

Learning and Teaching Exemplar : Understanding "One Country, Two Systems" and the Basic Law

A. Basic information of the exemplar

- **Topic**

Understanding "One Country, Two Systems" and the Basic Law

- **Relevant modules, themes and issues for enquiry**

Leading

Module 2: Hong Kong Today; Theme 2: Rule of law and socio-political participation

- What factors determine the level and form of socio-political participation by Hong Kong residents? What is the significance of their participation? Why do they have different demands? What is the impact of their demands?
- In what ways does the rule of law protect rights and promote the observance of responsibilities among Hong Kong residents?

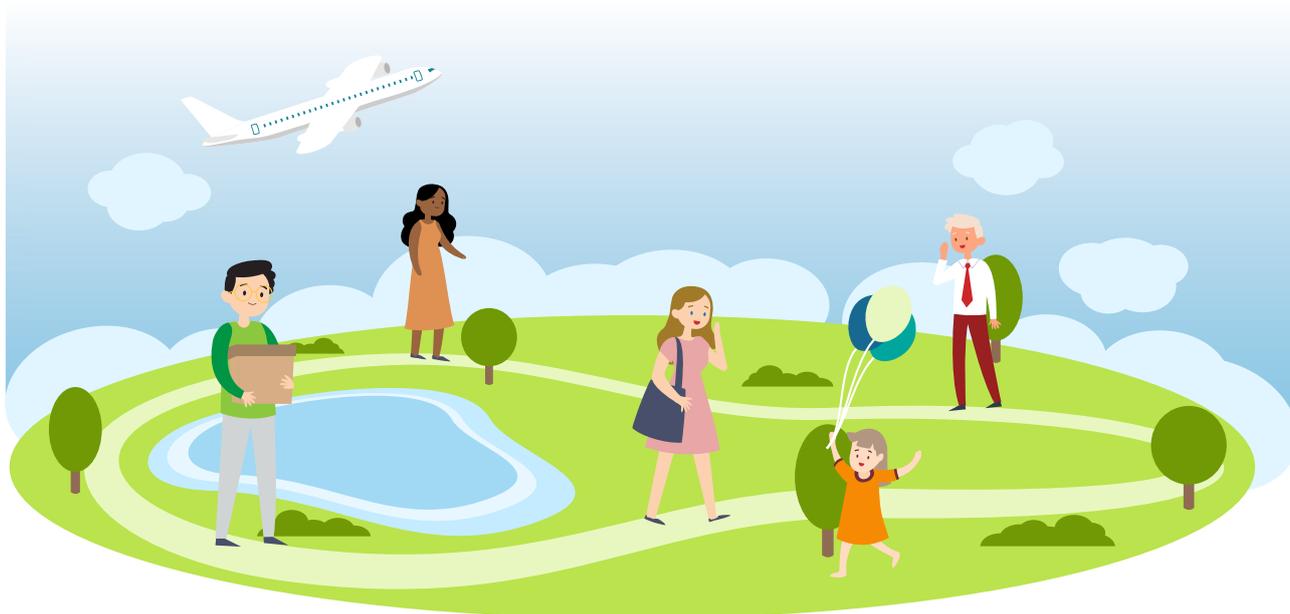
Related

Module 2 : Hong Kong Today; Theme 1: Quality of Life

- What are the different opinions of Hong Kong residents on the priorities which constitute the quality of life?
- Which aspects of the quality of life are seen to be more important? Which are seen to be immediate needs? Who might make the decisions? Why?

Module 2 : Hong Kong Today; Theme 3: Identity

- What is the interrelationship of the multiple identities in the local, national and global context?



- **Overall design rationale**

Since its return to China, Hong Kong has implemented the “one country, two systems” policy and the Basic Law. Therefore, all the issues relating to Hong Kong and its relations with the Mainland in Module 2 and other modules are all expounded within the framework of this policy and the Basic Law.

In the *Liberal Studies Curriculum and Assessment Guide*, the Prologue of Module 2 clearly states that ‘after unification with the motherland under “one country, two systems”, a new set of opportunities and challenges has affected public life and is shaping the development of Hong Kong (P.25)’. Thus, enhancing students’ knowledge about the “one country, two systems” policy and the Basic Law will consolidate their understanding of various issues they have learnt at the junior secondary level. These may include the relationship between the Central Authorities and the HKSAR, the importance of the Constitution of the country and the Basic Law for Hong Kong residents as well as the sources of law in the HKSAR (P.25). Students can apply their knowledge of “one country, two systems” and the Basic Law to give an appropriate response to the issues in class discussion as well as internal and public assessments .

“One country, two systems” is the fundamental state policy proposed by the Chinese Government to realise the peaceful reunification of the country. As a constitutional document of the HKSAR, the Basic Law clearly states and implements the basic policy of the Central Government on the HKSAR. This exemplar is designed to help students grasp the concept of “one country, two systems”, understand how the concept is incorporated in the articles of the Basic Law and reflected in daily life.

Part of the learning and teaching materials used in this exemplar are extracted from the teaching resources about “one country, two systems” and the Basic Law published by the Education Bureau. If these resources have been used in other classes, teachers can consider replacing them with other similar materials. This exemplar aims to help students understand “one country, two systems” and the Basic Law. Teachers may adjust the level of difficulty by adding or deleting the materials and examples in the exemplar.

- **Time required**

2 lessons (40 minutes per lesson), around 80 minutes in total

- **Teaching objectives**

Knowledge:

- Concept and meaning of “one country, two systems”.
- Implementation of “one country, two systems” and the Basic Law in Hong Kong.

Skills:

- To make conceptual observations based on the available data in exploring the issues.
- To apply relevant knowledge and concepts in studying contemporary issues.
- To interpret data from different perspectives.
- To elicit impromptu reaction and response to questions.
- To communicate effectively in oral, written and visual expression.

