Mainland website

Source: *Shangdu.com*. (http://i8.chinanews.com/special/guoqing/economic_img/s8.jpg)

Source B: Some statistics relating to China's reform and opening-up

	1978	2014
GDP (RMB)	365.02 billion	63436.73 billion
GDP per capita (RMB)	382	46,652
Balance of foreign-exchange reserve (USD) (1 USD \approx RMB6.2)	200 million	3843 billion
Per capita income of urban family household (RMB)	343	28,843
Per capita income of rural family household (RMB)	134	10,488
Grain production	304,750,000 tons	607,100,000 tons

Source: Retrieved from the web page of National Bureau of Statistics of the People's Republic of China, <http://www.stats.gov.cn/tjsj/>

Source C

According to a research report jointly published by a bank in the Mainland and an economic research institute in April 2015, as at the end of September 2014, there were 67,000 people in the Mainland whose total individual assets exceeded RMB100 million, an increase of 2,500 compared to 2013. Of these 67,000 rich people, about 80% were entrepreneurs, while the rest made their fortune through real estate trading (approximately 15%) or equity investment (approximately 5%). With regard to their geographic distribution, Beijing, Guangdong Province, Shanghai and Zhejiang Province accounted for the highest shares, representing 57% of the national total.

Meanwhile, according to the report published by a research organisation under Peking University in July 2014, the assets of 1% of the Mainland's wealthiest families accounted for more than one-third of the national total in 2012, while that represented by 25% its least fortunate families was a mere 1%. The report concluded that there existed a wealth inequality much greater than income gap among mainland citizens. According to one of the participating scholars, as well as being a social issue that China cannot afford to neglect, the wealth inequality among the Chinese people was also the source of many of its social conflicts.

Sources: Excerpted and adapted from the following articles

1. “內地 6.7 萬人身家過億 最愛豪車大宅”, 3 April 2015, *Ta Kung Pao*.
2. “2014-2015 中國超高淨值人群報告發佈”, 2 April 2015, *Chinanews.com*
3. “報告稱我國頂端 1% 的家庭佔有全國三分之一以上財產”, *People.com.cn*. Retrieved from <http://society.people.com.cn/n/2014/0725/c1008-25345140.html>

Questions

- (a) What are the messages conveyed by the cartoon in Source A? Are these messages reflected in the statistics from Source B? Explain your answer with reference to Source B.
- (b) With reference to Source C and your own knowledge, explain the geographic distribution of the rich in the Mainland, and the reasons causing the wealth inequality among people in the Mainland.
- (c) Do you agree with the opinion that “economic benefits delivered by China’s reform and opening-up bring more good than harm”? Explain with reference to all the above sources and your own knowledge.

Intention of Assessment

Assessment Focus

Using cartoons, statistics and research results by academic institutes, students' understanding and evaluation of China's reform and opening-up from an economic perspective will be assessed. In order to analyse the sources provided and form their own opinions, students need to combine what they learnt in class and their personal knowledge. Students' skills in interpreting messages of cartoons, quoting data and commenting on the opinions of others will also be assessed.

Expected Student Performance

- Knowledge
 - For question (a), students are required to point out that the message conveyed is about China's rapid economic development, which is advancing at a pace far beyond the expectations of foreign countries. Students may use data from Source B, such as GDP and balance of foreign-exchange reserve, to demonstrate the state of China's rapid economic development.
 - For question (b), students may point out that the strategy of China's reform and opening-up policy is about "letting some regions, some people prosper before others", and as a trial zone in the reform and opening-up, China's eastern region is economically more advanced in comparison to its middle and western regions. This has resulted in a relatively concentrated distribution of the rich in the eastern region. In addition, the wealth inequality among people in the Mainland has arisen because those who prospered before others were able to reinvest in other projects to accumulate even greater wealth.
 - For question (c), students can express their views on the opinions provided in the question. Regardless of their views, students are required to support their stances by presenting arguments and quoting appropriate examples. For example:
 - China's economy has achieved rapid development since the implementation of its reform and opening-up policy, thereby enhancing China's overall economic strength. For example, China's GDP has already surpassed that of Japan, and is now only behind

that of the U.S. China has the largest foreign-exchange reserves in the world. It can therefore be concluded that while there are areas still wanting, the overall economic benefits of China's reform and opening-up outweigh its harm.

- China's economic development has only benefited a very few who prospered before others, failing to bring benefits to the entire nation. For example, the widened income gap between urban and rural residents, as well as wealth inequality among people in the Mainland, are likely to give rise to social conflicts. Added to the fact that China's economic development was achieved at the expense of its environment, it is clear that the harm of China's reform and opening-up outweighs its benefits.

- Skills

- Giving an appropriate response with a clear personal stance.
- Extracting and interpreting the key message(s) conveyed by the cartoons and supporting the explanations with relevant examples.
- Applying knowledge and concepts in analysing phenomena in data sources.
- Commenting on others' views from multiple perspectives and supporting one's own opinion with appropriate arguments and examples.

Appendix 12: After-class Reading Materials**Benefits and room for improvement of China's urbanisation**

While there are benefits brought about by the progress China has made in urbanisation since 1949, there is also room for improvement. The benefits are mainly the following:

- China is a country whose livelihood largely depends on agriculture. In addition to driving its economic development, urbanisation also facilitates the transferring of surplus labour in China's rural areas to its second and tertiary sectors.
- Urbanisation has also benefited China's farmers, as it promoted the restructuring of agriculture and forestry sectors, resulting in higher income for farmers.
- As China's urbanisation is centred on its urban areas, it can therefore drive the development of adjacent villages to enhance overall development for the region, helping narrow the development gap between China's urban and rural areas.
- From a healthcare perspective, urbanisation promotes the development of the medical industry in China's rural areas, providing rural residents with better medical protection.
- Improved living conditions can effectively lower the incidence rates of various diseases in rural areas. Meanwhile the construction of different recreational and sports facilities provides people with more options for leisure activities, enabling them to improve health by taking more exercise.

While urbanisation has indeed brought many benefits, we should also pay attention to the negative impacts which have arisen:

- With a size that far exceeds the capacity of its cities, China's rural population is rushing into different cities, resulting in environmental pollution. A good example of this is the fact that a large number of Chinese cities are already surrounded by waste.
- With a limited number of job opportunities and a growing unemployed population seeking employment, Chinese cities are seeing a rise in unemployment.
- Taking in an excessive number of immigrants with limited land resources, housing inventories of Chinese cities are stretched.
- In addition to causing traffic congestion, urbanisation also brings a number of other social issues.

In summary, China's urbanisation is a progress of dynamic evolution that comes with both pros and cons. Therefore, it is necessary for all parties to face the situations, and work together to resolve them.

Source: Excerpted and adapted from “我國城市化及其利弊問題” by 陳旭, *Urbanchina.com*.
Retrieved from <http://www.urbanchina.org/n/2014/0905/c369547-25611196.html>

-- End of Appendix --

Senior Secondary Liberal Studies

“Modern China” Module

Learning and Teaching Exemplar (2)

The Central People’s Government’s Response to Reform and Opening-up: Using Implementation and Reform of the Household Registration System as an Example

A. Basic information of the exemplar

Topic	The Central People’s Government’s response to reform and opening-up: Using implementation and reform of household registration system as an example
Relevant module, themes and questions for enquiry	<p>Module 3: Modern China ;Theme 1: China’s reform and opening-up</p> <ul style="list-style-type: none"> ● How have the changes in living standards and the way of life been viewed across the whole country? ● How has the Central People’s Government dealt with the effects of reform and opening-up?
Overall design rationale	<p>This exemplar aims to help students understand the reasons for and impact of the household registration system, and how the household registration system was proposed in response to the trend of the reform and opening-up. By studying the implementation and reform of the household registration system, students can learn about the three rural issues of agriculture, rural areas and farmers (referred to as “the issue of <i>sannong</i> (三農問題)”), migrant workers’ experiences and feelings in cities, how the reform and opening-up has changed people’s living standards and lifestyle, and how the Central People’s Government has responded to the impacts brought by the reform and opening-up. Although this exemplar focuses on the study of the household registration system, its rich contents can also enrich students’ knowledge of the history and impact of the reform and opening-up.</p> <p>Lessons 1 and 2 of the exemplar start with urban-rural disparities in the mainland, then investigate the original purposes for the implementation of the household registration system, and finally investigate the causes of the issue of <i>sannong</i> and the widening urban-rural disparities. Lessons 3 and 4 focus on analysing the issues of migrant workers, including their experiences of leaving their homeland to earn a living in cities and being deprived of the welfare enjoyed by the urban residents owing to the household registration system, triggering appeals for reform of the system. Lesson 5 discusses the proposal for household registration reform by the Central Government in July 2014. Apart from the explanation of the focuses of the reform proposal, the case of a migrant worker living in Beijing will be discussed to analyse the barriers for migrant workers living in megacities created by the household registration point system. Teachers are reminded that this exemplar allows flexibility on lesson time and using the teaching resources. Teacher may make adaptations based on the school context.</p> <p>It may be difficult for senior secondary students to understand the household registration system and the relevant issues. For this reason, it is proposed that teachers adopt diversified learning and teaching strategies such as direct teaching, group discussion and case studies, provide relevant video clips, news reports, commentaries and abstracts of research studies as different sources and forms of learning resources, which provide students with an insight into the history of household registration system as well as its reform direction. Students are expected to read materials about basic concepts. This exemplar also provides materials for students to read after the lesson to consolidate their knowledge.</p>

	Finally, this exemplar does not cover issues related to the household registration system, such as the development of urbanisation and establishment of a ‘harmonious society’ in the Mainland. If such topics are to be taught in future, teacher may use this exemplar as students’ learning foundation before guiding them to conduct issue enquiry.
Time required	5 lessons (40 minutes per lesson), around 200 minutes in total
Learning objectives	<p>Knowledge :</p> <ul style="list-style-type: none"> ● To understand the origin and implementation of the household registration system. ● To understand the impact of household registration system on urban residents/ farmers. ● To understand the reasons for and experiences of migrant workers leaving their homeland to work in cities. ● To explore the reasons for the household registration system reform and its details. ● To understand the government’s considerations in making policies, taking household registration system reform as an example.
	<p>Skills:</p> <ul style="list-style-type: none"> ● To gather and summarise information from different sources. ● To apply relevant knowledge and concepts in the issue enquiry process. ● To interpret information from different perspectives. ● To consider and comment on different viewpoints in analysing issues. ● To give reasonable suggestions and appropriate solutions. ● Oral and written expression.
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To adopt an open and tolerant attitude towards other people’s views and values. ● To care about the life of the public at all levels in the Mainland, and show concern about how they are affected by systematic changes.
Basic concepts for application	Population mobility and household registration system, issue of <i>sannong</i> , urbanization, quality of life
Relevant learning experiences at junior secondary levels	Having studied various subjects in the Personal, Social and Humanities Education key learning area, students at junior secondary levels are expected to have a preliminary understanding of topics such as domestic affairs since the founding of the People’s Republic of China, the reasons for and development of reform and opening-up, and the country’s recent economy and environment. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
Before class	<ul style="list-style-type: none"> ● Distribute worksheets (<u>Appendix 1</u>) to students for lesson preparation. Ask them to finish the worksheets before class and bring it back to class for presentation. ● Ask students to collect relevant pictures from the Internet or newspapers, and complete the questions with reference to prompts.
	<p><u>Lead-in and student report (around 7 minutes)</u></p> <ul style="list-style-type: none"> ● Choose several students and show their pre-class preparation work, and ask them to explain the difference between urban and rural areas in the Mainland, and to infer whether there is a big difference in the development of urban and rural areas. Decide the number of students to present their work based on the lesson time. ● Apart from asking students to present their pre-class preparation work, invite students to share whatever they see in respect of the development of urban and rural areas in the Mainland when visiting, touring or attending exchange programmes in the Mainland. If only few of them have visited the Mainland, teacher may also share their own experiences with students.
	<p><u>Group discussion and student presentations (around 23 minutes)</u></p> <ul style="list-style-type: none"> ● Based on student presentations and their experiences in the Mainland, teachers point out that the imbalanced development and the expanding gap between urban and rural areas are one of the key contradictions for the current economic development in the Mainland. However, such imbalanced development which, in fact, already existed before the reform and opening-up, has something to do with the urban-rural dual system as a result of the implementation of <u>household registration system</u> in the late 1950s in the Mainland. ● Divide students into groups and distribute group discussion worksheets (<u>Appendix 2</u>) to them, and then play two video clips (websites of which are set out in Source A of <u>Appendix 2</u>) related to the household registration system. Students then discuss the questions in the worksheets with reference to the video clips and two data sources provided in the worksheets (Sources B and C). ● Students present the discussion results. Decide the number of presenting groups depending on the lesson time.
	<p><u>Teacher summary and knowledge enrichment (around 15 minutes)</u></p> <ul style="list-style-type: none"> ● Summarise and supplement student presentations as well as their own knowledge so as to foster students' knowledge about <u>household registration system</u>, for example: <ul style="list-style-type: none"> ➢ Before the reform and opening-up, the development of the household registration system in the Mainland was divided into two phases. From 1949 to 1957, it was the first phase when resident accounts could transfer freely. From 1958 to 1978, it was the second phase when the transfer of resident accounts was strictly controlled. ➢ Household registration system has a special historical background. It was primarily used to prevent large rural populations from flocking to urban areas and causing great pressure on urban development. Through the implementation of household registration system, it did

Lesson	Learning and teaching strategies and flow
	<p>help prevent the urban areas from social instability by failing to provide those migrating to cities with jobs and public services such as housing, medical care and education.</p> <ul style="list-style-type: none"> ➤ Urban-rural dual economic development and dual social structure appeared in the Mainland due to the household registration system: <ul style="list-style-type: none"> ■ The dual economic development appeared because the country pushes up the price of industrial products while pressing down the price of agricultural products to accumulate capital and raw materials for industrialisation. As a result, the rural areas are underdeveloped due to inadequate funding. ■ The dual social structure appeared because farmers are prohibited from moving into cities, causing inequality between citizens living in urban areas and farmers living in rural areas in terms of opportunities and welfare. For instance, the urban infrastructures are invested by the country and local governments, while the schools, hospitals, roads, utilities and other public facilities in rural areas are constructed at farmers' own cost, increasing the burden for farmers. ● When summarising and giving additional information, teachers should explain to students that the implementation of the household registration system in the 1950s was in line with the conditions of the country. However now, the household registration system requires reform in tune with the changing situation since the reform and opening-up. Such topics will be discussed in subsequent lessons in details together with the plight of migrant workers, population mobility and the development of urbanisation.
	<p><u>Watching videos, recording and presentation by students</u> (around 15 minutes)</p> <ul style="list-style-type: none"> ● Point out that the urban-rural dual structure derived from the household registration system in rural areas has evolved into the issue of <i>sannong</i> in the last century. This issue has drawn much attention from the government. ● Distribute video record sheet (Appendix 3). Play a video (refer to the website in Appendix 3) and ask students to excerpt key points from the video based on the instruction given in the record sheet. This video explains the reasons why farmers earned less and paid more after about ten years following reform and opening-up, thus triggering more attention from the government¹ on the issue of <i>sannong</i>. ● After playing the video, allow some time for students to sort out the contents on the record sheet, and ask several students to report the contents in their record sheets depending on the lesson time.
	<p><u>Instruction</u> (around 15 minutes)</p> <ul style="list-style-type: none"> ● Distribute reference materials for lecturing (Appendix 4). Based on the basic concept '<u>Issue of Sannong</u>' and personal understanding, explain the general situation of issue of <i>Sannong</i>.

¹ This video ends up with Li Changping (08:52), a village party secretary, who wrote a letter to former prime minister Zhu Rong-ji in **2002**, pointing out the problems in rural areas, which attracted much attention from the Government on the issue of *Sannong*. In fact, the year indicated in the video is incorrect, **and the correct one should be the year of 2000**. Teachers should correct this with students after playing the video.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ➤ Focuses of the issue of <i>Sannong</i>: <ul style="list-style-type: none"> ■ Regarding agriculture, the agricultural production in the Mainland remains self-sufficient and small scale with a low level of mechanisation. In addition, agricultural industrialisation, which is low in quality, is inferior compared with the more developed countries and has little competitive edges on the international level (Ask students to explain the difference in agricultural production between the Mainland and the America with reference to Source A in Appendix 4). ■ As regards the rural areas, it is about urban-rural disparity caused by the urban-rural dual system based on household registration system. Teachers only need to explain briefly since it is already mentioned in lesson 1. ■ As regards the farmers, such issues originate from low education levels, heavy burdens and low income of farmers (students may refer to the income figures in both urban areas and rural areas in Source B in Appendix 4). ➤ The issue of <i>Sannong</i> has drawn much attention from the Central Government which has implemented a number of policies and proposed the direction for agricultural development, e.g. abolishing agricultural taxes, increasing investments in education in rural areas, promoting the scientific development of agriculture. These policies aim at reducing farmers' financial pressure and enhancing their education level and agricultural competitiveness (students may refer to Sources C to E in Appendix 4). Such measures have been effective e.g. the food production has risen for consecutive years, and there is a diminishing gap between rural per capita net income and urban disposable income. However, household registration system reform and urbanisation development are key to further resolve the issue of <i>Sannong</i>. Explain that such topics will be discussed in subsequent lessons. ● The above suggestions for instruction are only for reference. Teacher may, adjust the contents in accordance with the actual situation, and adopt other learning and teaching strategies and materials to help students understand the key ideas and development of the issue of <i>Sannong</i>.
	<p><u>Arrangement of after-class learning activities (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Ask students to read sources about the basic concepts '<u>Population Mobility and Household Registration System</u>' and '<u>Issue of Sannong</u>' after the lesson to consolidate their learning. Explain to students that the population mobility and the relationship between the issue of <i>Sannong</i> and household registration system are not included in the learning focuses of Lesson 1 and 2. These two concepts will be explained from Lesson 3 to 5, so students can take this opportunity to prepare for the learning of the subsequent lessons. ● Distribute after-class reading materials (Appendix 5) for students to read after the lesson in order to better understand the household registration system and the issue of <i>Sannong</i>.

Lesson	Learning and teaching strategies and flow
3-4	<p data-bbox="384 237 1062 271"><u>Suggestions for adjusting the lesson arrangement</u></p> <ul data-bbox="384 293 1426 595" style="list-style-type: none"> <li data-bbox="384 293 1426 495">● The following two lessons involve the demographic theory (“Push and Pull Theory”), two group discussions and cartoon analysis. If teachers think the academic theory is too difficult for students and would like to focus on more important subjects instead, they may omit the learning and teaching of the academic theory, the first group discussion and the cartoon analysis. <li data-bbox="384 517 1426 595">● Teachers are advised to shorten the lesson time to one single lesson if such an adjustment is made. <p data-bbox="384 618 767 651"><u>Lead-in (around 5 minutes)</u></p> <ul data-bbox="384 674 1426 1245" style="list-style-type: none"> <li data-bbox="384 674 1426 898">● Teachers play a video clip (refer to the website of Source A in Appendix 6 and this source will be distributed to students later). Ask two or three students the following questions: <ul data-bbox="448 819 1426 898" style="list-style-type: none"> <li data-bbox="448 819 1426 898">➢ Where is the farmer in the video clip likely to seek jobs in the Mainland, the eastern, central or western region? Why? <li data-bbox="384 920 1426 1245">● Give brief feedback to students’ answers, pointing out that farmers were able to leave their homeland to work and live in urban areas as the household registration system was relaxed in the middle of the 1980s (refer to the basic concepts ‘<u>Population Mobility and Household Registration System</u>’). Statistics show that the floating population in the Mainland is 245 million, with over 90% flocking to the eastern regions where the economic development is better than the central and western regions, attracting farmers to work there (see Source B in Appendix 6). <p data-bbox="384 1267 828 1301"><u>Instruction (around 10 minutes)</u></p> <ul data-bbox="384 1323 1426 2007" style="list-style-type: none"> <li data-bbox="384 1323 1426 1581">● Introduce to students the “Push and Pull Theory” which is used in analysing the causes of migration. “Push” refers to the factors causing people to move away from their homeland. These factors are usually negative, such as poor economic development and political instability. “Pull” refers to the reasons causing people to move in. These factors are usually positive, such as higher salaries and better living conditions. <li data-bbox="384 1603 1426 2007">● Explain that the “Push and Pull Theory” may not apply in the context of the Mainland as people are prohibited from migrating due to the household registration system. Nevertheless, the theory can be used as an analytical framework to analyse the reasons why farmers move away from their homeland to seek jobs in urban areas. For example: <ul data-bbox="448 1805 1426 2007" style="list-style-type: none"> <li data-bbox="448 1805 1426 1928">➢ “Push” factors: inadequate opportunities for development in rural areas, poor education condition and limited opportunities for education, poverty in rural areas, hardship in making a living. <li data-bbox="448 1928 1426 2007">➢ “Pull” factors: higher expected salary in urban areas, better living conditions in urban areas, working in urban areas helps broaden one’s

Lesson	Learning and teaching strategies and flow
	<p>horizons.²</p> <ul style="list-style-type: none"> ● Teachers need not introduce the “Push and Pull Theory” in detail. Students only need to understand the analytical framework of this theory, which can be used not only to analyse the movement of migrant workers, but also discuss topics such as brain drain and migration under globalization. <p><u>The first group discussion, student presentations and teacher summary (around 25 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups and distribute worksheets for group discussion (Appendix 6). Play video clips (refer to the website of Source C in Appendix 6) and ask students to read the remaining Sources D and E before discussing the questions on the worksheets. ● Students present their discussion results. Decide the number of presenting groups depending on the lesson time. ● Summarise based on student presentations and personal knowledge. For example: <ul style="list-style-type: none"> ➢ The three sources in the worksheets represent three categories of migrant workers together with their experiences: <ul style="list-style-type: none"> ■ Source C represents old migrant workers or the first generation of migrant workers, who are generally less educated and are mainly engaged in physical work. ■ Source D represents middle-aged male migrant workers who are the majority of migrant workers in the Mainland. ■ Source E represents young female migrant workers working in a foreign-invested factory. ➢ Most migrant workers, regardless of which category they belong to, can expect to earn more after moving to and working in cities. However, their payment is at the cost of hard work, personal health, family and recreation, indicating that there is both loss and gain for their quality of life. Note that the discussion about the concept of quality of life should focus on individual experiences of migrant workers in the sources in this lesson. Their personal experiences should be conceptualised to reflect the work and lives of migrant workers in cities.

² As regards the introduction about the “Push and Pull Theory” as well as its usage as a specific analysis of migrant workers in China, teacher may refer to “影響中國城鄉流動人口的推力與拉力因素分析” by Li Qiang, professor of sociology at Tsinghua University, *中國社會科學*, volume 1, 2003 (The article is also available in Baidu Library at <http://wenku.baidu.com/view/ce63ac04eff9aef8941e0653.html>). With its issuance in 2003, the article is still of significant reference value for its arguments. Many research works on this field refer to or quote the academic paper by professor Li Qiang. Teacher may also refer to the following academic papers for recent research works:

- 魏卓. (November 2014). “新時期中國農民工融入城市的推拉力分析”. In *Journal of Tianjin University (Social Sciences Edition)*, volume 16(6).
- 郭星華 and 王嘉思. (September 2011). “新生代農民工：生活在城市的推拉之間”. In *China Agricultural University Journal of Social Sciences Edition*, volume 28(3).
- 崔麗霞. (June 2009). “「推拉理論」視域下我國農民工社會流動的動因探析”. In *Journal of Jiangxi Agricultural University (Social Sciences Edition)*, volume 8(2).

Lesson	Learning and teaching strategies and flow
	<p data-bbox="384 237 1423 304"><u>The second group discussion, student presentations and teacher summary (around 25 minutes)</u></p> <ul style="list-style-type: none"> <li data-bbox="384 309 1423 488">● Explain that migrant workers have difficulties in adapting to work and life in cities, and are deprived of the welfare enjoyed by urban residents due to the household registration system. The following group discussion uses the cases of migrant workers in the three video clips for students to discuss the inequality in welfare between urban and rural residents. <li data-bbox="384 492 1423 672">● Distribute the worksheets for group discussion (Appendix 7). Play three video clips (refer to the website in Appendix 7. Teachers are advised to pause for a while after playing a video clip to allow students to briefly record the contents of the video). Ask students to discuss the questions in the worksheets. <li data-bbox="384 676 1423 743">● Students present their discussion results. Decide the number of presenting groups depending on the lesson time. <li data-bbox="384 748 1423 1115">● Summarise based on student presentations and their knowledge. For example: <ul style="list-style-type: none"> <li data-bbox="448 824 1423 967">➢ As indicated in the three video clips, migrant workers are unable to receive the same welfare (such as medical care, housing and education) enjoyed by urban residents, but are still obliged to pay taxes imposed by the government. <li data-bbox="448 972 1423 1115">➢ Point out that the allocation of social welfares based on one’s place at which the household is registered is the cause of such inequality. Migrant workers are deprived of relevant social welfares once they leave their homeland to work in urban areas. <li data-bbox="384 1120 1423 1442">● Based on the results of the first and the second group discussions, point out that most migrant workers are not entitled to the same welfare enjoyed by urban residents even though they work very hard physically or take up menial jobs despised by urban residents. For this reason, migrant workers are referred to as “second-class citizens” in the video clips. According to the basic concept ‘<u>Issue of Sannong</u>’, migrant workers are described as lonely and humble strangers in cities. They are also considered to be “economically accepted, socially discriminated, culturally rejected and institutionally restricted in cities” by some scholars. <li data-bbox="384 1447 1423 1626">● Teachers should note that, in these video clips, after presenting the cases of migrant workers, one or two scholars will be interviewed for their opinions about household registration reform. Teachers are advised not to play these video clips in class for the time being, as such topics concerning household registration reform will be discussed in lesson 5. <p data-bbox="384 1630 911 1664"><u>Cartoon Analysis (around 12 minutes)</u></p> <ul style="list-style-type: none"> <li data-bbox="384 1668 1423 1924">● Distribute the worksheets for cartoon analysis (Appendix 8), and ask students to watch the cartoon carefully and to complete the questions attached to the worksheets based on what they have learnt in class. Given the different levels of students, the worksheet is divided into Part A and Part B, with Part A containing only a cartoon, and Part B providing annotation about the cartoon. Distribute Part A <u>OR</u> Part B to students for their analysis, depending on the standard of students. <li data-bbox="384 1928 1423 1995">● Teacher may collect the worksheets completed by students after the lesson or ask students to finish it as an after-class assignment.

Lesson	Learning and teaching strategies and flow
	<p><u>Arrangement of after-class learning activities (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class assignments (Appendix 9) to students and ask them to finish after the lesson with reference to the basic concepts “exploitation and reciprocity” and “multinational corporations” in the <i>Resources Booklet Series: Globalization</i>. Teachers should also note that this assignment can be omitted if the length of class is reduced to one lesson and the first group discussion is cancelled. Otherwise, this assignment is distributed to students together with Sources C to E of Appendix 6 for their reference, with a brief explanation from teachers to facilitate their understanding of the relevant background. ● Ask students to read the basic concepts ‘<u>Population Mobility and Household Registration System</u>’, ‘<u>Issue of Sannong</u>’ and ‘<u>Quality of Life</u>’ to consolidate their learning. Teachers should also note that the section on quality of life is set out in the <i>Resources Booklet Series: Hong Kong Today</i>. ● Ask students to read the basic concept ‘<u>Urbanisation</u>’ before class to prepare for the learning of Lesson 5. Such basic concepts, which cover the contents of the household registration system and migrant workers have been taught to students in Lessons 1 to 4, and is believed to help them acquire a preliminary understanding of this concept.
5	<p><u>Lead-in (around 3 minutes)</u></p> <ul style="list-style-type: none"> ● Invite two or three students to present their work on the worksheets for cartoon analysis in the previous lesson, and point out why household registration system is unfair for farmers. ● Ask the presenting students to describe their feelings towards the plight of migrant workers, and point out that appeals for household registration reform have intensified and that the central government announced the proposed schedule for household registration reform in late July 2014. <p><u>Watching video clips, making records and explanation by teachers (around 17 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute video record sheet and relevant materials for reference (Appendix 10). Play a video clip (refer to Item A of Appendix 10 for the website) regarding the content of a document about household registration reform, and ask students to record the contents of the video clip based on the items of log sheets. ● After playing the video clip, allow some time for students to sort out their records. Remind them that the two sources in Item B of the record sheet are relevant to the contents of the video clip, which facilitate their understanding about the contents of household registration reform. ● After students sort out their records, teachers explain to students the target and focus of household registration reform. For example: <ul style="list-style-type: none"> ➢ At present, urbanisation is an important policy of the country, with its direction supported by household registration reform. It is the key solution to narrow the urban-rural disparity as well as the issue of <i>Sannong</i>. Give a preliminary explanation to students about the basic concept ‘<u>Urbanisation</u>’. As urbanisation in the Mainland is not the focus of this lesson, teacher may decide whether to explain to students

Lesson	Learning and teaching strategies and flow
	<p>this concept in details or in general, such as:</p> <ul style="list-style-type: none"> ■ Urbanisation is a process of an agricultural society evolving into an industrial and service-based society. Urbanisation rate, an important indicator for measuring the level of urbanisation, is the permanent urban population as a percentage of the entire population in an area. ■ As to the usage of “城市化” or “城鎮化”, both of which mean urbanisation, no consensus has been reached among academics in the Mainland, but in the official document issued by the state, “城鎮化” is more frequently used. ■ The urbanisation rate in the Mainland has been increasing rapidly since reform and opening-up, but it is still far behind the more developed countries. <ul style="list-style-type: none"> ➢ There is no classification of rural households and non-rural households. In general, they are called the “resident accounts”. All kinds of social welfare, which used to be linked with the household registration system, will be delinked. The government issue residential certificates to manage the population. ➢ Migrant workers can register as a household in four sizes of cities, but the criteria vary in different kinds of cities, especially megacities like Beijing, Shanghai and Guangzhou. They implement a “registration point system” to review the qualifications of household applicants. <ul style="list-style-type: none"> ● Before this household registration reform, cities such as Shanghai and Guangzhou began the implementation of the registration point system, and that Beijing can learn from the practices and calculation methods of these cities. Next teachers play video clips (refer to item C in Appendix 10 for the link) and ask students to record Guangzhou’s implementation of the registration point system. This lesson aims to give students a brief idea of the registration point system. Students are not required to record the details.
	<p><u>Case study, student presentations and teacher summary (around 18 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute the case study worksheets (Appendix 11). Through self-study or group discussion, ask students to complete the questions on the worksheets after reading the materials. ● Students present the results of their analysis. Decide the number of presenting students or groups depending on the lesson time. ● Summarise based on student presentations and their knowledge. For example: <ul style="list-style-type: none"> ➢ Ms Chen in the case shows that despite the hard work in urban areas, migrant workers tend to stay in cities because their urban work earns a higher income than their rural farm work does. However, they have a weaker sense of belonging in cities, just as Ms Chen said, “I am like

Lesson	Learning and teaching strategies and flow
	<p>duckweed.” This is related to their quality of life and welfare³.</p> <ul style="list-style-type: none"> ➤ In Ms Chen’s case, it is not likely that she will be able to register as a household in Beijing because the points she gets based on her education level, occupation and duration of residence in Beijing under the registration point system will be relatively low. This means she can enjoy only basic welfare but not total equality with urban residents even with the implementation of residence certificate under the household registration reform. ➤ Using Ms Chen’s experience, guide students to the idea that while it is unrealistic to ease all household restrictions in big cities, the registration point system has its own merit with duration of residence, education level and other objective indicators considered in the calculation. Still it cannot be too strict or only elites will be accepted in big cities. After all, in addition to privileged individuals, low-skilled workers like babysitters, chefs and cleaning workers are needed in a city. Clear-cut requirements should be avoided in the implementation of the registration point system⁴. ● Explain to students that the household registration system involves political, social and economic aspects. For instance, when studying urbanisation and development of a “harmonious society”⁵ in the Mainland, it is important to learn about the implementation and reform of the household registration system as background information and knowledge foundation for inquiry.
	<p><u>Arrangement of after-class learning activities (around 2 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class assignment (Appendix 12) to students and ask them to finish after the lesson. ● Ask students to revise the basic concept ‘Urbanisation’ and pay attention to the relationship between urbanisation and household registration reform, and the pros and cons of urbanisation for the development of the Mainland. ● Distribute after-class reading materials (Appendix 13) to students and ask them to read after the lesson, allowing them to further understand the household registration reform, the government’s considerations and the meaning and influence of reform.

-- End of learning and teaching exemplar --

³ If time allows, teachers can consider playing a video clip (see the link below) on Mr Wang who moved from Guizhou to Beijing for university studies. He found a job at a sizable bank after graduation and his company helped him register as a household in Beijing. Mr Wang had a great sense of achievement and belonging as a result. Teachers can compare the cases of Mr Wang and Ms Chen to let students understand the great impact of the urban household identity on a foreigner in terms of living environment as well as personal feeling. (Video link: <http://news.now.com/home/international/player?newsId=111560>, watch 01:00--01:45)

⁴ Refer to “戶籍制度改革將帶來公民意識崛起” by 蘇培科, 5 August 2014, *Hong Kong Economic Journal*.

⁵ Refer to “Basic Concept: Urbanisation” and “Basic Concept: Social Conflict and Harmonious Society”. In *Liberal Studies Curriculum Resources Booklet Series – Module 3: Modern China*. Hong Kong: the Curriculum Development Institute of the Education Bureau.

Appendix 1: Student Worksheet for Lesson Preparation

1. Find a photo of a big Chinese city and a photo of a Chinese village from magazines or the internet. Paste them in the two boxes below. (The following photos are examples. Teachers should encourage students to collect photos themselves):

Photo of a Chinese city



Shanghai

Photo of a Chinese village



A village in southern Guangdong

Source: These two photos were taken by the resources developer.

2. Compare the city and the village. List three differences based on the two photos you collected. (Hints: infrastructure, transportation network, materialistic life, living environment, working environment...)

Difference 1	As far as _____ is concerned,
Difference 2	As far as _____ is concerned,
Difference 3	As far as _____ is concerned,

Appendix 2: Worksheet for Group Discussion

Read the following sources and discuss the questions on the worksheet.

Source A

Video clip 1:

“Household registration system” (Cantonese voice-over accompanied by Chinese subtitles. Watch from 00:01 to 01:44)

Retrieved from <https://www.youtube.com/watch?v=IQwV9xtae0k>

Video clip 2:

“Household registration reform: say goodbye to rural household” (Putonghua voice-over accompanied by Chinese subtitles. Watch from 06:58 to 09:09)

Retrieved from <https://www.youtube.com/watch?v=tUSLncEh7MI>

Source B

China has a vast territory. Historically, different systems have been applied to manage population flows and levy taxes in different dynasties. The People’s Republic of China launched the household registration system in 1958. Under the system, the household registration department sets up a household register and categorises people into rural and non-rural population based on the household in order to control rural-to-urban migration and thus ease urban population and economic pressures. Household registration determines whether an individual is eligible for local benefits. Employment, educational opportunities, social security, housing ownership and the right to use public facilities all depend on being a locally registered resident. Household registration control is very stringent. As a result, mobility between rural and urban areas was very low before the 1980s.

Source:

“Basic Concept: Population Mobility and Household Registration System”. In Liberal Studies Section. (2015). *Liberal Studies Curriculum Resources Booklet Series – “Modern China” Module*. Hong Kong: the Curriculum Development Institute of the Education Bureau.

Source C

Household registration system in the Mainland has many functions. Household management in other countries mainly involves population registration and resident identification. Chinese households can be inherited, which means that children of a father with a rural household will register as rural households too. This also means that it is difficult for farmers to live and work in urban areas.

Source:

Adapted and excerpted from 別紅暄. (Feb 2014). “當代中國戶籍制度研究綜述”. In *北京工業大學學報(社會科學版)*, volume 1(14). Retrieved from <http://www.sociology2010.cass.cn/upload/2014/04/d20140408160048400.pdf>

Appendix 3: Video Record Sheet

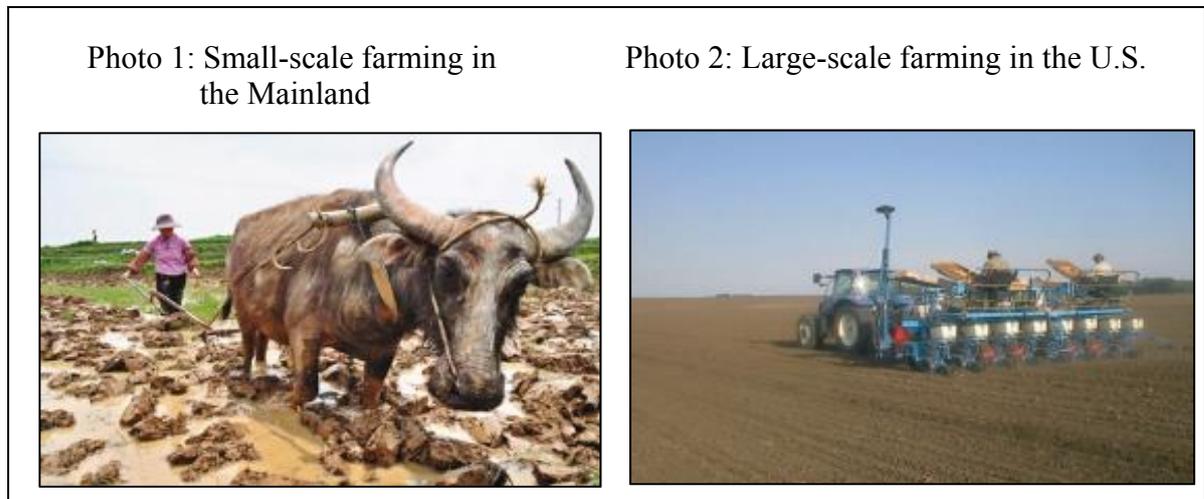
Watch the video below and summarise the reasons why the burden of farmers has increased and given rise to the issue of *Sannong* since the mid-1980s in the table below.

Video: “Burden of farmers (農民的重擔)” (Cantonese voice-over accompanied by Chinese subtitles. Watch from 03:35 to 09:19) Retrieved from <https://www.youtube.com/watch?v=N031y5x-M7g>

Reasons behind the heavy burden of farmers	<u>Reason 1: Price scissors between industrial and agricultural products</u>	
	Tax source 1:	<u>Reason 2: Complicated tax items</u>
Issue of <i>Sannong</i>	Tax source 2:	
	Conclusion: Income and expenditure of farmers before and after reform and opening-up. (Only tax collection method and total tax revenue are needed)	
Issue of <i>Sannong</i>	Proposer:	Time of proposal:
	Three sentences related to the issues of <i>Sannong</i> :	

Appendix 4: Reference Materials for Instruction

Source A



Sources:

1. Photo 1 was taken from *Wen Wei Po*, 11 May 2011.
2. Photo 2 was taken from *Enongzi.com*. Retrieved from <http://www.enongzi.com/zazhi/info.asp?id=7231>

Source B

Comparison between urban household income and rural household income

Year	1978	1988	1998	2008	2013
Disposable income per capita of urban residents (RMB)	343	1,180	5,425	15,781	26,955
Net income per capita of rural residents (RMB)	134	545	2,162	4,761	8,896



Sources:

1. Data was taken from the official website of National Bureau of Statistics of the People’s Republic of China. Retrieved from <http://www.stats.gov.cn/tjsj/> (Data → Annual Data → National Accounts). For more details, please refer to “Relevant Information: Data on China’s Economic Development” of this booklet.
2. This cartoon was taken from *財新網*. Retrieved from <http://finance.people.com.cn/n/2012/1128/c1004-19720536.html>

Source C

The *Agricultural Tax Abolition Draft* (廢止農業稅草案), according to which the *Agricultural Tax Ordinance* (農業稅條例) will be repealed from 1 January 2016, was passed with overwhelming support at the 19th Meeting of the Standing Committee of the Tenth National People's Congress on 29 December 2005. A member of the NPC who attended the meeting said that the cancellation of the agricultural tax is significant for relieving farmers' burden, increasing their income and coordinating rural and urban development. On the other hand, some experts who study the Mainland agricultural issues pointed out that the cancellation signifies that the age of "Industry nurturing agriculture (工業反哺農業)" is around the corner.

Originating in the State of Lu of the Spring and Autumn Period (594 BC), this centuries-old tax has a history of 2,600 years. Statistics show that farmers turned in an aggregate amount of more than 700 billion kilograms of grains during the 52 years from 1949 to 2000. Agricultural tax has always been a major source of state revenue. The official abolition of the *Agricultural Tax Ordinance* in 2005 enabled 900 million Chinese farmers to escape from the agricultural tax.

Sources: Adapted and excerpted from the following news articles:

1. “工業反哺農業時代到來 中國農民元旦告別農業稅”, 30 December 2005, *Ta Kung Pao*.
2. “農業稅”, 30 December 2005, 30 December 2005, *Nanfang Daily (National Edition)*.

Source D

It is said that schools in rural areas lack money and teachers, resulting in a widening gap in the education level between young people in rural and urban areas. The Central government has provided much more funding, a provision of 184 billion yuan, to subsidise free education in rural areas, following the implementation of free education in primary and secondary schools in early 2007. The money is to be used in exempting tuition fees and other expenses, buying textbooks for students from poor families, and reviving the practice of enrolling students in state-owned normal universities free. This was adopted before the Cultural Revolution, in order to fundamentally improve the education level by training teachers.

Source: Excerpted and adapted from “普及農村教學減城鄉差距 中央免費培育師範生”, 6 March 2007, *AM730*.

Source E

During President Xi Jinping's trip to Shangdong Province for inspection in November 2013, he pointed out that close attention must be paid to the perennial issue of food security. The key to solve the issue of *Sannong* is to deepen the reform and stick to developing modern agriculture with Chinese characteristics. Xi emphasised that in order to develop technological agriculture, we need to speed up building a technology system which can meet the requirements of developing productive, quality, effective, ecological and safe agriculture.