Values and attitudes:

- To reflect upon their multiple identities and the development of relevant values.
- To appreciate and respect different views in a pluralistic society.

- **Basic concepts for application**

“One country, two systems”, the Basic Law, rule of law, equality before the law, judicial independence, identity, quality of life

- **Relevant learning experience at junior secondary levels**

Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary level are expected to have a general idea about the historical and current development of politics and society in Hong Kong; the relationship between the Central Authorities and the Hong Kong Special Administrative Region (HKSAR); the importance of the Constitution of the People’s Republic of China and the Basic Law of the HKSAR to Hong Kong residents; the sources of law in the HKSAR; the governance of the HKSAR; the identities, rights and duties of Hong Kong residents and the identities of individuals as Hong Kong residents and Chinese citizens. If teachers think that students may 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

Learning and teaching strategies and flow

• Before Class

- Distribute worksheet for lesson preparation (Appendix 1). Ask students to complete the questions by following the instructions on the worksheet, and bring to class for presentation.
- Remind students to bring the Basic Law to class or introduce books about the Basic Law to facilitate discussion. Teachers should also bring printed copies of the Basic Law to class and use them for reference during instruction and when summarising class activities.

• Lesson 1-2 (80 minutes in total)

Presentation of preparation work before class (around 7 minutes)

- Check the pre-class assignment and invite a few students to report their work. (Decide the number of students depending on the lesson time)
- Summarise based on students' answers and personal understanding, for example:
 - ◆ According to the sources in Appendix 1, in the early 1980s, the development in Hong Kong and the Mainland differed significantly. Since China and the United Kingdom signed the Joint Declaration in 1984, agreeing on the return of Hong Kong to Chinese sovereignty in 1997, many Hong Kong residents became worried about their future. To boost the confidence of Hong Kong residents, the Chinese Government proposed implementing the “one country, two systems” policy after the return of Hong Kong.
 - ◆ Hong Kong has been part of the territory of China since ancient times and China initially had the sovereignty over Hong Kong. Although Britain forced the Qing Government to sign three unequal treaties and took over Hong Kong, China still had the sovereignty of the territory. Therefore, **Hong Kong's return to the Motherland on 1 July 1997 cannot be regarded as China “taking back” but “resuming the exercise of” its sovereignty.**
 - ◆ Explain that the “one country, two systems” policy and the Basic Law have been implemented since the return of Hong Kong to China, and Hong Kong residents should enhance their understanding in this regard. **In the Liberal Studies curriculum, all the issues relating to Hong Kong and its relations with the Mainland are linked within the framework of “one country, two systems” and the Basic Law.**



Multiple-choice quiz (around 13 minutes)

- Distribute a quiz to test students' understanding of the "one country, two systems" policy and the Basic Law (Appendix 2), and ask them to finish 12 brief multiple-choice questions in 8-10 minutes. These multiple-choice questions cover the concept of "one country, two systems", the relationship between the Central Authorities and the HKSAR, and the interpretation and amendment of the Basic Law. A good understanding of these concepts can help students study each of the themes in this module more effectively.
- Consider carrying this as a competition so that students will be more engaged in the activity. Students will need either printed copies of the Basic Law or tablets with an Internet connection (browse the Basic Law website: <http://www.basiclaw.gov.hk/en/basiclawtext/>).
- Check the answers and point out the relevance of each question and the articles in the Basic Law. After the lesson, students could think about how the Basic Law provisions in the multiple-choice questions (e.g. Expenditure for the garrison shall be borne by the Central People's Government; the Hong Kong Special Administrative Region's financial revenues shall not be handed over to the Central People's Government; the Central People's Government shall not levy taxes in the Hong Kong Special Administrative Region) affect Hong Kong.

Instruction (around 20 minutes)

- Distribute the reference materials for instruction (Appendix 3). With the support of relevant basic concepts, explain to students the idea of "one country, two systems", and how this concept is illustrated in the Basic Law.
- Note the following in teaching various sources in Appendix 3:
 - ◆ Sources A and B are about the concept of "one country, two systems" and the relationship between the Central Authorities and the HKSAR. Teachers may explain to students by using the basic concepts "One Country, Two Systems" and "The Basic Law". For example:
 - The Basic Law is distinguished by its illustration of the basic principles of "one country, two systems". Based on these principles, the HKSAR implements "Hong Kong people administering Hong Kong" and a high degree of autonomy, and retains the existing capitalist system and way of life for 50 years.
 - Source B, which includes school scenarios familiar to students, can be used to exemplify the relationship between the Central People's Government and the HKSAR Government to promote students' understanding. Please also note that this is just an analogy, but not entirely identical. After that, teachers may ask students to think about the differences. Through comparison of similarities and contrasting the differences, students will gain a deeper understanding of the relationship.

- ◎ Before students study the socio-political participation of Hong Kong residents, students should become familiar with the background knowledge of the concept of “one country, two systems”, and the application of the concept to the articles of the Basic Law.
- ◆ Source C shows a photo of the new building of the Hong Kong Court of Final Appeal, as well as a video clip of the speeches given by the incumbent Chief Justice Geoffrey Ma (refer to Appendix 7 for a more detailed text for students’ reading after class). After watching the video clip, teachers may explain to students the importance of the rule of law to Hong Kong using the basic concepts “Rule of Law”, “Equality before the Law” and “Judicial Independence”.
 - ◎ The rule of law features the following aspects:
 - ▲ The law has the highest status and everyone is equal before the law.
 - ▲ The law audits the legality and constitutionality of acts of a government, thereby exerting a binding effect on the power of the Government.
 - ▲ The law safeguards human rights.
 - ◎ These characteristics are all illustrated in the provisions of the Basic Law , and also in the speech of Chief Justice Geoffrey Ma. He emphasised that “The rule of law provides the social stability that is the foundation of a content and prosperous society.” (refer to Appendix 7 for the speech of Chief Justice Geoffrey Ma)

Group discussion and student presentation (around 35 minutes)

- Ask a few students to answer: ‘What examples in our daily life can reflect Hong Kong’s implementation of the “one country, two systems” policy?’
- Elicit examples, such as Hong Kong using its own local currency, Hong Kong athletes’ participation in international sports events in the name of “Hong Kong, China” as well as Hong Kong residents travelling in other countries with HKSAR passports. Teachers may initiate group discussion according to students’ answers. Ask them to discuss the implementation of the policy in Hong Kong and its impact on Hong Kong residents’ quality of life using daily examples.
- Ask students to divide into groups and distribute the worksheet for group discussion (Appendix 4). First ask students to read Source A of the reading worksheet, and then play the video clip. After watching the video clip, students read the rest of the sources in the worksheet and discuss the questions.
- Students present the discussion results (Decide the number of presenting groups depending on the lesson time).



- Based on students' presentations and with reference to teachers' own knowledge and the sources in Appendix 5, teachers may consider the following:
 - ◆ Use the basic concept "Identity" to describe the multiple identities of Hong Kong people at different levels (local, national and international), which is reflected in Hong Kong athletes' participation in the Asian Games.
 - ◆ To enhance students' understanding, guide them to cite examples in different aspects (e.g. education, religion, medical and health services) which show that Hong Kong has kept the capitalist system and its previous lifestyle. In the discussion of the link between these examples and Hong Kong people's quality of life (using the basic concept "Quality of Life"), please consider the characteristics of Hong Kong and the significance to Hong Kong, such as openness and diversity (cite examples in education and religion), the coexistence of Chinese and Western cultures (cite examples in medicine and public health), and close contact with the outside world (cite examples from Article 149 of the Basic Law).

Arrange after-class learning activity (around 5 minutes)

- Distribute after-class reading materials (Appendix 6) to students and ask them to finish reading the materials after class.
- Ask students to read the basic concepts "One Country, Two Systems", "The Basic Law", "Rule of Law", "Equality before the Law", "Judicial Independence", "Identity" and "Quality of Life" to consolidate the knowledge acquired.
- Ask students to read after-class reading materials (Appendix 7) to further understand the relationship between the Basic Law and rule of law.
- Select and adapt materials for use in after-class assignments or internal assessment. Relevant internal assessment items on "one country, two systems" and the Basic Law are available on the Liberal Studies Web-based Resource Platform (<http://ls.edb.hkedcity.net>; Resources → Exemplars of Internal Assessment Items).

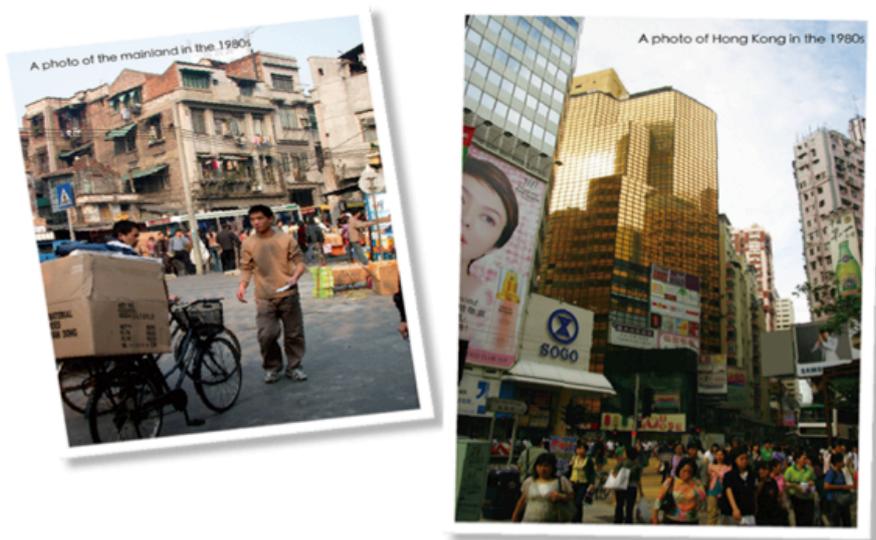


Appendices Related to the Exemplars

Appendix 1: Worksheet for Lesson Preparation

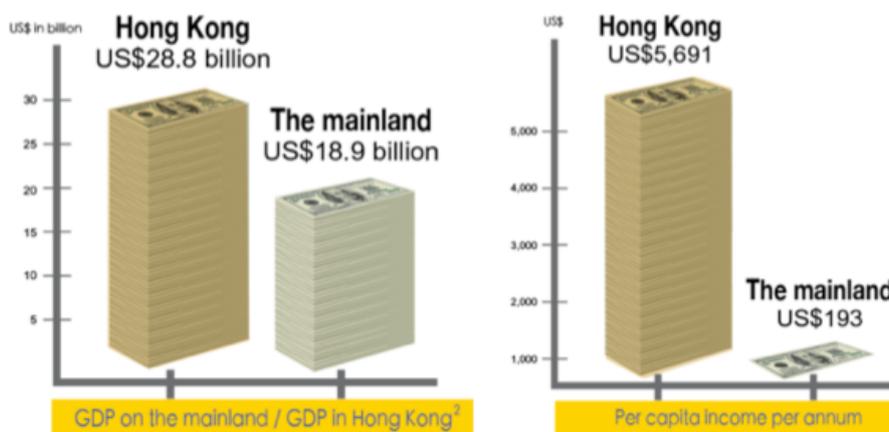
Consider the following sources and video clips, answer the following questions.