Source: Excerpted and adapted from “習近平：匯聚起全面深化改革的強大正能量”, 28 November 2013, *China News Service*.

Appendix 5: After-class Reading Materials for Students

Source A

Certifying citizens' identities and providing population information for administration purpose are two basic functions of the household registration system in the Mainland and are universal for household administrations in all countries. What is special about our system is that owing to the particular social context, some special functions were added during its formation and development. One is the attachment function, through which various social welfare systems are attached to the household registration system. Another is the restriction function, representing the restriction of migration and flow of population. With these two special functions, the distinction between urban and rural households brings about different household identities of urban and rural residents as well as different social welfare they are entitled to.

Some scholars hold that the implementation of the household registration system is a strategy of the Chinese Government to develop industry at a low cost. The positive effect of the system also lies in preventing over-urbanisation problems such as unemployment, insufficient housing, traffic jams and environmental deterioration in cities. Therefore, the household registration system has assumed different roles and effects in the course of history and has a great influence over urbanisation in the Mainland. It cannot be judged in a simple way as good or bad. However, the system is apparently imposing more restrictions now when the country is increasingly urbanised and when its economy is developing rapidly. Reforming the household registration system to drive urbanisation has become an important task in the Mainland of China.

Scholars agree that the household registration system should retain its basic functions of population administration and citizen identification. However, a one-off reform is challenging when the Mainland is currently facing a great gap between urban and rural areas and imbalanced development in different regions. This is because the social status and welfare connected closely with the system cannot be separated from it all at once.

Sources: Adapted and Excerpted from the following articles

1. Excerpted and adapted from 別紅暄. (February 2014). “當代中國戶籍制度研究綜述”. In *Journal of Beijing Institute of Technology (Social Sciences Edition)*, volume 1(14). Retrieved from <http://www.sociology2010.cass.cn/upload/2014/04/d20140408160048400.pdf>
2. 張蕾 and 王桂新. (March 2013). “中國戶籍制度與城市化進程”. In *Journal of Zhejiang Institute of Science and Technology (Social Sciences Edition)*, volume 30(2).
3. “戶籍制度 50 年”, January 2008, *Population Research Magazine (人口研究雜誌)*, volume 32, no. 1.

Source B

A letter to former prime minister Zhu Rongji from Li Changping, a party secretary of Qipan Town, Jianli County, Hubei Province

My name is Li Changping and I want to tell you (former prime minister Zhu Rongji): “Farmers are going through a difficult time. The rural areas are very poor. Agriculture is very dangerous!” (現在農民真苦、農村真窮、農業真危險！)”

Since this spring of 2000, our town is almost empty of farmers, most of whom have gone to work in cities. They went away out of a grudge counting on “luck” and thinking, “I’d rather die in cities. I will never be a farmer.” In the past, mainly young women and surplus male labor went to cities to earn a living, but now men and women of all ages are leaving their homes in the countryside. 80% of the farmers here lose money in farming. What is worse, no matter whether or not they farm, all of them, including 80-year-old seniors who are unable to work and newborn babies, must pay capitation, house site fees and private plot fees. In addition, the number of government officials in Qipan Town has increased from less than 120 in 1990 to over 340, representing a rapid and uncontrollable expansion. The Central government has put forward pro-agriculture policies but they are hard to implement.

I do not know what it is like in the rest of the country but what I said is common in Hubei Province. Farmers are leading a miserable life! It is hard to work in the countryside! The potential risk to agriculture is so great!

Source:

The original text was published in *Nanfang Weekly* on 24 August 2000. It is now excerpted from 李昌平. (2002). *我向總理說實話*. Beijing: Guang Ming Daily Press, pp. 20-23.

Source C

The Mainland scholars are of the opinion that issue of *Sannong* mainly lies in: 1. Farmers have difficulty in increasing their income and the rural-urban income disparity continues to worsen; 2. The development of the rural areas lags behind that of the urban areas; 3. The competitiveness of agricultural production is low. Internally, the causes of the issue of *Sannong* lies in the self-sufficient and small-scale agricultural production and low education level of farmers. The external cause lies in the urban-rural dual system. The government tends to make city-favored policies, which leads to policies that discriminate against agriculture, rural areas and farmers.

Source: Excerpted and adapted from 許玉明 and 廖玉姣. (2012). “「三農」問題研究的學術論爭及其引申”. In *三農新解*, volume 9.

Appendix 6: Lead-in materials and group discussion worksheet

Lead-in materials are as follows:

Source A

Video: *Hong Kong Connection-Won't be a farmer anymore (II)* (Cantonese voice-over accompanied by Chinese subtitles. Watch from 04:28 to 05:25)
Retrieved from <https://www.youtube.com/watch?v=GjEj2KqUaB0>

Source B

According to the *Report on China's Migrant Population Development 2014*, the migrant population in the Mainland is 245 million, representing more than one sixth of the country's total population. The percentages of population migrating from other provinces to eastern, middle and western China are 90.5%, 2.4% and 7.1%. The top six destinations of migrant population inflow are Guangdong, Zhejiang, Shanghai, Beijing, Jiangsu and Fujian. Sociologist studying population mobility pointed out that the statistics show that population is migrating from agriculture-centered provinces to economically developed areas.

Sources: Adapted and excerpted from the following news articles

1. “人口流動揭示城鎮化新趨勢”, 22 May 2015, *Gansu Daily*,
2. “流動人口 2.45 億 粵吸引力降”, 19 November 2014, *Ta Kung Pao*. Retrieved from <http://news.takungpao.com.hk/paper/q/2014/1119/2830527.html>

Below are the **sources for group discussion**. Read them carefully and discuss the questions on the worksheet.

Source C

Video: *Over 40 million migrant workers aged over 50 are doing manual work* (Putonghua voice-over accompanied by partial Chinese subtitles. Duration: 3 minutes and 9 seconds) Retrieved from <http://xiyou.cntv.cn/v-bcfe5c2b-f140-11e4-89a6-d29fa354baaa.html>

Source D

According to the statistics, migrant workers in the Mainland has exceeded 200 million, 90% of whom engage in jobs with long working hours but low pay such as construction workers, cleaners and waiters. Mr. Cheng, a farmer from Kaihua County, Zhejiang Province, worked as a courier and a construction worker. To save money, he goes home only once a year. His experience is shared by millions of Mainland migrant workers.

Kaihua County, the hometown of Mr. Cheng, ranks 46th among the 56 counties and cities in Zhejiang Province in terms of economic competitiveness in 2013. Because of the meagre income from farming, more and more farmers are leaving their homes to work in cities. Those left are almost all elderly and children, and the Kaihua looks like a vacant town on normal days, said the wife of Mr. Cheng.

Mr. Cheng has been working for a courier company in Hangzhou since 2011. He is paid a base salary of \$3,000, deducting \$500 daily expenses, and sending the rest of the salary home. “My son is suffering from asthma, and I have to spend \$2,000 on his monthly medical expenses. I do not go back to my hometown frequently as in addition to the travelling expenses, my company will deduct \$100 per day if I apply for leave.” He has missed various growth stages of his son as a result of working outside his hometown. “Only when I bought him some clothes during Lunar New Year which turned out to be too small did I realise that he had grown up,” said Mr. Cheng emotionally. He is the breadwinner of the family. Unfortunately, in February 2014, he broke two ribs as he was hit by a car when delivering express documents by motorcycle. The courier company only paid him the salary of the month as the severance payment.

Source: “農民棄耕都市流離 非城戶籍生活難”, 23 December 2014, *Wen Wei Po*.

Source E

In a factory under a technology enterprise in the Mainland, which manufactures mobile phones for a famous foreign company, workers are strictly monitored. Since the first day of work in the factory, any act in violation of the production discipline will be punished. The factory maintains its policy of recording wrong doings, with a view to driving workers to work hard. “Under this policy, any slight mistake may result in punishment. My credit will be deducted if I do something like having long fingernails, quarrelling with my superior, or sleeping on the floor during the shift interval. There are just too many things which are punished, and such punishment may cost me a month’s bonus,” said a female worker in the factory.

On the other hand, although the workers keep repeating that they are “so tired that sometimes they want to cry”, most of them are eager to work overtime when they receive overtime payments e.g. double payment for weekend, triple payment for national holidays, as they can use this payment for their basic daily expenses.

Source: Adapted from 潘毅 and others. (2015). *蘋果背後的生與死---生產線上的富士康工人*. Hong Kong: Chung Wa Book, pp. 64, 66 and 71.

Questions for discussion

1. According to Source C, why do migrant workers aged over 50 still engage in manual work in cities? Can the situation of Kaihua County in Source D serve as an example that reflects migrant workers' thoughts on staying in cities?

2. According to Source E, would you be eager to work overtime if you were the factory worker? Why?

3. With reference to Sources C to E, what do migrant workers gain or lose in terms of quality of life when they go to work in cities?

Appendix 7: Materials for Group Discussion

View the three video clips below and discuss the questions on the worksheet.

- Video 1:** “戶籍” (Cantonese voice-over accompanied by Chinese subtitles. Watch from 00:44 to 01:54) Retrieved from <https://www.youtube.com/watch?v=huNpaHj1TkI>
- Video 2:** “外來民工得不到平等的待遇，反映大陸的戶籍制度不健全” (Cantonese voice-over accompanied by Chinese subtitles. Watch 00:00 to 01:03) Retrieved from <https://www.youtube.com/watch?v=kJtRQUGuF5o>
- Video 3:** “外省人希望改革中國戶籍制度以促進城鄉人口流動” (Cantonese voice-over accompanied by Chinese subtitles. Watch 00:09 to 00:49) Retrieved from <https://www.youtube.com/watch?v=TbZBaPy5-vo>

Questions for discussion

1. What are the differences between the migrant workers and urban residents in terms of welfare and social security enjoyed? As shown in the three video clips, migrant workers are restricted under the household registration system. Try to find out three of the differences and fill in the table below.

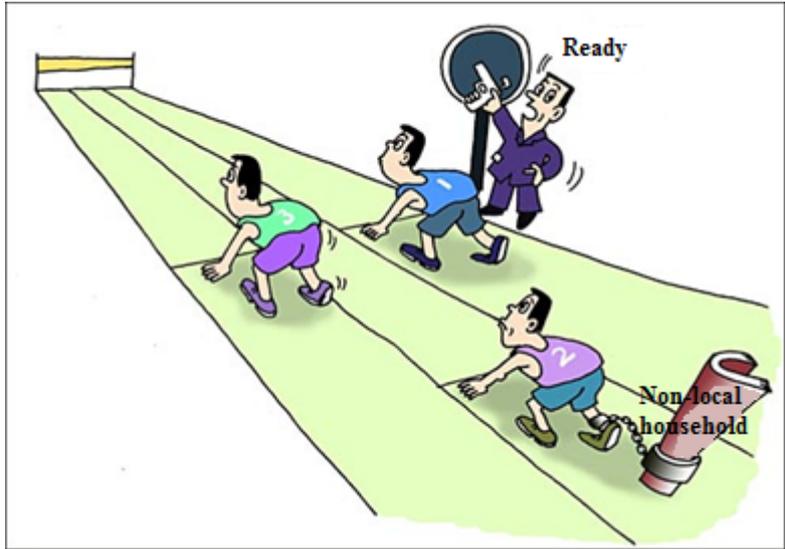
Difference 1	
Difference 2	
Difference 3	

Appendix 8: Cartoon Analysis Worksheet

(Teacher may distribute Part A **OR** Part B to students for assignment)

Part A

Inequality



Source: *Xinhuanet.com* (http://news.xinhuanet.com/politics/2009-06/02/content_11471860.htm)

Question: What inequalities brought about by the household registration system are reflected in this cartoon? Identify and explain briefly.

Part B (Answer the question by referring to the hints below and using knowledge acquired in the classroom)

Inequality

Caption: Inequality
What aspect(s) of inequality?

Character:
Is he a local resident or a non-local resident? How do you know?

Character:

- What kind of people do you think he represents?
- Does he see or is he aware of the inequality?
- Does he deal with this inequality? Why?

Overall picture:

- What kind of work do these people engage in?
- How do their activities reflect “inequality” in the caption?

Text: Non-local household

- What kind of identity does he represent?
- What does this chain represent? Can we see what inequalities he was put in compared with the two people in front of him?

Source: *Xinhuanet.com* (http://news.xinhuanet.com/politics/2009-06/02/content_11471860.htm)

Question: **What inequalities brought about by household registration system are reflected in this cartoon? Identify and explain briefly.**

Appendix 9: After-class Assignment

Study the following sources:

Source A

A renowned Shenzhen-based Chinese technology company has more than 60,000 employees in China and abroad. The common view is that the company forces its staff to work overtime, eating and sleeping at the workplace. They also lack communication with their supervisors and do not have a glimmer of hope for change, which resulted in six cases of suicide in two years.

Source: Excerpted and adapted from Hsiao-Hung Pai. (2014). *Scattered Sand: The Story of China's Rural Migrants*. Taipei: Flâneur Culture Lab, p. 202.

Source B

Academic studies on migrant workers population share the following views:

- The income of migrant workers is much lower than that of urban workers, but the actual income of migrant workers away from home is significantly higher than that generated from local farm work.
- Migrant workers are less civilised and less skilled, often in temporary, demanding and unofficial positions that require “dirty, tiring, poorly paid and high-risk” duties. These workers have to work extremely hard and usually overtime. They are not able to enjoy normal rest days and national holidays.
- Migrant workers find it hard to fit into cities without a sense of urban identity and belonging. However, these people long for an urban life and household registration reform because that would mean entitlement to social welfare, insurance and better education for their children.

Source: Adapted and Excerpted from 夏靜雷 and 張娟 (June 2014). “新時期我國農民工若干基本特點探析”. In *Journal of Hebei University of Technology (Social Sciences Edition)*, volume 2(6).

Questions

- (a) Assume that you are a staff member of the technology company in Source A, how would you **positively** make an appeal for improving working conditions? Suggest and explain **two** ways of expressing your appeal.
- (b) “Migrant workers would lose more than they gain even if household registration reform allows them to settle in urban areas.” Do you agree? Explain with reference to the sources and your own knowledge.

Intention of Assessment

Assessment Focus

With reference to the sources about working experiences of migrant workers in cities and the shared views of academic studies on migrant workers population, students' mastery and use of concepts such as "Issue of *Sannong*", "Population Mobility and Household Registration System", "Quality of Life", "Multinational Corporation" and "Exploitation and Reciprocity", will be assessed. Students are expected to analyse and give their opinions taking into account the real situation of migrant workers in the Mainland. They are also expected to answer based on the sources provided and their knowledge to show their skills of making suggestions and commenting on viewpoints.

Expected student performance

- Knowledge
 - For question (a), the source indicates that some of the factory workers committed suicide due to work-related stress, and that there is little communication between the staff and their supervisors so that opinions cannot be heard. Positive ways of expression are specified in this question, so the answer should not include such behaviour as destroying plant facilities or self-injury. Students can make suggestions like:
 - Discussing solutions with other staff members and proposing them to supervisors to improve working conditions.
 - Reporting the working conditions of the factory staff to the government and urging the government to intervene.
 - Writing to the newspaper about the working conditions of the factory staff to attract public attention.
 - For question (b), students should express their view by comparing the gains and losses of getting a job in a city if household registration reform allows farmers to settle in urban areas. Students can go for or against the statement, but their arguments must be justified with appropriate examples such as:
 - Gain: Better income compared to farming and improving the family's financial position; better education for children and better social welfare.
 - Loss: Hard work and undermined health; away from the family after getting a job in the city; difficult to fit into an urban life.
- Skills
 - Giving appropriate responses with a clear personal stance.
 - Applying knowledge and concepts in analysing of the phenomenon in the sources.
 - Extracting and interpreting the key message(s) of the textual data with examples.
 - Making constructive suggestions to solve a problem.
 - Commenting on other views from different perspectives with justifications.

Appendix 10: Video Record Sheet and Relevant Materials for Reference

A. Video played in class

Video: “國務院發表戶籍制度改革文件”

(Cantonese voice-over; length: 2 minutes and 13 seconds)

Website: <http://news.now.com/home/international/player?newsId=108143>

Summary of the video

Advantage(s) for migrant workers	For household: Unify _____ Rights: e.g. _____ _____.
Target(s) of reform	To allow _____ million migrant workers to settle in urban areas in year _____.
Principle(s) of reform	To avoid population influx to big cities, the State Council insisted that _____ _____.
Obstacle(s) to reform	Reform involves big cities _____ _____, which pose big obstacles.

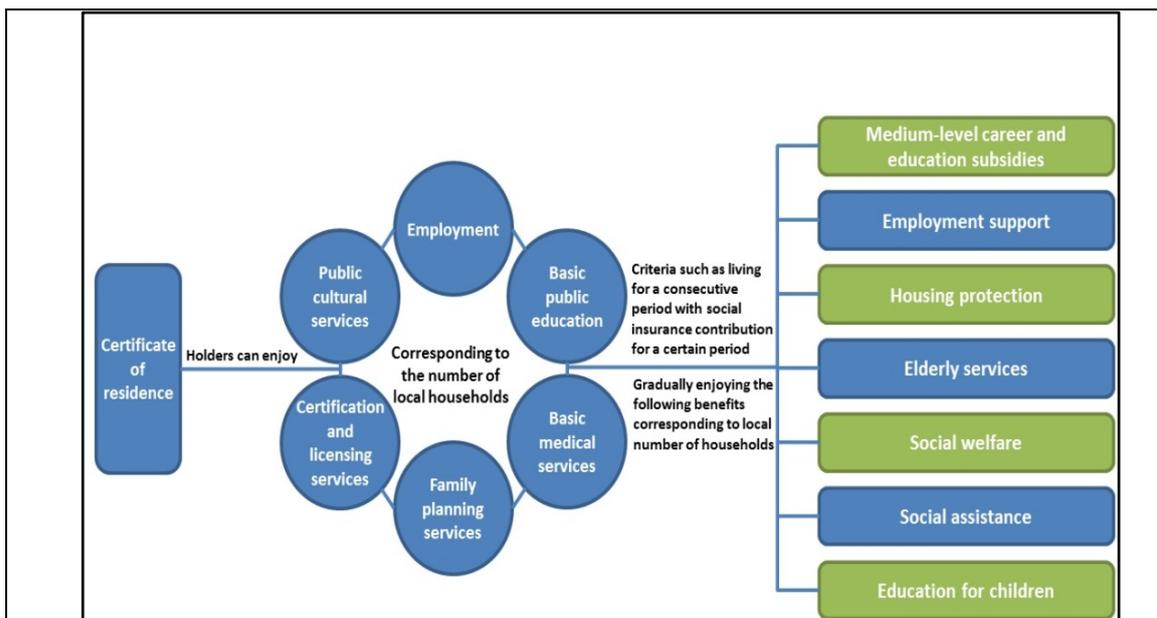
B. Information about the video

Source A: Extracted from *Further Promotion of the Reform of the Household Registration System* (關於進一步推進戶籍制度改革的意見) by the State Council of the People's Republic of China

Type of cities	Small cities	Medium-size cities	Big cities	Megacities
Migration policy	Totally relaxing registration restrictions	Gradually relaxing registration restrictions	Setting reasonable registration criteria	Strictly controlling population and establishing registration point system
Specific requirements	With legal and stable housing (lease included)	<ul style="list-style-type: none"> ● Legally and permanently employed ● With legal and stable housing (lease included) ● Contributed to urban social insurance for a certain period 	<ul style="list-style-type: none"> ● Legally and permanently employed for a certain period ● With legal and stable housing (lease included) ● Contributed to urban social insurance for a certain period 	<ul style="list-style-type: none"> ● Legally and permanently employed ● With legal and stable housing (lease included) ● Contributed to urban social insurance for a certain period ● Living in urban areas for a certain period

Source B: Management of urbanisation and population

<p>Single identity: Cancelling rural and non-rural households and integrating them into resident accounts</p> <ul style="list-style-type: none"> ● Establishing unified rural-urban household registration system ● Developing education, hygiene and family planning, social security, housing, land and census systems corresponding to the unified rural-urban household registration system.
<p>Establishing a system of certificate of residence</p> <ul style="list-style-type: none"> ● Certification criteria: <ul style="list-style-type: none"> ➢ A citizen can apply for the certificate of residence in his/her city-level place of residence after moving from their original place of residence for a minimum of six months. ● Rights of residence certificate holder: <ul style="list-style-type: none"> ➢ Eligible holder of residence certificate can register as a permanent resident.



Source:

The two graphs are extracted and translated from “China’s urbanisation and household registration reform”, *Wen Wei Po*. Retrieved from <http://sp.wenweipo.com/2014hj/>

C. Registration point system for megacities: The case of Guangzhou city

Video: “Who benefits from household registration reform?” (Putonghua voice-over accompanied by partial Chinese subtitles. Watch from 1:58 to 02:43 and from 03:25 to 04:28)

Website: <http://www.3023.com/video/4QjN1MjN4QzNX.html>

Video excerpt (The first row of the following table is completed. Students only need to fill in the second row about Guangzhou)

Items calculated for the registration point system for megacities	<ul style="list-style-type: none"> ● Employment + Housing + Period of social insurance contribution + Consecutive period of residence ● With a certain number of points a citizen can register as a permanent resident and receive the certificate of residence.
Point calculation for Guangzhou city	<ul style="list-style-type: none"> ● There are a total of _____ items included in point calculation, e.g. (list 3 items) _____, _____, _____. A total of _____ points are needed for household registration. University graduation earns _____ points. ● Advantage: Entry barrier _____ and those migrant workers engaged in _____ have an opportunity to become a Guangzhou household.

Appendix 11: Case Study Worksheet**Case study details**

Born in Shijiazhuang of Hebei province, Ms Chen, aged 34, has worked away since graduating from junior secondary school. She is a typical “second generation migrant worker born in the 1980s”. She came to Beijing two years ago and is now working in the city with her husband, leaving her children to be taken care of by their grandparents at home. Feeling that an urban life in Beijing is not within her reach, she said with emotion, “I am like duckweed. I can never fit into this large Beijing anyway.”

She gets up at 5 a.m. After preparing some food, she pushes a second-hand cart selling her pancakes and chilled noodles on the road at around 6 a.m. She then works in a two-hour job at a fast food shop in the afternoon and goes straight back home afterwards because she needs to sell chilled noodles again at 5 p.m. Her husband works even harder as a cleaning worker who gets up and goes to work at 6 a.m. Ms Chen has a salary of RMB3,000 to RMB4,000, while her husband earns less with only RMB3,000. Asked if they are going to buy a flat in Beijing, Ms Chen responded in surprise, “How can we afford that?” They considered returning to their old home but wondered what they could do there. Moreover, the salary would be too low for them, with a respectable salary ranging from RMB1,000 to RMB2,000.

Source: Excerpted and adapted from “「農民工二代」做的和想的”, 1 May 2015, *People's Daily* (Overseas Edition).

Questions for analysis

- Briefly describe Ms Chen's situation according to the items in the following table.

Personal information	Home	Qualifications	Occupation	Years of Stay in Beijing
Preference for staying in Beijing	Preference for staying/leaving (Choose one) Reason:			
Feeling about staying in Beijing				

Appendix 12: After-class Assignment

Read the following sources:

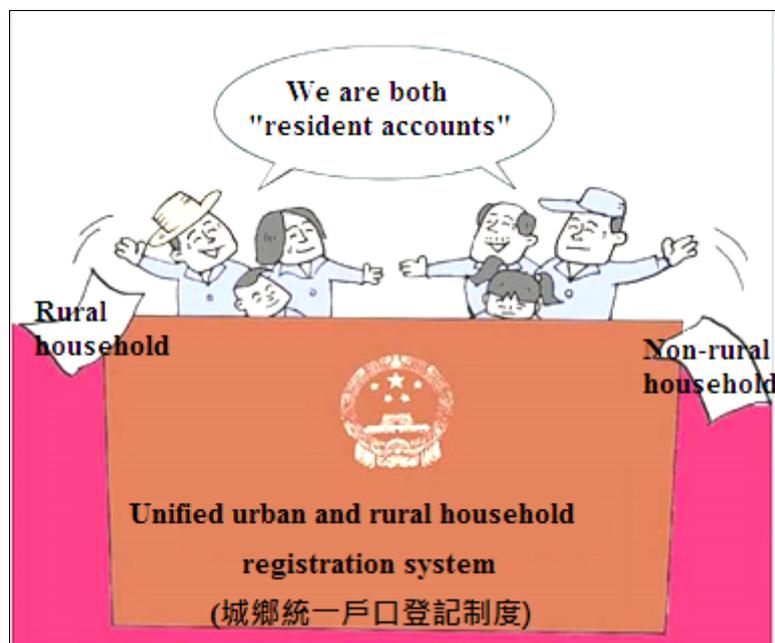
Source A

The State Council announced the *Opinions of the State Council on Further Promotion of the Reform of the Household Registration System* in July 2014. The greatest breakthrough is that it allows the household registration system to return to its original purpose. Like no other in the world, household registration system in the Mainland of China has been the foundation for many public services and social policies since its launch in 1958. It has become an old-fashioned system after more than thirty years of reform and opening-up. It has to be renewed to keep pace with social development and meet people's needs. This time the reform is to allow the system to fulfil its original function of population and social management.

Source: “專家析中國戶籍改革：能夠實現幾億農民工市民夢”，12 August 2014, *China News Service*.

Source B

Cartoon on household registration reform in the Mainland in July 2014



Source: 31 July 2014, *Hong Kong Commercial Daily*.

Source C

The household registration reform document released by the State Council in July 2014 suggests the household migration policy be revised based on four categories: small city, medium-sized city, big city and megacity, so that farmers who have a stable job and life in urban areas can settle in different levels of cities. The household criteria for the four levels of cities are listed as follows:

City level (Four levels in total)	Household criteria
Small city (Population below 500,000)	With legal and stable housing (purchased or rented) in urban areas of county-level cities, county-level towns and other designated towns.
Medium-sized city (Population between 500,000 and 1,000,000)	Legally and permanently employed with stable housing (purchased or rented) have contributed to social insurance for a certain period (no more than three years).
Big city (Population between 1,000,000 and 5,000,000)	Legally and permanently employed for a certain period with legal and stable housing (purchased or rented) contributed to social insurance for a certain period (no more than five years).
Megacity (Population over 5,000,000)	Improving the current registration point system with major criteria such as legal and stable occupation and housing (purchased or rented), period of social insurance contribution and consecutive period of residence for the calculation of registration points.

Source: “戶籍改革統一城鄉登記”, 31 July 2014, *The Sun*.

Questions

- Explain the cartoon in Source B with reference to Source A.
- With reference to Sources A, B, and your knowledge, explain why the household registration system is old-fashioned (refer to the underlined phrase in Source A).
- With reference to the above sources, do you think it is reasonable that different levels of cities set their own household registration criteria? Why?

Intention of Assessment

Assessment Focus

With reference to the household registration reform in the Mainland passed in late July 2014 as well as the related cartoon and commentary, evaluate the students' mastery and use of concepts such as "Population Mobility and Household Registration System" and "Urbanisation". Students should be able to analyse whether it is reasonable for different levels of cities to set their own household criteria based on the urbanisation progress in the Mainland. As for capability assessment, students are required to extract, summarise and interpret the two sources while giving explanations and comments based on their knowledge.

Expected student performance

- Knowledge
 - For question (a), students are required to extract information from Source A to interpret the cartoon in Source B. For example, Source A mentions that the household registration reform aims to return the system to its original function without the classification of rural and non-rural households. Therefore, the cartoon in Source B shows that both parties on the left and right renounce their own households and say they are both "resident accounts" and that they are all the same. Moreover, Source A says household registration reform aims to meet people's needs, whereas people in Source B look happy, showing that the reform gains everyone's support.
 - For question (b), the household registration system is old-fashioned because of the following reasons: e.g. the external factors at the time of establishment of the household registration system no longer exist. The system hinders population mobility between urban and rural areas and thus urbanisation. Farmers are treated unfairly.
 - For question (c), students can answer that it is reasonable or unreasonable as long as they can justify it with sound examples, e.g.
 - Unrestricted household registration will cause immense environmental and financial pressure on big cities. Points are calculated objectively.
 - One would make a rational decision on the city he/she finds suitable. Only elites could benefit from the points calculation and settle in big cities.

- Skills
 - Interpreting the key message(s) of the cartoon and textual data.
 - Giving appropriate response with a clear personal stance
 - Explaining the reasons why the household registration system is old-fashioned from different perspectives with the support of appropriate examples.
 - Taking various factors into consideration and deciding whether it is reasonable for different levels of cities to set their own household criteria with justifications.

Appendix 13: After-class Reading Materials

Source A

Huang Ming, China's Vice Public Security Minister, said on 30 July 2014 in Beijing that according to the Opinions on Further Promotion of the Reform of the Household Registration System circulated by the State Council, about 100 million farmers are expected to settle in urban areas by 2020. Those farmers who live in urban areas without being urban households will be gradually entitled to basic public services, such as free education, employment services, basic elderly services, basic medical services and housing protection.

Mr Huang said this household registration reform takes into account the conditions of cities of different sizes in eastern, western and central regions. It involves the implementation of different household policies according to the respective population sizes and overall capacities of the cities. The overall requirement is to open up as far as possible and control what should be controlled, which is vital to the reasonable shifting of population.

Mr Huang stated three obstacles in the household registration reform: 1) A big gap exists between rural-urban, district and urban development and it is difficult to strike a balance; 2) Social welfare has long been linked with the household registration system and it is difficult to separate it; 3) It is hard to coordinate the interests and needs of different groups.

These three aspects show the difficulty, complexity and long duration of the household registration reform. Speaking of household migration issues in such megacities as Beijing, Shanghai and Guangzhou, Mr Huang believed that in order to strictly control population, a sound registration point system and transparent application method must be established across regions. At the same time, specific policies must be introduced based on the conditions of cities for the handling of household registration.

Source: Excerpted and adapted from “內地戶籍改革進入全面實施階段 6年內實現 1億農民落戶城鎮”, 31 July 2014, *Wen Wei Po*.

Source B

The household registration system in the Mainland has long been criticised on two accounts: one is the binary opposition between rural and urban areas; the other is that citizens are restricted to certain areas due to household registration, and social welfare is linked with household, leading to the inferior status of farmers. Moreover, under this system, it is impossible for the children of farmers to become urban residents.

The household registration system was initially implemented as part of the planned economy. The disadvantages have become more significant since reform and opening-up began in 1978. Cities established their own stringent restrictions on

household registration, which was in contradiction with the labour, property and object mobility required by a market economy. The inequality in the system also gave rise to serious social problems, so the government must include household registration reform as part of its agenda.

Hu Xingdou, a professor at Beijing Institute of Technology, said the household registration reform proposed by the government in July 2014 aims to uphold equal rights of rural and urban residents. This cannot be done in a day since the reform involves hundreds of millions of people. It has to be handled in a prudent manner or it will end up in chaos. The plan should be focused on how to consolidate and implement the details. The government set a schedule for the reform, aiming at completion in 2020. Mr Hu added that the reform would be “China’s equality movement”, which may not show any significant change in the short term but will have a profound impact on generations to come.

Source: Excerpted and adapted from “戶籍改革莫忽視 影響更超反腐”, 4 August 2014, *Hong Kong Economic Times*.

Source C

The resources and environmental carrying capacity of megacities is at risk. Due to extremely high population density, overcrowding, high housing prices, traffic congestion, air pollution urban problems are becoming more serious. Therefore, the megacities of over five-million population must be restricted so that the number of people migrating to these cities can be controlled.

Setting minimum requirements for household registration does not mean a shut out. It aims to adhere to an “endurable and sustainable” principle in a reasonable and orderly registration of households. According to public opinion, the government should implement the household registration reform using the following two approaches:

- First, establish a sound registration point system. Tianjin, Guangzhou, Shenzhen and Ningbo are among places, which have experienced success in implementing a registration point system in recent years. For instance, the point indicators in Shenzhen comprise six items: basic requirement, personal qualities, residence conditions, social insurance contribution, bonus points and deducted points, adding up to as high as 250 points. Eligible foreign citizens can register as a local household with a minimum of 100 points. What the government should do next is to further standardise and optimise the system based on this experience and set the household numbers in an orderly manner.
- Second, expand the coverage of basic public services. The residents who are non-households should be allowed to gradually enjoy basic public services in urban areas through the implementation of the certificate of residence, benefitting from urban development. The ultimate goal is complete coverage.

Source: Excerpted and adapted from “保障人民權利的重要一步---談戶籍制度改革”, 25 August 2014, *Hong Kong Economic Times (Beijing)*.

-- End of Appendix --

Senior Secondary Liberal Studies
“Modern China” Module
Learning and Teaching Exemplar (3)

**Analysing Different Aspects
of the Overall National
Strength of China**

A. Basic information of the exemplar

Topic	Analysing Different Aspects of the Overall National Strength of China
Relevant module, themes and questions for enquiry	<p>Leading Module 3 : Modern China ; Theme 1: China’s Reform and Opening-up</p> <ul style="list-style-type: none"> ● In what ways has China’s participation in international affairs affected the overall development of the country? ● To what extent have the reform and opening-up affected the overall national strength of the country?
	<p>Related Module 4 : Globalization</p> <ul style="list-style-type: none"> ● Does globalization provide benefits to all countries or lead to exploitation of developing countries by developed countries and international capital? ● Does globalization promote homogeneity or diversity in culture and values? Does it bring mutual rejection or integration and evolution?
Overall design rationale	<p>This exemplar is designed for students to understand China’s overall national strength from different perspectives and the role of multi-faceted diplomacy in enhancing overall national strength. With a focus on cultural, scientific and technological, economic and military aspects, the exemplar uses relevant data, news reports, commentaries and cartoons to introduce students to academic theories that facilitate analysis, in order to clearly and fully reflect China’s overall national strength. In addition, the examples in cultural and economic aspects used in this exemplar are associated with the module of globalization, which can help develop students’ skills to deal with cross-modular issues.</p> <p>Lessons 1-2 of the exemplar focus on introducing the meaning of overall national strength and multi-faceted diplomacy to consolidate students’ knowledge and facilitate the learning and teaching activities in subsequent lessons. Lessons 3-4 are the expert symposium, and will use the soft power theory to analyse the strength of China on the cultural level as well as the application of multi-faceted diplomacy in cultural exchanges with foreign countries and the promotion of Chinese culture. Lessons 5-7 focus on technology, economy, and military to guide students in examining China’s national strength development in these spheres, and the challenges facing China. In addition to demonstrating the application of multi-faceted diplomacy, the lessons explore why the China threat theory has emerged in the international community, as well as how the Chinese Government could respond in order to allay the concerns of the international community. Teachers should note that this exemplar also provides suggestions on class rescheduling (Lessons 5-7), and adjust the classes depending on their school’s conditions.</p>
Time required	7 lessons (40 minutes per lesson), around 280 minutes in total
Learning objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> ● To understand the significance and evaluation criteria of overall national strength. ● To understand the relationship between China’s improved

	<p>overall national strength and the Government's efforts to implement reform and opening-up.</p> <ul style="list-style-type: none"> ● To explore different views of the international community on the improvement of China's overall national strength, and China's response to these views. ● To understand the challenges and opportunities of China's participation in international affairs. <p>Skills:</p> <ul style="list-style-type: none"> ● To make conceptual observation based on the available data in exploring the issues. ● To apply relevant knowledge and concepts in studying contemporary issues. ● To interpret information from different perspectives. ● To interpret the message conveyed by the cartoon. ● To make effective use of data for description, explanation and making inferences. ● To communicate by oral and written means. ● Impromptu reaction and response to questions. <p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To treat the opinions and values of others in an open and accommodating manner. ● To appreciate and respect diversity in cultures and views in a pluralistic society, and learn how to deal with conflicting values.
Basic concepts for application	Overall national strength, multi-faceted diplomacy, China threat theory and peaceful development, political structure reform, global and local culture, cultural imperialism, economic integration, global production chain.
Relevant learning experiences at junior secondary levels	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students are expected to have developed a general understanding of the following issues: major historical periods and events of the country in the last 100 years; a brief understanding of the domestic policies and foreign relations of the People's Republic of China; the origin and development of reform and opening-up; recent economic and environmental issues of the country; the ways that people of different cultures interact in the global system and how such interaction has developed over time; as well as international cooperation and efforts towards peace. If teachers think that students lack basic knowledge, it is recommended that a brief introduction is given to students before using this exemplar.

B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
Before class	<ul style="list-style-type: none"> ● Distribute worksheets to students for lesson preparation (Appendix 1). Ask students to collect two photos that can reflect China’s national strength from the Internet or elsewhere as instructed on the worksheets before class. They should stick the photos on the blank space in the worksheets, and answer the accompanying questions. ● Prompt students to collect relevant pictures and data from the areas of military, economy, social well-being, education, arts and culture, and sports, as well as representative figures.
1-2	<p><u>Lead-in, student presentations and teacher summary</u> (around 10 minutes)</p> <ul style="list-style-type: none"> ● Check students’ pre-class assignment and ask several students to present the results of their lesson preparation. Determine the number of presenting students depending on the lesson time. Choose students who selected photos from different aspects to present to comprehensively demonstrate China’s national strength. ● Summarise based on student presentations and their knowledge. For example: <ul style="list-style-type: none"> ➢ It is generally agreed that after the reform and opening-up, China has built up its national strength in a variety of areas, but there is still much to increase. ➢ Point out that the photos collected by students only reflect China’s national strength in a single aspect. When it comes to measuring a country’s overall national strength, we should apply the concept “<u>Overall National Strength</u>” to analyse from a more macroscopic perspective. <p><u>Instruction</u> (around 35 minutes)</p> <ul style="list-style-type: none"> ● Distribute reference materials for instruction (Appendix 2). Based on the basic concept ‘<u>Overall National Strength</u>’ (For teachers’ use, part of the content in Appendix 2 is also mentioned in the basic concept), explain the concept “overall national strength” to students and tell them how the scholars apply this concept to analyse China’s overall national strength. ● It is recommended that teachers’ instruction should include the following points: <ul style="list-style-type: none"> ➢ Indicate that academia is divided over what factors and formulas should be used to evaluate a country’s overall national strength, and no consensus has been reached yet. Thus, foreign and Chinese scholars differ in evaluating China’s overall national strength, and even Chinese scholars may have different conclusions. For example, Sources A and B reveal significantly different views of

Lesson	Learning and teaching strategies and flow
	<p>two groups of Chinese scholars on the difference between China and the United States in terms of overall national strength¹. Therefore, when reading and applying the findings of overall national strength, we must note the evaluation criteria and the ways of calculation, and should not over-generalise.</p> <ul style="list-style-type: none"> ➤ Point out that evaluation of a country's strength, status and influence has become increasingly diversified in recent years. Use Sources A and B in Appendix 2 again to show that various factors are involved in evaluation. In addition, many international and non-governmental organisations carry out research on specific areas of overall national strength and list the rankings or performance of the countries in those areas. This has also received attention from the international community. Sources C and D are examples of this kind. Briefly introduce them to these students to indicate China's performance and rating in these areas. ➤ Joseph S. Nye suggested that the national strength of a country includes hard power and soft power. Teacher may use Sources E and F in Appendix 2 to introduce the meaning of soft power and foreign academic institutions' evaluation of China's soft power. ● As part of subsequent learning and teaching activities, further explain foreign policy, one aspect of soft power. Teach students about the ideas behind the foreign policy and different aspects of its implementation: <ul style="list-style-type: none"> ➤ Actively participating in different international organisations ➤ Maintaining close ties with “major powers” and less developed countries ➤ Developing diplomatic relations in various forms and areas e.g. energy, medical care, economy and disaster relief..... ● Indicate that the subsequent group discussions are associated with the multi-faceted diplomacy. The expert symposium in Lessons 3-4 will focus on soft power that highlights cultural appeal, complemented by some extended areas of multi-faceted diplomacy to explore China's overall national strength. Students will be informed about the arrangement for the expert symposium before the end of this lesson. <p><u>Group discussion, student presentations and teacher summary (around 25 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups, distribute group discussion worksheets (Appendix 3) and play a video clip (refer to Source A in Appendix 3 for the website). After watching the video, students read the rest of the sources on the worksheets and discuss the questions. ● Students present the discussion results. The number of presentation groups may vary depending on the lesson time. ● Summarise based on students' discussion and their own understanding, for example:

¹ Of course, we should take into account the factor of time, as Source A is taken from a study in 2009, but Source B shows the result of a 2014 study. The two studies arrive at very different conclusions. Source A concludes that China's overall national strength is only 60% of the U.S. level, but Source B indicates that the U.S. national strength is only 0.98 times that of China. The gap transcends the time factor, but is due to different evaluation items and calculation methods.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ➤ Playing a promo video in New York’s Times Square is part of China’s multi-faceted diplomacy, with the aim of targeting foreigners directly and enhancing China’s national image in a sensational way. Point out that many countries use this method of propaganda. If lesson time permits, play promo videos of some nations for students to watch². ➤ China has been active in participating in international affairs since the reform and opening-up. China was not a founding member when many international organisations were initially established; or despite being a founding member, it has had weak influence in the organisations after a period of absence. For these reasons, currently few Chinese hold key positions in most important international organisations. ➤ Sum up the content of this lesson, pointing out that multi-faceted diplomacy covers a range of areas, including all mentioned in Sources A to C. The rise of the overall national strength of China will undoubtedly facilitate its multi-faceted diplomacy and will easily yield results. <p><u>Briefly introduce the activities for the next lesson and after-class learning activities (around 10 minutes)</u></p> <ul style="list-style-type: none"> ● Introduce the expert symposium in the next lesson <ul style="list-style-type: none"> ➤ Divide students into six groups. If you do not intend to take one of the roles, five groups are enough), and distribute reference materials and speech scripts (Appendix 4) for each role. Decide the roles for each group of students plays in the seminar by drawing lots or other ways. ➤ Based on Parts A and B, brief students on the background of holding the symposium, as well as the speech requirements for each role, and ask them to think of what to say for their own roles (Part C of Appendix 4). Students do not have to write a complete speech before class and only need to draft an outline of the key points, because there is still time to sort out and sum up the data collected along with other group members, and share ideas with each other before the symposium in the next lesson. ➤ Encourage students not to rely fully on the materials about the roles distributed to them for reference, because such materials only give guidelines. Students need to apply what they have learnt in this lesson, especially the two basic concepts ‘<u>Overall National Strength</u>’ and ‘<u>Multi-faceted Diplomacy</u>’, fit them into the specific scenario of each role, and match them with the topic of the expert symposium. In addition, students need to collect more information related to their roles from other channels to enrich their speeches. Ask students to read the information in Source B of Appendix 4 about other roles in class.