Source A: Photos of the Mainland and Hong Kong in the 1980s



Source: Personal, Social & Humanities Education Section, EDB. (Reprinted with minor amendments in 2015). *Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary)*. Unit 2, P.6

Source B: Economic figures in the Mainland and Hong Kong in the early 1980s



Source: Personal, Social & Humanities Education Section, EDB. (Reprinted with minor amendments in 2015). *Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary)*. Unit 2, P.7.

Questions for lesson preparation:

1. According to Sources A and B, identify and explain the difference(s) between the economic development in the Mainland and Hong Kong in the early 1980s.

2. With reference to the above sources, what do you think is the relationship between the difference(s) mentioned in the previous question and the establishment of HKSAR under the “one country, two systems” policy after China resumed her sovereignty over Hong Kong on 1 July 1997? Why “resuming the exercise of sovereignty over Hong Kong” is emphasised?

Appendix 2: Understanding of “One Country, Two Systems” and the Basic Law

1. What are the two systems covered in the “one country, two systems” policy?

- A. Socialist system, Capitalist system
- B. Democratic system, Socialist system
- C. Communist system, Capitalist system

Answer: _____

2. Which of the following institutions is the HKSAR directly under?

- A. The National People’s Congress of the People’s Republic of China
- B. The Standing Committee of the National People’s Congress
- C. The Central People’s Government (CPG)

Answer: _____

3. The CPG is responsible for _____ of the HKSAR.

- A. the foreign affairs and the finance
- B. the finance and the defence
- C. the foreign affairs and the defence

Answer: _____

4. Who will bear the costs relating to the People’s Liberation Army (PLA) forces based in Hong Kong?

- A. The HKSAR Government
- B. The Central People’s Government of the People’s Republic of China
- C. The Central People’s Government and the HKSAR Government share the cost

Answer: _____

5. Who will appoint the Chief Executive of the HKSAR?

- A. The Central People's Government of the People's Republic of China
- B. President of the People's Republic of China
- C. Legislative Council of the HKSAR

Answer: _____

6. Who will appoint the Chief Secretary for Administration, Financial Secretary, Secretary of Justice and other chief officials for the HKSAR?

- A. Nominated by the President of the PRC and appointed by the CPG
- B. Nominated by the Chief Executive of the HKSAR and appointed by the CPG
- C. Appointed by the Chief Executive of the HKSAR

Answer: _____

7. Which of the following bodies is responsible for formulating the law of the HKSAR?

- A. The Central People's Government of the People's Republic of China
- B. The Executive Council of the HKSAR Government
- C. The Legislative Council of the HKSAR Government

Answer: _____

8. Which of the following bodies has the power of final adjudication within the HKSAR?

- A. The Supreme Court of the People's Republic of China
- B. The High Court of the HKSAR
- C. The Court of Final Appeal of the HKSAR

Answer: _____

9. Can the CPG levy taxes in Hong Kong?

- A. Yes, the CPG can levy taxes just like the provinces, cities and autonomous regions in the Mainland
- B. No, the CPG cannot levy taxes
- C. Levy tax according to the actual needs

Answer: _____

10. Which of the following bodies issues passports of the HKSAR of the People's Republic of China (PRC)?

- A. The Ministry of Foreign Affairs of the People's Republic of China
- B. The Ministry of Public Security of the People's Republic of China
- C. The HKSAR Government

Answer : _____

11. Which of the following bodies has the right to interpret the Basic Law?

- A. The HKSAR Government
- B. The Standing Committee of the National People's Congress
- C. The Legislative Council of the HKSAR

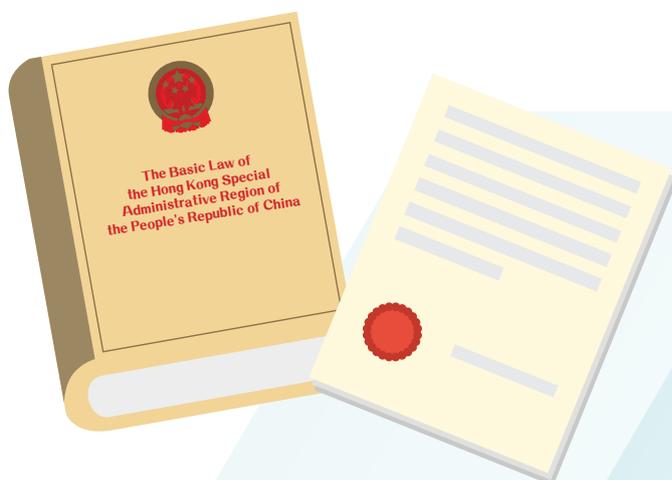
Answer : _____

12. Which of the following bodies has the right to amend the Basic Law?

- A. National People's Congress
- B. The Standing Committee of the National People's Congress
- C. The Legislative Council of the HKSAR

Answer : _____

Source: Extracted and adapted from 〈《基本法》問答參考〉，取自教育局網頁：基本法教育網（四）學生篇
<http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/Newwebsite/html/Basiclaw/Basiclaw.html#4>