² “Russia’s National Promo” (video length: 4 minutes 26 seconds). Retrieved from <https://www.youtube.com/watch?v=Tqs8wCYancl> ;

“Germany’s National Promo” (video length: 2 minutes 3 seconds). Retrieved from <https://www.youtube.com/watch?v=6RtWJOjOTt0>.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ➤ Announce that in the next lesson, one to two students in each group will be selected as speakers, while the remaining members will raise questions for other roles from the audience. ● Ask students to read about related basic concepts “<u>Overall National Strength</u>” and “<u>Multifaceted Diplomacy</u>” after class in order to consolidate their understanding.
3-4	<p><u>Students organise and discuss the collected data (around 20 minutes)</u></p> <ul style="list-style-type: none"> ● Briefly check the speech scripts students have prepared before class (Part C of Appendix 4) to understand how well they prepared for the lesson. Distribute the symposium rundown and worksheets (Appendix 4). Briefly introduce the rundown of the symposium and the speaking time for each role. ● Select a representative from each group as the spokesperson for the role assigned to the group by drawing lots or other ways. If the students are less capable, teacher may ask two student representatives to speak together to help participation through peer support. Students who are not speakers should record the speeches of each role during the seminar, and at least one member of each group is required to raise questions from the audience (Members of each group can decide who does this). ● After each group determines the roles of spokesperson and the questioner from the audience, give students some time to share the information they have collected and exchange ideas about their speech outline. After sharing, sorting and summarising, give the materials to the speakers for reference to enrich their speeches. ● When students share ideas and discuss the topic, walk around and give advice as needed, prompting students to follow the role’s position to ensure that their speeches match the symposium’s theme. <p><u>Expert Symposium (around 35 minutes)</u></p> <ul style="list-style-type: none"> ● Before the start of the symposium, teachers should remind students who are not speakers again to record the speeches of each role during the symposium. ● Start this activity in accordance with the symposium rundown (Source A in Appendix 5). Teachers should serve as facilitators in order to effectively control the speaking time of each speaker and maintain order, and guide students’ speech when appropriate to avoid diverging from the theme. <p><u>Summary and knowledge enrichment after the seminar (around 20 minutes)</u></p> <ul style="list-style-type: none"> ● Summarise based on students’ speeches, questions, responses, and their understanding to enrich students’ knowledge. For example: <ul style="list-style-type: none"> ➤ This activity is designed to explore the soft power of China (especially in terms of cultural appeal,) from different perspectives (promoting cultural exchange and collaboration, actively launching and optimising foreign promotional activities, developing foreign relations in many ways.) It does this by drawing on the experience of other countries (Japan, South Korea, India, the United Kingdom, Germany,), so increasing students’ understanding of China’s overall national strength. Students can

Lesson	Learning and teaching strategies and flow
	<p>summarise the views of each role as well as the information they have gathered to complete after-class assignments associated with Appendix 5 (see below for details).</p> <ul style="list-style-type: none"> ➤ Professor Joseph S. Nye Jr. clearly stated that soft power resources should not be confused with soft power behaviour because whether power resources produce a favourable outcome depends upon the context³. Summarise the speeches of each role, and point out that the Chinese culture has its attraction (e.g. a long history, rich and diverse, highly skilled), but we need good strategies and techniques to effectively promote and enhance China's soft power. In addition, Professor Joseph Nye believes that the United States is promoting soft power mostly through non-governmental efforts, while in China the Government is obviously playing a leading role, and points out that this is the reason why China runs into roadblocks from time to time when expanding soft power beyond its borders⁴. Highlight this key point, asking students what role the Government should play when China is promoting soft power and how non-governmental forces can perform their functions in the effort. ➤ The representation of soft power on the cultural level is also associated with the following two basic concepts 'Global Culture and Local Culture' and 'Cultural Imperialism' (included in the <i>Resources Booklet Series: Globalization</i>). In the tide of globalization, exchanges between different regions are frequent. Western countries, which dominate in cultural and creative industries, spread their tastes, preferences, values, and beliefs all over the world with the help of media, influencing people in other countries, and even posing a threat to weaker cultures. On the other hand, Western cultures do not necessarily retain the upper hand, as less developed countries are also seeking to disseminate their cultures abroad amid globalization. One example is China's initiative to set up Confucius institutes overseas in 2004. ➤ In addition to cultural appeal and foreign policy, soft power defined by Joseph takes political values as an important factor. Confucius institutes have encountered setbacks in foreign countries recently, partly due to cultural factors and probably political considerations. Use the basic concept 'Political Structure Reform' to outline the direction and recommendations for China's political system reform, and lead students to think how this move would enhance China's soft power. ● Emphasise that this classroom activity is not intended to focus on exploring the theory of soft power, but to analyse China's overall

³ Joseph S. Nye Jr., "Think Again: Soft Power," *Foreign Policy*, March 1, 2006. Retrieved from <http://foreignpolicy.com/2006/02/23/think-again-soft-power/>

⁴ Refer to Joseph S. Nye Jr. (2005) *Is the American Century Over?* UK: Polity Press. Refer also to the following interview and introductory article:

- “約瑟夫·奈：文化是中國最大的軟實力”，31 December 2013, *kaiwind.com*. Retrieved from http://www.kaiwind.com/news/info/201312/28/t20131228_1305524.shtml
- “軟實力塑大國魅力 靠民間力量”，7 July 2015, *Mingpao*.

Lesson	Learning and teaching strategies and flow
	<p>national strength, especially culturally. Students may refer to the theory when dealing with similar issues in the future if they think it is useful, but they do not have to regard it as the only analytical tool.</p> <p><u>Arrange after-class learning activity (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Ask all students to read the sources in Part B of Appendix 4 carefully to consolidate their understanding of discussions in the expert symposium. Students who served as spokespersons for the roles are required to complete Part B of Appendix 5, and non-speaking students only need to work on Part C of Appendix 5. ● Ask students to read the basic concepts ‘<u>Political Structure Reform</u>’, ‘<u>Global and Local Culture</u>’ and ‘<u>Cultural Imperialism</u>’ to consolidate learning. ● Distribute the worksheets for lesson preparation (Appendix 6), and ask students to complete the questions as instructed on the worksheets and bring their answers back to the classroom for presentation during the next lesson. Note that the worksheet consists of two parts: Part A is an excerpt of video clips, intended for students to understand the technological achievements of modern China, while Part B requires students to collect data on product brands and origins in a particular type of stores. Divide students into four groups and assign students to gather product information from one type of stores by drawing lots or other ways. If it is considered inappropriate to instruct students to go to the store to collect data, remove this part, or replace it with other activities, slightly revising the relevant learning and teaching strategy.
5-7	<p><u>Suggestions for lesson adjustment</u></p> <ul style="list-style-type: none"> ● It is advised that the following learning and teaching activities be completed in three lessons. Reduce the lesson time if needed by doing the following: <ul style="list-style-type: none"> ➢ Deleting part of the classroom learning and teaching activities (reducing the number of group discussions or shortening the lecture time); or ➢ Deleting part of the learning and teaching content. Consider distributing reading material instead of talking about the technological developments of contemporary China in Lesson 5, and ask students to study the reading materials on their own after class. ● If teachers follow the above suggestions, the lesson time can be shortened to two lessons. <p><u>Lead-in (around 15 minutes)</u></p> <ul style="list-style-type: none"> ● Check Part A of students’ worksheets for lesson preparation (Appendix 6). Ask four students to present briefly the technological developments of modern China as shown in the video. Each student is required to report on one category of technological developments. ● Ask students if they have watched live news about Shenzhou and Chang’e spacecraft, ridden in a high-speed train or visited the Three Gorges Dam. If students have had such experience, ask them to express their opinions and feelings, and introduce the issue of this lesson. ● Briefly remind them that China’s overall national strength has been examined from the cultural perspective and China’s efforts to develop

Lesson	Learning and teaching strategies and flow
	<p>its multi-faceted diplomacy have been discussed in the previous lesson. The technological, economic and military aspects⁵ will be further analysed in this lesson.</p> <ul style="list-style-type: none"> ● Briefly retell and extend the content of Lessons 1 and 2 as the background knowledge for learning and teaching activities in the lesson. For example: <ul style="list-style-type: none"> ➢ Point out that scholars still differ on a set of indicators to measure a country's overall national strength and how they should be weighted as a share of overall national strength. However, most scholars select technological, military and economic factors, so these factors can be used as important measures of China's overall national strength. ➢ Technology is one of the areas of focus for multi-faceted diplomacy. Since 2004, China has stepped up efforts to construct high-speed railways on a massive scale. Currently, it has preliminarily established a network of “four vertical and four horizontal” high-speed railways and is exporting high-speed rail technology and related equipment, which is generally known as “high-speed rail diplomacy”.
	<p><u>First group discussion, student presentations and teacher summary (around 35 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute the worksheets for the first group discussion (Appendix 7). Play four video clips about China's developments in space technology and high-speed rail (The website is set out in Appendix 7, and total duration is about 8 minutes). Students should get a preliminary impression by watching the video clips even without discussing any one type of the technological developments in subsequent group discussions. If teachers think that lesson time is limited, they may play video clips 1 and 4, which total about 4 minutes. ● Divide students into different groups and divide each group into two sub-groups, one to discuss space technology and the other to discuss high-speed rail. Instruct students to read the relevant sources on the worksheets carefully and discuss the accompanying questions. ● Arrange for at least two subgroups under each category to present their discussion results (Decide the number of presenting groups depending on the lesson time). ● Summarise based on student presentations and their knowledge. For example: <ul style="list-style-type: none"> ➢ Point out that space technology and deep-diving technology are cutting-edge technologies, which fully reflect China's improved overall national strength and are attributed to increasing investment in education and research. This was due to China's economic development following the introduction of the reform and opening-up policy (refer to Part II of the Booklet for the

⁵ As opposed to “soft power”, technological, economic, and military factors can be roughly generalised as “hard power”. However, unlike “soft power” clearly defined by Professor Joseph Nye, no consensus has been reached as to what factors are included in the concept “hard power”, and there is no clear distinction between the so-called “soft” and “hard”. Therefore, this exemplar will not use the term “hard power”.

Lesson	Learning and teaching strategies and flow
	<p>Relevant Information “China’s Expenditure on Education Development and Scientific Research”). Developing cutting-edge technology is not necessarily opposite to or in conflict with the initiative to improve people’s living standards. Moreover, the development of cutting-edge technology is conducive to people’s livelihood, because technological achievements can be transformed into products that benefit people (Use the examples given in the source to explain further).</p> <ul style="list-style-type: none"> ➤ High-speed rail is highly efficient, and can shorten the distance between cities and reduce the journey time for people, helping to facilitate population movement and supporting the promotion of urbanisation. However, high-speed rail development may also drive up property prices along the railways, increasing people’s financial burden. When it comes to “high-speed rail diplomacy”, China has to compete with numerous countries that possess high-speed rail technology. To realise the full potential of “high-speed rail diplomacy”, China has to increase competitiveness in terms of speed, safety and supporting facilities geared to the Government’s general foreign policy and the international situation. ➤ Indicate that contemporary China’s technological achievements are certainly remarkable, but there is also much room for improvement. For example, some scholars argue that China is lacking technological management and innovation⁶.
	<p><u>Lead-in and instruction</u> (around 35 minutes)</p> <ul style="list-style-type: none"> ● Check Part B of students’ worksheets for lesson preparation (Appendix 6). Ask four students to present the information they have collected (Each student is required to present one of the product categories). Generally, students collect information about Chinese-made products under foreign brands. If some students in the class have ever travelled abroad, ask students if they have also found many Chinese-made products in foreign countries. ● According to students’ surveys and observations, it may be concluded that currently Chinese-made goods are available worldwide, and China is considered a “world factory” (Teachers can say this is just an initial impression and they will provide data to support this conclusion later). On the other hand, although products are made in China, their brands are owned by foreign companies, so China only earns meagre profits. ● Ask students these questions: Is it feasible not to buy these products over a period of time say, one month, three months or six months given the fact that Chinese-made products prevail around the world? In what ways would our lives be affected by choosing to do so? Ask several students to voice their views (Determine the number of students to be questioned depending on the lesson time). Most students would think it is very difficult not to buy Chinese-made goods, as that may cause significant inconvenience to life. Continue to cite the example of an American female journalist Sara Bongiorni, who decided not to buy

⁶ 孫玉濤 and 曹聰 “中國創新不足探因”. *FT Chinese*. Retrieved from <http://www.ftchinese.com/story/001060334?full=y>

Lesson	Learning and teaching strategies and flow
	<p>Chinese-made products for a year in order to determine how popular Chinese-made products were in the United States. A year later, she published a book and concluded, “You can still live without Chinese products, but it is getting trickier and costlier by the day”.⁷ This example reflects the competitive advantages of Chinese-made goods, which span different aspects of daily life, and are cheap.</p> <ul style="list-style-type: none"> ● Distribute sources for classroom teaching (Appendix 8) and use data in Sources A and B to show that China’s economy is growing rapidly (Source A), and China is the world’s largest exporter (Source B), signifying the robustness of the Chinese economy. These two sources also provide corroboration for the data students have collected before class and the conclusion of the American journalist. ● Apart from economic advancement, China’s military development has caught attention from the international community. Use Sources C and D in Appendix 8 to talk about China’s military spending. China’s military spending is increasing year on year, and the actual expenditure ranks top in the world, which has become one of the reasons for the “China threat theory” in the international community. ● Use the basic concept ‘China Threat Theory and Peaceful Development’ to tell students how the international community thinks China’s development may threaten world peace. As this lesson focuses on economic and military development, more on these two areas could be added. As to how the Chinese Government would respond, the issue can be temporarily left untouched until the group discussion is completed.
	<p>Group discussion, student presentations and teacher summary (around 30 minutes)</p> <ul style="list-style-type: none"> ● Distribute worksheets for the second group discussion (Appendix 9). Follow the student grouping arrangement in the first group discussion, asking one subgroup to discuss China’s economic development and another to talk about China’s military development. Instruct students to read the relevant sources on the worksheet carefully and discuss the accompanying questions. Students may discuss based on what teachers have previously taught about China’s economic and military development. ● Arrange for at least two subgroups under each category to present their discussion results. Determine the number of presenting subgroups depending on the lesson time. ● Summarise based on the student presentations and their knowledge. For example: <ul style="list-style-type: none"> ➢ By using the basic concepts ‘Economic Integration’ and ‘Global Production Chain’ (in the <i>Resources Booklet Series: Globalization</i>), conceptualise the challenges facing China. For

⁷ Bongiorni, Sara (2007), *A Year without Made in China: One Family’s True Life Adventure in the Global Economy*, Hoboken, NJ: John Wiley & Sons. Chinese copy can be referred to 黃治蘋 (Translator) (2007), *沒有中國製造的一年*, Taipei Good Morning Press. The paragraph has been cited in the exemplar is translated from: Sara Bongiorni, “A year without ‘Made in China’”, <http://www.csmonitor.com/2005/1220/p09s01-coop.html>.

Lesson	Learning and teaching strategies and flow
	<p>example, foreign investors are beginning to withdraw from China and move to lower-cost countries, China lacks well-known brands etc. Point out that globalization makes production and marketplace in different regions increasingly interdependent, resulting in <u>economic integration</u>. Less developed countries, including China, provide cheap labour and land, and manufacture products for foreign investors, securing a place in the <u>global production chain</u>. The challenges facing China at the present are a result of the rising production cost in China that has caused other less developed countries (e.g. Vietnam, Cambodia, and Indonesia,) to challenge China's place in the production chain. One solution is industrial upgrading and transformation, a move that can help China move up the global production chain from the lower end, improve the quality of Chinese-made goods, and build China's own famous brands.</p> <ul style="list-style-type: none"> ➤ Based on the concept <u>China threat theory and peaceful development</u>, indicate the challenges facing China and their solutions. China's increased military spending and development of resources in coastal areas have been cited by the United States, Japan and other countries as an excuse to support the <u>China threat theory</u>. This could have a significant impact on China's international image and hinder China's development. One of the solutions is to emphasise to the international community that China is following the direction of <u>peaceful development</u> and that China's military operations are only intended to defend homeland safety and are not directed against any other country (as described in Source D "White Paper on China's Military Strategy" ("中國軍事戰略"白皮書)). ➤ Conclude that when it comes to economic development, military strength and technological achievements, China's national power is indisputable, positioning it as an influential country; and on the other side, we must not ignore the fact that China's economic development has potential problems. In addition, the transparency of its military expenditure has raised questions from other countries and its technology has yet to fully develop and become more innovative in many areas. These are factors we need to consider carefully in measuring China's overall national strength.
	<p><u>Arrange after-class learning activity (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class assignment (Appendix 10) and ask students to complete after class. ● Instruct students to read the basic concepts '<u>China Threat Theory and Peaceful Development</u>', '<u>Economic Integration</u>', '<u>Global Production Chain</u>' to consolidate learning.

--End of learning and teaching exemplar--

Appendix 1: Worksheet for Lesson Preparation

Collect two photos that may reflect China's national strength from the Internet or other channels, one to indicate that China's national strength is increasing and the other to show that national strength has yet to improve. Stick them to the blank space on the worksheet and answer the questions.

Photo 1	<u>Photo that reflects China's growing national strength</u>
Photo 2	<u>Photo that indicates China's national strength needs improvement</u>

Appendix 2: References for Instruction

Source A: Research of Chinese Academy of Social Sciences on the overall national strength rankings of different countries (Year 2009)

Rankings of different countries	Territories and Resources	Population	Economic Development Level	Military Strength	Technological Level	Social Development Level	Sustainable Development	Safety and domestic politics	International contribution	Scores of indicators	
Ranking on the individual indicators											
1	USA	2	3	1	1	1	7	10	6	1	604.732
2	Japan	11	10	2	7	2	1	3	2	2	467.152
3	Germany	10	5	3	8	3	2	6	3	6	395.272
4	Canada	3	9	6	11	5	3	11	1	9	377.155
5	France	8	7	4	5	4	4	8	5	4	369.031
6	Russia	1	4	9	3	7	8	7	11	11	366.228
7	China	4	1	8	2	8	9	4	8	8	359.67
8	United Kingdom	7	8	5	6	6	6	9	4	7	347.195
9	India	6	2	11	4	11	10	1	10	3	337.235
10	Italy	9	6	7	9	9	5	5	7	5	317.151
11	Brazil	5	11	10	10	10	11	2	9	10	266.125

Source: 李慎明等 (Editor)(2009). *Annual Report on International Politics and Security (2010)*. Beijing: Social Sciences Academic Press (China), P.275.

Source B: Comparison between China and the U.S. in terms of overall national strength (Year 1990-2013)

	1990			2000			2010			2013		
	China	USA	USA/China (ratio)									
Economic resources	4.05	21.17	5.23	7.62	21.68	2.85	13.90	17.17	1.24	15.86	16.49	1.04
Human resources	24.49	10.21	0.42	24.92	8.85	0.36	24.82	7.72	0.31	25.18	7.61	0.30
Natural resources	10.55	12.85	1.22	10.04	12.40	1.23	11.14	11.53	1.03	12.07	11.45	0.95
Capital resources	1.48	26.58	17.98	3.61	34.00	9.43	15.54	21.84	1.41	19.14	22.00	1.15
Knowledge technology resources	0.86	39.90	46.32	3.92	27.85	7.10	15.55	21.34	1.37	22.20	22.45	1.01
Government resources	0.74	20.54	27.76	1.64	17.35	10.58	8.33	18.26	2.19	10.65	15.14	1.42
Military resources	8.20	21.27	2.59	8.35	20.00	2.40	10.97	21.04	1.92	12.56	18.16	1.45
International resources	1.09	13.48	12.40	3.32	16.09	4.84	8.67	11.20	1.29	10.01	10.98	1.10
Overall National Strength	5.64	22.71	4.03	7.50	20.77	2.77	13.84	16.86	1.22	16.57	16.32	0.98

Source: 胡鞍鋼等. (2015). “對中美綜合國力的評估 (1990-2013 年)”. In *清華大學學報 (哲學社會科學版)* volume 1.

Source C: Human Development Index, HDI

The Human Development Index (HDI) is a composite index developed by the United Nations, which measures the state of human development of countries/regions around the world using three basic aspects: **life expectancy, education and standards of living**. According to the 2014 report, the HRI is categorised by very high (over 0.808), high (0.700-0.790), medium (0.556-0.698) and low (below 0.540) in terms of human development. The following is the ranking and HDI for a few countries/regions in year 2013:

Ranking of HDI	Country / Region	2013 HDI
1	Norway	0.944
2	Australia	0.933
3	Switzerland	0.917
4	Holland	0.915
5	USA	0.914
15	HKSAR	0.891
15	South Korea	0.891
16	Japan	0.890
91	China	0.719
187 (Rank the last)	Niger	0.337

Source: *Human Development Report 2014* P.160-163. United Nation Development Program (2014). Retrieved from <http://www.undp.org/content/dam/undp/library/corporate/HDR/2014HDR/HDR-2014-Chinese.pdf>

Source D: Research Report on Ecological Footprint and Sustainable Consumption in China (2014)

As China's overall national strength improves and residents' income increases, domestic consumption is quickly showing great potential, and the huge population and buying power will be creating enormous pressure on resources and the environment. The analysis shows that China's per capita consumption of ecological resources is close to the global average, but the total amount has doubled its biological carrying capacity.

At present, China's consumption shows a sign of low eco-efficiency, with an ecological footprint contained in unit consumption value far above the level of more developed countries such as the United States and the United Kingdom and even higher than that of emerging economies like South Africa. Hence, China needs to improve the resource and environmental efficiency of consumption, and move towards a consumption pattern with low resource consumption and low environmental impact.

Source: Excerpted and adapted from World Wild Fund for Nature and China- ASEAN Environmental Cooperation Centre (2014). *中國生態足跡與可持續消費研究報告*, P.4. Retrieved from http://footprintnetwork.org/images/article_uploads/China_EF_Sustainable_Consumption_2014_Chinese.pdf

Source E

Everyone knows what rigid power (hard power) means. For example, the military and economic powers often force others to change stance, but sometimes without threats and inducements, we can also achieve the desired results, because other countries want to follow their example as these countries admire their values and pursue their prosperity and openness. This kind of power can be described as flexible power (soft power), which is more about moderation than coercion.

A nation's flexible power is derived from three main sources: political values, cultural appeal, and foreign policy. Talking about political values, the U.K. in the 19th century and the U.S. in the second half of the 20th century established a set of economic systems in line with their national conditions and international norms founded on democracy and freedom, on which to promote their values. As far as the cultural appeal is concerned, if a country's culture and ideology gain favour with people, other countries will be willing to follow. When it comes to foreign policy, if a country can come up with a set of international rules in line with their own interests as well as international value, their behaviour would be more readily acceptable to other countries.

Source: Excerpted and adapted from Joseph S. Nye (Author), 吳家恆、方祖芳(Translators) (2006). *柔性權力*, Taipei: Yuan-Liou Publishing Co, P.33-46.

Source F

China seems to rank low globally in terms of soft power in foreign evaluations. In 2010, the Skolkovo E&Y Institute for Emerging Market Studies conducted a comprehensive assessment of the world's major countries in 10 categories of soft power. China ranked 8th in the world, with a score of 30.7, trailing far behind the United States (87) and behind Japan (31.8). In 2011, China was ranked 43rd on the reputation list of 50 countries compiled by the Reputation Institute. In 2012, China failed to secure a place among top 20 on the soft power ranking list of countries (the U.K. topped the list) published by the U.K.-based magazine, *Monocle*. Thus, foreign scholars think China still lags far behind other major countries in terms of soft power, and China has not fundamentally changed its passive and negative position in the global soft power landscape.

Sources: Excerpted and adapted from 蔣英州 (2014). “國外視域中的中國軟實力增長動因及阻力因素研究”, in *國外社會科學* volume 5. Also refer to *the website of 內蒙古自治區宣傳部*. Retrieved from <http://fenke.nmxx.gov.cn/fenke/jingjixue/jjjpwz/jjhgj/177554.shtml>

Appendix 3: Materials for Group Discussion

Source A

Video: “中國國家形象宣傳片（角度篇）”（English voice-over accompanied by Chinese subtitles, watch from 01:53 to 03:51）

Source: <https://www.youtube.com/watch?v=i3I6gZAKM8c>

Source B

At the UNESCO General Conference in Paris in November 2013, China's Deputy Education Minister Hao Ping was elected as Chair of the new General Assembly for a term of two years, making him the first Chinese chair of the Organisation's General Assembly. Addressing reporters after his election, Hao Ping said, “China has shifted its role from a spectator and observer in the past to a major player now.”

As China has increased ties with the outside world over recent years, more and more Chinese hold important posts in international organisations. A senior Chinese diplomat pointed out that this was because China's overall national strength was improving and the world needed China. He said, “China's rapid development over more than three decades in the past has impressed the entire world. Its development path is recognised by many countries, and there is a growing call for China's participation in world affairs.” However, it cannot be denied that the number and percentage of Chinese people serving in senior positions of international organisations are still far behind that of Western more developed countries. Many scholars consider it worthwhile increasing China's influence in the international arena by sending and encouraging Chinese to serve in international organisations and assume important posts.

Sources: Excerpted from the following articles

1. “執掌國際組織，中國人可以！”，7 November 2013, *Shenzhen Special Zone Daily*.
2. “世界需要中國聲音”，7 November 2013, *Zhejiang Daily*.
3. “教科文組織主席：中國從旁觀者變成深度參與者”，7 November 2013, *China news*.

Source C

On 31 July 2015, the International Olympic Committee voted for Beijing to host 2022 Winter Olympics. During the vote, Beijing won 44 votes in favour, compared with 40 for its only competitor Almaty, the Kazakh capital. Government leaders and IOC officials sent congratulations in the form of a congratulatory message and gazette, believing that Beijing successfully hosted the Summer Olympics in 2008 and the Winter Olympics will be equally successful.

Organising international events such as Olympics can display a country's overall national strength. Therefore, that China won favour with the world again is not only a manifestation of its strong national strength, but also the world's yes-vote for China's national power. On the other hand, some argue that the victory should be regarded as normal, as China had only one competitor this time.

Moreover, China has been actively involved in world affairs, so whether the bid is successful or not does not undermine China's power, or reduce its global influence.

Source: Excerpted and adapted from the following articles

1. 劉銳紹 “如何看待北京冬奧？”，4 August 2015, *am730*.
2. “世界關注北京申冬奧成功”，3 August 2015, *People's Daily Overseas Edition*.
3. “北京奪 2022 年冬奧舉辦權”，1 August 2015, *Hong Kong Economic Journal*.
4. 海巖 “中國實力再獲世界認可”，1 August 2015, *Wen Wei Po*.

Questions

1. What message(s) does the video in Source A intend to convey? Do you think these messages and promotional activities help to enhance China's national image? Why?

2. With reference to Source B, explain why “the number and percentage of Chinese people serving in senior positions of international organisations are still far behind that of Western more developed countries”.

Appendix 4:**Reference Materials and Speech Script for Each Role in the Expert Symposium****I. Purpose of the expert symposium and role requirements**

A university in the Mainland is a prestigious school known for its research on soft power. Now the university has invited experts from different fields to a symposium to explore strategies of different countries in promoting soft power. It hopes that some new solutions and ideas will be proposed to enhance China's soft power, to boost the country's international position and image.

You are one of the experts (as assigned by the teacher) invited to express views in the symposium. Write a speech script for your role at the symposium based on the following background (Source A, Part B) and the information associated with your expert role (relevant roles in Source B, Part B). Add more evidence and examples you have gathered from other channels. Refer to Part C. Your speaking time is about three minutes.

II. Information associated with the symposium

Source A: Background of the expert symposium

At the end of 2013, a South Korean TV drama that tells a story of love between an alien and an earthling increased the popularity of South Korean culture (Hallyu) in the Mainland, Hong Kong and Taiwan. The show had many fans. Some commented that the TV drama is creative and provides lifelike details in terms of setting and costume, reflecting the remarkable success of South Korea in promoting its cultural and creative industries. In addition, the story in the drama reaches across time and space, showing major historical events and changes in the living environment as well as demonstrating the current life and culture of South Koreans. Aspects include food such as a preference for fried chicken and kimchi, talk e.g. using honorifics, customs e.g. drinking seaweed soup to celebrate one's birthday, and clothing trends. Through the TV drama, South Korea's national image and cultural soft power have been enhanced.

South Korea is a rising star in terms of enhancing soft power through pop culture. Japan is a country of animation. Japan's Ministry of Foreign Affairs has offered the animated cartoon film *Captain Tsubasa* to be aired on Iraqi TV stations free from 2005, to promote bilateral relations and encourage Iraqi children suffering in the war through the animation. In 2006, the Japanese Ministry of Foreign Affairs announced the appointment of the highly popular animated character Doraemon as "Anime Ambassador", who appeared in Japan promos talking about the Japanese way of living and customs. This is even more the case with the United States. Someone once joked that the U.S. can conquer the world with only "three chips and one fruit (三片一果)". These are potato chips (薯片), computer chips (電腦晶片), movies (影片) and Apple electronics.

The Chinese Government also understands the importance of enhancing soft power. One of its initiatives in this regard was setting up Confucius institutes in more than 100 countries and regions from 2004 to teach foreigners the Chinese language and promote the Chinese culture. By the end of 2014, as many as 475 Confucius institutes had been

established globally. The expanding family of Confucius institutes has helped people around the world to learn the Chinese language and understand Chinese culture and has created a platform for promoting China-foreign cultural exchanges.

The development of Confucius institutes, however, has encountered some setbacks recently. For instance, in September 2014, the University of Chicago in the U.S. accused the Confucius institute on its campus of having connections with the Chinese Government, University management felt that a foreign government deciding the courses for the University of Chicago was contrary to the principle of academic freedom, and therefore shut it down. In January 2015, Sweden's Stockholm University closed the Confucius institute inside its school because "now we have very different levels of academic exchanges with China and such cooperation is seemingly redundant". It is worth noting that this was the first Confucius institute set up by China in Europe.

In addition to Confucius institutes, the Chinese Government has sought to increase its soft power by hosting major international events, promoting Chinese culture and national image in foreign countries, and actively launching different forms of public diplomacy. Generally speaking, China's soft power needs to be further enhanced. Some have argued that it is currently incommensurate with China's status as the world's second-largest economy.

Source: Excerpted and adapted from the following articles:

1. "瑞典關孔子學院 稱「顯得多餘」", 3 January 2015, *Sing Tao Daily*.
2. "提高文化軟實力 推進國家治理現代化", 29 October 2014, *China Economic Times*.
3. "孔子學院十年 已成中外文化交流互鑒平台", 16 October 2014, *China News*.
4. "逾百教授聯署指侵學術自由 芝加哥大學踢走孔子學院", 29 September 2014, *Mingpao*.
5. 汪榮(2014). "全球化時代的文化生產與文化移植—以韓劇「來自星星的你」為中心". In *創作與評論* Volume 4.
6. 孫衛華, 劉衛東 (2012). "流行文化中的文化軟實力較量". In *新聞知識* Volume 2.
7. 沈旭暉 "《足球小將》動畫與日本軟權力", 21 June 2010, *Hong Kong Economic Journal*.
8. "多啦A夢當日本外交大使 漫畫人物推廣文化", 15 March 2008, *Mingpao*.

Source B: Reference materials for each role in the symposium

Role 1: Director Meng, an official responsible for promoting Confucius institutes in foreign countries.

Main Ideas	<ul style="list-style-type: none"> ● The Confucius institutes have made remarkable achievements in promoting Chinese culture abroad. ● The closures of Confucius institutes in some countries are simply isolated incidents. ● There is a need to correct people’s negative impression about Confucius institutes. ● Confucius institutes actively adopt a diversified approach to promote Chinese culture overseas.
References	<p>In order to assist people in different countries to learn the Chinese language, teach Chinese and promote Chinese culture overseas, the Chinese Government has worked with schools and professional organisations in different countries and regions to establish local Confucius institutes through the Office of Chinese Language Council International, which is generally known as “Hanban”. The Confucius Institute is a non-profit educational institution established through China-foreign cooperation to teach the Chinese language overseas and promote China-foreign exchanges and cooperation in education. The Confucius Institute provides the following services:</p> <ul style="list-style-type: none"> ● Teaching Chinese language. ● Training teachers of Chinese and providing Chinese teaching resources. ● Organising Chinese language tests and certification for Chinese language teachers. ● Providing information and consultation on Chinese education and culture. ● Organising Chinese-foreign language and cultural exchange activities. <p>To provide more opportunities for Chinese language students in various countries to communicate with each other and increase their understanding of the Chinese language and culture, the Confucius Institute Headquarters and Hanban jointly organise a World Chinese Contest for College Students called “Chinese Bridge” each year, and 2015 marks the 14th anniversary of the event.</p> <p>In recent years, Confucius institutes have shifted their previous focus on Chinese language teaching to diversification and specialisation to expand into the areas of business, music, food culture and tea culture. Take the U.K. for example. There are 25 Confucius institutes across the nation. They all have their own characteristics, creating a bridge for people of various sectors in the U.K. to deepen understanding of modern China. Responding to the recent closure of Confucius institutes in some U.S. universities, China’s Ministry of Foreign Affairs said that all the Confucius institutes in the U.S. were set up based on voluntary applications from the universities and under their agreements with the</p>

	Confucius Institute Headquarters. The decision to establish these institutes had never been imposed on anybody, nor could they pose a threat to academic freedom or integrity of the universities.
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Source: Excerpted and adapted from the following websites and articles

1. The official website of Confucius Institute <http://www.hanban.org/index.html>
2. The official website of Chinese Bridge <http://bridge.chinese.cn/>
3. “英國學者稱，孔子學院在中英之間搭起橋樑”，18 October 2014, *China news*.
4. “孔子學院：從教漢語到品茶聽戲 10 年建起 465 所孔子學院”，14 October 2014, *The Beijing News*.
5. “賓大芝大關孔子學院”，4 October 2014, *Takungpo*.

Role 2: Professor Chan, a scholar who has once worked with the British Council and the Goethe Institute.

Main Ideas	<ul style="list-style-type: none"> ● Improve the efforts of Confucius institutes to promote Chinese culture overseas, by drawing on the experience of the organisations such as the British Council and the Goethe Institute in promoting the culture of their home countries. ● Consider promoting Chinese culture among the public through community activities by taking a bottom-up approach. ● Organise a wide range of Chinese language teaching activities to promote Chinese culture.
References	<p>Organisations like the British Council and the Goethe Institute have a lot in common with the Confucius Institute. For example, they are all commissioned by the government and mostly rely on government funding to organise activities, with a focus on promoting their national languages and facilitating cultural exchanges. However, the results are quite different. Some have commented that, although the Confucius institutes promote Chinese language teaching overseas and serve the purpose of assisting foreigners to learn Chinese, they fail to promote the values of Chinese culture beyond the Chinese language.</p> <p>First, let us take a look what the British Council is doing. In Myanmar, about 250,000 people are given unlimited, free Internet access in libraries funded by the British Council. In Libya, South Sudan, Iraq, Afghanistan, and Zimbabwe, which have been marred by social unrest and are now recovering, the British Council has also contributed to local efforts to reconnect with the world. For instance, the British Council has organised community activities of varying sizes to link “English” with “international peace movement”. In some less developed countries and regions, the Council help the people to find jobs.</p> <p>As regards the Goethe Institute, Germany’s Ministry of Foreign Affairs delegates three major tasks to the institute: 1) to promote the German language; 2) to promote international cultural cooperation; and 3) to showcase Germany as a varied and colourful country by communicating information about German culture, society and political life. The President of the Goethe Institute in China clearly</p>

	<p>stated that his job in China was to “create and maintain a positive, innovative and future-oriented image of Germany”, whereby to “increase mutual understanding and trust between China and Germany and lay the groundwork for long-term successful cooperation”, and further “explore new areas of bilateral cooperation”.</p> <p>The Confucius Institute has yet to achieve the results mentioned above. For people in many countries or regions, the Confucius Institute is an official organisation from China, which is responsible for communicating China’s national image or defending China’s government policies, and they are unlikely to feel the appeal of Chinese culture promoted by the Confucius institutes.</p>
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Source: Excerpted and adapted from the following websites and articles

1. The official website of British Council <http://www.britishcouncil.hk/>
2. The official website of Goethe-Institute <https://www.goethe.de/en/uun/org/ges.html>
3. “英國文化協會的國際軟實力”. 11 April 2015. In *Asia week*, No.29 volume 14.
4. 唐虹. (2009). “非政府組織和對外文化交流---以英國、法國和德國的經驗為例”. In *歐洲研究*, volume 2.
5. “阿克曼：從歌德學院到孔子學院” 4 December 2014. In *文化中國*, Retrieved from http://cul.china.com.cn/2014-12/04/content_7419516.htm

Role 3: Mr Yu, a famous mainland writer.

Main Ideas	<ul style="list-style-type: none"> ● Chinese writers, artists, and film directors have won a number of awards overseas, and are widely acclaimed. ● Outstanding literary works should be translated into many languages and published in different countries and regions, helping increase international awareness of contemporary Chinese literary works. ● Active efforts should be made to promote China’s intangible cultural heritage abroad and major exhibitions should be held in foreign countries to display and increase publicity to historical relics and works of art, to attract foreign people to understand Chinese culture.
References	<p>In recent years, China has increased efforts to boost its soft power. Unfortunately, for a long time China has failed to translate its treasure trove of rich culture and intangible cultural heritage into advantages that enhance the positive image of China to people around the world. This is really quite a pity, and something must be done about it.</p> <p>First, Chinese characters and the Chinese language pose one of the major obstacles to the foreign exchange of Chinese culture. Many important ancient Chinese classics are translated in varying levels of quality. Foreigners need to learn the Chinese language to profoundly understand Chinese culture, but Chinese is rather difficult for foreigners. One of the permanent judges for Nobel literature prize once said that China had a wealth of excellent novelists and poets during the past century who were completely eligible for a Nobel</p>

Prize, but their works are not widely accepted in the West more or less due to translation problems. For example, Chinese writer Mo Yan won the Nobel literature prize in 2012. He does deserve the prize by literary standards, but the prize is also partly attributed to the highly regarded translations of his works in more than 20 foreign languages, which, available in more than 100 versions, are widely circulated abroad.

Moreover, by the end of 2013, China had a total of 30 items on the list of intangible cultural heritage sites, positioning it as a country with the world's largest number of intangible cultural heritage sites. Intangible cultural heritage is of historical, cultural and artistic value, recording the track of historical and cultural developments. The Government should increase the awareness of people from all over the world about China's intangible cultural heritages and promote them worldwide. In addition, China's historical relics and works of art should be transported to foreign countries for exhibition more often to attract foreign visitors and increase their understanding of Chinese culture. Each exhibition of Terracotta Warriors in a foreign country would cause a sensation for example

All in all, the promotion of soft power requires coordination between the Government and the community. On the one hand, we should increase people's emphasis, awareness of protection and cognition about Chinese culture, customs, and history; on the other hand, we should use appropriate media and supporting measures to increase their publicity in the global context. Only in this way will we be able to promote Chinese culture effectively.

Source: Excerpted and adapted from the following articles

1. “中國文化軟實力面臨的困境及其解決路徑”, 15 October 2012, *ChinaReviewNews.com*.
2. “莫言獲諾貝爾文學獎的多重意義”, 12 October 2012, *Wen Wei Po*.
3. “文物外展：築起文化傳播橋樑” The webpage of the Chinese Cultural Heritage Protection Website. Retrieved from http://www.wenbao.net/wbw_admin/news_view.asp?newsid=2587

Role 4: Dr. Lee, a scholar who studies the pop cultures of Japan, South Korea and other Asian countries.

Main Ideas	<ul style="list-style-type: none"> ● China’s lack of representative pop culture brands is a major weakness in enhancing the soft power. ● China should learn from the examples of other countries in promoting cultural soft power, such as Japan’s pop culture, South Korea’s creative culture industry, and India’s Bollywood movies and Yoga, to build soft power brands with Chinese characteristics.
References	<p>Many countries have realised the importance of soft power, and more and more government agencies play a leading role in promoting the cultures of their countries from the top down. Typical examples include Japan’s animation culture, South Korea’s creative culture industry, and India’s Bollywood movies and Yoga.</p> <p>The Japanese government actively supports and promotes all kinds of pop culture, including anime, video games, food, and clothing. At the end of 2013, Japan set up the US\$1 billion worth Cool Japan Fund, to promote the export of cultural goods and services in connection with clothing, food and accommodation. Apart from organising promotional activities globally, Japan even required cabinet officials to promote products made in their home towns during their international visits. A Japanese government official said, “The global recognition of our national culture will make our nationals self-confident”.</p> <p>South Korea’s creative culture industry started in 1998. The President, Kim Dae-Jung, set up a Ministry of Culture and Tourism, which published in August 2001 a programme for developing the “Korean Pop Culture” industry. Meanwhile, Korea Creative Content Agency was established to develop cultural industries related to film, television, animation, music, mobile phone, and the Internet.</p> <p>India’s Bollywood produces even more movies than Hollywood in the U.S., confirming its position as a world leader. In addition to producing a large number of films, Bollywood organises large international movie awards ceremonies, including International Indian Film Academy Awards, which is widely known as “India’s Oscars”. Since 2000, the event has been held each year in major cities around the world to promote Indian films. Moreover, the Indian government is also active in promoting yoga. India initially proposed “International Yoga Day” at the United Nations General Assembly, which had approved its proposal. On the first “International Yoga Day” on 21 June 2015, India’s Prime Minister Modi led 35,000 government officers, soldiers and students in celebrations in capital New Delhi. The Indian government has also organised yoga activities in over 190 countries. For promotion purpose, the Indian foreign minister even went to the United States, leading the Yoga group activity in New York.</p>

Source: Excerpted and adapted from the following articles

1. “印度寶萊塢在澳門”, 21 June 2015, *Asiaweek*.
2. “莫迪率 3.5 萬人做瑜伽 挑戰健力士紀錄推銷印度軟實力”, 22 June 2015, *Ming pao*.
3. “韓國競爭力飆升之謎 科技與文化領跑”, 17 June 2012, *Asiaweek, No.26 Volume 24*.
4. “日政府要在 4 領域重點宣傳「酷日本」文化” The webpage of huanqiu.com. Retrieved from <http://world.huanqiu.com/exclusive/2015-06/6795592.html>
5. “日實施酷日本戰略 旨在推介本國動漫及特產” The webpage of sina.com. Retrieved from <http://finance.sina.com.cn/world/yzjj/20130217/201214565429.shtml>

Role 5: Officer Wong, a senior official of China’s Ministry of Foreign Affairs who once served in the Chinese Embassy to the United States.

Main Ideas	<ul style="list-style-type: none"> ● China has expanded its diplomatic relations with other countries in many areas, especially in terms of public diplomacy outside of the traditional domain of diplomacy, such as disaster relief and medical aid, and these efforts have paid off. ● Providing foreign people appropriate support enhances China’s image. ● We need to think about what else we can do to enhance China’s soft power. 									
References	<p>One of the sources of soft power is diplomatic influence. Therefore, apart from traditional diplomacy, public diplomacy has received growing attention from the international community. Public diplomacy means that the Government gains favour and trust from the international community and wins public support in foreign countries through its own international acts and diplomatic language. The following table lists the differences between traditional diplomacy and public diplomacy:</p> <table border="1" data-bbox="406 1182 1358 1704"> <thead> <tr> <th></th> <th>Traditional diplomacy</th> <th>Public diplomacy</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>Diplomatic relations between countries, such as government diplomacy and head-of-state diplomacy.</td> <td>The Government participates actively in various international affairs, such as climate change, public health, medical care, disaster relief, poverty alleviation, and cultural undertakings.</td> </tr> <tr> <td>Pursuit of Interest</td> <td>Pursue direct interests in political, economic and military areas, which can be measured or contemplated.</td> <td>Build a good international image, from which to implement the country’s diplomatic policies and communicate its diplomatic concepts.</td> </tr> </tbody> </table> <p>Take public health and medical care for example. With the rising number of global pandemic outbreaks, medical diplomacy has increasingly become an important area of focus in strengthening a country’s soft power. Medical diplomacy aims to provide a country in need with medical services, benefiting local residents, boosting bilateral relations, and enhancing the donor country’s international image. Since 1963, China has sent medical aid teams comprising 23,000 medical personnel to more than 60 countries and regions (primarily less developed</p>		Traditional diplomacy	Public diplomacy	Target	Diplomatic relations between countries, such as government diplomacy and head-of-state diplomacy.	The Government participates actively in various international affairs, such as climate change, public health, medical care, disaster relief, poverty alleviation, and cultural undertakings.	Pursuit of Interest	Pursue direct interests in political, economic and military areas, which can be measured or contemplated.	Build a good international image, from which to implement the country’s diplomatic policies and communicate its diplomatic concepts.
	Traditional diplomacy	Public diplomacy								
Target	Diplomatic relations between countries, such as government diplomacy and head-of-state diplomacy.	The Government participates actively in various international affairs, such as climate change, public health, medical care, disaster relief, poverty alleviation, and cultural undertakings.								
Pursuit of Interest	Pursue direct interests in political, economic and military areas, which can be measured or contemplated.	Build a good international image, from which to implement the country’s diplomatic policies and communicate its diplomatic concepts.								

	<p>countries in Africa) as of June 2013. These efforts have played a major role in promoting the development of relations between China and African countries, as well as enhancing China's image.</p> <p>On the other hand, China's diplomatic actions directly target local people. The Chinese Government and some enterprises have produced short films aimed at introducing Chinese culture and advertising China's national image, and played them in New York's Times Square to attract public attention in the United State. This is a good example of public diplomacy. China has a lot more to do in this area to enhance its soft power.</p>
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Source: Excerpted and adapted from the following articles

1. Education Bureau (2011). *改革開放後的中國與全球化的發展* (Chinese version only), P. 89.
2. 張春 (2010). “醫療外交與軟實力培育—以中國援非醫療隊為例”. In *現代國際關係*, volume 3. Also refer to <http://www.sisis.org.cn/index.php?m=content&c=index&a=show&catid=15&id=1>
3. “全國衛生援外工作暨援外醫療隊派遣 50 周年會議在京召開” The webpage of 中國與非洲網. Retrieved from http://www.chinafrica.cn/chinese/zxxx/txt/2013-08/16/content_563483.htm
4. “紐約時代廣場出現過哪些中國廣告?”. *People's Daily 文化傳媒*. Retrieved from http://www.vchale.com/rmrbwhcm/203845194_1_3107c639d1a3fd002a8605b9fca0f019.html

Role 6: _____ (**You may decide on your own**)

(If teacher does not want to define roles on his/her own, just remove this part)

Major Ideas	
References	

III. Initial ideas about the symposium speech (Teacher may decide whether to give hints depending on the situations.)

My role: _____

Chairperson, today I am pleased to be here to attend the symposium ...

Thanks for the invitation (brief)

Based on my area of study/work/past experience, I think that soft power ...

Based on your role, describe your understanding of soft power and the importance of enhancing soft power.

I think we can enhance China's soft power in the following ways (list two suggestions): ...

Suggestions on enhancing soft power (explain how important these approaches are and why they are feasible, and provide specific methods of implementation.)

All in all, ...

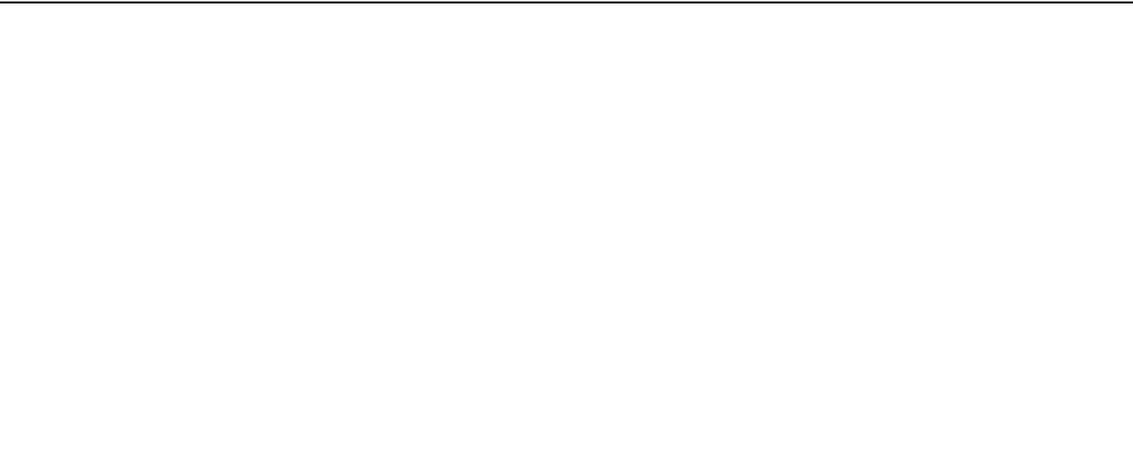
Concluding remark (brief)

Appendix 5: Rundown and activity worksheet for the expert symposium**I. Rundown of the symposium (35 minutes)**

Time needed	Rundown and speech overview
3 minutes	<p>The Chair presides over the conference and outlines the objectives of the symposium:</p> <ul style="list-style-type: none"> ● Briefly describe the background of the seminar. ● Thank the experts for taking time to attend the seminar. ● Determine the order of speeches and briefly describe the symposium agenda.
20 minutes	<p>Six (five if no roles are self-defined) roles take turns to speak, each for about three minutes. A speech should include:</p> <ul style="list-style-type: none"> ● Self-introduction. ● Your understanding of soft power according to your role's identity. ● Two ways of enhancing China's soft power with explanations.
10 minutes	<p>Students in the audience can choose to question any of the roles, or supplement their speeches. For example:</p> <ul style="list-style-type: none"> ● Question the feasibility of their proposed ways of enhancing China's soft power; ● Provide other ways of enhancing China's soft power. <p>Each role is given one minute to respond to questions, or comment on the supplementary views.</p>
2 minutes	<p>End the conference and thank the experts for attending the seminar and providing many valuable opinions.</p>

II. Content of the speech at the symposium (for use by students who will speak during the seminar)

My role:
The content of my speech:



My opinion: To sum up, China is facing the following opportunities and challenges in terms of enhancing its soft power:

Opportunities:

Challenges:

Worksheet for recording the symposium (for students who do not speak during the seminar)

Various ways of enhancing China's soft power proposed by experts present at the symposium:

Key points of speeches from the audience and responses from the experts:

My opinion: To sum up, China is facing the following opportunities and challenges in terms of enhancing its soft power:

Opportunities:

Challenges:

Appendix 6: Worksheet for Lesson Preparation**I. Watching video clips and excerpts**

Video: “當代中國科技發展” (Cantonese voice-over accompanied by Chinese subtitles). Watch the following clips:

- 太空科技 (Space technology) → from 01:10 to 02:37
- 長江三峽大壩工程 (The Three Gorges Dam Project) → from 03:26 to 04:52
- 高速鐵路 (高鐵) (High-speed rail) → from 05:25 to 07:34
- 其他領域科技發展 (Technological development in other areas) → from 08:16 to 09:27

Website: The webpage of 我愛香港網上閱讀學習平台. Retrieved from http://www.welovehk.org/reading_platform/resources/resources_details/16

Finish the following table by **extracting the relevant content** from the video:

Space technology	<p>Satellites:</p> <p>Shenzhou Manned Rocket:</p> <p>Chang’e Lunar Exploration Programme:</p>
The Three Gorges Dam Project	<p>Controversy over the construction:</p> <p>Benefits of the completed project:</p>

High-speed rail	<p>Reasons and benefits of construction:</p> <p>The meaning of “Four vertical and four horizontal” trunk lines:</p>
Technological development in other areas	<p>Super computers:</p> <p>Military technology:</p> <p>Developing renewable energy:</p>

II. Field data collection

I collected data from the following category of stores: _____

The data I have collected:

Product 1	Introduction:	
	Brand name and country the brand belongs to:	Country that makes the product:
Product 2	Introduction:	
	Brand name and country the brand belongs to:	Country that makes the product:
Product 3	Introduction:	
	Brand name and country the brand belongs to:	Country that makes the product:
Product 4	Introduction:	
	Brand name and country the brand belongs to:	Country that makes the product:
Product 5	Introduction:	
	Brand name and country the brand belongs to:	Country that makes the product:

Appendix 7: Worksheet for Group Discussion

Video Clips

Video 1 : “嫦娥三號發射” (Cantonese voice-over accompanied by Chinese subtitles) (Video length: 2 minutes 23 seconds). Retrieved from <https://www.youtube.com/watch?v=i-2rV7OtcSE>

Video 2 : “「蛟龍號」第四次海試突破七千米創載人深潛新紀錄” (Cantonese voice-over) (Video length: 2 minutes). Retrieved from : <http://www.youtube.com/watch?v=kyqCIVfCx-8>

Video 3 : “中國三條高鐵線路周五同時開通” (Cantonese voice-over) (Video length: 2 minutes 10 seconds). Retrieved from <http://news.now.com/home/international/player?newsId=121557>

Video 4 : “中俄代表簽署高鐵合作備忘錄” (Cantonese voice-over) (Video length: 1 minute 36 seconds). Retrieved from http://cablenews.i-cable.com/webapps/news_video/index.php?news_id=443726

Sources for Discussion of Group 1 → Technological Development

Source A

In December 2013, Chang’e 3 spacecraft successfully landed on the moon, making China the world’s third nation with the ability to land on the moon. This marked a milestone for the Lunar Orbiter Project, China’s space development strategy, and even the world’s space exploration efforts. The first-hand data Chang’e 3 obtained from the moon represents the contributions of Chinese people to helping mankind understand more about the moon and utilising space peacefully.

China has excellently utilised cutting-edge aerospace technology in the moon exploration effort, showcasing its robust overall national strength, especially in terms of integrated manufacturing. The successful moon landing of Chang’e 3 is significant, highlighting China’s manufacturing industry moving towards products with high added value. The rapid development of China’s manufacturing industry has had a significant impact on China’s economic restructuring efforts and is very meaningful to the world.

Source:

Excerpted and adapted from “嫦娥三號成功登月具里程碑意義”, 6 December 2013, *Wen Wei Po*.

Source B

In June 2012, the Jiaolong manned submersible dived to a depth of 7,062 metres, demonstrating China's ability to send its manned submersibles to over 99.8% of the oceans. Professor WENG, a scientist involved in the craft's research, pointed out that human knowledge of the oceans is far less than the understanding of space. Take submarine combustible ice for example. The clean energy must be explored, discovered, exploited and transported using deep-sea equipment. Apart from combustible ice, the South China Sea contains a massive deposit of oil and gas resources, which also require deep-sea equipment for exploration and mining. In addition, the exploration and development of the oceans, in particular research on deep-sea creatures and biological genes, can generate new drugs for the benefit of humans.

Given the increasing shortage of land resources globally, a growing number of countries realise the value of oceans and are eyeing them up. Making full use of marine resources is an inevitable choice for modern countries for social development.

Source: Excerpted and adapted from “深海探測加速 開發海底寶藏”, 13 January 2014, *Wen Wei Po*.

Source C

The Chang'e 3 lunar probe successfully landed on the Moon and the “Jiaolong” manned submersible broke the human deep-diving record, marking new milestones in China's scientific technology and attracting worldwide attention.

China's technological breakthroughs in the areas of space and ocean exploration can certainly be examined from the perspective of overall national strength and the rise of a great power. They signify that since reform and opening-up, China's economic power has increased rapidly, and China is currently a credible challenger to technologically advanced countries in the fields of space technology and deep-sea exploration. Furthermore, this marks a new era of development, utilisation and competition in terms of space and deep-sea resources. Foreign analysts even believe that the competition for resources between China and the United States has extended beyond oil and gas resources in the East China Sea and the South China Sea into space and the deep sea.

To sum up, China faces both opportunities and challenges establishing itself as a scientific and technological power. The international community will be looking to see whether China can make more contributions to mankind.

Source: Excerpted and adapted from the following articles

1. “登月、中國夢、國際責任”, 18 December 2013, *Chinatimes.com*.
2. “外空海底資源競爭 神九蛟龍開啟新局”, 25 June 2012, *Hong Kong Economic Journal*.

Discussion Questions for Group 1

1. In what ways do the successful landing of Chang'e 3 lunar probe and the record-breaking deep diving of the Jiaolong reflect China's overall national strength? How do these technological achievements relate to the reform and opening-up policy?

2. "China is still a less developed country and should devote resources to improving the living standards of people, rather than developing cutting-edge technologies." Do you agree with this point of view? Support your point of view.

Sources for Discussion of Group 2 → High-speed rail technology and diplomacy

Source D

China outperforms other countries with high-speed rail technology in terms of speed and cost. In addition, according to Chinese railway experts, China is better at laying tracks and constructing tunnels, able to ensure tracks do not deform despite large temperature differences.

As early as 1964, Japan's Shinkansen could run at 200 km per hour or even faster, making Japan the world's first country to have a high-speed railway. Early on, Japan was able to independently develop and manufacture a complete set of high-speed technologies, and Shinkansen is believed to be highly safe and stable. Take the Tokaido Shinkansen (Tokyo to Osaka) as an example. Since its operation, the line has transported 5.6 billion passengers on time, and without fatal accidents.

France's TGV was one of the earliest high-speed railways in Europe and American countries, which once set a world record of 574.8 km/h. However, the TGV is criticised for its high cost and complex technology transfer procedures, which has dimmed its export outlook.

Source: Excerpted and adapted from the following articles

1. “高鐵技術中日德法領先”, 8 November 2014, *Ming pao*.
2. “外媒：日本高鐵技術已被中國超越”, *Wen Wei Po*. Retrieved from <http://news.wenweipo.com/2014/10/04/IN1410040021.htm>

Source E

By early 2015, China was operating the world's largest fleet of over 1,300 high-speed trains. Ranging in speed from 200 to 380 km/h, these trains formed the world's most complete range of high-speed trains; its high-speed train sets had an operating mileage of about 1.6 billion kilometres, positioning China as the world's most experienced player in this field. China has emerged as a country with a combination of world-leading technologies in high-speed railway construction, equipment manufacturing and advanced experience in high-speed railway operation and management.

From 2007 to 2014, high-speed trains had transported 3.16 billion passengers, accounting for about 38.5% of the total railway passenger traffic with a daily average of 2.49 million passengers, making it a dominant player in railway passenger transport. China's rapid development of high-speed railways has reduced the logistics cost of the entire society and reshaped the way Chinese people travel and live. Currently, the journey time between Beijing and Tianjin has been shortened to 30 minutes. It takes less than 5 hours to travel from Beijing to Shanghai at the fastest speed and a little more than 1 hour from Nanjing to Shanghai, making it possible to work in Shanghai and live in Nanjing. Since the opening of the Beijing-Guangzhou High-Speed Railway, it takes only 8 hours to travel from Beijing to Guangzhou, compared with nearly 24 hours on an express passenger train. Vast areas of China have been compacted by high-speed railway to form a one-day living circle.

Source: Excerpted and adapted from “中國高鐵：拉近城市距離 改變中國經濟” The webpage of Chinacity. Retrieved from <http://www.urbanchina.org/n/2015/0209/c369508-26532317.html>

Source F

Driven by national leaders' effort to aggressively implement "high-speed rail diplomacy", there is a growing call to promote China's high-speed train technology globally. As Chinese railway technology matures, it has already emerged as a "hit product" on the world stage. The British Broadcasting Corporation (BBC) of the U.K. commented: "China wants the world to get on its high-speed train." China's current strategy is to trade high-speed trains for local resources (energy, minerals, food, etc.), and the export of high-speed rail products follows three principles, namely to use Chinese technology, standards and equipment. China exports both railways and locomotives, helping destination countries with railway design and exploitation, teaching local people how to operate high-speed railways and helping them train high-speed railway personnel. This also reflects China's effort to shed its image as a low-end exporter and move towards exporting mid-range and high-end technologies and products. For example, in October 2015, China signed an agreement with Indonesia, following which China will use its own technology to build a 150-km high-speed railway that connects Jakarta with Bandung, Indonesia's fourth largest city. This is seen as the first time that China's entire industry system and supply chain have won foreign approval.

A scholar who specialises in economics once said, "High-speed rail is a very good 'diplomatic card', because purely technical and financial cooperation of this kind is unlikely to attract hostility from other countries and will also contribute to the development of China's high-speed railway industry." Another scholar specialised in international strategy said, "Diplomacy is generally built on a certain medium. For example, "Ping-pong diplomacy" and "Panda diplomacy" relied on sports and national animal respectively to build closer bilateral relationships. The 'high-speed rail diplomacy' falls within the domain of diplomacy on the economic front, and is designed to facilitate diplomatic relations by boosting economic development of both sides. This is a higher-level and more effective diplomatic action."

Source: Excerpted and adapted from the following articles

1. "中國拿下印尼高鐵 擊敗日本 全產業鏈走出國門", 17 October 2015, 《大公報》.
2. "中國的鐵路外交", 20 May 2015, *Xinmin Wanbao*.
3. "學者：高鐵是一張很好的「外交牌」", 14 May 2015, *CCTV News*.
4. "中國高鐵的世界版圖", 16 June 2014, *Hong Kong Economic Journal*.

Discussion Questions for Group 2

1. In what ways does China’s high-speed railway development enhance residents’ quality of life? In what ways will this benefit China’s future development?

2. Source F describes high-speed rail as a very good “diplomatic card”. What challenges do you think China will face in promoting the “high-speed rail diplomacy”?

Appendix 8: Reference Materials for Instruction

Source A: The world's top five countries by gross domestic product (GDP)

Ranking	Year 2008		Year 2013	
	Country	GDP (Hundred Million US dollars)	Country	GDP (Hundred Million US dollars)
1	USA	147,186	USA	167,681
2	Japan	48,492	China	92,403
3	China	45,218	Japan	49,196
4	Germany	37,471	Germany	37,303
5	France	29,236	France	28,064

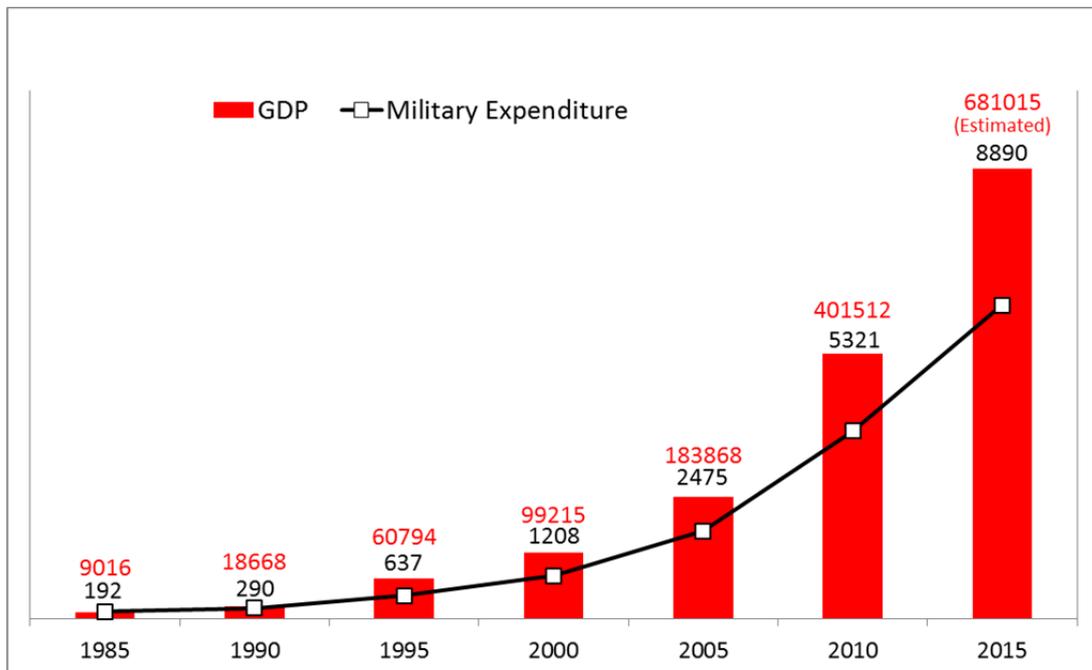
Source: Excerpted from the website of the World Bank. Retrieved from http://data.worldbank.org.cn/indicator/NY.GDP.PCAP.CD/countries?order=wbapi_data_value_2013+wbapi_data_value+wbapi_data_value-last&sort=desc

Source B: The world's top five commodity-exporting countries and their total export values (in hundreds of millions of US dollars) in 2013

Country	China	USA	Germany	Japan	Holland
Export value	22,009	15,800	14,530	7,150	6,720

Source: Excerpted from the website of The World Trade Organization. (2014). *WORLD TRADE REPORT 2014*. Retrieved from http://www.wto.org/english/res_e/publications_e/wtr14_e.htm

Source C: Changes in China's GDP and military expenditure (in hundreds of millions of RMB) between 1985 and 2015



Source: “中國 GDP 增速觸底 軍費增長 10%顯決心” *The webpage of FENG*. Adapted from http://news.ifeng.com/a/20150304/43266169_0.shtml

Source D

According to a report released by Sweden’s Stockholm International Peace Research Institute report in April 2015, global military expenditure in 2014 was around US\$1.8 trillion in total, representing a daily average of US\$48.6 billion. The United States, China and Russia ranked the top three.

In 2014, the United States military spending was US\$610 billion, accounting for 34% of the global total, down 6.5% against 2013 but showing a surge of 45% against 2001 before the United States was hit by terrorist attacks. The bulk of the increased U.S. military expenditure was spent in developing and purchasing new equipment to maintain its edge in military technology.

Source: Excerpted and adapted from “2014 年中國軍費開支世界第二 日媒稱刺激周邊”, *Chinanews*. Retrieved from <http://www.chinanews.com/mil/2015/04-14/7204997.shtml>

Appendix 9: Worksheet for Group Discussion**Sources for Discussion of Group 1 → Economic Development**

Source A

The Boston Consulting Group of the U.S. in 2014 published a Cost Competitiveness Index research report, showing that production costs in the U.S. are only 4% higher than that in China, a sign that the gap between the two is narrowing sharply. Another research study indicated that the labour-intensive ‘made in China’ model is largely unsustainable, and in recent years China’s competitive advantages have been increasingly eroded by neighbouring countries. For example, the shoe-making business has been relocated to Indonesia and Vietnam, while India and Bangladesh are stepping up efforts to boost their textile and metal products industries.

Globally, innovative technology largely relies on a younger labour force, but China’s lack of young people as a result of its family planning policy has created a potential risk to its economic innovation. Although the Chinese Government is beginning to relax its family planning policy, the birth rate has yet to see a significant increase. As the “factory of the world”, China has also paid a heavy price in terms of environmental pollution and people’s health.

Source: Excerpted and adapted from 李潤茵 (2015). “世界工廠高不成低不就 製造強國仍是夢” In *Hong Kong Economic Journal Monthly*, February 2015.

Source B

Once known as the “factory of the world”, China has amassed a staggering amount of national wealth from its massive manufacturing sector, generating the world’s second largest GDP. Manufacturing slowdown in recent years, however, coupled with soaring production costs such as labour, land and energy, has left China’s manufacturing industry struggling with shrinking profits.

In today’s world of economic globalization, world-famous brands have become an important parameter of a country’s overall national strength. In recent years, many Chinese enterprises have continued to accelerate their pace of brand building and going global, becoming icons of China in the global market. However, the low quality and low price image of made in China products have yet to be redefined. Only 29 Chinese brands had entered the list of the world’s top 500 brands by the end of 2014. Despite a large improvement from the past, China still paled beside the first-ranked U.S. with 227 brands on the list.

Sources: Excerpted and adapted from the following articles

1. 徐偉 “中國智造：承載大國崛起的中國夢”，31 July 2015, *Chinatimes.com*.
2. “中國產品如何走向中國品牌？”，18 July 2015, *Shenzhen Special Zone Daily*.

Sources for Discussion of Group 2 → Economic Development

Source C

An American polling company released a poll in late February 2015. When asked which country was the enemy of the United States, 12% of the American respondents cited China, a marked fall from 20% and 23% in 2014 and 2012 respectively. Additionally, 44% of the respondents showed a positive attitude towards China, compared with 50% taking an opposite position. In 2014, these two figures were 43% and 53%, showing that Americans' perception of China did not change much in 2014 and 2015.

On the other hand, the Chinese Government released *White Paper on China's Military Strategy* in late May 2015, stating that China "will never enter into a nuclear arms race with any other countries. China has always kept its nuclear capabilities at the minimum level required for maintaining its national security"; and China will "fully improve its routine combat readiness and maintain a posture of high alertness". In response to the White Paper, the United States government said that this was an important step for China towards increasing transparency in military building and strategy, and reiterated the hope that China would use its military power constructively.

Sources: Excerpted and adapted from the following articles

1. "民調顯示 12%美國人視華為最大敵人 50%不抱好感", *Chinanews*. Retrieved from <http://www.chinanews.com/mil/2015/02-27/7083432.shtml>
2. "White Paper on China's Military Strategy" The webpage of the Information Office of the State Council, The People's Republic of China. Retrieved from <http://www.scio.gov.cn/zfbps/gfbps/Document/1435341/1435341.htm>
3. "美回應國防白皮書促華建設性使用軍力", 28 May 2015, *Sun Daily*.

Source D

As China's close neighbour, Japan is paying great attention to the impact of China's development. The Japanese government published its 2014 Defence White Paper, alleging that China lacked military transparency and its defence budget had expanded fourfold in the past 10 years, while official figures were "just a fraction of it". The White Paper also highlighted China's threat in air and sea, evidencing that Japan's security picture was becoming increasingly grim. China's official Xinhua News Agency criticised the Japanese government for finding reasons and excuses for its right-wing policies by talking up the 'China threat'. In the 2015 Defence White Paper, the Japanese government expressed concern that China's gas field development in the East China Sea and island reclamation in the South China Sea were "dangerous acts that may cause unexpected accidents." China's Foreign Ministry spokesperson strongly opposed the White Paper for trumpeting "China threat" without regard to facts while artificially creating tensions.

Sources: Excerpted and adapted from the following articles

1. "就日發表 2015 年版《防衛白皮書》 中方表示強烈不滿和堅決反對", 22 July 2015, *People's Daily Oversea Edition*.
2. "日防衛白皮書 指摘中國高壓", 22 July 2015, *Ming pao*.
3. "日防衛白皮書強調華「海空威脅」", 6 August 2014, *Ming pao*.

Questions for Discussion

Military power and economic strength are important gauges of a country's overall national strength. Based on the sources and guided by the teacher, discuss what challenges China is facing and what solutions are suitable from the perspective of either military or economic development.

Discussion topic of Group 1: Economic Development

	Challenges	Solutions
With reference to Source A		
With reference to Source B		

Discussion topic of Group 2: Military Development

	Challenges	Solutions
With reference to Source C		
With reference to Source D		

Appendix 10: After-class Assignment

Source A

Source: The web page of afinance. Retrieved from <http://www.afinance.cn/new/tpxw/201008/286990.html>

Source B: China's GDP and GDP per capita in 1978-2013

Year	1978	1988	1998	2008	2013
GDP (In 100 million RMB)	3,650	15,101	84,883	316,751	588,018
GDP per capita (In RMB)	382	1,371	6,835	23,912	43,320

Source: National Bureau of Statistics of the People's Republic of China. Retrieved from [http://www.stats.gov.cn/tjsj/\(Data → Annual data → National Economic Accounting\)](http://www.stats.gov.cn/tjsj/(Data → Annual data → National Economic Accounting))

Source C

In 1978, China launched the reform and opening-up policy. Since then, China's economy has grown rapidly. Its political influence has expanded dramatically, and its military power has continued to improve. Amid the trend of China's rising power, US-led Western countries and some of China's neighbouring countries have published numerous books, newspaper articles and caricatures about the 'China threat' claiming that the rise of China would lead to domination, and China would use its strong power to change the existing world order and thus threaten the world's stability and peace. The Chinese Government has to be careful about such remarks against China's development in order to reassure the international community.

Source: Excerpted and adapted from 釋清仁“利益衝突成中國威脅論深層原因” The webpage of Wen Wei Po. Retrieved from <http://news.wenweipo.com/2012/04/06/IN1204060025.htm>

Source D: Excerpted from *White Paper on China's Peaceful Development* issued by the State Council

The Chinese are peace-loving people, firmly believing that only peace enables people to live happily and plentifully. China is active in making its due contributions to world peace and development, will never engage in military aggression or expansion and never seek hegemony or behave in a hegemonic manner, and will always be a staunch force in safeguarding world and regional peace and stability.

As a responsible nation in the international community, China will comply with international laws and universally recognised norms governing international relations, and seriously fulfil its due international responsibilities. China is active in reforming the international system, setting international rules, participating in global governance, supporting the development of less developed countries, and safeguarding the world peace and stability. China will do whatever it can to take on more international responsibilities as its overall national strength increases.

Source: Excerpted from *White Paper on China's Peaceful Development*. The webpage of the Information Office of the State Council, the People's Republic of China. Retrieved from <http://www.fmcopec.gov.hk/eng/xwdt/zt/zfbps/t944141.htm>

Questions

- (a) What message(s) does the cartoon intend to convey? Describe and explain.
- (b) As a follow-up to the previous question, how do the messages relate to China's increased overall national strength?
- (c) What do you think can be done to ease the concerns of some countries over China's development? Give two suggestions for the national leaders to consider. Explain in detail.

Intention of Assessment

Assessment Focus

The sources of the question include cartoons, data, commentaries and policy white papers released by the Chinese Government, which are designed to examine how well students can understand China's development since the reform and opening-up, as well as the challenges faced by China in participating in international affairs. Students should be able to apply basic concepts such as 'overall national strength', 'multi-faceted diplomacy' and China threat theory and cite suitable examples. For the assessment focus of students' enquiry skills, students should be able to demonstrate skills such as interpreting cartoons, figures and textual data, and making suggestions.

Expected student performance

- Knowledge
 - For question (a), students are expected to describe the main idea of the cartoon. For example, patterns on the clothes of the two persons represent the United States and China respectively. Both hold weapons (warship and submarine). The person that represents China is a bit fat. He jumps into the swimming pool, implying that he wants to be involved. The person that denotes the United States is thinner. His expression of fear suggests that China's participation frightens the United States. The overall message given by the cartoon is that China's development will threaten the world.
 - For question (b), students should point out that the message implied in Question (a) is associated with China's enhanced overall national strength. With reference to Sources B and C, students are supposed to describe China's enhanced economic and military strength. Students should cite other sources to strengthen their argument. For example, China holds the world's largest foreign exchange reserve, and the Chinese Navy has its own aircraft carrier (the Liaoning) which has ocean-going combat capabilities.
 - For question (c), students should be able to bring up two feasible suggestions for reducing concerns over China's development. For example, establish good relations with different countries through multi-faceted diplomacy, increasing the transparency of military spending and stepping up publicity about China's peaceful development.

- Skills
 - Demonstrating a good understanding of the requirements and basic concepts relating to the question.
 - Transforming graphics, figures and texts into structured knowledge and concepts.
 - Citing sources or providing evidence to support personal arguments.
 - Giving reasonable suggestions about easing the concerns of the international community over China's development.

Senior Secondary Liberal Studies
“Modern China” Module
Learning and Teaching Exemplar (4)

Challenges and Changes:
An Enquiry on the Modern
Chinese Families

A. Basic information of the exemplar

Topic	Challenges and Changes: An Enquiry on the Modern Chinese Families
Relevant module, themes and questions for enquiry	<p>Leading Module 3 : Modern China ; Theme 2 : Chinese Culture and Modern Life</p> <ul style="list-style-type: none"> ● How have the traditional concepts of the family been challenged in modern life? ● To what extent have the traditional concepts of the family been maintained in modern Chinese life? Why?
	<p>Related Module 3 : Modern China ; Theme 1: China’s Reform and Opening-up</p> <ul style="list-style-type: none"> ● How have the changes in living standards and the way of life been viewed across the whole country? ● How has the Central People’s Government dealt with the effects of reform and opening-up?
Overall design rationale	<p>This exemplar aims to help students understand the traditional concepts and functions of Chinese families and how they have been challenged and have changed in the modern society. Through studying these challenges and changes, students will understand how family planning policy and the new circumstances brought about by reform and opening-up have led to the changes in Chinese family structure and new issues. Some of the emerging issues addressed are the crisis of ageing population, single-child parenting, the dual childcare and eldercare burdens for “421 families”, challenges faced by empty-nest parents and reluctance towards parenthood among DINK families. In the final assignment of this exemplar, students will consider whether the family planning policy should be adjusted in accordance with the changing circumstances based on what they have learnt. During the enquiry process, students will understand more about Chinese families in Theme 2 of this module, as well as how the reform and opening-up has changed the living standard and lifestyle, and how the Central People’s Government responds to the changes brought about by reform and opening-up.</p> <p>Lessons 1 and 2 of the exemplar begin with the traditional concepts and functions of Chinese families, to equip students with basic knowledge for enquiry and enrich their understanding of Chinese culture. Lessons 3 and 4 mainly focus on the impact of public policies, explaining how the Chinese family planning policy, as part of its public policy, is changing the structure of Chinese families. This is followed by discussions related to single child families and “421 families”. Lessons 5 and 6 study why empty-nest and DINK families appear in the light of the new circumstances brought about by reform and opening-up.</p> <p>This exemplar mainly study the families in the Mainland, with the addition of examples such as traditional family concepts reflected in the architectural features of the Sam Tung Uk Museum in Tsuen Wan, videos and posters advocating family planning, and materials on the changing structure of local families. It should be noted that Theme 2 of this module is not only applicable to the Mainland. Examples found in</p>

	Hong Kong and other Chinese communities can also serve as learning and teaching resources to enrich the teaching of the issue and broaden students' horizons.
Time required	6 lessons (40 minutes per lesson), around 240 minutes in total
Learning objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> ● To explore the structure, functions and characteristics, as well as cultural and traditional concepts of traditional Chinese families. ● To understand the challenges to Chinese traditional family concepts and functions in modern society. ● To understand the impact brought by the changes in the Chinese traditional family concepts and functions.
	<p>Skills:</p> <ul style="list-style-type: none"> ● To make conceptual observations based on data available in exploring the issues. ● To apply relevant knowledge and concepts in studying contemporary issues. ● To interpret data from different perspectives. ● To consider and comment on different views in examining issues. ● To put forward feasible suggestions and appropriate solutions. ● To communicate in oral and written expression.
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To embrace an attitude of inheriting and promoting the essence of culture, and rectify the outdated concepts. Some traditional family concepts have taken root in the minds of Chinese people. ● To respect different lifestyles and maintain a positive attitude towards cultural heritage and development. ● To reflect on how to develop positive values and attitudes towards the elderly, create opportunities for the elderly and foster transgenerational harmony.
Basic concepts for application	Kinship and clan, family concepts and functions, tradition and modernity, family planning, population mobility and household registration system
Relevant learning experiences at junior secondary levels	Having studied various subjects in a range of key learning areas such as Chinese language, and Personal, Social and Humanities Education, students at junior secondary levels are expected to have a general understanding of the following issues: Origins of the Chinese culture and its major characteristics; Chinese traditional concepts of family; the traditional family system; and the characteristics of modern families. These learning experiences will help students understand the content of this exemplar. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
Before class	<ul style="list-style-type: none"> ● Distribute worksheets (Appendix 1) to students for preparation before lesson. Ask them to study the family pictures in the worksheets before class and answer the questions by describing how the pictures are different and suggesting reasons for these differences. ● Teacher may choose not to use the pictures in the worksheet and ask students to find either pictures on the Internet that illustrate the characteristics of traditional and modern families, or photos of their own family and from previous generations. Students should paste the pictures in the boxes and answer the questions.
1-2	<p><u>Lead-in and student presentations</u> (around 5 minutes)</p> <ul style="list-style-type: none"> ● Ask a few students to present their work and share their answers with the rest of the class. From there, explain the difference between traditional and modern families in terms of size and structure (Decide the number of presenting students depending on the lesson time). ● Explain that the traditional concepts and functions of Chinese families have changed considerably under the impacts in the modern era and this will be discussed in detail in subsequent lessons. Students should first understand these concepts and functions before exploring the impacts. <p><u>Instruction</u> (around 15 minutes)</p> <ul style="list-style-type: none"> ● Distribute reference material for instruction (Appendix 2). Use the basic concepts '<u>Kinship and Clan</u>', '<u>Family Concepts and Functions</u>' and based on personal understanding, explain knowledge related to the concepts of lineage and family, for example: <ul style="list-style-type: none"> ➢ Using Sources A and B in Appendix 2, further explain the relationship between large families and the clans in traditional society, as well as the characteristics and functions of clans, including: <ul style="list-style-type: none"> ■ Traditionally, it is common for several generations of one family to live under one roof. An example, the JIA household in <i>Dream of the Red Chamber</i> (紅樓夢) is described in Source A. Ask students who have read the novel to share their views on large families like the JIA household. ■ A clan is a community of families with the same family name living in close proximity. The clan system stems from a common family name and is an extension of the family. The families in a clan look up to the same ancestor, and therefore value much about ancestor worship. ■ The most important function of a clan is to cement the bond among families of the same name, facilitating unity within the community. A clan has ultimate control over the clan's external affairs and acts as administrator and mediator for disputes among the families. ➢ Using Source C, point out that the family is not only the core of traditional Chinese society, but it also perform economic, reproductive, educational, religious and other functions, and serve as the power to unite the society. In the traditional Chinese family,

Lesson	Learning and teaching strategies and flow
	<p>where father is the authority figure and filial piety (孝) is emphasised, children are obligated to respect and support their parents, and the family members need to look after one other.</p> <ul style="list-style-type: none"> ➤ Using Source D, point out that the nuclear family has become the most common type of family in modern society. A nuclear family is a small, two-generation household made up of a couple and their unmarried children. Given most students are likely to come from nuclear families, invite students to share their family stories in class. Alternatively, ask them to imagine how well they would adapt to living in a traditional, extended family and how they would deal with any difficulties that they may encounter. ● State that the lesson only covers the basic knowledge of the traditional concepts and functions of Chinese families that students will need to know before the enquiry of this lesson. Students are required to read other relevant references after class.
	<p><u>Watching the video clip and giving individual response (around 15 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute worksheets for individual response and group discussion (Appendix 3). Play the video clip (Video 1 in Source A). The video is about the Sam Tung Uk Museum in Tsuen Wan. Students are required to read Source B in the worksheets to learn about the history of the museum, the architectural features, the layout and uses of different rooms. Students should then give individual response to the questions on the worksheets. ● Invite students to present their answers (Decide the number of presenting students depending on the lesson time). ● Summarise based on student presentations and personal knowledge. State that a number of traditional family ethics and concepts are expressed in the architecture of Sam Tung Uk, such as living with clan members, ancestral worship, male dominance and a strong seniority-based hierarchy. ● Play the video clip about Chinese quadrangles in Beijing (Video 2 in Source A). Students watch the video to learn more about how the architectural features matches family ethics and concepts.
	<p><u>Group discussion and presentation (around 30 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups. Ask them to read the stories of the persons listed in Part B (Group Discussion) of the worksheets (Appendix 3) and complete the table after discussion. ● Remind students to use the reference materials for instruction (Appendix 2) and content covered in class during discussion. To shorten discussion time, assign different characters for particular group(s) to discuss instead of discussing all the characters. ● Students present the discussion results (Decide the number of presenting groups depending on the lesson time). Select no less than two groups for presentation.
	<p><u>Teacher summary and knowledge enrichment (around 10 minutes)</u></p> <ul style="list-style-type: none"> ● Summarise the discussion and instruct based on student presentations and personal knowledge. Suggested answers to the discussion questions are available for teachers' reference (Appendix 4). Decide whether to

Lesson	Learning and teaching strategies and flow
	<p>provide the answer key to students if appropriate.</p> <ul style="list-style-type: none"> ● Stress that the concepts and functions of the family together determine how people act and what people expect in interpersonal relationships. With the transformation of socioeconomic environment, many family functions have either been lost or shifted to other institutions in the society (for example, the function of education in families is replaced by schools). As a result, traditional concepts of the family have been radically challenged. <p><u>Arranging after-class learning activities (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class reading material (Appendix 5) to students for reading after the lesson. The material will help students discover more about the traditional concepts and functions of the family, as well as the architecture of traditional Chinese quadrangles. Tell students that many traditional quadrangles in Beijing have been torn down to make way for urban development. This example illustrates the conflict between preservation of cultural heritage and economic development.¹ ● Ask students to read the basic concepts ‘<u>Kinship and Clan</u>’ and ‘<u>Family Concepts and Functions</u>’ after class to consolidate learning. ● Teacher may arrange a field trip to the Sam Tung Uk Museum in Tsuen Wan. Students can learn about the ethical relationships in a traditional Chinese family² from the architecture of the Sam Tung Uk.
3-4	<p><u>Lead-in (around 8 minutes)</u></p> <ul style="list-style-type: none"> ● Ask students about the promotion of family planning in Hong Kong. For example, ask students to think of the promotional videos they have watched and the slogans they have heard. After students share what they know about family planning, distribute the lead-in materials (Appendix 6). Play the video in Source A and ask students to study the two posters attached (Figures 1 and 2). ● Ask students about their view on the video and the posters. For example, what the messages are and how they are conveyed (Fewer children mean less burden for the family; Men must also be responsible for family planning); how do that relate to the social environment and the people’s attitudes towards having children; and whether the reduced promotion of such messages in recent years reflects a satisfactory promotion of family planning in Hong Kong. ● Move on to talk about the situation in the Mainland, stating that the Mainland has implemented a strict family planning policy since the 1980s to reduce the country’s population. Play the two video clips in

¹ The following materials are developed by the EDB and a seconded teacher. Teacher may find them helpful for teaching:

- Liberal Studies Section. (2011). *改革開放後的中國與全球化的發展* (Chinese version). Hong Kong: Curriculum Development Institute of the Education Bureau, pp. 70-74.
- LEUNG Nga-yi. (2012). “保育與活化歷史建築—以香港三棟屋及北京四合院為例”. The Web-based Resource Platform for Liberal Studies (<http://ls.edb.hkedcity.net/Resources→L&TResources→Teaching Packages>).