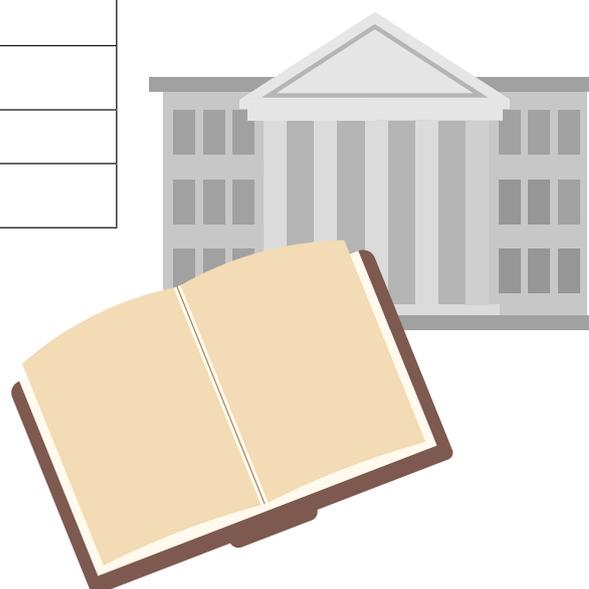


Reference answers

	1	2	3	4	5	6	7	8	9	10	11	12
A	✓				✓							✓
B				✓		✓			✓		✓	
C		✓	✓				✓	✓		✓		

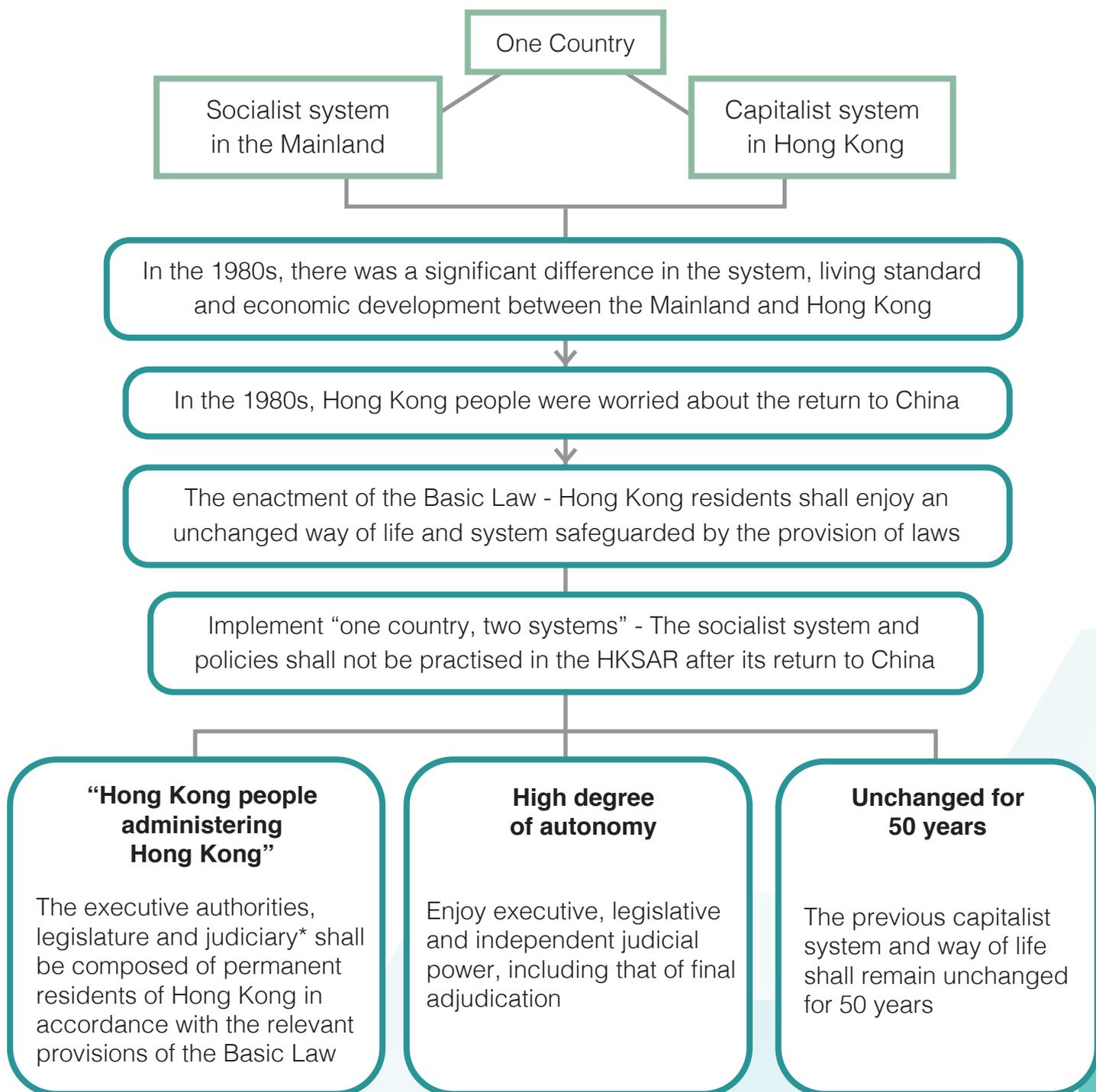
Corresponding articles in the Basic Law related to the questions

Question	Articles relating to the Basic Law
1	Preamble, Article 5
2	Article 12
3	Articles 13,14
4	Article 14
5	Article 45
6	Article 48 (5)
7	Article 73 (1)
8	Article 82
9	Article 106
10	Article 154
11	Article 158
12	Article 159



Appendix 3: Reference Materials for Instruction

Source A: The implementation of “one country, two systems”



* According to Article 92 of the Basic Law, judges and other members of the judiciary of the HKSAR may be recruited from other common law jurisdictions.

Source: Moral, Civic and National Education Section (2015). “單元二：「一國兩制」與五十年不變”. 活學趣論·基本說法—基本法視像教材套2015, P.18.

Source B: Use school scenarios to simulate the relationship between the Central Government and the HKSAR Government.