² Teacher may refer to the “*Architecture in Hong Kong: Teaching Kit for the Appreciation of Architecture in Secondary School Curriculum*” developed by the Hong Kong Institute of Architects. One of the lesson plans in the teaching kit includes a field trip to the Sam Tung Uk Museum. (http://minisite.proj.hkedcity.net/hkiakit/cht/LS/lesson_4.html)

Lesson	Learning and teaching strategies and flow
	<p>Source B in Appendix 6 to show students how the policy is implemented in the Mainland. The second video clip raises a question: “Should population be controlled?” Taking this question as a starting point for enquiry, guide students to consider the impact of family planning policy on family structure and how it influences the concepts and functions of the family.</p> <p><u>Instruction (around 12 minutes)</u></p> <ul style="list-style-type: none"> ● Use the basic concept ‘Family Planning’ and personal understanding to explain the background, implementation and impact of family planning, as well as the problems that have arisen in 30 years since the strict implementation of family planning policies. For example: <ul style="list-style-type: none"> ➢ After the first census in 1953, the economist and the president of Peking University Ma Yinchu suggested that China’s fast-growing population was a drag on development. The government, however, did not share his opinion. ➢ Prompted by another population spurt in the early 1970s, the government took strict measures to halt population growth in the early 1980s. Family planning was not only a personal decision or matter for the couple, but also a national policy. ➢ Family planning effectively brought the nation’s population growth rate under control. However, the population issues and negative impact caused by that began to emerge since the turn of the 21st century. ● In line with the teaching focuses of this topic, explain the background of the policies and their impact in respect of the concepts and functions of the family. For example: <ul style="list-style-type: none"> ➢ Family planning policies reduce birth rates by discouraging the traditions of “early marriage and parenthood (早婚早育)”, the traditional belief that “more children, more blessings (多子多福)” and the family function of childbearing. ➢ Because of the traditional preference for male offspring, many families under the one-child policy seek different methods to have a son, resulting in a serious gender imbalance among newborns. ● Teachers just need to give students a general understanding of the family planning policy in order to support students’ enquiry. <p><u>Group discussion and presentation followed by teacher summary (around 25 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute the worksheets for group discussion (Appendix 7). Divide students into groups, ask them to read the sources on the worksheets and discuss the questions. ● Students present the discussion results (Decide the number of presenting groups depending on the lesson time). ● Summarise based on student presentations and personal knowledge. For example: <ul style="list-style-type: none"> ➢ An ongoing decline in births, with stable death rates, has resulted in a decline in both population growth and population size. ➢ Families have been getting smaller — the average size of a household has fallen from 5.3 in the 1950s to 3.02 in 2015. Nuclear families accounted for over 64% of families in 2015,

Lesson	Learning and teaching strategies and flow
	<p>indicating a shift in family structure in the Mainland from traditional and extended families to small ones.</p> <ul style="list-style-type: none"> ➤ The government’s public policy is a major factor leading to the population decline and transition in family structure. A typical example was the strict family planning policy implemented in the Mainland since the 1980s. ➤ Review what was taught at the start of the lesson, pointing out that Hong Kong experienced a drop in its birth rate during the mid-1960s as a result of the widespread promotion of family planning. While the Mainland enforces a strict family planning policy, Hong Kong has focused its efforts on promotion and education. <ul style="list-style-type: none"> ● Most of the discussion materials consist of statistical data to develop students’ skills in making inferences from data. If teachers feel that students do not have sufficient skills in interpreting the statistical data, it is recommended that brief directions should be given before the discussion.
	<p><u>Case study, student presentations and teacher summary (around 30 minutes)</u></p> <ul style="list-style-type: none"> ● State that the family planning policy has brought about new family structures and family relationships. In particular, the public has paid much attention on the phenomena of “421 families” and single-child becoming “little emperors” in families. ● Distribute worksheets for case study (Appendix 8) while students are still in the same groups. Students read the two cartoons and the case study on the worksheets and discuss the questions on the worksheets. ● Students present the discussion results (Decide the number of presenting groups depending on the lesson time). ● Summarise based on student presentations and their personal knowledge. For example: <ul style="list-style-type: none"> ➤ Analysis of Figures 1 and 2 <ul style="list-style-type: none"> ■ Because of the family planning policy, families are having fewer children, giving rise to an inverted pyramid family structure known as “421 families”. The only children of these families, being the sole focus of their families’ love and attention, live like “little emperors”. ■ The power of traditional concepts and functions of the family could not simply be neglected. The young couple in Figure 1 and the couple in the case study carried heavy burden of elderly care. This suggests that the traditional value of being filial to parents and the role of the family as the support of the elderly are no longer as strong as in traditional society, but are nevertheless still influential. ➤ Using the case studies and the basic concept ‘<u>Tradition and Modernity</u>’, explain the challenges facing the traditional concepts and functions of the family, for example: <ul style="list-style-type: none"> ■ Marriage arranged by parents is no longer the norm and young people are able to make their own decisions about parenthood. (The characters of the case study were free to choose the other half. They delayed parenthood until their

Lesson	Learning and teaching strategies and flow
	<p>career was secure and then gave birth to a son. They did not believe that having more children is always better than fewer.)</p> <ul style="list-style-type: none"> ■ As society advances, the family is no longer an economic unit (The characters of the case studies pursued their own career). The society gradually took over the educational (The character in the case study went to school, completed university and became a professional) and childcare functions of the family (The character in the case study took the son to a nursery). ■ Women’s rising status and the pampering of the only children by family members are challenging the traditional views of male dominance and the traditional authoritative position of the elderly in the family (In the case study, LEE Siu-mei had her own career and LAM Tai-shing had to give in to his only son). ■ The family still serves the function as a source of support for the elderly, despite the decline of multi-generation families (The characters in the case study left their parents’ home after graduating from university, but still fulfilled their obligation to support their parents on a monthly basis). <p>➤ Some family values such as male dominance and arranged marriages should not be preserved. Family values, such as the importance of filial piety, maintenance of parents and family harmony should be preserved. Some changes have to be made in order to continue the functions. In addition to the family support, government policies (social security and retirement systems) and society (elderly homes and elderly care organisations) are used as means to provide support for the elderly.</p> <p><u>Arranging after-class learning activities (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class assignments (Appendix 9) to students and ask them to finish after the lesson. Students write a narrative essay in a role described in the question. Students should write the essay based on the sources in Appendix 9 and their own knowledge. Some hints are included in the assignment. Adjust the requirements on the content and length depending on students’ ability. ● Distribute materials (Appendix 10) for students to read after the lesson to enhance their understanding of only children and “421 families”. ● Ask students to read the basic concepts ‘<u>Family Planning</u>’ and ‘<u>Tradition and Modernity</u>’ after the lesson to consolidate their learning.
5-6	<p><u>Lead-in (around 15 minutes)</u></p> <ul style="list-style-type: none"> ● Review the previous lesson and state that the government’s public policy (i.e. the strict enforcement of family planning) has changed the family structure, and also challenged the concepts and functions of the family. In this lesson, the changes in Chinese families under the new circumstances in the context of the reform and opening-up will be explored. ● Distribute lead-in materials (Appendix 11). Briefly explain the background and meaning of the song “Come Home Whenever You Can

Lesson	Learning and teaching strategies and flow
	<p>(常回家看看)³. Play the song and students read the lyrics carefully. If lesson time allows, ask two or three students to share what they think.</p> <ul style="list-style-type: none"> ● Ask students whether they know what a DINK family is. Based on their answers, state that DINK stands for “Double Income No Kids” families that have become evident after the reform and opening-up. After briefly explaining the meaning of DINK, play the video clip in Source B. The video is taken from a TV programme about DINK families. The excerpt portrays, in a humorous way, the thoughts and daily lives of members in DINK families. <p><u>The first group discussion, student presentations and teacher summary (around 25 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute worksheets for group discussion (Appendix 12) and divide students into groups. Students carefully study the sources in the worksheets and answer the questions. Remind students to discuss by applying what they have learnt in previous lessons about the family planning policy as well as their knowledge of the reform and opening-up. ● Students present their discussion results (Decide the number of presenting groups depending on the lesson time). ● Summarise based on student presentations and their knowledge. For example: <ul style="list-style-type: none"> ➤ Causes giving rise to empty-nest and DINK families: <ul style="list-style-type: none"> ■ After the implementation of reform and opening-up, hundreds of millions of rural migrants flooded into the cities looking for work. Due to the household registration system, these migrants could not take their families with them; the parents had to be left behind in their homeland i.e. Empty-nest families (refer to the basic concept ‘<u>Population Mobility and Household Registration System</u>’ for the rural population working in cities). Meanwhile, young people in cities also chose to move out of their parents’ home for work or for more personal space. This was the cause of empty-nest families in both rural areas and cities. Besides, the reform and opening-up brought Western thoughts and ideas into the Mainland, and may impact the young generation’s decision of not to have children/offspring. ■ The family planning policy has resulted in reduced household size. When the young members of the family move out of the home, their aged parents are left behind at home. For some of the only-children that grew up under the one-child policy, as a result of their upbringing and experience, they long for a laid-back lifestyle without the financial burden of parenthood and constraints from the family, and doubt they could manage to raise children. Therefore, they decide not to have children.

³ Teacher may refer to the “Come Home Whenever You Can (常回家看看)” (theme song for the CCTV’s 1999 New Year’s Gala) entry on Baidu Baike, at <http://baike.baidu.com/subview/758245/6743024.htm>.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ➤ The effect of promotion and legislation on encouraging young people to care for their parents depends on how filial they are and the actual circumstances. An unfilial child might not please his parents even though he fulfills his legal obligation to visit his parents. Teacher may cite a saying from Confucius: “Filial piety nowadays means the support of one’s parents. But dogs and horses likewise are able to do something in the way of support; without reverence, what is there to distinguish the one support given from the other? (今之孝者，是謂能養；至於犬馬，皆能有養；不敬，何以別乎?)” (The Analects, “On Governance” (論語·為政篇)) It states that true filial piety requires not only caring for parents, but also respect. The story of Ms Chen, in Source B, guides students to think about the situation in the Mainland nowadays, where the young generation is facing difficulties in taking care of the daily needs and health of their parents. In view of that, the government ought to strengthen elderly care and encourage more employers to be considerate of employees’ needs to take care of their parents. ➤ Hint students to consider, based on the conflicts between traditional and modern concepts of the family, whether married couples should have offspring. Students should identify the conflicts and give their views on whether these concepts are still valid in modern society, and people’s willingness to give birth.
	<p><u>Extending the mind map and student presentations (15 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute worksheets for individual response and group discussion (Appendix 13). Ask students to complete Part A (Individual Response), and then follow the instructions to extend the attached mind map. ● Ask several students to share their completed mind map (Decide the number of presenting students depending on the lesson time). Give brief responses based on student presentations and focus on assessing whether the inferences shown in the mind map are reasonable.
	<p><u>The second group discussion, student presentations and teacher summary (around 20 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups. Collect and circulate the completed mind maps in class. Discuss the questions on the worksheets. ● Students present their discussion results (Decide the number of presenting groups depending on the lesson time). ● Summarise based on student presentations and their knowledge. For example: <ul style="list-style-type: none"> ➤ The government ought to tackle promptly the issues related to the crisis of ageing population, the upbringing of the only children and the reluctance of young people for parenthood. ➤ The government can make improvements by setting up more elderly care facilities, promoting traditional filial virtues and respect for the elderly, educating parents through different means about proper parenting, and relaxing its family planning policies. ● Summarise what has been taught and done in previous lessons in order to help students understand the context of the issue:

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ➤ Understand the traditional concepts and functions of the family. ➤ The family planning policy and the new circumstances brought by reform and opening-up are critical factors accounting for the changes in the structure of Chinese families. ➤ Changes in family structure have in turn challenged the traditional concepts and functions of the family. ➤ The Chinese Government is in urgent need of tackling the following: the crisis of ageing population, issues related to the upbringing of only children, increase in empty-nest families, day-to-day care and mental and physical healthcare of the elderly, and elderly care burdens among young people. ➤ The above areas of learning are relating to, in varying degrees, the basic concepts '<u>Family Concepts and Functions</u>', '<u>Kinship and Clans</u>', '<u>Tradition and Modernity</u>', '<u>Family Planning</u>' and '<u>Population Mobility and Household Registration System</u>'. <p><u>Arranging after-class learning activities (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class assignments (Appendix 14) to students and ask them to finish after the lesson. The assignment, which is intended as a conclusion of this teaching topic, requires students to put together what they have learnt in previous lessons to consider the effects of, and challenges created by, the family planning policy, and whether the family planning policy should be adjusted. ● Distribute materials (Appendix 15) for students to read after the lesson to help them understand that, over the past 25 years, families in Hong Kong and the Mainland have undergone similar structural changes. Depending on students' ability, briefly explain the reading materials beforehand for their easier understanding. ● Teachers should remind students that the concepts and functions of the family are placed under the module of "Modern China". Students should look at not only issues in the Mainland, but also similar issues in families in Hong Kong and in other Chinese communities. Teacher may also design teaching issues for Theme 2 of this module in the context of Hong Kong⁴.

-- End of learning and teaching exemplar --

⁴ With reference to Hong Kong's family planning programme and in the context of its social, economic and cultural development, teacher may let students explore the impact of the changes in the structure and concepts of families in Hong Kong, and suggest possible solutions. For the evolution and changes in Hong Kong families, teacher may refer to W. K. Chiu, K. F. Ting, B. S. Wan. (2015). "家在香港". Hong Kong: Hong Kong Institute of Asia-Pacific Studies, CUHK. (The research project is sponsored by the Central Policy Unit, HKSAR Government.)

Appendix 1: Worksheet for Lesson Preparation

Study the pictures below and answer the questions:

Figure 1



Source: 馮克力. (2013). *當歷史可以觀看*. Guilin: Guangxi Normal University Press, p. 87.

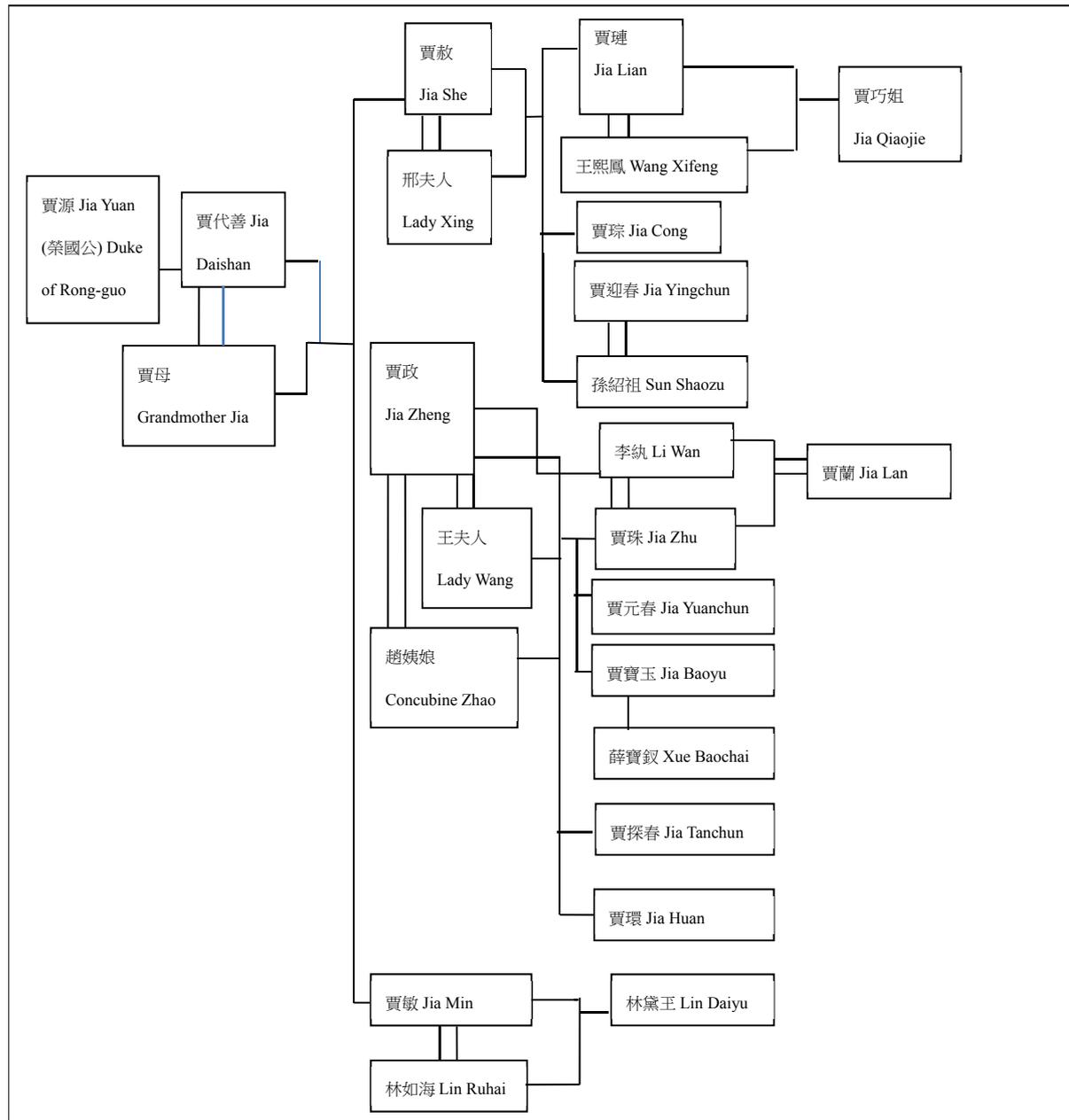
Figure 2



Source: Steering Committee on Population Policy. (2014). *Thoughts for Hong Kong: Public Engagement Exercise on Population Policy*. Hong Kong: Chief Secretary for Administration's Office. p.10.

Appendix 2: Reference Materials for Instruction

Source A: Family Tree of the JIA Clan in *Dream of the Red Chamber* (紅樓夢)



Source: Character Map of *Dream of the Red Chamber* from <http://hk1f4.hklf.org.hk/literary/open/0005/relationships.htm>

Source B

A clan is a community of families with the same family name living in close proximity. The concept of a clan emphasises a common ancestor and a shared family name passed down through generations. In traditional Chinese society, the most important function of a clan is to cement the bond within the community as a unity of families of the same name. The families in a clan look up to the same ancestor. In a clan community, ancestral worship is a way to remind families of their responsibility to pass down and expand the bloodline, as well as to strengthen unity within the clan. Each clan community has its own ancestral hall where wooden tablets for ancestors and a genealogy book are kept. The ancestral hall is used for community-related functions. The ancestral hall is symbolic of the clan and signifies a sense of belonging to the clan.

Source: Excerpted and adapted from Liberal Studies Section. (2015). “Basic Concept: Kinship and clans”. In *Liberal Studies Curriculum Resources Booklet Series – Module 3: Modern China*. Hong Kong: the Curriculum Development Institute of the Education Bureau.

Source C

Filial piety to parents and other family elders is a traditional virtue and the basis of a number of family concepts that characterised traditional China. Filial piety defines the children’s duty to provide care and support to their parents until the end of their life. In traditional society, parents see children as a means of ensuring support for their old age. When someone in the family encounters difficulty, others are obligated to lend their support. In addition to economic, reproductive and religious functions, the family acts as an important educational institution where parents and other family elders teach life skills, social norms and values to their younger generations.

The ancient Chinese civil service system only had 40,000 government officials. In such a large country, the family became an important source of social order. The family’s primary function is to maintain standards of behaviour, morals and order among family members, which is the reason for the high respect for seniority in the family.

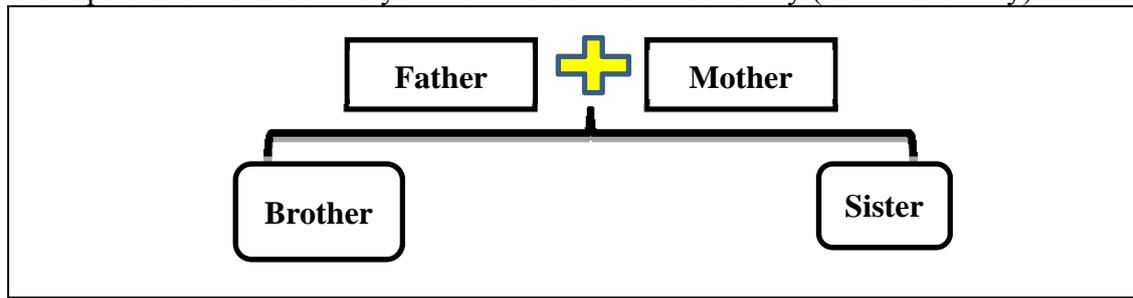
The family is also seen as an important religious institution. The ancestral temple, where ancestral rituals are held, is a reminder of the family’s long passed down traditions. Every clan member is reminded of their duty to maintain the family’s reputation and stay away from misdeeds when entering the ancestral hall. Thus, the custom of worshipping deceased ancestors served as a way to cultivate moral responsibility.

Source: Excerpted and adapted from the following article and book

1. Excerpted and adapted from Liberal Studies Section. (2015). “Basic Concept: Family concepts and functions”. In *Liberal Studies Curriculum Resources Booklet Series – Module 3: Modern China*. Hong Kong: Curriculum Development Institute of the Education Bureau.
2. 劉創楚 and 楊慶堃. (1989). *中國社會：從不變到巨變*. Hong Kong: The Chinese University Press, pp. 45-52.

Source D:

Example of a common family structure in the modern society (Nuclear Family)



Appendix 3: Worksheet for Individual Response and Group Discussion

Part A: Individual Response

Source A

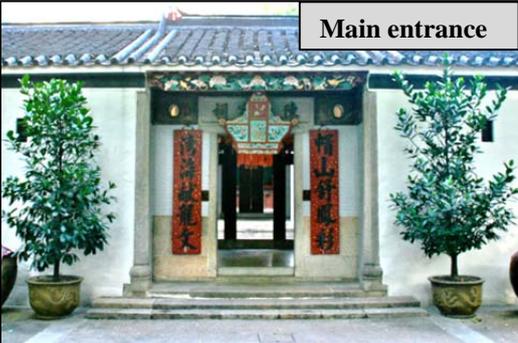
Video 1 : “客家圍村：三棟屋博物館” (Background music only. Watch from 1:15 to 1:46)

Website: <https://www.youtube.com/watch?v=DznQmVDWXQ8>

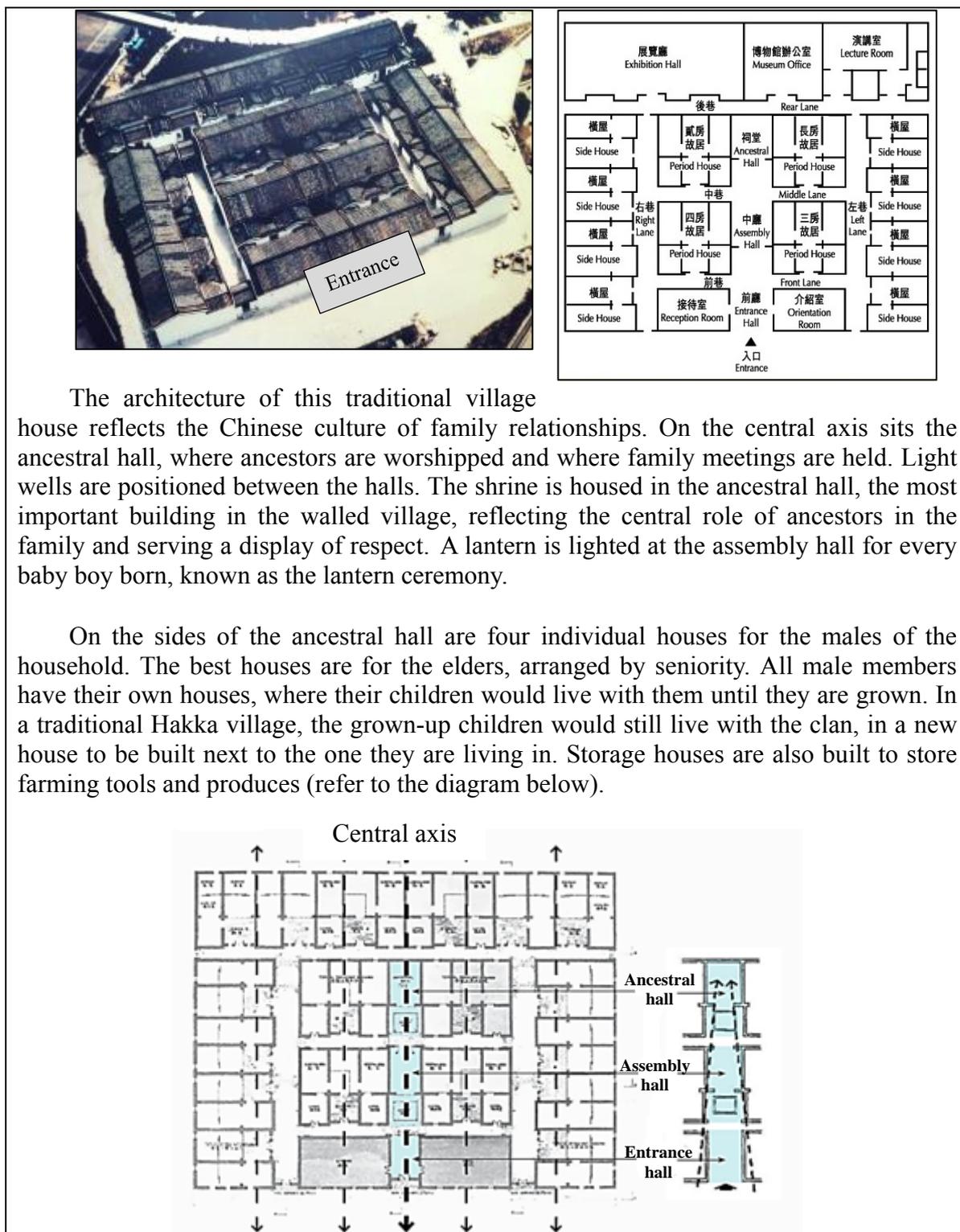
Video 2 : “中國古建築 06：庭院深深” (Putonghua voice-overs accompanied by Chinese subtitles. Watch from 1:55 to 4:20)

Website: <https://www.youtube.com/watch?v=9OpK2qDXdYU>

Source B: Pictures and information about the Sam Tung Uk Museum, Tsuen Wan

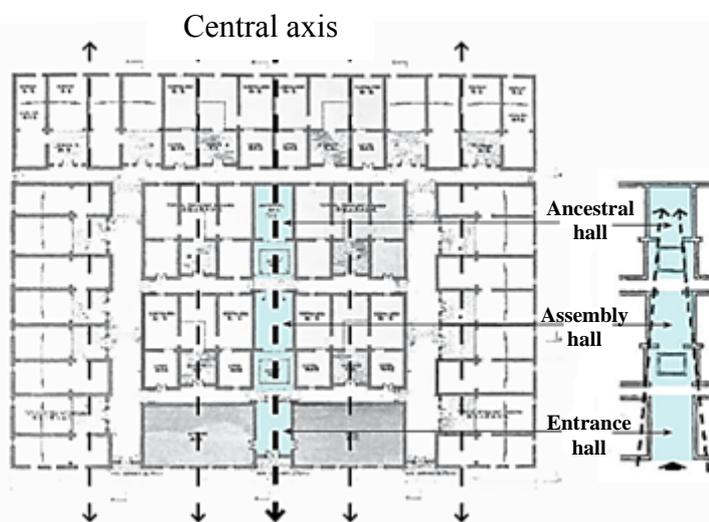
 <p>Main entrance</p>	 <p>Ancestral hall</p>
 <p>Lantern in the assembly hall</p>	

This Hakka walled village was built by the CHAN clan. In 1786, the CHANs came from Guangdong and settled in Tsuen Wan. Due to their different culture, language and customs, the Hakka people had a hard time adapting to the local culture. Together they built walls to defend themselves against pirates and rival clans. Families under the same clan would therefore live together, protected by the village wall. The above three photos show different regions of the village. At the top left corner of the next page is the bird's-eye view of the original village, and on the right is the floor plan of the present Sam Tung Uk. The village consisted of three horizontal rows of building blocks, a typical mode of Chinese architecture, hence the name Sam Tung Uk literally means “three-row houses”. It was declared a monument in 1981, and was restored and converted into a public museum in 1987.



The architecture of this traditional village house reflects the Chinese culture of family relationships. On the central axis sits the ancestral hall, where ancestors are worshipped and where family meetings are held. Light wells are positioned between the halls. The shrine is housed in the ancestral hall, the most important building in the walled village, reflecting the central role of ancestors in the family and serving a display of respect. A lantern is lighted at the assembly hall for every baby boy born, known as the lantern ceremony.

On the sides of the ancestral hall are four individual houses for the males of the household. The best houses are for the elders, arranged by seniority. All male members have their own houses, where their children would live with them until they are grown. In a traditional Hakka village, the grown-up children would still live with the clan, in a new house to be built next to the one they are living in. Storage houses are also built to store farming tools and produces (refer to the diagram below).



Sources: The first three photos were taken by the resources developer. The rest of the text was excerpted and adapted from the following websites, materials and books

1. "Sam Tung Uk Museum". The web page of the Hong Kong Heritage Museum, Leisure and Cultural Services Department. Retrieved from http://www.heritagemuseum.gov.hk/zh_TW/web/hm/museums/samtunguk.html
2. Hong Kong Institute of Architects. (2012). *Architecture in Hong Kong: Teaching Kit for the Appreciation of Architecture in Secondary School Curriculum*. Retrieved from http://minisite.proj.hkedcity.net/hkiakit/cht/LS/lesson_4.html
3. 周家建 and others (2010). *建人建智：香港歷史建築解說*. Hong Kong: Chung Hwa Book Company, pp. 246-247.

Part B: Group Discussion

Below are the stories of six fictitious people living in a village in southern Guangdong in the early 20th century. Following teacher's instructions and based on what was taught in class, discuss and write down, in the table given, how these people's lives are shaped by the traditional concepts and functions of the family.

Story 1: LIU Kai-cho

LIU Kai-cho, now in his seventies, was born in Fukien Province. His ancestors, who moved to Guangdong in the mid-18th century, believed that the clan members should live together to continue the growth and flourishing of the clan. LIU is a father of five sons, four of which have their own family and children already. His youngest son feels he has not yet met the right person and therefore is still unmarried. LIU does not like this and has been telling his son to start a family and have children – preferably sons – for the reason that the fewer members in the clan, the weaker it becomes.

Story 2: MAN CHAN Chung-han

MAN CHAN Chung-han, aged 57, is a wife of the MAN Clan. Since she married into the four-generation family, she has been taking good care of her parents-in-law, devoting herself to serving her husband, raising her children and enjoying her family life. She and her husband have three sons and a daughter. Her husband passed away a few years ago but her children have grown up and have honored her with love and respect. She is able to enjoy her golden years without worry.

Story 3: TANG Yuen

TANG Yuen is a descendent of the TANG clan. The clansmen work on the clan's extensive farmland, supporting each other as they divide the job to sustain the clan. But TANG had a dream to start his own business. Despite his father's opposition, he left home and moved to Guangzhou to pursue his dream. But without connections in an unfamiliar place, his business eventually failed and he had to move back home for support. Since then he has given up on the idea of leaving home again.

Story 4: HAU Shun

HAU Shun is the youngest of his six brothers and is used to obey whatever his brothers would tell him to do. He felt it was unfair and he kept asking himself: "Why do I always have to give in to others?" "Why am I being ordered around by my elders?" Nevertheless, he obeyed his family and do not want to haggle with them. When his father passed away, his eldest brother took over his father's role in the family. He had no complaints, knowing how seniority is valued in the family.

Story 5: YEUNG Ka-shing

Growing up in an extended family, YEUNG Ka-shing is well-educated by his father and confident in handling different people and situations. He understands that when he becomes a father, he will have to nurture the next generation with social norms and values and let them understand the world and interpersonal relationships.

Story 6: PANG Kat-cheung

On festive occasions, PANG Kat-cheung and his family engage in rituals commemorating ancestors. He believes that the spirits of deceased ancestors would offer protection and blessings. He also sees the practice of ancestral worship as a way to foster harmony in the family and unity in the clan.

Question for Discussion

Complete the table below based on the above stories. The sixth case has already been filled in as an example.

Case	Traditional <u>family concepts</u>	Traditional <u>functions of the family</u>	How it relates to their experiences (Explain based on the information given and your knowledge)
LIU Kai-cho			
MAN CHAN Chung- han			

Case	Traditional <u>family concepts</u>	Traditional <u>functions of the family</u>	How it relates to their experiences (Explain based on the information given and your knowledge)
TANG Yuen			
HAU Shun			
YEUN G Ka-shing			
PANG Kat-cheung	Emphasis on family harmony and veneration of ancestors	Religious function	PANG Kat-cheung takes seriously the rituals for deceased ancestors and has everyone in his family take part in the rituals since a young age. He sees the rituals as a way to preserve and pass down the concept of veneration of ancestors, as well as to foster a sense of belonging and harmony within the family.

Appendix 4: Suggested Answers for Discussion (Teacher may decide whether to provide this to students as a reference depending on the circumstance)

Case	Traditional family concepts displayed	Traditional functions of the family displayed	How it relates to their experiences (Explain based on the information given and your knowledge)
LIU Kai-cho	Continuity of the family line, male dominance, emphasis on family and clan bonds	Reproduction; continuity of the clan	LIU's expectations for his children to start a family as soon as possible reflect the emphasis on the continuity of the family's line of descent in traditional families and the reproductive function of family members. He believes in arranged marriages and sees personal preference as less important in marriage choices.
MAN CHAN Chung-han	Role of children as a source of support and care for aged parents; filial piety to parents	Elderly care; source of livelihood security	MAN took care of her parents-in-law in her younger days and received care from her children in her older days. This illustrates the duty of children to support their aged parents who had brought them up. This reflects an example of the role of the traditional family as a source of care and livelihood security.
TANG Yuen	Collective and family-based decision making; Personal preferences are seen as less important	Source of income and livelihood security	TANG's story reflects China's traditional reliance on agriculture. Traditionally, the family has been the unit of economic production and also a unit of consumption. Families lived a self-sufficient lifestyle by farming their own food. In traditional society, individuals living apart from their families might face difficulties, but they could always go back to the family if life outside proved a failure. The family was therefore a system of socioeconomic security.
HAU Shun	Male authority in the family; respect for seniority; harmony among siblings	Maintenance of order	HAU acts in accordance with his obligations to respect his elders and keeps harmony with his siblings. His story also reflects the bond of kinship among family members which bound them to support each other and to conform to the moral and ethical norms. Members of the family live clearly defined roles together in harmony. This story also illustrates the family's role as the basic unit of social order.

Case	Traditional family concepts displayed	Traditional functions of the family displayed	How it relates to their experiences (Explain based on the information given and your knowledge)
YEUNG Ka-shing	Respect for parents; Integrity and sincerity to others	Education	Family education has a deep influence on YEUNG's ways of handling different people and situations. His story reflects the traditional role of the family as the first context where learning about the outside world takes place. Children learn social norms and values from parents through education and daily life. The family has the important function of adapting the individual to society.
PANG Kat-cheung	Emphasis on family harmony and veneration of ancestors	Religious function	PANG Kat-cheung takes seriously the rituals for the deceased ancestors and has everyone in his family take part in the rituals since a young age. He sees the rituals as a way to preserve and pass down the concept of worship of ancestors, as well as to foster a sense of belonging and harmony within the family.

Appendix 5: After-class Reading Materials

Source A

Traditional Concepts and Functions of the Family

- **Reproduction:** Ancient China was an agricultural society, heavily dependent on manual labour, which is the reason why reproduction was a primary function of the family. An old Chinese saying goes, “There are three unfilial acts; bearing no descendant is by far the most unforgivable (不孝有三，無後為大)”. One of the important aims of marriage is for having children to continue the family’s line of descent.
- **Production and consumption:** The family was traditionally an independent unit of production and consumption. The family’s finances were maintained through a gendered division of labour whereby men toiled in the fields while women did sewing and weaving.
- **Care and support:** Since ancient times, the Chinese have considered it a duty for the family to care for its children and support its elder members. This brought rise to the concept of filial piety. Children are expected to provide not only material support to parents, but also emotional support in terms of respect, love and care.
- **Education:** The family played an important role for education in ancient China. Parents would teach children moral norms as well as how to interact with different people and situations. The acquisition of knowledge, on the other hand, was mostly carried out in private schools run by the clan.
- **Emotion and protection:** The bliss of family relationships is traditionally seen as a unique function of the family. In addition, individual families would rely on the extended family to lend support when needed and to resolve conflicts.
- **Maintenance of family interests and political stability:** Traditionally, marriage was defined by family interest and was mostly arranged. Personal choice had little or no impact in the process. In the past, the family’s function in maintaining political stability was evident in marriages among the upper class. Marriage in the upper class was used as a tool of political alliance, which is why social status played a significant role in these marriages.

Changes in Concepts and Functions of the Family in Modern Society

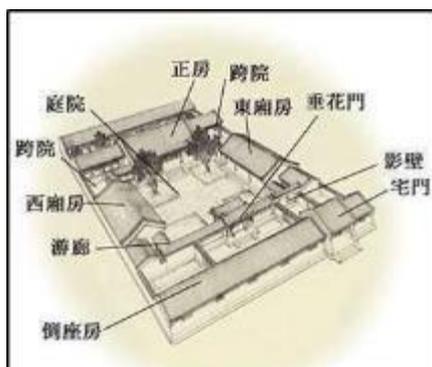
- Modern marriages are characterised by and based on love. Marriage in modern life also helps achieve gender equality. With the growing trend of smaller, nuclear families, married families are exhibiting certain characteristics:
 - The traditional division of labour, whereby men are primary breadwinners and women the family’s primary keepers, is on its way out as more women are stepping out of home. Women are gaining economic status, changing the male-superiority mindset.
 - Married couples rely on each other and value spending time with spouse.

- Marital quality directly affects parent-child relationships.
- Traditional parental authority is gradually weakened. Physical and verbal punishments of children are less common. The trend for most families today is that each member has an equal status and is treated with equal rights.
- Most families have fewer children, and children tend to move out from their parents once they grow up or get married. As a result, families are less likely to experience the harmony in traditional families. Advances in communication technology made it easy to stay in contact with family members living under different roofs. That being said, face-to-face communication is still a better way to foster family ties.
- Modern society demands higher educational level, more specialised knowledge and job skills of the workforce, but such education cannot be given by the family, but by society. Schools became the source of knowledge and vocational training for young people, while the family retained its role of passing down ethical values and cultural customs.
- As the society develops and ageing population is becoming more evident, the government and society have taken over part of the family function of elderly care. For example, the government has established a system of social security and pensions. There are also public, commercial and individually-run nursing homes and rehabilitation centers to provide service and care to the elderly.
- The function of modern families has shifted from production to consumption oriented. The diverse needs of family members on different levels are satisfied through consumption.

Source: Excerpted and adapted from the following articles

1. 周智娟 and 康祥. (2015). “當代中國的家庭變革”. In *Decision and Information*, volume 3.
2. 楊菊華 and 何炤華. (March 2014). “社會轉型過程中家庭的變遷與延續”. In *Population Research*, Volume 38(2).
3. 高曉雷 and 高亮. (2010). “中國家庭功能變遷淺析”. In *Marketing Management Review*, volume 10.

Source B

Architectural Features of a Traditional Chinese Quadrangle

Picture 1: Layout of a traditional Chinese quadrangle

庭院 Courtyard
 正房 Main house
 跨院 Side yard
 西廂房 Western side house
 游廊 Corridor
 東廂房 Eastern side house
 宅門 Entrance gate
 垂花門 Ornamental inner gate
 影壁 Screen wall
 倒座房 Opposite house

- The traditional Chinese quadrangle is a courtyard enclosed by buildings on all four sides. The building positioned to the north is the main house. The buildings facing the east and west are called side houses. This type of residence was first seen from the Yuan and Ming dynasties. The existing quadrangles were mostly built during the Qing Dynasty.
- The layout of the quadrangle and the arrangement of residence are based on the stratified order of seniority followed in ancient China. The main house in the north has the best location and is inhabited by the grandparents. The lady of the house would reside in the room to the eastern end of the main house, while the concubines would reside in the room to the western end. The eastern and western side houses serve as the rooms for younger members of the family. The eldest son would reside in the eastern side house, while the younger son would reside in the western side house. The backside building is for unmarried daughters. The opposite house at the side of the entrance gate is given to servants as their quarters.
- The houses in the quadrangle are placed separately on the four sides. Inside the entrance gate is a screen wall to shield the houses from outsiders' view for privacy. The four houses face a common courtyard. Family members talked with each other in the courtyard and the central walkway, creating a harmonious atmosphere that defines the traditional stereotype of an extended family.
- The layout of a quadrangle reflects different levels of the political hierarchy. Families of commoners live in medium and small quadrangles, while court officials live in bigger ones.
- Many traditional quadrangles in Beijing have been torn down to make way for urban development, generating debates over their preservation.



Picture 2: A typical Chinese quadrangle in Beijing, which was once the residence of late Peking opera artist MEI Lanfang (梅蘭芳)



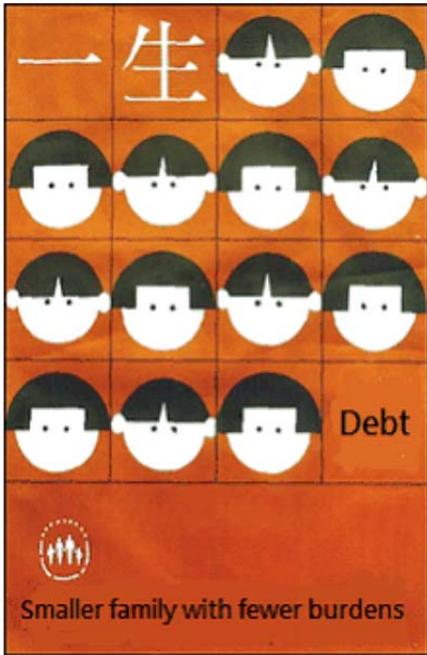
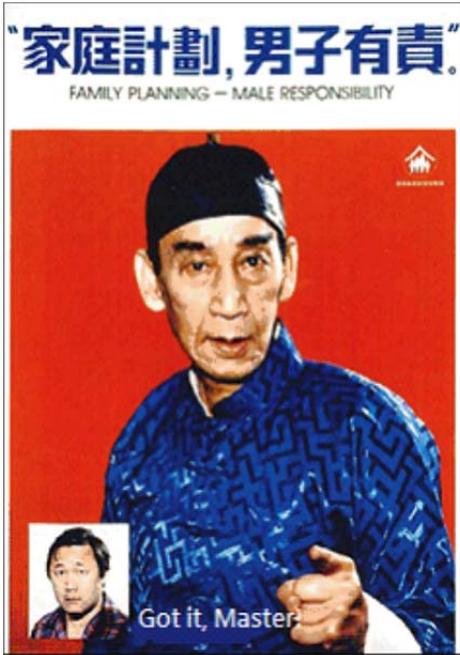
Picture 3: A cluster of quadrangles in Beijing being torn down

Sources:

1. Excerpted and adapted from Liberal Studies Section. (2011). *改革開放後的中國與全球化的發展* (Chinese version). Hong Kong: Curriculum Development Institute of the Education Bureau, p. 70.
2. Picture 1 was taken from http://big5.ce.cn/gate/big5/cathay.ce.cn/file/200706/29/t20070629_12006159.shtml
3. Photos 2 and 3 were taken by the resources developer.

Appendix 6: Lead-in Materials

Source A: Video and posters advocating family planning

<p>Video clip: Two Is Enough (A TV promo from 1975, with Chinese subtitle. Duration: 34 seconds)</p> <p>Website : http://www.famplan.org.hk/fpahk/en/template1.asp?style=template1.asp&content=info/tv-ad.asp</p>	
<p>Picture 1: Poster from 1969</p>	<p>Picture 2: Poster from 1983</p>
	

Source: Pictures were taken from the Family Planning Association of Hong Kong's website (<http://www.famplan.org.hk/fpahk/en/template1.asp?style=template1.asp&content=info/poster.asp>)

Source B: Information on the family planning policy in the Mainland

<p>Video 1 : “有線中國組專題之一孩政策（一）” (Cantonese voice-over accompanied by Chinese subtitles. Please watch from 2:32 to 3:51) Website: http://cablenews.i-cable.com/webapps/news_video/index.php?news_id=457611</p> <p>Video 2 : “鳳凰大視野：十字路口的計劃生育（一）” (Putonghua voice-over accompanied by Chinese subtitles. Please watch from 24:55 to 25:51) Website: https://www.youtube.com/watch?v=ORSbpzL8A-g</p>
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Appendix 7: Worksheet for Group Discussion

Source A: Population growth in the Mainland of China, 1982-2013

	1982	1990	1995	2000	2003	2008	2010	2013
Birth rate (%)	22.28	21.06	17.12	14.03	14.03	12.41	11.9	12.08
Mortality rate (%)	6.6	6.67	6.57	6.45	6.40	7.06	7.11	7.16
Natural population growth (%)	15.68	14.39	10.55	10.55	6.01	5.08	4.79	4.92

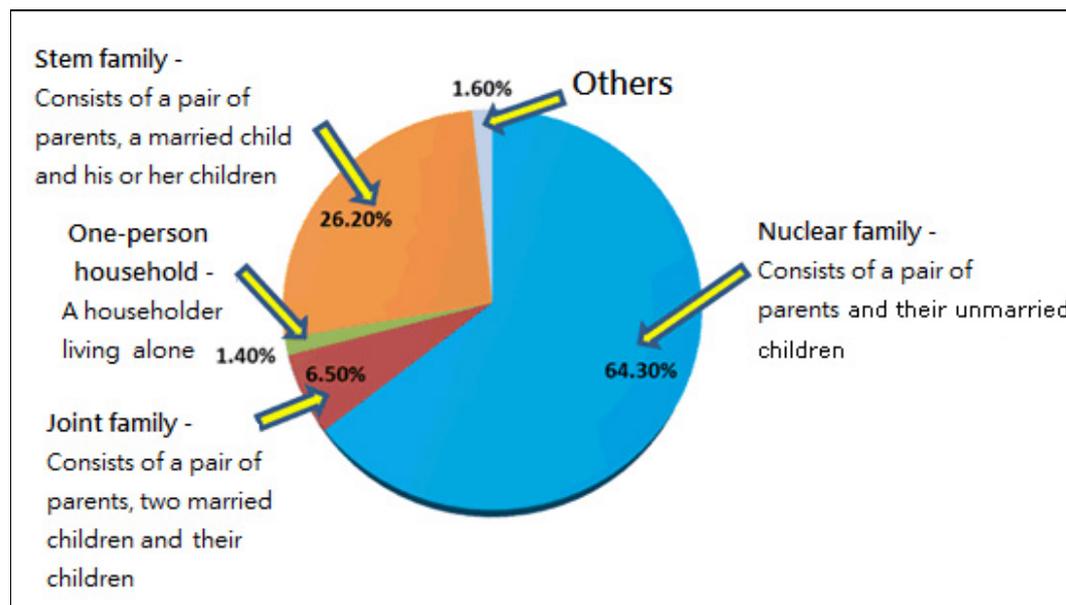
Source: National Bureau of Statistics of China. (2014). *2014 China Statistical Yearbook*. China: China Statistics Press. Retrieved from <http://www.stats.gov.cn/tjsj/ndsj/2014/indexch.htm>

Source B: Average size of Chinese families

Year	Before the 1950s	1990	2010	2015
Average size of Chinese families	5.3	3.96	3.1	3.02

Source: “中國家庭發展報告 2015 (圖解)”. The web page of China Family Culture. Retrieved from http://www.chinafc.org.cn/index.php?option=com_flexicontent&view=items&cid=11&id=4165&Itemid=42

Source C: Types of families in the Mainland at the end of 2014



Source: “新新視點－中國家庭發展報告 2015 (圖解)”. The web page of China Family Culture. Retrieved from http://www.chinafc.org.cn/index.php?option=com_flexicontent&view=items&cid=11&id=4165&Itemid=42

Source D: Changes in the family planning policy

Period of time	Main policy objective	Outline of the policy
1950s	Loose control over and encouragement of childbirth	Mao Zedong was of the view that "China's enormous population is a huge advantage." ⁵ President of Peking University Ma Yinchu advocated control over population growth. The government, however, did not share his opinion. ⁶
1960s	Advocation of birth control	Birth control was implemented in cities and densely populated rural areas to keep population growth at a desirable rate. The National Population and Family Planning Commission was set up in 1964.
1970s	Loose implementation of family planning measures	Late marriage and parenthood were encouraged. Couples are encouraged to increase the age gap between their children and have fewer children.
1980s	Strict implementation of family planning measures	The government clearly set out its policy to "advocate to the general public that every couple has only one child, except in ethnic minority areas." ⁷ In 1982, family planning was adopted into the Constitution as a national policy.
Since early 1990s	Gradual relaxation of family planning measures	A policy was gradually implemented across 31 provinces, cities and autonomous regions in the Mainland, allowing only-child couples to have a second child. In 2011 the policy was implemented in Henan (the most populated province in the Mainland), which was the last province to be covered.
December 2013		Couples with one parent as the only child are allowed to have two children.

Source: Excerpted and adapted from the following article

1. "計劃生育與二胎新政", *Wen Wei Po*. Retrieved from <http://sp.wenweipo.com/2013ertai/>
2. "人口增長：「單獨」生二胎：「計生」生變？", 3 December 2012, *Wen Wei Po*.

⁵ MAO Zedong. (1961). "唯心歷史觀的破產". In 毛澤東選集(第四卷). Beijing: People's Publishing House. Please also see news of the Communist Party of China. Retrieved from <http://cpc.people.com.cn/GB/64184/64185/66618/4488973.html>

⁶ For more details of Mr. MA Yin-chu's perspectives of population control, please refer to MA, Yin-chu. (1979). *新人口論*. Beijing: Beijing Publishing House. (Hong Kong Public Libraries Call Number: 542.1 7133)

⁷ "中共中央關於控制我國人口增長問題致全體共產黨員共青團員的公開信", *Xinhuanet*. Retrieved from http://news.xinhuanet.com/ziliao/2005-02/04/content_2547034.htm

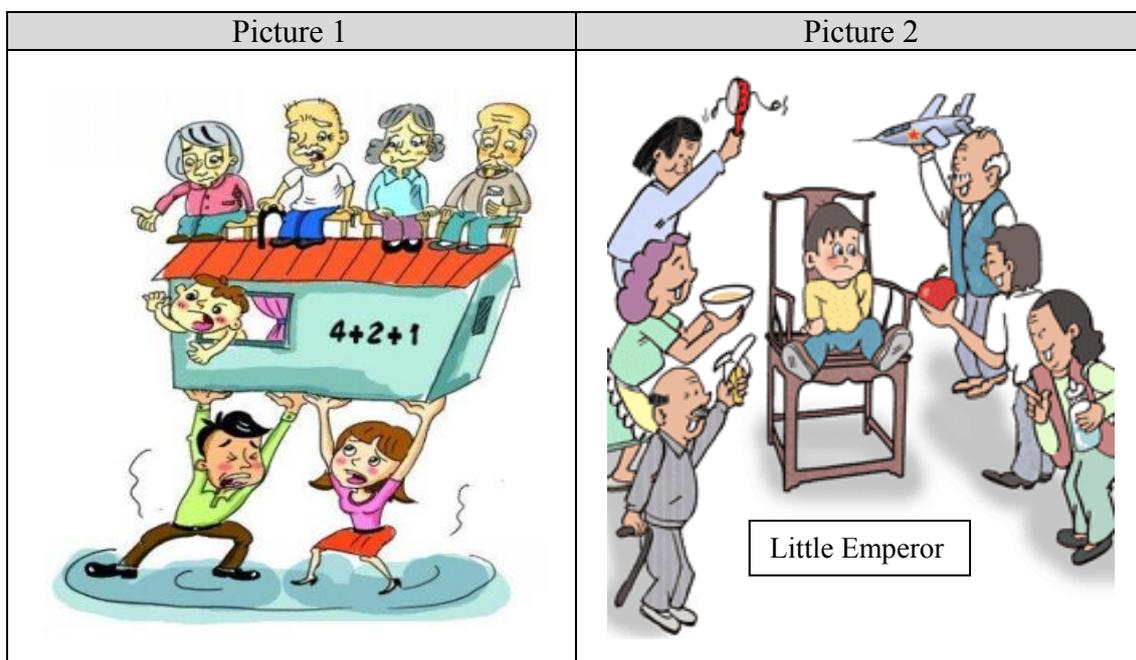
Questions for Discussion

1. With reference to Sources A to C, what changes or trends have occurred in population and family structure in the Mainland? How can you know?

	Changes or trends	From which sources can these changes be observed? Why?
Total population		
Family structure		

Appendix 8: Worksheet for Case Study

Source A



Sources :

1. Picture 1 was taken from <http://news.5068.com/childdedu/taijiao/127440.html>.
2. Picture 2 was taken from http://www.ssbzgs.com/cz/qsyk/201112/t20111201_407806.shtml.

Source B: Case study (The names used herein are fictitious)

Lam Tai Shing and Lee Siu Mei were born in the Mainland in the 1980s and were both only children. In search of privacy, they moved out of the family home after university and rented their own places. Lam and Lee met at a gathering of a friend. Soon after they fell in love, they got married. After getting married, the couple delayed having children to work on their career. They seldom had time to visit their parents. All they could do was sending money regularly to their parents to support their basic living expenses.

Five years into their marriage and with stable careers, they decided to have a child and gave birth to their only son, Mei Shing. Both being working parents, they took Mei Shing to childcare during the day and pick him up in the evening. As a result, they spent little time with their son. With Mei Shing growing up as an only son, his parents tried their best to satisfy his material needs that it came to a point that they pampered and spoiled Mei Shing. Mei Shing has become self-indulgent and rather self-centred. Even Lam, the father, had to set aside the parental authority and adopt a tolerant approach to communicate with his son more easily.

On the other hand, the couple's parents were retired. Despite their middle-class status, the couple has been under growing pressure from supporting four elder parents and a child (in other words, a "421 family").

Questions for Discussion

1. In what ways do you think the cartoons in Source A relate to the family planning policy in the Mainland and the traditional concepts and functions of the family? Explain your answer with reference to Source B and your knowledge.

2. With reference to Source B and what have been taught in the previous two lessons, in what ways do you think the traditional concepts and functions of the family are challenged in modern society? Explain your answer in the table below (Teacher may give hints about, for example, marriage, economy, reproduction, elderly care, education, martial relationship and female status, and parent-child relationship. Part of the first row is filled in as an example).

Traditional concepts and functions of the family under challenge	How is that evident from the case study? Explain and elaborate.
Marriage is generally arranged by parents. The family fulfills reproductive functions: once married, a couple is expected to continue the family's line of descent.	Parents have great influence over marriage in traditional society. But as observed from this case...

Traditional concepts and functions of the family under challenge	How is that evident from the case study? Explain and elaborate.

3. As a follow-up to the previous question, which of the concepts of the traditional family do you think are no longer valid in modern society? Why? As for the traditional concepts of the family that should be preserved, how should they be adapted to the modern world to continue their functions? Explain your answer in the tables below (Part of the first row of each table is filled in as example).

Table 1

Concepts of the family that <u>should not be preserved</u>	Reasons why they <u>should not be preserved</u>
Male-preference and patriarchy in the family	... (State specific reason(s)) has/have risen women's status in modern society, therefore...

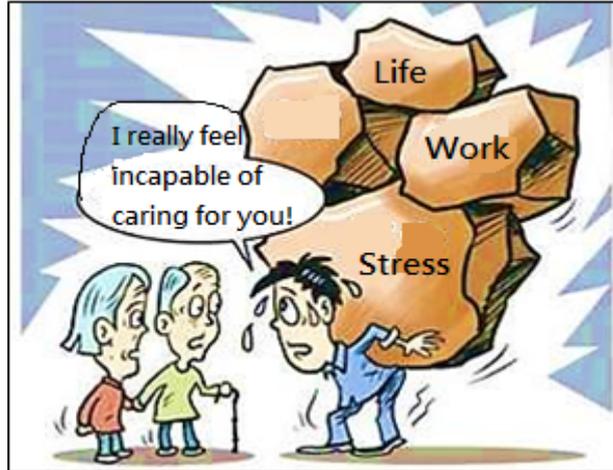
Table 2

Concepts of the family that <u>should be preserved</u>	How these <u>could be adapted</u> to continue its functions
Filial piety to parents	Being filial to parents is the responsibility of children. Children in modern society may not live with their parents like in traditional times. Nevertheless, children could also express their respect and show gratitude to their parent. For example ...

Appendix 9: After-class Assignment

Source A: A cartoon published on a newspaper in the Mainland

The post-80s generation feeling incapable



Source: http://www.china.com.cn/info/node_7103405.htm

Source B

A Mainland newspaper reported a survey taken among 1,612 members of the post-80s generation (40.1% of whom were only children). 74.1% of respondents felt pressured with work and life and incapable of caring for their parents; 68.4% said they were burdened with caring for several elderly family members; 50.1% explained that they lived in a different locality and were unable to take care of their parents from a close distance; and 37.7% expressed doubts about nursing homes and other elderly care facilities.

Source: Excerpted and adapted from “力不從心 74.1%青年 焦慮父母養老問題”, *China.com.cn*. Retrieved from http://www.china.com.cn/info/2010-10/27/content_21214661.htm

Source C

The post-80s generation is considered lucky. They are mostly only children who are loved very much by their parents, until eventually they realised they have become the most pressured social group as a result of all the hopes of the family riding on their shoulders. What is more, they belong to a controversial generation that receives numerous criticisms from the public. On a separate note, the post-80s are finding it difficult to start a small family, and even more difficult to maintain normal functioning of a family after marriage. Unlike in traditional families, they had no siblings to turn to for help, and they shoulder heavy responsibility for both parenting and elderly care. Such is the difficult situation faced by the only-children generation.

Sources: Excerpted and adapted from the following articles

1. “今後靠誰來養老”, 11 March 2014, *China Youth Daily*.
2. “「421 家庭」頂樑柱很疲憊” by 朱雋, 3 June 2011, *Yangcheng Evening News(National Edition)*.

Source D

In a “421 family”, the third-generation only child gains all the attention and love from the family. However, parenting attitudes often differ between the two older generations. Their different perspectives on child-rearing not only have an impact on the child’s education but can ruin family harmony. Scholars have noted that, while fathers are the authoritative figure in a traditional family, the authority in a typical “421 family” goes not to the eldest parent, but the youngest and only child. Over indulgence children tend to result in the arrogant, self-centered attitude of children.

Source: Excerpted and adapted from “「421 家庭」，讓中國青年盡折腰？” by 陳祥蕉 and 解明靜, 3 September 2010, *Nanfang Media(National Edition)*

Source E

China is one of the fastest-ageing countries in the world. In only 2011, its over-60 population grew by 7 million, outnumbering that of Europe combined. It is estimated that, by 2050, the elderly population in China will exceed 400 million, which is more than the U.S. population. Even more worth noting is that in more developed countries, such as Europe, the United States and Japan, population ageing takes place either simultaneously or subsequent to the accumulation of wealth. These societies have a vast accumulation of wealth and a sound pension system to support the retired elderly through their well-earned golden years. China, on the other hand, faces a more difficult situation, resulting from the circumstances that it stepped into ageing society before achieving modernisation.

Population ageing is also an issue for the young generation. Coupled with the low birth rate is the trend of “421 families”, which lack the traditional family support system. As a result, the only-child generation in the Mainland is working hard at work for their future. Even after work, their worries do not stop at the front door of their home and their shoulders are burdened with stress.

Source: Excerpted and adapted from “老化的中國，來不及準備退休金” by 邱莉燕, 1 December 2012, *Global News Monthly*.

Assignment Topic

Imagine you are one of the post-80s described in Source A. Based on the source above, **write a narrative essay** (starting with “I am a “post-80s” in China...” and of 600 to 800 words) describing your growth experience, the stress you encountered and your feelings and views on the following:

- How did your parents take care of you in different stages of your development? How did that influence your character?
- What do you feel about and how do you respond to the public criticism on only children?
- What pressure do you feel at work and at home? How will you deal with them?
- How do you feel about rearing the next generation? If possible, would you consider a second child and why?
- What assistance, other than parental support, would you like from the government? (Hint: Take into account China’s capacity in the severe population ageing context)
- Others (if any)

Intention of Assessment

Assessment Focus

In this assignment, students are required to study the sources and write a narrative essay from a specified perspective (a post-80s in China), aiming at assessing students' understanding and skills to use the concepts of "Family Concepts and Functions", "Kinship and Clan" and "Family Planning". Students express their views and opinions from a particular role. For assessment focuses, students should be able to write an essay based on the given information and their understanding, to demonstrate their skills in summarising, narrating, analysing, problem solving, commenting and providing suggestions.

Expected student performance

- Knowledge
 - Students write a narrative essay based on the provided list of questions to demonstrate their understanding of the following:
 - Most only children grow up surrounded by the love of their parents, resulting in them being self-centered, capricious and dictatorial.
 - Some see only children as over-protected, vulnerable to difficulties and stress, and uncompromising. Students may comment on these opinions.
 - Provide solutions for the stress (of work, parenting, and elderly care) experienced by only children.
 - Consider whether to have a second child, taking into account factors such as personal experience, the traditional family support system, and present and future family burdens.
 - Understand the country's situation and suggest elderly care policies, including: flexible retirement policy; provide assistance to and encourage the establishment of elderly care and nursing homes in the private sector; and put into place a social security system in the context of national economic development, in order to meet the day-to-day living and medical needs of the elderly.
 - Other relevant opinions.

- Skills
 - Understanding the context of the role they are playing accurately and expressing personal views and opinions.
 - Applying knowledge and concepts in analysing of the phenomenon in the sources.
 - Suggesting solutions to the root of the problem based on the resources available and the limitations faced.
 - Extracting and interpreting the key message(s) of the textual data with examples.
 - Giving constructive suggestions to solve the existing problem.

Appendix 10: After-class Reading Materials

Source A

China introduced a nationwide family planning policy in the 1980s. A large majority of the urban population born after the policy are only children. After implementing the policy for three decades, the number of one-child generation has exceeded 100 million, a portion of which have become parents and are on the way to become a dominant force in the Chinese society.

The one-child generation is the recipient of abundant love, attention, and parental resources of two generations. They easily have access to the best provision within the ability of their parents and grandparents. That being said, they are under immense pressure as a result of all the hopes of the family riding on their shoulders. Growing up with an extraordinary amount of care and resources, many of the one-child generation lacks a sense of responsibility, as well as problem solving and social skills. They tend to be self-centered, but faced with difficulty developing a self-image. They are often over-pampered, but incapable of love and being loved, and lack empathy.

On the other hand, the one-child generation has little experience in living under the same roof with family members of their age. As a result, their concept of family bond is confined to that with the direct parental bond. The bond with non-linear relatives has been greatly weakened among the one-child generation. They have never experienced growing up with siblings and living in an extended family.

Sources: Excerpted and adapted from the following articles

1. “在一孩新世代脫穎而出” by 李臻, 23 June 2015, *Hong Kong Economic Journal*.
2. “重構獨生子女的親情觀” by 楊鑫宇, 24 January 2015, *People's Daily (Overseas Edition)*.

Source B

The weaknesses in the only children's personality development are not inborn but influenced by the environment and education they receive. The indulgence of only children should be remedied by the society as a whole.

First, a shift from overprotective family education is necessary. Children need the right amount of love and nurturing of the abilities of independence, self-management, to be diligent and thrifty, and to work through difficult times. Each family should also make an effort to cultivate the concept of love in children, in order to enable them to appreciate themselves and those around, as well as to care for others and society.

Secondly, schools can do more to enhance children's psychological well-being, help the only children develop their ways of learning and assist them to acquire life skills. On the social level, different forms of media can be used to guide the only children toward positive values and foster a strong sense of social responsibility.

Source: Excerpted and adapted from the following article

- “獨生子女「任性病」，還需開好社會診方” by 張培國, 19 January 2015, www.cnhubei.com.

Source C

Since the implementation of the family planning policy, the first only-child generation has grown up to the age for marriage. This has given rise to a family structure formed by a pair of only children - the “421 family”, which consists of four elderly parents, a couple and an unmarried child. This new form of family structure has created a range of new social issues. The “421 family” is an inverted pyramid family structure and is the weakest family structure. First, the future of two families is tied to a single child. Second, unlike in traditional families, being the sibling-less couple in a “421 family” can be very stressful. As the core member of the family, they need to support four elders and one child.

Social development is increasing the demand for individual capacity. Workplace stress is the biggest problem facing young couples. Parents always pinned high hopes on their children, which is the reason why they are keen on giving the best living condition and education to their children, and create even more intangible stress for the young couple. The support for elderly parents creates only more demands on couples.

The family has long been the primary source of support for the elderly in China. A saying that has been around for years is, “rear children for old age; and store up grains against famine (養兒防老、積穀防饑)”. However, changes in family structure have led to problems faced by only children, such as financial pressures and lack of time to take care of parents. In addition to the financial pressure, a family with four elderly members can lead to difficult relationships and disputes in the family.

In short, the arrival of the “421 families” era has put more stress than ever on the young generation.

Source: Excerpted and adapted from the following articles

1. “现代家庭的倒金字塔模式----析「421」家庭面臨的困境” by 李鹤, 2012 no.12, *Yu Wen Xue Kan*.
2. “421 家庭” by 熊培雲, 23 October 2010, 23 October 2010, *The Beijing News*.
3. “中國迎來「421 家庭」時代 當代青年壓力空前”, 25 August 2010, *China News Service*.

Appendix 11: Lead-in Materials

Source A

Video: “Come Home Whenever You Can (常回家看看)”
(Putonghua accompanied by Chinese subtitles. Watch from 00:00 to 02:27)

Website: <https://www.youtube.com/watch?v=ldBun5Iblrg>

Lyrics: Find some time to go home, with your child.
With smiles and wishes, go home with your beloved.
To listen to mom’s nagging, to enjoy papa’s treat.
Tell your troubles to mom, talk about your job to papa,
go home, wash dishes for mom.
Parents’ hope is not about our achievements,
it is never easy to be together.
Always go home, go home, help papa massage his back.
Parents’ hope is not about our achievements,
Parents always worry about us and want us to be safe.

(找點空閒 找點時間領着孩子 常回家看看
帶上笑容 帶上祝願 陪同愛人 常回家看看
媽媽準備了一些嘮叨 爸爸張羅了一桌好飯
生活的煩惱跟媽媽說說 工作的事情向爸爸談談
常回家看看 回家看看 那怕給媽媽刷刷筷子洗洗碗
老人不圖兒女為家做多大貢獻 一輩子不容易就圖個團團圓圓
常回家看看 回家看看 那怕給爸爸捶捶後背揉揉肩
老人不圖兒女為家做多大貢獻 一輩子總操心就問個平平安安)

Song description: Composed in 1998, “Come Home Whenever You Can (常回家看看)” is a song expressing children’s love towards their parents and parents’ feelings about their children. It reminds the younger generation of their family and that they should often visit their homes despite being busy. Amid the trend of population ageing in the Mainland of China, the song is a synonym of elderly care and a colloquial expression.

Source: The lyrics and description of songs were excerpted from “Homecoming”. Retrieved from <http://baike.baidu.com/subview/758245/6743024.htm>.

Source B

Video: “直擊丁克夫妻現象 電視劇夫妻那些事引起風潮”
(Putonghua voice-over accompanied by Chinese subtitles. Watch from 0:41 to 01:19)

Website: <https://www.youtube.com/watch?v=76suTflvDMo>

Appendix 12: Worksheet for Group Discussion

Source A

In the Mainland, the elderly population aged over 60 went beyond 200 million in 2013 and is growing at an annual pace of 10 million. According to the figures published by National Health and Family Planning Commission in May 2015, the number of empty-nesters (older parents who do not live with their children) shared a half of the elderly population. The elderly living in rural areas encounter more difficulties compared to those living in urban cities. For instance, 47% of the former lack money to support their living and 42.3% think that they are more prone to illnesses. Both figures are higher than that of the latter by 10%.

In order to encourage children to show more filial respect to their parents and keeping them company more often, organisations for elderly welfare in the Mainland proposed a “new standard for 24 behaviours that represent filial piety” (新二十四孝), under which children are asked to “teach parents about the Internet”, “say aloud your love to your parents”, “take parents to regular body checks”, “travel with parents to a new place or visit old places” and so on. This movement aims to arouse the young generation’s awareness of filial piety, especially those single children that used to be self-centered. Besides, the government amended the *Law on Protection of the Rights and Interests of the Elderly* (“老年人權益保障法”) in late 2012, under which “family members who live separately from the elderly should often visit or greet them” as provided by law in Section 18, Chapter 2, in order to urge children to fulfill their responsibility for mental caring of elderly by legislative means.

Source: Excerpted and adapted from the following articles

1. “空巢老人過億 中國陷入「未富先老」困境”. The website of Ta Kung Pao. Retrieved from <http://news.takungpao.com/hk/mainland/focus/2015-02/2926115.html>
2. “新 24 孝行動標準發佈 呼籲每週給父母打電話”, *China.com.cn*. Retrieved from http://news.china.com/zh_cn/domestic/945/20120814/17371133.html
3. “2015 家庭發展報告：空巢老人佔老年人總數一半”, *Xinhuanet*. Retrieved from http://news.xinhuanet.com/politics/2015-05/13/c_127796667.htm

Source B

Parents used to “rear children for old age (養兒防老)”, but now it is very unlikely for them to live with or live close to their children. Cases similar to Ms Chen’s experiences below can be found in the country every day.

Graduated from university 12 years ago, Ms Chen, born in a county in Gansu province, stayed and worked in Hangzhou city, Zhejiang province. She makes one to two visits to her parents in Gansu province every year. When her mother was diagnosed with cancer this year, she started facing problems of being distant from her parents. “I have applied for a leave from work twice. I felt exhausted by travelling back and forth, and my supervisor scowled,” said Ms Chen. It is just the start of her difficulties, with her grandfather and grandmother living in Hubei province far away from her. She sighed with emotion, “if the four elder parents fall sick or need mobility aid, my husband and I would have no idea what to do.”

Source: Excerpted from “最大的牽掛 最痛的距離”, 11 May 2015, *Guangzhou Daily*.

Source C

“丁克” is the Chinese transliteration of “DINK”, which is an acronym for “Double Income No Kids”, referring to families consisting of a fertile couple who decide not to have children. The West has the term “child-free” to refer to couples not having children due to their discretion but not infertility.

DINK families began to appear in developed European countries and the United States in the 1980s, and later in the Mainland. They first appeared in coastal cities and gradually in inland regions. This shows how the spread of western mindsets, as a significant external factor, attributes to the emergence of DINK families in the Mainland.

Sources: Excerpted and adapted from the following articles

1. 陳建偉. (August 2013). “從多子多福到丁克的轉變看我國生育觀念變遷”. In *哈爾濱學院學報*, volume 34(8).
2. 吳海華. (November 2010). “從丁克家庭看現代社會生育觀念的轉變”. In *太原師範學院學報 (社會科學版)*, volume 9(6).

Source D

Giving birth to more children has been a traditional way of building wealth for the Chinese. But the post-80s growing up in diversified lifestyles under the family planning policy have changed their perceptions about marriage and parenthood. With the trend of DINK families, more and more young families are accepting a child-free lifestyle.

Young people who choose to form a DINK, child-free household are considered unfilial in the eyes of the elderly. While for young DINK couples, they chose not to have children either to avoid extra burdens in their lives, or because they, being only children, do not consider themselves mature enough to take up the heavy responsibility of child-rearing.

Sources: Excerpted and adapted from the following articles

1. “如此「丁克」你會接受嗎?”, 23 January 2015, *三峽晚報*.
2. “單獨二孩生 vs 不生”, 25 November 2014, *Guangzhou Daily*.

Questions for discussion

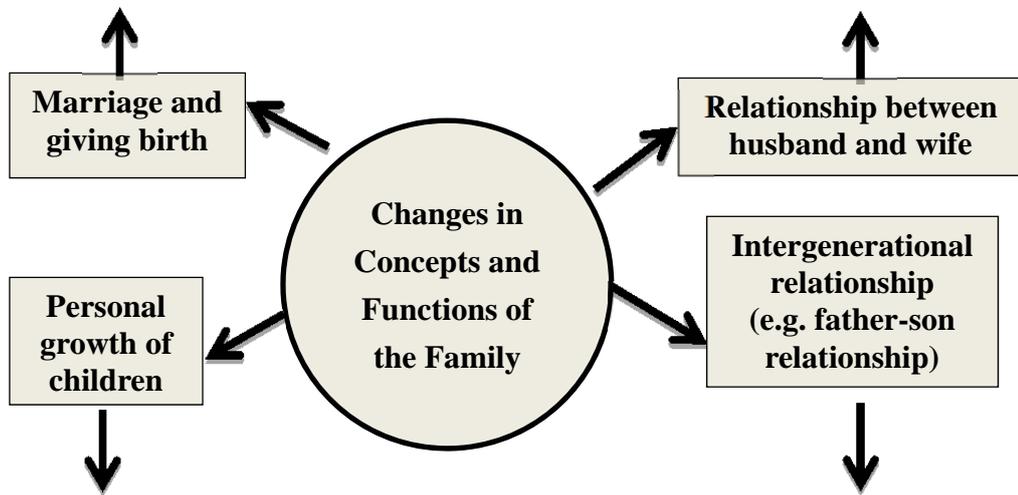
1. What are the causes of the increase in empty-nest families and DINK families? Based on the above sources and your knowledge, explain your answers in the table below from the perspectives of the family planning policy and the new circumstances after the reform and opening-up.

Family Planning Policy	Causes for the increase of empty-nest families
	Causes for the increase of DINK families
New circumstances after the reform and opening-up	Causes for the increase of empty-nest families
	Causes for the increase of DINK families

Appendix 13: Worksheet for Group Discussion

Part A: **Individual response:**

Putting together what you have learnt in the previous sessions, extend the mind map below to the best of your ability, and describe the different problems caused by the changes in concepts and functions of the family.



Part B: **Group discussion**

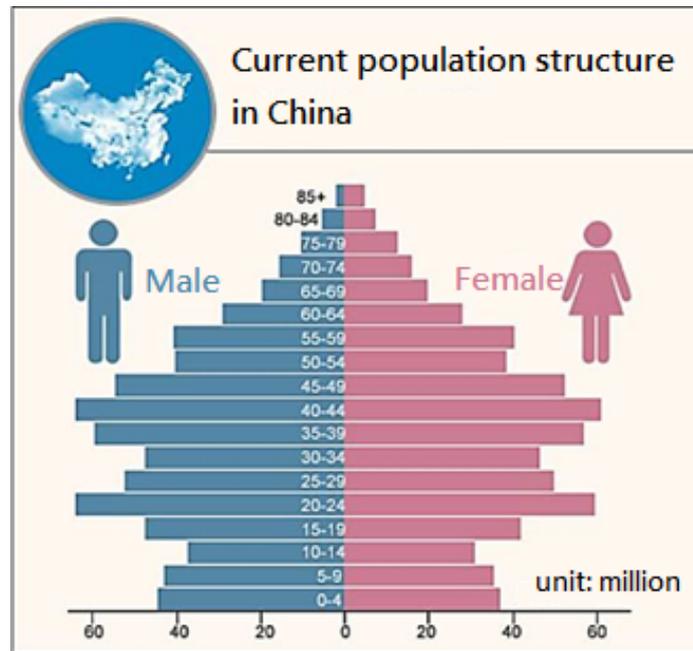
Gather and circulate the mind maps in your group. After reading the mind maps, discuss the following questions:

Among the problems caused by the changes in concepts and functions of the family, which two (arrange them in priority order) are the most urgent ones that require immediate government action and why? Could you give any suggestion for the government?

	Reason(s) why the government should take prompt actions	Suggestion(s)
Problem 1		
Problem 2		

Appendix 14: After-class Assignment

Source A: Population pyramid of the Mainland in 2012



Source: Excerpted from “二胎〈放生〉”, 2012, *Wen Wei Po*. Retrieved from <http://sp.wenweipo.com/2013ertai/>

Source B: Population figures of the Mainland

- The total population in 2012 exceeded 1.35 billion.
- The birth rate, death rate, and natural increase reached 12.1%, 7.5% and 4.95% respectively.
- The number of women within childbearing age (between 15 and 49) amounted to 380 million in 2011.
- The percentage of elderly population aged 60 and above was 13.26% in 2010, while total elderly population went beyond 200 million in 2013.
- The gender ratio of newborns has been over 115 (number of male per 100 female) since 1994, a peak at 121.2 was recorded in 2004 and the ratio remained as high as 117.7 in 2012.

Source: Excerpted and adapted from “二胎〈放生〉”, *Wen Wei Po*. Retrieved from <http://sp.wenweipo.com/2013ertai/>

Source C

Since the Standing Committee of the National People's Congress (NPC) approved the resolution in December 2013 allowing a second child for couples with one parent being a single child, there has been increasing voices supporting a nationwide two-child policy.

In January 2015, 39 demographers from 21 tertiary institutions issued a joint proposal to point out that for the past two decades, the birth rate in the Mainland has been lower than the required level for alternation of generations, while the number of women within the peak childbearing age between 23 and 30 is expected to decrease sharply by 40% in the next decade.

Meanwhile, the working-age population has been on the decline with increasing burdens of elderly support as a result of the rapidly ageing population. Considering that reasons supporting birth control in the past no longer suit the current population trend, the government should completely abolish its birth control policies restricting the number of births. The longer the policies are in place, the harder the exit is likely to be.

Besides, some scholars suggested that simple relaxation of the family planning policy does not necessarily lead to a rebound of birth rates, nor is it an effective solution to the ageing population crisis. Traditional values like “rearing children for old age (養兒防老)” or “having descendants to inherit the family name (傳宗接代)” are fading out from the younger generation's mindset. Instead, they prioritise the pursuit of career achievement, enjoyment of living and freedom without children. In the past, it was the poor who tended to have more children to pin hopes on them; it is now the rich, who are able to afford high costs for a child, that are more willing to have children. Moreover, the formulation of population control policies is not a stand-alone issue, and needs to be coordinated with relevant policies concerning household registration, elderly care and education.

Source:

1. Excerpted and adapted from “放開二孩呼聲再起 39 學者籲促生育自由”, 2 March 2015, *Caixin.com*. Retrieved from <http://china.caixin.com/2015-03-02/100786969.html>
2. “我們需要一場生育政策大討論”, 9 February 2015, *The Economic Observer*.
3. “單獨二孩：談論很熱 實踐不多”, 23 November 2014, *Tonight Newspaper*.

Source D

In October 2015, during the Fifth Plenary Session of 18th CPC Central Committee, the Communist Party of China announced that it would “fully implement a policy of allowing each couple to have two children as an active response to an ageing population”. According to the deputy director of the National Health and Family Planning Commission, as the two-child policy comes into force, China's total population is expected to reach 1.45 billion by 2030, with its labour force aged between 15 and 59 rising by about 30 million by 2050. In addition, this deputy director also stressed that based on official estimates, while the full implementation of the two-child policy would lead to slightly increased pressure on China's resources and environment, levels of the nation's energy and grain supplies, however, are still well within the acceptable range.

Source: Excerpted and adapted from “二孩催谷 峰值年出生 2000 萬 相當於年增一澳洲 2030 年人口 14.5 億”, 31 October 2015, *Wen Wei Po*.

Questions

- (a) According to Sources A and B, what will be the challenges facing the Mainland in the future population development?
- (b) With reference to the above sources and your knowledge, could the full implementation of two-child policy effectively cope with the challenges of future population development in question (a)? Explain your answers.