	The Central Government and the HKSAR Government	Principal and Teachers
Routine Work	The CPG is responsible for foreign, defence and garrison affairs. The HKSAR Government is responsible for routine affairs.	A school's principal is in charge of affairs within the school and also external contacts. Teachers and class teachers are in charge of routine teaching activities and class-related affairs.
Personnel Appointment	Hong Kong enjoys a high degree of autonomy, but the Chief Executive and the principal officials of the executive authorities shall be appointed by the CPG.	Class affairs are usually undertaken and determined by class teachers. Class teachers shall be appointed by the principal.
Law/ Rules	Laws enacted by the Legislative Council should be reported to the Standing Committee of the NPC for record.	Class rules or codes of each class usually require no special approval from the principal. Yet these class rules or codes should not breach school rules and must be recorded clearly.

Source: Adapted from Personal, Social & Humanities Education Section, EDB. (Reprinted with minor amendments in 2015). *Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary)*. Unit 3, P.6.

Source C



The new Court of Final Appeal building opened in September 2015

Video: “Basic Law uphold rule of law” (Part of the voice-over is in English. Chinese subtitles are available. Video length: 1 min 58s)

Website:

http://www.news.gov.hk/en/record/html/2015/09/20150925_173808.shtml

Source: The web page of Hong Kong Court of Final Appeal
http://www.hkcfa.hk/tc/about/cfa_building/CFAB_PhotoGallery/index.html

Appendix 4: Worksheet for group discussion

Source A



Sources:

1. The photo was extracted from RTHK.
Retrieved from http://www.rthk.org.hk/APSuppics/mfile_55_1039878_3.jpg
2. The text was excerpted and adapted from "港隊「雄」「詩」發威獵雙金「牛女」踩贏爭先賽", 26 September 2014, *Wen Wei Po*.

During the Women's Sprint of Track Cycling at the Incheon Asian Games in 2014, the Hong Kong athlete Lee Wai-sze joined hands with Zhong Tianshi from the national team to give a heart-thrilling performance, finally beating the latter by showing strong momentum and winning a gold medal for the Hong Kong team. This was the second gold medal she has won at the Asian Games. After the contest, Lee Wai-sze showed her excitement and enjoyment by lifting up her bike and running around the venue while covering herself with the flag of the HKSAR in response to the applause of the audience.

Video clip of the prize giving ceremony:

“李慧詩奪亞運爭先賽金牌” (Please watch 9:10 - 9:46)

Website: <https://youtu.be/z1splNugBcA>

Source B

The HKSAR passport is valid for travel to all countries in the world. Until March 2017, a total of 158 countries and regions have granted visa-free access or visa-on-arrival to HKSAR Passport holders. According to a report on 199 countries published in January 2017, the Hong Kong SAR passport ranked 18th in the Passport Index (ranked according to the number of countries or territories that give a passport holder visa-free access).

Sources: Excerpted and adapted from the following websites and articles:

1. "Visa-free access for HKSAR Passport". The web page of Immigration Department.
Retrieved from http://www.immd.gov.hk/eng/service/travel_document/visa_free_access.html
2. "Passport Index 2017." Retrieved from <https://www.passportindex.org/byRank.php>

Source C: Some articles from Chapter VI of the Basic Law (Extracted)

Article 136

On the basis of the previous educational system, the Government of the HKSAR shall, on its own, formulate policies on the development and improvement of education, including policies regarding the educational system and its administration, the language of instruction, the allocation of funds, the examination system, the system of academic awards and the recognition of educational qualifications. Community organizations and individuals may, in accordance with law, run educational undertakings of various kinds in the HKSAR.

Article 137

Educational institutions of all kinds may retain their autonomy and enjoy academic freedom. They may continue to recruit staff and use teaching materials from outside the HKSAR..... Students shall enjoy freedom of choice of educational institutions and freedom to pursue their education outside the HKSAR.

Article 138

The Government of the HKSAR shall, on its own, formulate policies to develop Western and traditional Chinese medicine and to improve medical and health services. Community organizations and individuals may provide various medical and health services in accordance with law.

Article 139

The Government of the HKSAR shall, on its own, formulate policies on science and technology and protect by law achievements in scientific and technological research, patents, discoveries and inventions.....

Article 140

The Government of the HKSAR shall, on its own, formulate policies on culture and protect by law the achievements and the lawful rights and interests of authors in their literary and artistic creation.

Article 141

The Government of the HKSAR shall not restrict the freedom of religious belief, interfere in the internal affairs of religious organizations or restrict religious activities which do not contravene the laws of the Region..... Religious organisations may, according to their previous practice, continue to run seminaries and other schools, hospitals and welfare institutions and to provide other social services.....

Article 149

Non-governmental organizations in fields such as education, science, technology, culture, art, sports, the professions, medicine and health, labour, social welfare and social work as well as religious organizations in the HKSAR may maintain and develop relations with their counterparts in foreign countries and regions and with relevant international organizations. They may, as required, use the name "Hong Kong, China" in the relevant activities.

Source: *The Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China*. (July 2012). Hong Kong: Constitutional and Mainland Affairs Bureau, HKSAR Government, P.43-46

Questions for Discussion:

1. With reference to Article 149 of the Basic Law in Sources A and C, in what ways did the cyclist Lee Wai-sze's participation in the Asian Games reflect the concept of "one country, two systems" and the provisions in the Basic Law according to Article 149 of the Basic Law?

	Reflection of the concept of "one country, two systems" and provisions in the Basic Law
Identity and costumes in the games	
Response to the victory	
Flag raised and anthem played at the awards ceremony	

2. According to Source B, eligible Hong Kong residents are allowed to apply for HKSAR passports. In what way does this example illustrate the concept of "one country, two systems" and the requirements under the Basic Law? What benefits can HKSAR passport holders experience when using their HKSAR passports?

3. According to Source C, give two examples to prove that the pre-1997 capitalist system and way of life remain unchanged after Hong Kong's return to China. Also, point out the connections between your two examples and the articles in Source C.