Intention of Assessment

Assessment Focus

The sources of the question include the population pyramid of the Mainland in 2012, population figures and excerpts from different opinions on whether the family planning policy should be adjusted. Students' understanding of the challenges facing the Mainland in terms of future population development and their opinions on whether the Chinese Government should adjust its family planning policy would be assessed. Students should be able to apply concepts such as "Family planning" and "Family Concepts and Functions" and their knowledge of the ageing population problem, cite appropriate examples, and provide analysis and judgment from different perspectives. For the assessment focus of students' enquiry skills, students should be able to interpret graphs, figures and texts, express personal opinions.

Expected student performance

- Knowledge
 - For question (a), students should identify the challenges facing the Mainland in terms of future population development, with reference to the population pyramid in Source A and the population figures in Source B. For example: the worsening of the ageing population problem is increasing the burden on elderly services; the gradual decrease in the young labour force is hindering economic development; and the huge gender ratio difference could threaten social stability.
 - For question (b), students should identify whether the full implementation of two-child policy are effective in coping with the challenges of population development, with reference to the above sources and based on the actual situation in the Mainland. Viewpoints for or against the issue are both acceptable as long as students provide justification and relevant examples to support their views.

- Students in favour of the policy may suggest that the country is now facing the pressing population crisis (ageing population, dwindling labour force). The full implementation of the two-child policy serves the purpose of promoting childbirth, thereby increasing the labor force and alleviating the problem of aging population. Besides, the Government has estimated the pressure of increased population within a tolerable range, so the policy is feasible and effective.
 - Students who think that the policy is not effective may point out that the young people in the Mainland have changed their perceptions about childbearing and do not opt for “more children, more blessings”. They may not give birth to more children after the relaxation of family planning policy, so the population will not rise drastically. Besides, the birth control policy must be complemented by other policies, while the central government did not allow couples in which one is an only child to have a second child until the end of 2013. In just two years, the two-child policy was unveiled. Therefore, in the absence of sufficient support, the policy would achieve limited success or even have a significant negative impact.
- Skills
 - Transforming graphs, figures and texts into structured knowledge and concepts.
 - Applying knowledge and concepts in analysing the phenomenon in the sources.
 - Giving appropriate response with a clear personal stance.
 - Considering the advantages and disadvantages of the policies from different perspectives, and providing sound evidence to support their views.

Appendix 15: After-class Reading Materials**Structural Changes in Hong Kong Families**

Amid the impact of industrialisation, modernisation and globalization, Hong Kong has seen dramatic structural changes in its families over the past 25 years (1986-2011). The major trends include the following (citing three trends from the original article):

- **Smaller household size:** Hong Kong's population increased from 5,495,488 to 7,071,576 by 28.7% between 1986 and 2011, while the number of households rose from 1,452,576 to 2,368,796 by 63.1%. The growth of households doubled that of population, while the average household size decreased from 3.7 to 2.9, indicating a dwindling family size. The ratio of households with six people and more saw the most significant change, jumping from 16.0% to 3.3%, while the percentage of one-person and two-person households increased from 14.8% and 16.3% to 17.1% and 25.2% respectively.
- **Sub-replacement fertility:** Birth rate is an indicator of the public's willingness to start families. Due to higher age at first marriage and lifelong unmarried ratio, the local crude birth rate has been falling from 35.0‰ in 1961 to 19.7‰ in 1971, 16.8‰ in 1981, 12.0‰ in 1991, and 7.2‰ in 2001. Despite a rebound to 13.5‰ in 2011, it is still well below the replacement level⁸.
- **Growing number of one-person households and singleton elders:** Over the past 25 years (1986-2011), the proportion of one-person households rose from 12.9% to 17.1% by over 30%. The age distribution of singleton has also undergone significant changes:
 - Due to the rising marriage age of both male and female, the proportion of singleton teenagers decreased from 19.5% to 8.0%.
 - Due to the rise in divorced and never-married individuals, the number of one-person households aged between 30 and 64 increased from 55.1% to 62.4%, well above that of singleton teenagers and elders.
 - With the growing elderly population and a tendency towards small and nuclear families, the number of singleton elders rose from 25.4% to 29.5%, with a majority being female. Elderly care policies, in particular measures to help settle the increasing number of singleton elders in their original residences, is an important aspect of elderly services.

Sources: Excerpted and adapted from the following article
尹寶珊 and 羅榮健 (2015). “過去與現在的家庭形態走向”. In CHIU Wing-kai, TING Kwok-fai and WAN Po-san. (2015). *家在香港*. Hong Kong: Hong Kong Institute of Asia-Pacific Studies of the Chinese University of Hong Kong, pp. 15-41.

⁸ Below replacement level refers to a total fertility rate below 2.1, i.e. each woman gives birth to less than 2.1 children in average during their lifetime. The total fertility rates of Hong Kong in 1971, 1981, 1991, 2001, 2011 are 3.459, 1.933, 1.281, 0.931 and 1.204 respectively.

**Senior Secondary Liberal Studies
“Modern China” Module
Learning and Teaching Exemplar (5)**

**Understanding the
Inheritance and Development
of Customs from
Traditional Festivals**

A. Basic information of the exemplar

Topic	Understanding the inheritance and development of customs from traditional festivals
Relevant modules, themes and questions for enquiry	<p>Leading Module 3: Modern China; Theme 2: Chinese’s reform and opening-up</p> <ul style="list-style-type: none"> ● To what extent have the traditional concepts and functions of the family been maintained in modern Chinese life? Why? ● Why do some traditional customs sustain and flourish in modern Chinese society while others do not? ● To what extent are these traditional customs of significance to modern Chinese society?
	<p>Related Module 3: Modern China; Theme 1: China’s reform and opening-up</p> <ul style="list-style-type: none"> ● How have the changes in living standards and the way of life been viewed across the whole country? ● To what extent have the reform and opening-up affected the overall national strength of the country?
	<p>Related Module 4 : Globalization</p> <ul style="list-style-type: none"> ● Does globalization promote homogeneity or diversity in culture and values? Does it bring mutual rejection or integration and evolution?
	<p>Related Module 6 : Energy Technology and the Environment; Theme 2 : The environment and sustainable development</p> <ul style="list-style-type: none"> ● What responses could be made by different sectors of the society, governments and international organisations regarding the future of sustainable development?
Overall design rationale	<p>This exemplar starts by exploring Chinese traditional festivals to guide students understand the characteristics and meanings of Chinese traditional customs, as well as the challenges and opportunities of its continuity and development in modern society.</p> <p>In the light of the Chinese Government’s initiative to designate traditional festivals as statutory holidays from 2008, the Exemplar attempts to explain the implications of such arrangements from the perspective of cultural heritage, based on which to bring out the cultural meanings behind the traditional Chinese festivals and related customs. In the subsequent lessons, students will examine why traditional customs “change” or “do not change” in modern society and how they are inherited, and also explore whether the celebration of western festivals may pose a threat to traditional culture making it forgotten. Students will make suggestions on the inheritance and development of traditional Chinese festivals.</p> <p>The entire exemplar focuses on Theme 2 in Module 3, supplemented by some of the enquiry questions in Theme 1 under the present module, as well as those in Theme 2 under Modules 4 and 6. Therefore, this exemplar is cross-modular and cross-thematic. In addition to the examples from the Mainland, the exemplar includes examples from Hong Kong during group discussions in class and after-class assignments, so as to reveal the issues related to Theme 2 in Module 3. Relevant examples from the Chinese communities can also be used as learning and teaching materials.</p>
Time required	5 lessons (40 minutes per lesson), around 200 minutes in total

Learning objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> ● To understand the cultural and ethical implications behind traditional Chinese customs. ● To understand the challenges and opportunities of traditional Chinese customs in modern society. ● To explore the directions and approaches of inheriting the Chinese traditional customs.
	<p>Skills:</p> <ul style="list-style-type: none"> ● To collect and summarise information from different sources. ● To apply relevant knowledge and concepts when studying issues. ● To interpret data from different perspectives. ● To consider and comment on different views in examining issues. ● To put forward feasible suggestions and appropriate solutions. ● To communicate in oral and written expression.
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To adopt an open and tolerant attitude towards other people's views and values. ● To show respect and appreciation for one's own culture and other cultures, and adopt a positive attitude towards the inheritance and development of traditional customs.
Basic concepts for application	Customs, family concepts and functions, tradition and modernity, overall national strength, cultural imperialism, global and local culture, sustainable development
Relevant learning experiences at junior secondary levels	Having studied various subjects in a range of key learning areas such as Chinese Language, and Personal, Social, and Humanities Education, students in junior secondary levels are expected to have a preliminary understanding about the origin and major characteristics of Chinese culture, the similarities and differences in traditional customs among people from the same and different places, cultures, races, and religions, and the preservation and conservation of cultural heritage. In daily life, they also have the chance to be exposed to different customs during Chinese traditional festivals. The above experiences help students learn the content of this exemplar. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

B. Design of Classroom Learning and Teaching

Lesson	Learning and teaching strategies and flow
Before Class	<ul style="list-style-type: none"> ● Distribute reading materials to students for preparation before class (Appendix 1), and ask students to read them before class to have a preliminary understanding of the key ideas and significance of Chinese traditional festivals. ● Distribute worksheets to students for preparation before class (Appendix 2). Ask students to collect information on one of the Chinese traditional festivals (e.g. its origin, customs, and festive food) by drawing lots or other means. Students are required to record a summary of the collected information on the worksheets for lesson presentation¹.
1	<p><u>Lead-in and student presentations (around 8 minutes)</u></p> <ul style="list-style-type: none"> ● Invite students to present the information they have collected in respect of each traditional festival (Decide the number of presenting students depending on the lesson time). ● Teachers check student presentations for errors or omissions. For example, whether the origin of the festival is presented correctly, whether any important customs and festive food are left out, and whether they can explain the meanings of these activities and food. Teachers should correct the errors and give additional information whenever appropriate. <p><u>Group discussion and presentation (around 20 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups and distribute worksheets for group discussion (Appendix 3). Ask students to discuss the questions on the worksheets after understanding the public holidays in the Mainland and Hong Kong. ● Students present the discussions results (Decide the number of presenting groups depending on the lesson time). ● When responding to student presentations, teachers should stress that the Mainland hopes to revive the traditional culture by changing public holiday arrangements (This part is related to students' after-class reading materials, i.e. Appendix 5). When it comes to the differences in holiday schedule between Hong Kong and the Mainland, more than one-third of Hong Kong's public holidays (Easter, Buddha's Birthday and Christmas, totally six days) are religious. Moreover, Hong Kong's public holidays include both traditional Chinese festivals and Western religious festivals, reflecting a fusion of Western and Eastern cultures in Hong Kong. <p><u>Teacher summary (around 10 minutes)</u></p> <ul style="list-style-type: none"> ● Based on students' reading materials for lesson preparation (Appendix 1), their presentations and their own knowledge, elaborate and summarise the nature of festivals, characteristics and functions of Chinese traditional festivals to enhance students' understanding. In concluding the lesson, emphasise the relationship between traditional festivals and customs. Through activities and festive food, the key Chinese cultural values are manifested and inherited. ● Teacher may read teachers' reference before class (Appendix 4) in preparation for class teaching.

¹ Teacher should consider whether to indicate what books or websites students should consult to obtain relevant information depending on students' abilities. Reference websites include <http://big5.china.com.cn/ch-jieri/> and <http://hk.chiculture.net/php/frame.php?id=/cnsweb/html/1302>.

Lesson	Learning and teaching strategies and flow
	<p><u>After-class assignment</u> (around 2 minutes)</p> <ul style="list-style-type: none"> ● Distribute after-class reading materials (Appendix 5) to students. Ask students to read them after class to learn more about the public opinions in the Mainland on putting traditional festivals into statutory holidays. ● Point out that the “changed” and “unchanged” parts of traditional customs in modern society will be explored in the next lesson using traditional festivals as examples. Students are required to read the relevant basic concept (“<u>Customs</u>”) after class to consolidate what they have learnt in class (May also ask students to read the materials after the third lesson).
2-3	<p><u>Lead-in</u> (around 5 minutes)</p> <ul style="list-style-type: none"> ● Ask students the following questions orally to introduce the theme of teaching: <ul style="list-style-type: none"> ➢ What values (for example, family love and showing respect for ancestors) have retained in the traditional festival activities? ➢ What traditional festivals are becoming increasingly unpopular (such as Hungry Ghost Festival and Double Seventh Festival)? What kinds of festive food have changed amid changing trends (such as rice dumplings and mooncakes)? ● Introduce the enquiry focus of these two lessons based on students’ answers, and explain the “changed” and “unchanged” parts of traditional customs in modern society and the reasons. <p><u>Instruction</u> (around 10 minutes)</p> <ul style="list-style-type: none"> ● Using the relevant basic concepts (“<u>Tradition and Modernity</u>” and “<u>Customs</u>”), introduce the changes during the evolution from traditional to modern society and the basic knowledge of customs. For example: <ul style="list-style-type: none"> ➢ Tradition and modernity form an indivisible continuum, which can be used to understand the process of social changes. This process involves interpersonal relationships and communication, functions of social organisations, and changes in values. Traditional and modern values, however, are not necessarily mutually exclusive, as many traditional values are still retained in modern society. ➢ Custom refers to a set of guidelines and norms of conduct established in the society, which are based on the values and common understandings that are generally recognised, accepted and implemented among members in the society. Through socialisation, customs have also become part of personal values that guide the behaviors of individuals. In addition, customs are dynamic and may change with social development from time to time. ● Using traditional festivals as examples for explanation, help students develop a preliminary understanding about the issue to be discussed in this lesson. In addition, give traditional customs other than festivals for elaboration (e.g. a traditional wedding stresses on “Three Letters and Six Etiquette (三書六禮)”, while today’s wedding has simplified the procedures and may combine Chinese and Western wedding rituals²) wherever appropriate to enhance student’s understanding.

² Teacher may refer to 高朗賢.(2011). “締造完美的婚禮：從婚慶行業看香港華人的婚禮”. In *Hong Kong Anthropologist*. volume. 5. Retrieved from http://www.cuhk.edu.hk/ant/hka/vol5/HKA_KO.pdf.

Lesson	Learning and teaching strategies and flow
	<p data-bbox="339 237 1385 304"><u>The first discussion, student presentations, teacher summary (around 20 minutes)</u></p> <ul style="list-style-type: none"> <li data-bbox="339 309 1385 555">● Divide students into groups and ask them to discuss the questions on the worksheets (Appendix 6). Before the group discussion, explain to students that this group discussion should focus on using the examples from the Mainland and Hong Kong to analyse whether traditional customs should be changed in modern society and why they have been faded out to enhance students’ understanding that customs may change according to social development. <li data-bbox="339 560 1385 627">● Students present their discussion results (Decide the number of presenting groups depending on the lesson time). <li data-bbox="339 631 1385 1294">● Summarise based on student presentations and knowledge. For example: <ul style="list-style-type: none"> <li data-bbox="403 676 1385 1115">➢ As to whether customs should be changed in modern society, from the perspective of lifestyle, living environment, the meanings behind customs and change in values (for example, some traditional customs that may pollute the environment and waste resources have been banned since environmental protection and sustainable development are highly valued), evaluate whether traditional customs are supposed to be adapted or simplified in the modern society so that the government needs to set limits of different extents. Taking firework cracking for example, as early as in the 1960s, Hong Kong legislated against setting off fireworks. Whereas, citizens in Macau are allowed to set off fireworks at specified times and places during the Lunar New Year. <li data-bbox="403 1115 1385 1294">➢ As regards why some customs are fading out, analyse the reasons from the following aspects: Economic development increases consuming power; incompatible with the urbanising society; participation in customs may be unsafe; customs involve complex rituals; and customs are becoming increasingly unattractive to the younger generation. <p data-bbox="339 1299 1385 1332"><u>Instruction and watching the video clip (around 15 minutes)</u></p> <ul style="list-style-type: none"> <li data-bbox="339 1337 1385 1471">● Point out that the “changed” parts of customs has been introduced in the earlier group discussion, and the “unchanged” parts will be explored later, especially how these unchanged customs reflect the value of family in Chinese culture. <li data-bbox="339 1476 1385 1881">● Briefly explain the basic concept ‘Family Concepts and Functions’, for example: <ul style="list-style-type: none"> <li data-bbox="403 1556 1385 1691">➢ In the traditional Chinese society, family is not only the core of society but also serves various functions in the areas of economy, childbearing, education, and religion. It is the basic force of uniting the entire society. <li data-bbox="403 1695 1385 1881">➢ Chinese traditional society emphasises “filial piety”, which maintains the ties between the younger and older generations, clansmen and ancestors so that families and clans can stay united and integrated. “Filial piety” represents the norm of the role as children. One must feel grateful during ancestral worship. <li data-bbox="339 1886 1385 2029">● Play a video clip about passenger transport during the 2015 Spring Festival (春運) in the Mainland (refer to Source A in Appendix 7 for the website). Further explain that the Mainland transport sector may face great pressure during the Lunar New Year each year. In addition to the differences in

Lesson	Learning and teaching strategies and flow
	<p>urban and rural economic development and the curb of the household registration system on rural-urban population mobility³, the cultural factor is equally important. This lesson focuses on exploring the cultural factor, especially on the relationship between the importance of family concepts and the Lunar New Year customs.</p> <ul style="list-style-type: none"> ● Play a video clip of a song associated with the Spring Festival passenger transport - <i>Come Back Home</i> (回家) (refer to Source B in Appendix 7⁴ for the website), and ask students to pay attention to the family concepts reflected in the lyrics. <p><u>The second discussion, student presentations, teacher summary (around 22 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute worksheets for group discussion (Appendix 7). Ask students to discuss the questions on the worksheets based on those two video clips and the three sources on the worksheets (Sources C to E). ● Students present the discussion results (Decide the number of presenting groups depending on the lesson time). ● Summarise based on student presentations and their personal understanding to enhance students' understanding of the two basic concepts 'Customs' and 'Family Concepts and Functions'. For example: <ul style="list-style-type: none"> ➢ Indicate that a custom has robust vitality, especially when the custom embodies concepts treasured in Chinese traditional culture. Even if the external environment has changed, the custom can continue to pass on, which is also an important factor why the Chinese culture can be continued. ➢ Apart from the Lunar New Year, other traditional festivals also reflect the importance of families and human relationships. For instance, the Winter Solstice and the Mid-Autumn Festival embody the love among family members through family reunions; the Ching Ming Festival and the Chung Yeung Festival demonstrate the filial affection of the younger generation towards the elderly and ancestors; and the Double Seventh Festival reveals love between husband and wife. ● To help students better understand the phenomenon, summarise that the huge human migration during each Lunar New Year is attributed to the inter-relationship between regional economic disparity in China and custom-related cultural factors. These two factors are interrelated.

³ On the issue of migrant workers and the household registration system, refer to the Learning and Teaching Exemplar (2) in this booklet.

⁴ The lyrics are shown in subtitles. If lesson time is limited, choose not to play the video but distribute the lyrics to students for analysis. The text version of the lyrics is also available on the website.

Lesson	Learning and teaching strategies and flow
	<p><u>After-class learning activity (around 8 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class assignment (Appendix 8) and ask students to complete them after class. ● Distribute after-class reading materials (Appendix 9), and ask students to read the relevant basic concepts ('<u>Customs</u>', '<u>Family Concepts and Functions</u>', and '<u>Tradition and Modernity</u>') to consolidate their learning and enhance their knowledge. Teachers should tell students that some of the basic concepts (especially '<u>Family Concepts and Functions</u>') are not fully covered in this class. Students may concentrate on the parts in connection with class learning. ● Distribute the worksheets for individual presentation (Appendix 10). Assign presentation topics to students by drawing lots or other ways (The worksheet provides three topics, and students only need to deal with one). Tell students to carefully read the worksheets, collect information on their own topic, and write their presentation on the worksheets before class.
4-5	<p><u>Lead-in (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Ask several students whether they go out to celebrate on Christmas Day and why they do so. ● Further ask students whether they worry that the celebration of Christmas would pose a threat to the Chinese culture. Ask some students to express their views, introduce the presentation topics that students are required to prepare before class (see Appendix 10), and indicate that some intellectuals and educators in the Mainland have aroused such concern and have drawn public attention, and this class will explore the issue. <p><u>Students' individual presentation activities, teacher summary (around 35 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute the presentation record form (Appendix 11). Ask students to record their classmates' presentations, and select the best-performing student after the presentation session and explain the reason(s). The form is designed to draw students' attention to the content of each presentation and the performance of each student. Decide whether to ask students to submit the form after the lesson if appropriate. ● Select three or four students to deliver their presentations on each topic depending on lesson time. Each student may present for about two minutes. ● After each student's presentation, summarise based on student presentations to enhance students' understanding of the related issues. Point out that the three presentation topics actually deal with the challenges and opportunities facing Chinese traditional customs amid cultural globalization from three different perspectives. For example: <ul style="list-style-type: none"> ➢ The first topic relates to the concept <u>cultural imperialism</u>. Point out that some scholars believe that Western countries spread their tastes, preferences, religious beliefs and values to other countries by controlling the media industry, thereby posing a threat to local cultures. That is also why some Mainland Chinese are concerned that the Christmas celebration may threaten Chinese culture. ➢ The second topic is the controversy over the advantages and disadvantages of festival commercialisation. Explain that commercialisation may help promote traditional festivals, but may also weaken the cultural meaning of traditional festivals because of

Lesson	Learning and teaching strategies and flow
	<p>excessive commercialisation. There should be a good balance between culture and economy (Teacher may further elaborate from the perspective of consumerism⁵ if necessary).</p> <p>➤ The third topic deals with the cultural influence of <u>overall national strength</u>. Explain that cultural influence is an important measure of a nation's overall national strength, which also forms a key part of the "Soft Power" theory proposed by the United States scholar Joseph S. Nye.⁶ Nowadays, some Asian countries under the influence of Chinese culture in ancient times still celebrate traditional festivals that originated in China, such as Tanabata Festival in Japan and Mid-Autumn Festival in Vietnam, but the form of celebration and customs differ from those in China with their own localised characteristics (see Appendix 14 for details)⁷. This also reflects the relationship between <u>global culture and local culture</u>, and the fact that <u>customs</u> have regional characteristics.</p>
	<p><u>Introduce the issue for discussion, group discussion, student presentations and teacher summary (around 25 minutes)</u></p> <ul style="list-style-type: none"> ● Explain that the Mainland has designated traditional festivals as public holidays from 2008 (see Lesson 1 for details). However, according to media reports, youths in the Mainland lack knowledge about the origins and cultural significances of traditional festivals. Ask students to come up with proposals on how to inherit and develop traditional festivals in the subsequent class learning activities. ● Distribute worksheets for group discussion (Appendix 12). Ask students to refer to the sources on the worksheets and conduct group discussions based on the questions listed on the worksheets. Before getting started, by drawing lots or other methods, assign students to make suggestions on traditional festivals they have learnt in previous lessons (e.g. the Lunar New Year, Ching Ming Festival, and Mid-Autumn Festival) with the exception of the Dragon Boat Festival, because the worksheet provides a proposal for students' reference on the inheritance and development of the festival. In addition, ask students to focus their discussion on other traditional festivals (such as the Lantern Festival, Double Seventh Festival, Chung Yeung Festival, Winter Solstice) depending on students' ability. ● Students present the discussion results (Decide the number of presenting groups depending on the lesson time). ● Summarise based on student presentations and their personal knowledge.

⁵ Teacher may refer to related concepts on the "Liberal Studies Web-based Resource Platform" at <http://ls.edb.hkedcity.net>.

⁶ To understand China's soft power and Prof. Joseph S. Nye's viewpoints, teacher may refer to Learning and Teaching Exemplar (3) of this booklet.

⁷ If lesson time permits, teacher may also play the following video clips to enhance students' understanding about the influence of Chinese culture over Asian countries:

- "視頻越南：中秋節臨近 兒童開心過大節" (Putonghua voice-over accompanied by partly Chinese subtitles. Video Length: 1 minute 38 seconds). Retrieved from https://www.youtube.com/watch?v=f_CEHUEMwjg
- "中國文化在日本" (Putonghua voice-over accompanied by Chinese subtitles. Video Length: 1 minute 34 seconds). Retrieved from <http://hk.chiculture.net/php/frame.php?id=/cnsweb/html/1801>

Lesson	Learning and teaching strategies and flow
	<p>For example:</p> <ul style="list-style-type: none"> ➤ Put forward some principles on the inheritance and development of traditional festivals for students to consider⁸: <ul style="list-style-type: none"> ■ Try to retain the characteristics and the moral values of traditional festivals. ■ In line with the conditions of the modern society and values which are increasingly emphasised. ➤ Bring out the basic concept <u>Intangible Cultural Heritage</u>. Let students know that festive activities represent one category of intangible cultural heritage, and some Chinese traditional festivals (such as the Dragon Boat Festival) have been included in the UNESCO list of Masterpieces of the Oral and Intangible Heritage of Humanity.
	<p><u>Summarise the issue for discussion, group discussion, student presentations and teacher summary (around 10 minutes)</u></p> <ul style="list-style-type: none"> ● Summarise what has been taught in the previous lessons. For example: <ul style="list-style-type: none"> ➤ Chinese traditional festivals and related custom activities provide an important platform for retaining Chinese ethical and moral values. ➤ Appropriate changes and updates are needed to inherit and develop traditional customs in modern society. ➤ In the era of globalization, cultural contacts and exchanges are frequent all over the world and therefore different cultures are easily mutually influential. We should be neither haughty nor humble towards a foreign culture. ● Provide the views of the late folklorist Prof. Zhong Jingwen for students' reflection: <ul style="list-style-type: none"> ➤ “We should bear in mind the nature and history of our country, and remember that we are a country with rich cultural heritage, ... We should not display arrogant nationalism, but of course never be cultural nihilists⁹.”

⁸ When making summary, teacher may choose to introduce students to Mainland practices of carrying forward certain traditional festivals depending on the situation. For example:

- The Chinese Government enacted the *Law on Protecting the Rights and Interests of the Elderly* in July 2013, which defines the ninth of each September on the lunar calendar as “Elderly Festival”, in a bid to promote social morals, including “respecting the elderly, revering the elderly, caring for the elderly, and helping the elderly”. Refer to “千年重陽節寓意平安和諧 今稱老年節意在尊老助老”, Xinhuanet at http://News.Xinhuanet.com/mrdx/2014-10/02/c_133688486.htm.
- Double Seventh Festival was held at Zhu Village in Tianhe District, Guangzhou starting in 2005 to carry forward the festival and related custom activities. For details, refer to <http://ZT.ycwb.com/2014/zhcqj/>. On the other hand, some scholars believe that the observance of the Double Seventh Festival in the Mainland is to repackage and give new meanings to the festival. Therefore, emphasis on cultural heritage may usually catalyse the evolution and disappearance of cultural traditions. Refer to 潘淑華 and 黃永豪. (2011). “文化遺產的保存與傳統的再造：廣州珠村「乞巧文化節」”. In 廖迪生 (editor). (2011) *非物質文化遺產與東亞地方社會*. Hong Kong: South China Research Center, HKUST and Hong Kong Heritage Museum, pp. 239-255 (Hong Kong Public Libraries Call Number.: 306.095 INT)

⁹ 鍾敬文.(1990).*話說民間文化*. Beijing: People's Daily Press, p.45.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ● Remind students that the issue of traditional customs is placed under the module of Modern China in the <i>Liberal Studies Curriculum and Assessment Guide</i>. However, the scope of study goes beyond the Mainland. Relevant issues in other Chinese communities including Hong Kong can be used for enquiry. Therefore, the after-class assignments distributed subsequently (Appendix 13) examine the scenario with Hong Kong as the example so that students can apply the knowledge and concepts they have acquired in class to similar issues in other regions. <p><u>Arrange after-class learning activity (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class assignments (Appendix 13) and ask students to complete them after class¹⁰. ● Ask students to read the relevant basic concepts (‘<u>Customs</u>’, ‘<u>Overall National Strength</u>’, ‘<u>Intangible Cultural Heritage</u>’, ‘<u>Cultural Imperialism</u>’ and ‘<u>Global Culture and Local Culture</u>’) after class to consolidate what they have learnt. Teachers should note that some of the basic concepts are listed in the <i>Resources Booklet Series : Globalization</i>. ● Distribute the after-class reading materials to students (Appendix 14), and ask students to read it after class to learn more about the influence of Chinese traditional festivals spreading abroad and the localisation of Chinese festival customs in other countries.

-- End of learning and teaching exemplar --

¹⁰ Source A in the after-class assignment is about Cheung Chau Bun Festival. If students lack knowledge about the festival, they should recommend students to watch the video clip “長洲太平清醮” (2014) on the website of the PSHE Section of the Curriculum Development Institute of the Education Bureau. (Cantonese voice-over accompanied by Chinese subtitles. Video Length: 13 minute 45 seconds). Retrieved from http://www.edb.gov.hk/TC/curriculum-development/KLA/PSHE/references-and-resources/history/cheung_chau_dajiao_festival.html.

Appendix 1: Students' Reading Materials for Lesson Preparation

All the traditional festivals in China share the same goal – at appropriate times and on appropriate occasions, adapt and harmonise the relationships among different people and between people and the universe through custom activities during festivals. In the article *Chinese Temples and Festivals and Their Educational Significance* authored by famous contemporary scholar Mr. Tang Junyi, days of life are divided into the following three categories:

- Work days: On these days, everyone makes a living by doing a certain job that has intended purposes in life and values.
- Rest days: These days serve the purpose of refreshing yourself to continue with work in the future. They have no particular purpose or value, but form an essential part of the workdays.
- Festivals: These days are not intended for people to work for a living or take a rest to restore physical strength. Mr. Tang Junyi emphasises that festivals “are mostly artistic, religious and moral, and therefore serve the role of social education”.

Take the Dragon Boat Festival as an example. Qu Yuan, a great poet in China, threw himself into the river more than 2,000 years ago. On the Dragon Boat Festival today, Chinese still make rice dumplings and row dragon boats to honor and remember him. His character is still an inspiration to generations of Chinese, and his great spirit remains alive in the hearts of people today.

In summary, China's traditional festivals have created a unique humanistic atmosphere at appropriate times and places to distinguish themselves from workdays and rest days, and also rely on a variety of custom activities to redefine the mutual relationships between individual and family, individual and society, human and the universe. Therefore, we can say that in Chinese traditional festivals, everyone takes an active part in various festival activities with joy and enthusiasm. During these activities, everyone plays a leading role and gets inspired.

Source: Excerpted and adapted from 孫秉山. (2007). *為甚麼過節---中國節日文化之精神 (序言)*, Beijing: 世界知識出版社.

Appendix 2: Worksheet for Lesson Preparation

Festivals	Lunar New Year / Ching Ming Festival / Dragon Boat Festival / Mid-Autumn Festival* (*Follow the assigned traditional festivals and delete those inapplicable)
Origins of Festival	
Festival customs and its meanings (festive activities, foods...)	Custom 1:
	Custom 2:
	Custom 3:
Data source	

Appendix 3: Worksheet for Group Discussion

Read the following two tables, and then discuss the questions below.

Table 1: Statutory holidays in the Mainland in year 2007 and 2015

2007*	2015
New Year's Day on the Gregorian calendar	New Year's Day on the Gregorian calendar
The first three days in the Lunar New Year	The first three days in the Lunar New Year
	Ching Ming Festival
International Labour Day (May 1-3)	International Labour Day (May 1)
	Dragon Boat Festival
	Mid-Autumn Festival
National Day (October 1-3)	National Day (October 1-3)

* From 1 January 2008, the Mainland has adopted a revised system of national holidays comprising festivals and memorial days. Therefore, the national holiday plan in and before 2007 is different from that since 2008 (refer to State Council of the People's Republic of China Decree No. 513 from the portal of People's Republic of China Central People's Government at http://www.gov.cn/zwgc/2007-12/16/content_835226.htm). The holiday plan does not have significant changes since the revision.

Table 2: Public holidays in Hong Kong in year 2015

New Year's Day on the Western calendar	Buddha's Birthday
Lunar New Year's Day	Dragon Boat Festival
The second day of Lunar New Year	Hong Kong Special Administrative Region Establishment Day
The third day of Lunar New Year	The day after Mid-Autumn Festival
Good Friday	National Day
The day after Good Friday	Chung Yeung Festival
Easter Monday	Christmas
Ching Ming Festival	The first weekday after Christmas day
International Labour Day	

Questions for discussion

- As shown in Table 1, what changes have been made to the statutory holidays in the Mainland in 2007 and 2015?

Appendix 4: Teachers' Reference (For teachers' reference in lesson preparation. No need to distribute)

Reference for summary in the first class

- Nature of festival
 - A festival is a special day involving specific custom activities which are accepted through common practice and prescribed by all in the local community and is observed on an annual basis.
 - Festivals provide an important platform for cultural promotion and heritage, and also form a key part of the cultural memory.

- Basic characteristics of a festival
 - Observed on a fixed day each year.
 - Originated from myths, folk tales, historical events, and the deeds of national great people.
 - With a set of rituals, activities, worship, foods, clothes, decorations, and greetings (such as auspicious or taboo expressions) designated for the festival.
 - Important festivals may reach across national borders. For example, overseas Chinese communities also celebrate traditional Chinese festivals.

- Characteristics of Chinese traditional festivals
 - Originated from the Chinese nation's agricultural lifestyle
 - Ancient China is founded on agriculture, which is also the most important economic activity. Therefore, traditional Chinese festivals, especially those in connection with the 24 solar terms, are closely related to the farming life.
 - Traditional Chinese festivals differ from Western festivals in that Western festivals are mostly religious while Chinese festivals are associated with agricultural activities.
 - An embodiment of the Chinese culture
 - Reflecting China's ethical and moral values, such as harmony, unity, and showing respect for ancestors.
 - Festival rituals and activities reflect China's emphasis on family and clan, while the individual is sidelined in terms of status and importance.

- Celebrations, decorations and cultural activities on festivals showcase China's various cultural forms and features, such as posting spring couplets, paper-cutting, and literary creation.
 - Most of the traditional festivals come with festive foods, reflecting China's cultural preference for food, as is demonstrated in the Chinese saying "To the people, food is heaven (民以食為天)".
- Functions of Chinese traditional festivals
 - Through various forms of activities, festivals make society's mainstream values and code of conduct recognised and complied with by the general public in social life.
 - Festivals provide an important platform that embodies and inherits culture, based on which folk cultures can pass down from one generation to another.
 - As a key memory of folk cultures, festivals can strength the bonding of people and are important forces in uniting the nation.

Appendix 5: After-class Reading Materials

Based on the public opinions, the revised *Regulations on Public Holidays for National Annual Festivals and Memorial Days* were released on 16 December 2007 and became effective from 1 January 2008.

Holidays are just a beginning of protecting the traditional festivals culture. Many experts emphasise that the legalisation of traditional festival holidays only provides a favorable environment. The flourishing of these festivals still depends on whether their forms and meanings match the needs of people.

Mr. Feng, the vice chairman of China Federation of Literary and Art Circles (CFLAC), commented that traditional festivals such as the Lunar New Year, Ching Ming Festival, Dragon Boat Festival and Mid-Autumn Festival have fixed forms, established themes and everlasting customs. To properly observe these festivals, we should first revisit and review the customs that are closely related to the daily lives of our ancestors, instead of filling them with excessive commercial content or irrelevant themes. For example, we choose dumplings over cakes on Chinese New Year's Eve; the Mid-Autumn Festival is an occasion when family members reunite, but not a time for carnival, because these festivals represent our national spirit and feelings and inherent way of aesthetics. In addition, it is important that we incorporate the festival culture into the education system for the young people and children to know about the origins of traditional festivals and custom activities, as well as famous and beautiful festival-related poetry and essays, which in turn may help them carry forward the festival culture.

The President of Renmin University of China Professor Ji said, many people believe that young people do not like traditional festivals, but in fact, the key lies in how to guide them. For example, the Ching Ming Festival is the best embodiment of the Chinese Confucian concept of “carefully attending the funeral rites of parents and following them when gone with due sacrifices (慎終追遠)”. In addition to worshipping ancestors, we can also hold mourning activities in memory of those who have made great contributions to local development on the Ching Ming Festival. On the other hand, Professor Ji discovered that people tend to forget the meanings and forms of festivals, thus it is necessary to step up publicity and value the importance of clarifying the customs.

Mr Li, a member of the National Committee of CPPCC, considers that traditional holidays can only thrive with wide public participation. He pointed out that in ancient China, Lunar New Year and other festivals used to be exciting. By contrast, many families only retain the habit of eating sticky rice dumplings during the Dragon Boat Festival nowadays, while in ancient times, there was much more to do. For example, dragon boat racing is a group competition that should be greatly promoted because it can inspire public engagement and boost the development of festival culture.

On the other hand, the development and promotion of traditional festivals also need to be driven by the business culture. By developing new and better custom-related products, we can enhance the festive atmosphere. However, many academics and experts stress the need to avoid commercialism and abandon traditional festival customs that fail to adapt to the times. Only in this way will we be able to keep the festival culture healthy and sustainable.

Source: Excerpted and adapted from “傳統節日如何迎接現代”, 17 December 2007, *People's Daily*.

Appendix 6: After-class Reading Materials

Source A

The practice of setting off fireworks dates back over 2,000 years in China. In addition to embodying people's wishes to ward off evils and have a successful and peaceful new year, the practice can enhance the festive atmosphere. But on the other hand, according to data from China National Environmental Monitoring Center (CNEMC), the air pollution index in 201 cities across China exceeded the standard due to the ignition of fireworks from the night of 18 February 2015 (Lunar New Year's Eve) till the daytime of February 19 (Lunar New Year's Day), and more than 40 cities reported heavy air pollution. In addition to air pollution, the noise of firecrackers was also disturbing, and many residents could not fall asleep as a result of the deafening noise. The fireworks debris also significantly increase the workload of cleaning workers each year. During the 7-day Lunar New Year holiday in 2015, cleaning workers cleaned up over 60 tons of fireworks debris, including 30 tons on the Lunar New Year's Eve alone. For these reasons, public opinion holds that the government should legislate for a total ban on firecrackers in cities.

Sources: Integrated and adapted from the following articles

1. “鞭炮聲引來霧霾重重”, 20 February 2015, *Gansu Daily*.
2. “受燃放煙花影響 201 市空氣超標”, 20 February 2015, *The Beijing News*.
3. “北京春節煙花爆竹皮同比減少 33% 放炮受傷數銳減”, 25 February 2015, *People.cn*. Retrieved from <http://env.people.com.cn/n/2015/0225/c1010-26592988.html>

Source B

Before the 1970s, many Hong Kong families gave several dollars to mooncake shops each month, and would get boxes of mooncakes the next Mid-Autumn Festival either as gifts for others or for their own use. This way of buying mooncakes in installments is known as “Moon Cake Society (月餅會)”. Afterwards, Hong Kong's economy began to boom, and “Moon Cake Society” gradually disappeared. Besides, most residents in New Territories used to live on farming. On the Mid-Autumn Festival that precedes the harvest, some local villagers would light up Hung Ming lanterns to pray for a good harvest. However, such custom might result in a fire and affect aircraft navigation. Thus, the current *Forests and Countryside Ordinance* regards the release of Hung Ming lanterns as an unlawful act.

Sources: Integrated and adapted from the following articles

1. “香港中秋的地道回憶”, 8 September 2014, *People's Daily (Overseas Edition)*.
2. “「惹火」孔明燈 香港不宜放”, 10 September 2014, *Sing Tao Daily*.

Appendix 7 : Worksheet for Group Discussion

Source A

Video: “交通運輸部 春運期間發送旅客 28 億人次”(Putonghua voice-over) (Video Length: 1 minute and 39 seconds)

Website: <https://www.youtube.com/watch?v=Y-KVXJG6p8E>

Source B

Video: A song associated with the Spring Festival passenger transport – *Come Back Home* (回家) (Putonghua voice-over accompanied by Chinese Subtitles) (Video Length: 4 minutes and 10 seconds)

Website: <https://www.youtube.com/watch?v=2EpexaCqjgo>

Source C

With the homeland approaching, migrant workers were on their way back to their hometowns, eager to reunite with their families. Mr. Liu, a 34-year-old migrant worker, and his wife had to spend more than 20 hours on the train, and then change buses twice to get back home. In order to return home before the Lunar New Year, Mr. Liu told his wife who was supposed to have days off until the Lunar New Year's Eve to ask her supervisor at the shoe factory where she was working for a leave of more than 10 days. He told the reporters, “You cannot earn all the money. Reuniting with my parents and children is the most important!”

At the bustling railway station, the reporter met the first-generation migrant workers aged over 60, the Li couple. As they didn't know how to book tickets online, they queued up on the square in front of the train station overnight despite the snow, and managed to buy two standing-room-only tickets to return home. The couple laughed happily when they took the tickets from the ticket clerk. Asked if they could keep standing for more than eight hours on the train, Mr. Li replied cheerfully, “No problem! It is worth it all to be reunited with my children!”

Source: Excerpted and adapted from “農民工攆車飛 心急見家人”, 4 February 2015, *Wen Wei Po*.

Source D

Since ancient times, China was founded on the basis of agriculture. At the end of each year when crops are harvested, ancient Chinese expected all family members to get together and celebrate the harvest, and thank god for giving good weather. In addition, spring ancestral worship is a big family event each year, so it is hoped that everyone can go back home, both to reunite with their families and to pay tribute to ancestors. The event embodies the concept of upholding the family honor.

Source: Excerpted from academic papers written by the Mainland scholars

Source E

The whopping growth in passenger traffic during the Lunar New Year each year represents the largest ever population mobility in world history. No other nation would experience a seasonal mobility on such a huge scale. This has become a phenomenon unique to China. Migrant workers across China have to flock back and forth within just three or four weeks. The throngs of people at packed railway stations, the endless streams of traffic on highways, and the long queues of fully-loaded motorcycles give warmth to the hearts of many Chinese like warm currents.

Source: Excerpted and adapted from “春運軌道滿載改革靈感” by 邱立本, 17 February 2013, *YAZHOU ZHOUKAN*.

Questions for discussion

1. According to Sources B, C and D, how do you think the movement of migrant workers back home before the Lunar New Year reflects the emphasis of Chinese traditional culture on family concepts?

2. Do the traditional Chinese festivals other than the Lunar New Year also reflect the emphasis on family concepts? Give examples of two festivals and explain.

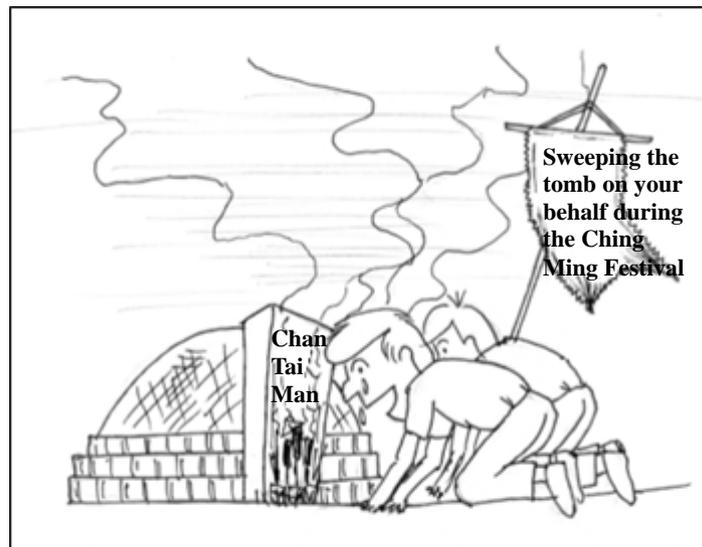
Appendix 8 : After-class Assignment

Consider the following sources and answer the questions:

Source A

Chinese tend to regard graves as the dwellings of ancestors after their death. Sweeping the tomb to honor the deceased on the Ching Ming Festival has become a regular practice, symbolising that a family repairs homes of their ancestors each year. When worshipping their ancestors, the filial offspring will remove weeds in front of their ancestors' graves, sweep and cover them with new soil as a way to remember their ancestors and express gratitude to their ancestors for their upbringing. In summary, the Ching Ming Festival highlights the core values of Chinese culture including “carefully attending the funeral rites of parents and following them when gone with due sacrifices (慎終追遠)”, showing respecting for ancestors, and determining priority according to seniority.

Source: Adapted from 季鴻昆.(2007).*歲時佳節古今談*. Jinan : Shandong Pictorial Publishing House, pp. 117-120.

Source B: Hiring someone to sweep the tomb in the Mainland

I offer to sweep graves on your behalf during the Ching Ming Festival. My services include: weeding, burning incense, kneeling, and offering cigarettes and a toast, and crying on your behalf.

You can pay me for each item upon your request. If you live too far away or are too busy to sweep tombs yourself, please contact me by email at: (xxx@xxxxx.com).

Source: Pictures and text are adapted from newspapers in the Mainland.

Source C

According to the statistics from China Consumers' Association, China consumes over 1,000 tons of ritual burning paper worth more than RMB10 billion during the Ching Ming Festival each year. In addition, the tomb-sweeping practice during the Ching Ming Festival is triggering a series of problems such as traffic congestion, pollution and forest fires, which has become a growing concern in the society.

Moreover, in addition to the emergence of “sweeping graves on others' behalf”, “online worship” has prevailed in the Mainland over recent years. Those who advocate this way of sweeping graves argue that only by clicking the mouse, worshipers are able to remember and show respect to their ancestors without causing pollution and waste as a result of burning paper money and setting off firecrackers. Furthermore, descendants who live afar do not have to bother hurrying back home to sweep graves during the Ching Ming Festival. On the other hand, the Internet supports a wide array of features impossible to achieve through traditional ways of sweeping graves, such as leaving a message online and playing videos. Both cost-efficient and environmentally-friendly, the new tomb-sweeping approach incorporates the concept of sustainable development.

Source: Excerpted and adapted from “網絡祭拜 催熱清明經濟”, 5 April 2015, *China News Service*.

Questions:

- (a) With reference to the sources and your knowledge, why do you think the phenomena of “sweeping graves on others' behalf” and “online worship” occur in the Mainland? In what ways do they differ from the traditional tomb-sweeping custom?
- (b) “Even in modern society, only by adhering to the traditional custom of sweeping graves in person during the Ching Ming Festival can we remember and pay respect to our ancestors.” To what extent do you agree with this statement? Explain your answer.

Intention of Assessment

Assessment Focus

Based on China's traditional tomb-sweeping custom and the tomb-sweeping activities that have emerged in the Mainland over recent years, ask students to examine whether hiring others to sweep graves on your behalf and online worship can achieve the intended purposes of honoring and showing respect to our ancestors. Students are required to demonstrate in their answers that they can use basic concepts such as "Customs", "Tradition and Modernity" and "Family Concepts and Functions" to analyse the issue and cite appropriate examples as arguments to support their views. For the assessment focus of students' enquiry skills, students should be able to interpret cartoons and textual data, explain and give personal opinions.

Expected student performance

- Knowledge
 - For question (a), students may analyse the reasons behind the emergence of "sweeping graves on others' behalf" and "online worship" from the perspective of social changes that have taken place in China since its adoption of the reform and opening-up policy. For example:
 - Some people are unable to sweep graves in person because they have a busy urban life, work or study away from home or have immigrated to another country.
 - The increase in income enables people to afford to hire people to sweep tombs on their behalf.
 - The Internet boom in the Mainland (China currently has the largest number of Internet users in the world) has made "online worship" possible.
 - Thanks to the increasing awareness of environmental protection and sustainable development, some people advocate "online worship" as a substitute for the traditional practices of burning paper money and setting off fireworks that may pollute the environment and waste resources.
 - The differences between "sweeping graves on others' behalf" and "online worship", and traditional customs. For example:
 - The common difference is that descendants fail to worship their ancestors in person at graves.

- Although the practice of “sweeping graves on others’ behalf” does not require one to worship in person at ancestors’ graves, the tomb-sweeper acting on one’s behalf would follow traditional tomb-sweeping customs (weeding, burning incense, kneeling, toast, etc). In practising “online worship”, one neither goes to the graves of ancestors nor apply traditional tomb-sweeping customs and rituals. Instead, one pays respect to ancestors by using information technology.
 - For question (b), students can either agree or disagree with the statement, but are required to come up with arguments to support their views. For example, customs should adapt to social changes. Therefore, it would be fine even if one does not sweep graves in person as long as one is committed to honoring his/her ancestors. On the other hand, students can also argue that the traditional custom of tomb sweeping is underpinned by important cultural concepts, which one can recognise only by sweeping the graves in person.
- Skills
 - Giving appropriate response with a clear personal stance.
 - Interpreting the key message(s) from the cartoons and textual data.
 - Applying acquired knowledge and concepts to analyse the phenomena shown in the source.
 - From the perspective of tradition and modernity, comparing the differences in the tomb-sweeping custom and explaining the reason for the conflict.
 - Commenting on others’ views from multiple perspectives, and supporting their own opinions with appropriate arguments.

Appendix 9 : After-class Reading Materials for Students

Source A

Traditional festivals in formalism

Strangely, Hong Kong has retained many traditional festivals, but Hong Kong people care little about the traditions behind these festivals. From a positive point of view, this reveals that Hong Kong people tend to look ahead and pursue modernisation. They do not dwell on details of the traditions. As long as they feel a need, they are ready to update and reform the traditions by incorporating a wide variety of new ideas and forms, and even hi-tech products.

From a negative point of view, Hong Kong people prioritise pragmatism, so they are unconcerned about the rituals, symbols and details of traditional festivals. Instead, they place simplicity and practicability above all. During the modernisation process, they have failed to retain the essential part of traditions with or without intention, making the rituals and procedures of quite a number of festivals superficial, accompanied only by meaningless forms lacking in cultural substance.

Compared with other Western festivals (such as Valentine's Day, Halloween and Christmas), the Mid-Autumn Festival is not that commercial. Hong Kong is not without products and foods in connection with the Mid-Autumn Festival. Fortunately, these items are not simply gimmicks. However, in a sense, compared to 20 or 30 years ago, Hong Kong has largely simplified Mid-Autumn Festival celebrations, few of which follow past customs and details. Moreover, preparing a big meal on the day used to be a big deal, but over time, that is reduced to another family gathering only.

As the social environment changes, the Mid-Autumn Festival is no longer a big day. A variety of repackaged festive gifts and foods are available on the market, but they are purely cosmetic, with features designed mostly to pander to the needs of visitors rather than to serve the local market. The specious packaging technique is most evident in the current design for Mid-Autumn lanterns, as old-styled star fruit and rabbit lanterns have become scarce and are being replaced by plastic lanterns adorned with popular cartoon characters which lack the element of the Mid-Autumn Festival.

I am not against reform, and I do not think there is anything wrong in applying new technologies and packages to festive items. Festival traditions are ever-changing, and the change itself is not a problem; the real problem is whether these new products can bring out the contents and details of the tradition and give a strong flavor of the tradition. Nowadays, festive mood is fading in Hong Kong, partly because the urbanites are too busy to take an interest in festivals. But more importantly, the substance of the tradition has been lost, and festivals have become increasingly bland and formalistic.

Source : Adapted from “傳統節日形式化” by 呂大樂, 23 September 2004, *Wen Wei Po*.

Source B

Examples of Lunar New Year traditions

Among a series of traditional festivals, the Lunar New Year is the most valued among the Chinese. Some traditions associated with the Lunar New Year have remained alive today.

First, “New Year’s Day” captures a strong desire for family reunion. Since ancient times, Chinese people have placed the highest priority on their annual reunion with family members, so they would try every means possible to go back home for the Lunar New Year despite a long distance. Thus the annual Lunar New Year passenger transport arrangement is the top priority of the transport sector across the nation.

Secondly, festive activities such as pasting spring couplets and setting off fireworks have continued. In rural areas, almost all traditions are followed. In many cities, citizens are permitted to set off fireworks at specified times and places based on situations. A total ban seems unfeasible.

Third, visiting relatives and friends, paying Lunar New Year calls to each other, and giving red packets to the younger generation form an important part of building a harmonious society and help promote harmony in interpersonal relationships.

Source: Excerpted and adapted from 季鴻崑.(2007).*歲時佳節古今談*. Jinan : Shandong Pictorial Publishing House, pp. 84-85.

Source C

A long history of ancestral worship

The Chinese nation has a long history of ancestral worship, a custom that has passed down from generation to generation and formulated a comprehensive system. Chinese people worship various ancestors, including family or clan ancestors directly related by blood, the common ancestors of the Chinese nation (e.g. the Three Sovereigns and Five Emperors), great emperors throughout history, and those who have significantly contributed to and influenced the development of the Chinese nation (e.g. Confucius), and people who have made a special contribution to the development of an industry (e.g. Lu ban, who was believed to be the founding father of carpentry).

Whether among the common people or in the royal family, the most important ancestral worship activities were conducted during the Lunar New Year (ancestral worship activities differ from tomb-sweeping custom carried out during the Ching Ming Festival). Children living far away do not necessarily need to go back home at other times, but are supposed to be home during the Lunar New Year, to reunite with their families and pay tribute to their ancestors. This reflects the Chinese vision of bringing honor to ancestors, that is, exhibiting to their ancestors, relatives and friends the achievements they have made while working away from home.

Source: Excerpted and adapted from JIA Fulin, LU Zhongmin, LI Zhixiong and XU Wenkun. (2008). “祭祖：光宗耀祖福文化”. In *Civilization (文明)*, volume 2, pp. 66-74.

Appendix 10: Worksheet for Individual Presentation

Read the following three sources carefully. Prepare a two-minute presentation before class based on **ONE** of the assigned topics, and put the key points of your presentation in the form on the worksheet.

Source A

In response to the trend that growing numbers of Chinese young people are keen on celebrating the Christmas Day, PhD students from ten famous universities such as Peking University, Tsinghua University, and Sun Yat-sen University issued a joint proposal on the Internet before 2006 Christmas, calling for Chinese to treat Christmas properly and resist the expansion of Western culture.

In the proposal, the joint signatories pointed out, “Western culture in China has turned from breeze and drizzle into a rainstorm, which is most and best manifested in the increasing popularity of Christmas in China. When Christmas comes, shopping malls, restaurants, and hotels put up Christmas trees. Internet sites, newspapers, TV and radio stations are flooded with various Christmas messages; tens of thousands of Christmas cards and hundreds of millions of Christmas text messages are sent among people; people wish each other Merry Christmas when they meet; all get together and revel in great excitement on Christmas Eve. All of the above indicate that China is gradually evolving into a society dominated by Western culture.”

The joint signatories believe that Christians can celebrate Christmas, and the common people also have personal freedom to mark Christmas, but most Chinese join in the Christmas frenzy and know little about the Western Christmas culture. This is a state of “collective unconscious in culture (在文化上陷入集體無意識)” among Chinese, and also reflects the penetration and expansion of Western cultures into China, posing a serious threat to China’s traditional culture.

They also criticised merchants for launching Christmas marketing campaigns, which has contributed to the Christmas craze, and therefore urged them to reflect on the social impact of these activities, and advised them to explore business opportunities associated with numerous Chinese traditional festivals, and try to organise activities that are popular with young people in sacred and solemn festive mood.

Source: Excerpted from “維護中國文化主體性促商家反思聖誕營銷 十博士生倡抵制聖誕節”, 22 December 2006, *Ta Kung Pao*.

Source B

Before the 2014 Christmas, the education authorities in Wenzhou, Zhejiang Province required all primary and secondary schools and kindergartens not to hold any Christmas-themed activities and celebrations on campus. The government official in charge said “We can understand Western festivals, but should not be too enthusiastic about them”. He stressed that the government directive was not intended to “suppress foreign festivals”, but to expect schools to change the situation of “foreign festivals prevailing over Chinese ones”. The official believed that the Chinese nation has very good traditional festivals, such as the Lantern Festival, Lunar New Year, Dragon Boat Festival, and Winter Solstice, and schools are supposed to instruct children about the meanings of these festivals and promote the traditional culture to “take root” on campus.

In addition, according to media reports, the Modern College of Northwest University, Shaanxi Province, put up a banner on campus before Christmas showing “outstanding Chinese descendants oppose embracing Western festivals”(「中華民族優秀兒女 反對媚俗西方洋節」), and asked students to watch a three-hour movie about traditional Chinese culture in classroom on Christmas Eve, causing discontent among some students. In response to the media enquiries, head of the school said that they did not “expressly prohibit” students from celebrating Christmas, but “just expected all not to admire and follow foreign practices blindly, but to cherish Chinese traditional culture”.

Source: Excerpted and adapted from the following articles:

1. “溫州教育局發文：校園內「不慶聖誕」 調整「洋盛中衰」現狀”，25 December 2014, *CCTV.com*.
2. “曝西安一高校封校禁過聖誕”，26 December 2014, *Yangcheng Evening News*.
3. “西北大學現代學院平安夜封校，學生稱學校組織看傳統文化視頻”，26 December 2014, *海南特區報*.

Source C

When 2014 Christmas was approaching, the controversy over whether to celebrate Christmas and how to protect the traditional culture from the invasion of Western cultures has drawn public attention. As early as in 2006, ten PhD students issued a joint proposal, calling on Chinese to boycott Christmas. However, the concern that the celebration of foreign festivals may impact on the traditional Chinese culture is sort of groundless.

Whether the traditional culture can be inherited and developed is not dependent on the introduction or invasion of foreign cultures, but on whether we have the consciousness and determination to adhere to and carry forward the traditional culture. Today, the world has become a “global village”, in which cultural exchanges between countries are increasingly widespread and frequent. Foreigners can celebrate foreign festivals as well as Chinese Lunar New Year and Mid-Autumn Festival. Obviously, resisting Christmas in the era of globalization is certainly a sign of cultural shortsightedness and complacency.

Source: Excerpted and adapted from the following articles

1. “過不過聖誕，這是個問題”，26 December 2014, *CCTV.com*.
2. “讓學生過洋節 天不會塌下來”，26 December 2014, *cnhubei.com*.

Presentation topics

1. Would Chinese people’s celebration of Christmas pose a serious threat to the traditional Chinese culture?
2. “Exploring business opportunities of Chinese traditional festivals helps increase the appeal of these festivals to young people.” Do you agree with this view?
3. Amid China’s rising global influence, is it possible that traditional Chinese festivals would become increasingly popular and emerge as important festivals in the Western society?

Key points of my presentation

Topic:
Key points:

Appendix 11: Presentation Record Form

Key points of presentations by students	
The first topic for presentation	<u>Would Chinese people's celebration of Christmas threaten the traditional Chinese culture?</u>
The second topic for presentation	<u>"Exploring business opportunities of Chinese traditional festivals helps increase the influence of Chinese traditional festivals." Do you agree with this view?</u>

Key points of presentation by fellow students:	
The third topic for presentation	<p><u>Amid China's rising global influence, is it possible that traditional Chinese festivals would become increasingly popular and emerge as important festivals in Western society?</u></p>
My opinions	<p>Of my classmates' presentations, I think the presentation by _____ is the best because: (Tips: Explain in terms of argument, evidence and justification.)</p>

Appendix 12: Worksheet for Group Discussion

Discuss the questions on the worksheet with reference to the source below:

The Mainland media reported that the majority of “post-1980s” and “post-1990s” generations know little about the traditions of the Dragon Boat Festival, and instead focus on two points: what kind of sticky rice dumplings to eat and where to go for the holiday. Does the Dragon Boat Festival mean nothing other than “eating” and “touring”? Can traditional customs be changed over time? Actually, we can consider properly inheriting and developing the traditions of festivals based on the realities of modern society in addition to preserving the traditional culture. For example, some folklorists recommend developing the Dragon Boat Festival from the aspects of health, sports, and culture and arts:

- Designate the Dragon Boat Festival as a Public Health Day to turn the tradition of preventing bad luck and diseases into a public health campaign for all.
- Organise dragon boat races at various levels and in various regions to boost the development of sports activities and promote the message of building up health among the general public.
- Develop the customs of eating sticky rice dumplings and commemorating Qu Yuan into an arts day to promote artistic creation activities.

Source: Excerpted and adapted from the following articles:

1. “端午民俗 且過且珍惜”, 2 June 2014, *The Mirror*.
2. “傳統節日：弘揚中華文化的重要載體”, 31 December 2007, *Jiangxi Daily*.

Topic for discussion

Suppose you are a folklorist. Try to present two proposals on how to inherit and carry forward the customs associated with the festival you are assigned to work on in class (except for the Dragon Boat Festival).

The festival you are assigned to work on is: _____

Proposal 1:

Proposal 2:

Appendix 13: After-class Assignment

Consider the following sources and answer the questions:

Source A

The bun scrambling event currently held during the Cheung Chau Bun Festival differs largely from the practice decades ago. In addition to addressing the safety of the activity, the event incorporates fun elements, attracting many citizens who ask for leave to watch the game. The organiser organises a climbing carnival at the nearby football field on the eve of the competition, giving people a chance to enjoy climbing up the mountain of buns. Also held at the venue are bun exhibitions, game stalls, handicraft production and variety shows. Many people write their wishes on wishing cards and hang the cards on the “Bun Mountain for Wishes”, hoping that their wishes will come true.

Buns are a specialty of the Cheung Chau Bun Festival, indicating that bun buyers can bring “peace” back home. In the past, buns were stuffed with lotus seed paste and sesame paste only, but the stuffing has diversified now to cater for different people’s tastes. Some stall owners selling souvenirs have designed a variety of innovative T-shirts that blend the two Chinese characters that translate as “peace” in English with animal patterns, which sell well. In addition, some retailers offer homemade “3D Lucky Bun Marshmallows” by riding the 3D movie boom and seize the opportunity to promote the cultural features of the Cheung Chau Bun Festival.

Sources: Excerpted and adapted from the following articles

1. “飄色包山拱照長洲”, 12 May 2014, *Wen Wei Po*.
2. “創意紀念品再成搶手貨”, 7 May 2014, *Ta Kung Pao*.

Source B

According to the Secretary for Home Affairs Bureau of the SAR Government, the government is fully committed to preserving and promoting local intangible cultural heritages (such as Cheung Chau Bun Festival, Tai Hang Fire Dragon Dance, Cantonese Opera), and encouraging community involvement, so that Hong Kong’s cultural traditions can continue and evolve. The Secretary also emphasised that protecting the intangible cultural heritage is not the sole responsibility of the government, and hoped that the community and relevant organisations would actively participate in and support the work of protecting intangible cultural heritage.

Sources: Excerpted and rewritten from the following SAR government press releases

1. “Four local ICH items successfully inscribed onto national list of intangible cultural heritage”, 5 December 2014, *news.gov.hk*. Retrieved from <http://www.info.gov.hk/gia/general/201412/05/P201412050831.htm>
2. “LCQ21: Intangible cultural heritage”, 2 July 2014, *news.gov.hk*. Retrieved from <http://www.info.gov.hk/gia/general/201407/02/P201407021120.htm>

Source C

Under the influence of globalization, the world is becoming increasingly monopolised and commercialised. Many cultures and customs with a rich set of regional characteristics are being replaced by commercial pop culture, losing their own characteristics and meanings and putting cultural heritage at great risk. In Hong Kong, some customs such as “Double Seventh Festival” and “Thanking the Kitchen God (謝灶)” have been fading out, and some people even think losing these customs is no big deal. Even for festivals that remain alive, people tend to simplify the traditions, or focus only on their commercial value and their role in promoting tourism, with little regard to their cultural values. This is really a great pity.

Sources: Excerpted and adapted from the following book and article:

1. 何耀生. (2010). *香港非物質文化遺產*. Hong Kong: Ming Pao Publications, p. 2.
2. “文化的遺產與創造”, 30 May 2014, *Wen Wei Po*.

Questions:

- (a) According to Source A, in what ways has the Cheung Chau Bun Festival changed in recent years? What have caused such changes?
- (b) With reference to the sources, what opportunities and challenges do you think we will face to continue with traditional customs in a modern society like Hong Kong?

Intention of Assessment

Assessment Focus

Using Cheung Chau Bun Festival as an entry point, ask students to analyse the changes of traditional festival customs in modern society, as well as the challenges and opportunities in continuing with the customs. Students are required to demonstrate in their answers that they can use basic concepts such as “Customs”, “Tradition and Modernity” and “Intangible Cultural Heritage” to analyse the issue and cite appropriate examples as arguments to support their views. Students’ skills in interpreting textual data, explaining and giving personal opinions will also be assessed.

Expected student performance

- Knowledge
 - For question (a), students can point out the changes in the Cheung Chau Bun Festival from the perspective of focusing on safety and entertainment value in the bun scrambling event, as well as the growing commercialisation of festive products for sale. When it comes to the causes of such changes, consider the following factors: The community has enhanced safety awareness; and the government and the organiser hope to promote festive activities through a variety of interesting ways, making the event an tourist attraction for Hong Kong residents and even foreign tourists; stores of buns and festival souvenirs are looking to increase sales turnover by taking advantage of the commercialisation of the festival.
 - For question (b), in terms of opportunities, its inclusion in the list of local, national and even the world’s intangible cultural heritages helps the event continue and evolve; possible to get support from the government and the community; and the addition of new elements geared to the modern society helps increase its appeal. As for challenges, little known traditional practices will be increasingly sidelined and unattended; commercialisation of festivals may deteriorate traditional customs; despite government efforts, not many people in the community are interested in the continuity and development of traditional practices.

- Skills
 - Giving appropriate response with a clear personal stance.
 - Extracting and interpreting the key message(s) from the textual data.
 - Applying knowledge and concepts to analyse the phenomena in the sources.
 - Analysing the issue from multiple perspectives and supporting their own opinions with appropriate examples.

Appendix 14: After-class Reading Materials

Source A: Mid-Autumn Festival in Vietnam

Unlike its Chinese equivalent, the Mid-Autumn Festival in Vietnam is dedicated mostly to children. On the day, moon cakes with different flavors, a wide variety of lanterns, and colorful toys are available for sale, arousing a strong desire among children for the coming of the festival. During the Mid-Autumn Festival each year, Vietnam holds a Lantern Festival across the country, during which awards are presented to award-winning lantern designers. In addition, lion dances are organised during the festival, usually on the nights of the 14th and 15th days of lunar August, in some places in Vietnam.

Source: Excerpted from “世界各地中秋節怎麼過”, 1 September 2014, *People.cn*. Retrieved from <http://culture.people.com.cn/BIG5/n/2014/0901/c22219-25580532.html>

Source B:

Japan's Tanabata Festival (a Japanese equivalent of China's Double Seventh Festival)

Since the Meiji Restoration (1868), Japan has adopted the Western calendar, so traditional festivals are observed according to the Western calendar. Starting from the end of June each year, shopping streets, government buildings, Prime Minister's official residence, airports, railway stations, schools, playgrounds, banks and shrines across Japan around put up decorations to celebrate the Tanabata Festival. On July 7, Japanese flock to local shrines to say wishes. What a busy day! During the festival, Sendai holds Tanabata Festival to attract tourists.

The Double Seventh Festival was introduced into Japan as early as in the Nara period (710-794). Soon after, the Japanese localised the festival as Tanabata Festival, which incorporates the “Tanabata” legend in addition to Chinese folklore of the Cowherd and the Weaver Girl. The legend originated from the *Kojiki* (Japan's earliest history book). Legend has it that a teenage girl in ancient times called Tanabata wove clothes by the side of water to worship a god as a way to help her village out of trouble, and had one night love affair with the god. From the Nara period onwards, Japan's Tanabata Festival has been commemorating both Tanabata and the Cowherd and the Weaver Girl. “Double Seventh” in Japanese is Tanabata, as same as the girl's name, and this also reflects the influence of the legend.

Tanabata in ancient times used to be rituals in the royal court. Girls in the royal court were supposed to follow the example of Tanabata weaving clothes on the day. Towards the Edo period (1603-1867), Tanabata began to emerge as a folk custom. In addition to young girls weaving clothes, bamboo decorations (paper strips or other ornaments are put on bamboo branches) and “Tanzaku Wish” (write wishes on the paper strips hung on bamboo decorations) emerged. In recent years, the practice of girls weaving clothes is fading, and bamboo decorations and Tanzaku Wish have remained as the two leading ways of celebrating Tanabata Festival. It seems that these practices are unique to Japan, without similar counterparts in other places.

Source: Excerpted from 吳偉明. (7 July 2007). “閒談日本的七夕”. In *知日部屋*. Retrieved from <http://www.cuhkacs.org/~benng/Bo-Blog/read.php?736>

-- End of Appendix --

Part IV: Extended Reading and Reference Materials

This part provides teachers with extended reading and reference materials relating to the curriculum in this module, which are divided into Categories A and B for teachers' choice.

Part A is a reference list of publications and websites which consists of the learning and teaching focuses in this module for teachers' reference in lesson preparation, and for teachers to gain a more in-depth understanding of the theoretical basis and trends associated with the issues for enquiry. Specific examples are also provided to enrich classroom learning and teaching. Publications for student reading are underlined. Teachers may encourage students to read these publications in accordance with their levels. Publications available from public libraries are also accompanied by call numbers to assist teachers and students.

Part B consists of learning and teaching resources available on the “Web-based Resource Platform for Liberal Studies” (<http://ls.edb.hkedcity.net/>) and are relevant to this module. These resources can be used for teachers' reference in lesson preparation, and some of them can be adapted for use in worksheets, after-class assignments or internal assessment. Teachers who have registered as members of the Hong Kong Education City are entitled to view and download resources after logging in the section for teachers and using personal passwords.

Teachers should note that all materials recommended in this part are for reference only and they are not designated readings. Please choose any and use them according to your school context.

A. **Publications and Websites** (Publications for student reading are underlined, the public library information are updated as at November 2015)

Barr, M. (2011). *Who's afraid of China? : The challenge of Chinese soft power*. London: Zed Books. (Hong Kong Public Libraries Call Number:303.4824051 BAR)

Bongiorni, S. (2007). *A year without Made in China: One family's true life adventure in the global economy*. Hoboken, NJ: John Wiley & Sons. (Hong Kong Public Libraries call number: 382.60951 BON)

De Bary, W. T. & Bloom, I. (eds.) (1999). *Sources of Chinese tradition (Vol.1 & Vol.2)*. New York: Columbia University Press. (Hong Kong Public Libraries call number: 951 SOU)

De Mente, B. (2009). *The Chinese mind: Understanding traditional Chinese beliefs and their influence on contemporary culture*. Rutland, Vt.: Tuttle Publishing. (Hong Kong Public Libraries call number: 306.0951 DEM)

Economy, E. C. (2010). *The river runs black: The environmental challenge to China's future*. Ithaca: Cornell University Press. (Hong Kong Public Libraries call number: 333.70951 ECO)

Gamer, R. E. (Ed.) (2008). *Understanding contemporary China*. Boulder, Colorado: Lynne Rienner Publishers. (Hong Kong Public Libraries call number: 951.05 UND)

Gerth, K. (2010). *As China goes, so goes the world: How Chinese consumers are transforming everything*. New York: Hill and Wang. (Hong Kong Public Libraries call number: 339.470951 GER)

Greenhalgh, S. (2010). *Cultivating global citizens: Population in the rise of China*. Cambridge, MA: Harvard University Press. (Hong Kong Public Libraries call number: 301.32951 GRE)

Guthrie, D. (2012). *China and globalization: The social, economic, and political transformation of Chinese society*. New York: Routledge. (Hong Kong Public Libraries call number: 338.951 GUT)

Hong Fincher, L. (2014). *Leftover women: The resurgence of gender inequality in China*. London: Zed Books. (Hong Kong Public Libraries call number: 305.40951 HON)

Leonard, M. (2008). *What does China think?* London: Fourth Estate. (Hong Kong Public Libraries call number: 951 LEO)

Li, C. (Ed.) (2010). *China's emerging middle class: Beyond economic transformation*. Washington, D.C.: Brookings Institution Press. (Hong Kong Public Libraries call number: 305.550951 CHI)

Mark, C. K. (2012). *China and the world since 1945: An international history*. London: Routledge. (Hong Kong Public Libraries call number: 327.51 MAR)

- Miller, T. (2012). *China's urban billion: The story behind the biggest migration in human history*. London: Zed Books. (Hong Kong Public Libraries call number: 307.240951 MIL)
- Mok, K. H., & Ku, Y. W. (eds.). (2010). *Social cohesion in greater China: Challenges for social policy and governance*. Singapore: World Scientific. (Hong Kong Public Libraries call number: 361.610951 SOC)
- Shirk, S. L. (2007). *China: Fragile superpower*. Oxford: Oxford University Press. (Hong Kong Public Libraries call number: 320.951 SHI)
- Vogel, E. F. (2007) *Deng Xiaoping and the transformation of China*. Cambridge, Mass.: Belknap Press of Harvard University Press. (Hong Kong Public Libraries call number: 951.05 DEN)
- Wang, J. C. F. (2002). *Contemporary Chinese politics: An introduction*. Upper Saddle River, N.J.: Prentice Hall. (Hong Kong Public Libraries call number: 320.951 WAN)
- Zhao, L. & Lim, T. S. (eds.). (2010). *China's new social policy: Initiatives for a harmonious society*. Singapore: World Scientific. (Hong Kong Public Libraries call number: 361.60951 CHI)
- Zhou, J. (2014). *Chinese vs. western perspectives: Understanding contemporary China*. Lanham, Maryland: Lexington Books. (Hong Kong Public Libraries call number: 951.05 ZHO)
- 丁學良 (2011) 《中國模式：贊成與反對》，香港：牛津大學出版社。(香港公共圖書館索書號：573 1073)
- 王文章 (2006) 《非物質文化遺產概論》，北京：文化藝術出版社。(香港公共圖書館索書號：541.27 1270)
- 王福重 (2014) 《公平中國》，香港：中華書局。(香港公共圖書館索書號：542.092 1032)
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- 中華人民共和國年鑑社 (2015) 《中國國情讀本 (2015 版)》，北京：新華出版社。
- 沈旭暉著；劉永艷、爾雅譯 (2015) 《解構中國夢：中國民族主義與中美關係的互動 (1999-2014)》，香港：中文大學出版社。
- 李思明、陳峰、邵一鳴主編 (2008) 《持續與變遷：當代中國的政經、社會和空間發展》，香港：香港教育圖書公司。(香港公共圖書館索書號：628.6 5272)
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- 林毅夫 (2012)《解讀中國經濟》，北京：北京大學出版社。(香港公共圖書館索書號：552.2 4405)
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- 夏義善、陳德照主編 (2012)《中國：能源環境氣候外交大視野》，北京：世界知識出版社。
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Websites

Websites	Names
http://english.gov.cn/ http://www.gov.cn/	The State Council, The People's Republic of China 中華人民共和國中央人民政府
http://www.npc.gov.cn/englishnpc/news/index.htm http://www.npc.gov.cn/	The National People's Congress of the People's Republic of China 中國人大網
http://www.cppcc.gov.cn/zxww/zxyw/home/ http://www.cppcc.gov.cn/	The National Committee of the Chinese People's Political Consultative of Conference 中國政協網
http://www.fmprc.gov.cn/mfa_chn/ http://www.fmprc.gov.cn/mfa_chn/	The Ministry of Foreign Affairs of the People's Republic of China 中華人民共和國外交部
http://www.stats.gov.cn/english/ http://www.stats.gov.cn/	National Bureau of Statistics of China 中華人民共和國國家統計局
http://www.china.org.cn/ http://www.china.com.cn/	China.org.cn 中國網
http://www.chinaview.cn/ http://www.xinhuanet.com/	Xinhua 新華網
http://en.people.cn/ http://www.people.com.cn/	en.people.cn 人民網

B. Relevant Resources on the Web-based Resource Platform for Liberal Studies

1. Teaching Packages

- 從中國城市霧霾問題看改革開放的挑戰與中國可持續發展
- 利用實地考察構思探究題目：以考察天后廟為例
- 保育與活化歷史建築：以香港三棟屋及北京四合院為例
- 改革開放與長江三峽工程
- 中國農村改革的探討
- 上海世博會
- 中國傳統節日的探索與反思
- 中國參與國際事務的障礙及應對之道：以近期中日關係的發展為例
- 全球化對香港、中國及全球的影響：成衣業個案研究
- 環境與可持續發展：以中國太湖藍藻事件為例
- 蛻變中的中國家庭

2. Publicised Resources

- 教育局通識教育組（2011）《改革開放後的中國與全球化的發展》

3. Resource Sheets

- 中國改革開放的發展：產業結構的升級轉型
- 參與國際事務與發展軟實力：孔子學院成立十週年（2004-2014年）
- 可參與國際事務與綜合國力：北京與張家口申辦2022年冬季奧運會
- 中國拓展對外關係：李克強總理訪問非洲四國（2014年5月）
- 經濟發展與環境破壞：內地的耕地污染情況
- 中國的司法改革：網上公開法院裁判文書
- 從科技實力看中國綜合國力的提升：嫦娥三號與蛟龍號
- 中國參與國際事務：首名中國人當選聯合國教科文組織主席
- 中國與鄰國關係：安倍晉三參拜靖國神社對中日關係的影響
- 傳統習俗的傳承：內地對春節期間燃放爆竹習俗的爭議
- 國際醫療協作：中國援外醫療隊成立五十年（1963-2013年）
- 內地經濟發展與文物保育的爭議：北京市清拆胡同
- 改革開放對中國家庭的影響：「空巢家庭」
- 能源外交：中國取得巴基斯坦瓜達爾港（Gwadar Port）的營運權

4. **Exemplars of Internal Assessment**

Data-response Questions	Extended-response Questions
● Left-behind Children	● Collective Memories
● Foxconn	● Disparity between the Rich and the Poor in China
● Family Planning Policy	● Products Made in China
● National Identity	● The Household Size of China
● Food Safety in the Mainland	● The China Threat Theory
● Tomb Sweeping Custom	● Multinational Corporation
● Energy Development in the Mainland	● China's High-speed Rail Network
● The 10th Anniversary of China's entry into the WTO	● High-speed Rail Investment
● Wedding Banquet without Shark Fin Soup	● Replica Fenghuang City
● Empty-nesters	● Hazy weather and setting off firecrackers
● Selective Two-child Policy	● Food safety and overall national strength
● Organ Donation	● Low-carbon Energy in China
● The "NEET" Group ("Not Currently Engaged in Education, Employment or Training")	● Peacekeeping and Chinese Participation
	● Wasteful Chinese Banquets
	● Tourism Development in China

5. **Learning Objects**

- 中國人口老化與養老問題
- 徵收「交通擁堵費」以減低空氣污染及交通擠塞
- 人口老化與跨代共融
- 禽流感與香港人的吃活雞飲食習慣
- 從「金磚五國」看中國的外交政策
- 從貪腐印象指數探討內地與香港的貪腐情況
- 近年內地黃金週所引起的爭議
- 中國文物保育和經濟發展的爭議：以北京市為例
- 從春運看中國的地區發展差異與中國人的家庭觀念
- 中國發展太空科技的爭議
- 中國城市競爭力及宜居程度排行榜
- 中國申報世界文化遺產與文物保育
- 星巴克咖啡店在內地發展的爭議
- 食品安全
- 農村「閃婚」與城市「閃婚」
- 漫畫：薄養厚祭
- 漫畫：過年

- 中醫為體、西醫為用
- 獨生子女有問題是刻板印象
- 農民的順口溜：計劃生育
- 漫畫：服從（可持續發展與國民生產總值）
- 中秋節與月餅
- 中國傳統節日
- 家庭的社教化與德育教育
- 晚婚
- 從傳統走向現代的家庭模式
- 養兒防老
- 水質污染與防治
- 中國能源問題
- 女主外、男主內？

6. **Professional Development Programmes : Knowledge Enrichment Series**

- 2015/16 School Year
 - 王緝憲教授：「中國交通運輸熱點問題的解讀：從堵塞的城市到跨境的『一帶一路』」
- 2014/15 School Year
 - 何建宗教授：「中國內地和香港的水資源及水質問題」
 - 羅惠儀博士：「中國的能源與可持續發展：中國城市的經驗」
 - 鄭志良博士：「在全球經濟不穩定的情況下維持中國農村的發展」
- 2013/14 School Year
 - 羅惠儀博士：「中國的能源結構與可持續發展」
 - 黃永豪博士：「文化、保育與旅遊：非物質文化遺產與地方社會」
- 2012/13 School Year
 - 葉健民教授：「中國城鄉矛盾」
- 2011/12 School Year
 - 同鈺瑩教授：「中國人口：趨勢、問題與挑戰」
- 2010/11 School Year
 - 劉銳紹先生：「提升中國軟實力的建議」
- 2009/10 School Year
 - 鄭志良教授：「中國農村經濟仍未解決的議題：成因與對策」
 - 黃玉山教授：「改革開放以來中國高等教育的發展」
 - 戴希立校長：「中國近年的教育改革與發展暨香港青少年往內地升學及就業的機遇」
 - 何志平博士：「中國近年的醫療衛生改革與發展」
 - 范徐麗泰女士：「概談人大常委的工作」

- 梁愛詩女士：「中國法制建設三十年（1978-2008年）」
- 譚惠珠女士：「基本法解碼：內地與香港的法制磨合」
- 丁新豹博士：「中國在過去六十年的文物保育」
- 黃浩潮先生：「中國走向世界：從突破圍堵到參與籌謀」
- 黃桂田教授：「從經濟、科技看中國綜合國力」
- 2008/09 School Year
 - 井文涌教授：「中國近年在環境保護方面的工作、困難及成就」
 - 梁君國教授：「中國的政治改革與政治民主化」
 - 陳冠中先生：「從社會與文化的層面探討中國的現況」
 - 馮玉軍教授：「中國法制改革的最新發展及其對人民生活的影响」
 - 董志勇教授：「『中國製造』遍天下：中國產品進軍國際市場的經歷及面對的困難」
 - 吳偉明教授：「當代中日關係的結構」
 - 李焯芬教授：「從三門峽到三峽：中國水利事業的回顧與前瞻」
 - 鄺志良教授：「經濟全球化下中國的適應與轉變」
 - 倪廣恒教授：「從『南水北調』工程看中國水資源的分佈、利用及展望」
 - 金元浦教授：「『綠色、科技、人文』：中國主辦奧運三大理念的檢討」
- 2007/08 School Year
 - 王英偉先生：「跨國企業及港商在中國的發展」
 - 葉國華教授：「中華文化承傳與國際視野」
 - 陳小珊女士：「全球化時代下的中國電影工業」
 - 張慧真教授：「中國西南地區的農村教育暨個案分析」
 - 劉佩瓊教授：「改革開放三十年的國情變遷與香港角色」
 - 邢福增教授：「從政教關係的角度探討改革開放以來中國社會的宗教發展」
 - 曹景鈞教授：「從比較與歷史角度探討後毛澤東時代的中國改革：含意與意義」
- 2006/07 School Year
 - 干春松教授：「傳統習俗及節日在現代中國社會的意義」
 - 魏 堅教授：「文物保護的機遇和挑戰」
 - 王 磊教授：「從內地的角度看『一國兩制』的實踐」
 - 林 泰教授：「當代中國的政治體制改革重點及其對人民政治參與程度的影響」
 - 代 鵬教授：「內地社會及經濟發展對青少年成長的影響」
 - 張希良教授：「從經濟、環境與可持續發展、外交等角度看國家的能源開發及能源貿易」
 - 章 政教授：「改革開放對農民生活的影響及『三農問題』的形成」
 - 董志勇教授：「改革開放形勢下的區域經濟與城市發展：機遇與挑戰」
 - 張國剛教授：「當代我國家庭結構的演變」

- 金正昆教授：「我國面對『全球化』趨勢的外交策略」

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