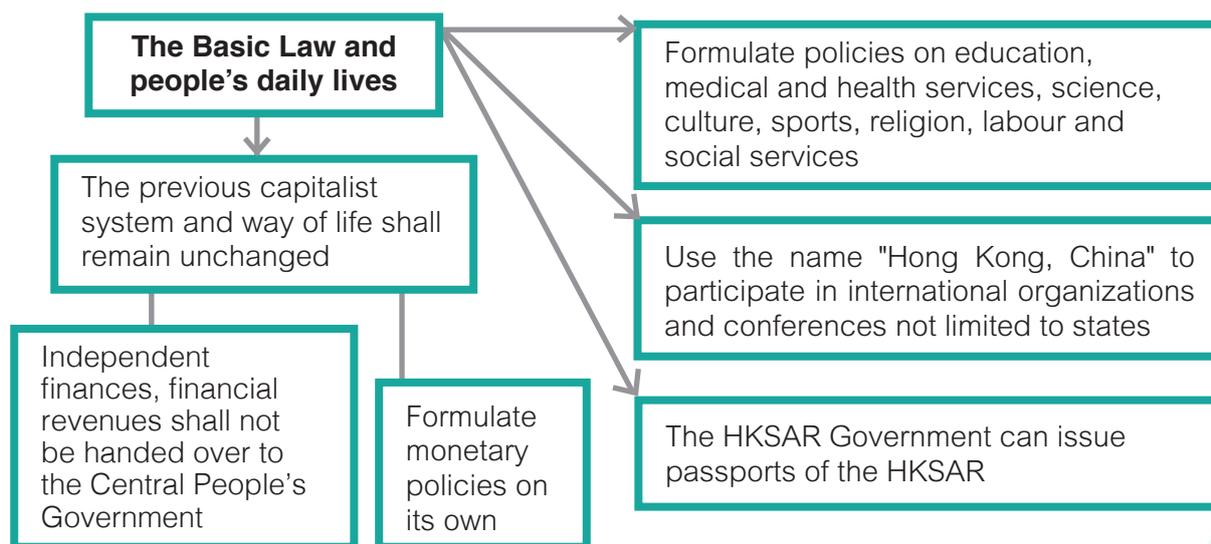
Example 1	
Example 2	

4. With reference to the examples in the previous question, explain their relationship with the maintenance of the quality of life of Hong Kong people.

	Relationship with the maintenance of the quality of life of Hong Kong people
Example 1	
Example 2	

Appendix 5: Summary of group discussion (For teachers' reference only)

- According to Chapter 6 of the Basic Law, the HKSAR Government can maintain Hong Kong's existing systems and policies. Regarding the education system, educational institutions of all kinds may retain their autonomy and enjoy academic freedom. Religious organizations may, according to their previous practice, continue to run seminaries and other schools, hospitals and welfare institutions and to provide other social services. Persons with professional qualifications or qualifications for professional practice obtained prior to the establishment of the HKSAR may retain their previous qualifications in accordance with the relevant regulations and codes of practice. The Government of the HKSAR shall maintain the policy previously practised in Hong Kong in respect of subventions for non-governmental organizations in fields such as education, medicine and health, culture, art, recreation, sports, social welfare and social work.
- Relationship between the Basic Law and people's daily lives



- According to the Basic Law, the HKSAR shall retain its original capitalist system and way of life rather than the socialist system and policies, and is entitled to independently devise policies concerning people's livelihood, which indicates the HKSAR Government's high degree of autonomy endowed by the Basic Law and the policy of Hong Kong people administering Hong Kong. The HKSAR Government may also fine-tune its policies according to different conditions to cater for social development.
- The late President Deng Xiaoping noted that for 50 years spanning across two generations, China would be more well developed in various fields, so the Hong Kong issue would be treated in a more open manner and thus the policy would not necessarily change. If change is needed, it would be carried out without impairing the interests of Hong Kong. (鄧小平文選, volume 3, p.73) Teachers may also refer to the two video clips provided in Module 2 (Video clips 4 and 5) in MCNE Section (活學趣論·基本說法—基本法視像教材套2015).

Source: Excerpted and adapted from Moral, Civic and National Education Section (2015). 活學趣論·基本說法—基本法視像教材套2015, Unit 2, P.10 & Unit 5, P.5.

Appendix 6: After-class Assignment

Consider the extracts from four speeches below about “one country, two systems” and answer the questions:

- Incumbent Chinese President Xi Jinping: “One country, two systems” is a basic national policy. To persistently advance the undertaking of “one country, two systems” is the common aspiration of all Chinese, including Hong Kong people, which is in line with the fundamental interests of the State and the long-term interests of Hong Kong, as well as the interests of foreign investors.
- Former Chinese President Hu Jintao: “One country, two systems” is a complete concept. “One country” is the prerequisite for “two systems”. Without “one country”, there would be no “two systems”. “One country” and “two systems” cannot be separated from each other, or in opposition to each other. “One country” is to maintain the power enjoyed by the CPG according to law, and to safeguard national sovereignty, unity and security. “Two systems” is to safeguard the high degree of autonomy enjoyed by the HKSAR and to support the Chief Executive and the HKSAR Government in governance.
- Former Chief Executive Leung Chun-ying: By adhering to the “one country, two systems” policy, Hong Kong will be well-positioned to fully utilise the dual advantages of “one country” and “two systems”, play a crucial role in national development and fuel further social and economic growth of Hong Kong.
- Former Chief Executive Donald Tsang: The “one country, two systems” policy endows Hong Kong with domestic and overseas advantages. As a highly internationalised financial centre outside the Mainland, Hong Kong boasts an open financial system, free flow of capital and information, and a regulatory system in line with international standards. Meanwhile, Hong Kong enjoys convenience as a part of China that more than 60% of China’s outward foreign direct investment (FDI) is transferred through Hong Kong.

Sources: Excerpted and adapted from the following articles and web pages:

1. “習近平：中央對港三個堅定不移”, 23 September 2014, Wen Wei Po.
2. “胡錦濤：在慶祝香港回歸10周年大會上的講話暨香港特別行政區第三屆政府就職典禮上的講話”. 1 July 2007. The web page of Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region. Retrieved from http://www.locpg.hk/2015-03/18/c_127594820.htm.
3. “行政長官（梁振英）出席紀念《基本法》頒布二十五周年研討會致辭全文” (Chinese Only), 12 Sept 2015, Press Release of the HKSAR Government. Retrieved from <http://www.info.gov.hk/gia/general/201509/12/P201509120386.htm>
4. “行政長官（曾蔭權）出席人民幣國債再次在港發行儀式致辭全文”, 30 November 2010. Press Release of the HKSAR Government. Retrieved from <http://www.info.gov.hk/gia/general/201011/30/P201011300177.htm>

Questions

- (a) According to the source, summarise the views of state leaders and the Chief Executive of the HKSAR on “one country, two systems”.
- (b) The greatest benefit to Hong Kong brought by the implementation of “one country, two systems” lies in its economic value.’ Do you agree with this viewpoint? Why?

Intention of Assessment

Assessment Focus

The sources of the assessment item are the speeches of the former and incumbent China's Presidents and the former Chief Executives of the HKSAR relating to "one country, two systems". Students will be assessed on their understanding and application of concepts and knowledge such as, "one country, two systems", "The Basic Law", "rule of law", "quality of life" and the impact of the implementation of "one country, two systems" on the development of Hong Kong. For the assessment focus of students' enquiry skills, students should be able to explain with appropriate information, interpret and integrate the textual data and analyse from multiple perspectives.

Expected Student Performance

- Knowledge
 - For question (a), students should understand the key terms in the question, especially the implication of "one country" and "two systems" in "one country, two systems". **They should also point out that "one country" and "two systems" should not be separable from each other nor oppose each other, and "one country" is the prerequisite of "two systems"**. In the sources, State leaders and the HKSAR Chief Executives all agreed that the Mainland and Hong Kong are closely linked. **The Mainland respects and guarantees Hong Kong's overall development, and Hong Kong should adhere to "one country" and "two systems"**. With close collaboration between Hong Kong and the Mainland, the policy will produce mutual benefits and win-win results.
 - For question (b), students should demonstrate their ideas towards the viewpoints in the question. Their ideas can be either positive or negative but appropriate information and examples should be used in their explanation.
 - ◆ Students may analyse from economic, political, legal, social or cultural perspectives and elaborate using concepts such as "The Basic Law", "rule of law" and "quality of life".
 - ◆ Students should list some criteria, such as the number and scope of beneficiaries, the extent of benefits, short-term or long-term benefits, and costs of the benefits. Then they should reach a conclusion through comparison, and explain whether the economic benefits account for the greatest proportion, or whether other benefits are equal to or even exceed the economic benefits.
- Skills
 - Showing understanding of the question requirements and basic concepts.
 - Extracting and summarising the key messages conveyed by the textual data.
 - Analysing the impact of "one country, two systems" on Hong Kong from multiple perspectives, using appropriate sources or proposing evidence to support their own arguments.

Appendix 7 : After-class Reading Materials

The Court of Final Appeal has served Hong Kong since July 1, 1997. It was established under the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China.....

Whether one is a long-term historical observer of Hong Kong or only of recent events here, there is one common feature: that Hong Kong has always faced challenges. In facing these challenges, Hong Kong has always regarded the existence of the rule of law to be crucial in providing the necessary stability amidst change. This is reflected in the Basic Law. The Basic Law implements the basic policies of the Central Government regarding Hong Kong. One of the principal themes of the Basic Law is the maintenance and continuation of those institutions that have contributed to Hong Kong's success over the years. Obviously of importance among such institutions is the rule of law.

Those components of the rule of law which are of particular relevance to Hong Kong – indeed to all common law jurisdictions of which Hong Kong is one – comprise first, the due recognition of rights and fundamental freedoms, not just for oneself but also for others (respect for one's rights, respect for the rights of others and equality of all persons before the law); secondly, the existence of an independent Judiciary to enforce these rights and fundamental freedoms. These themes are recognised throughout the Basic Law. The reference in Article 2 of the Basic Law to “independent judicial power” means judicial independence and this is repeated in two other articles. The term “judicial power” means the responsibility of the courts to adjudicate disputes impartially and according to law.

The maintenance of laws previously in force in Hong Kong, including the common law and rules of equity, is another recurring theme in the Basic Law. The reference to the common law is an important one. The common law, with its emphasis on fairness, justice, and the adherence to legal principle and the spirit of the law, has served Hong Kong well over the years and will continue to do so. Decisions of the courts may sometimes not be to everybody's liking – whether they be private individuals, political and other groups, or even the Government – but it is not the role of the courts to make popular decisions. The function of the courts is to adjudicate on disputes according to the law and its spirit, and judges are to discharge their responsibilities in accordance with their judicial oath, namely, to do so “honestly and with integrity.....without fear or favour, self-interest or deceit”. The courts and judges also do this openly, with very limited exceptions. Open justice is a key feature in Hong Kong's system of law.....

The rule of law provides the social stability that is the foundation of a content and prosperous society. This building is the symbol of the rule of law in Hong Kong and this institution remains as strong as it has ever been in our community. For our part, the courts and judges will always discharge their daily responsibilities with this firmly in mind.

Source: Adapted from Chief Justice Geoffrey Ma. “Basic Law Upholds Rule of Law”. Hong Kong's Information Services Department. Retrieved from http://www.news.gov.hk/en/record/html/2015/09/20150925_173808.shtml

End of Appendix