

Senior Secondary Liberal Studies
Learning and Teaching Exemplar
for NCS students (6)

**Use of Public
Open Space**



Use of Public Open Space

A. Basic information of the lessons

Topic Use of public open space in Hong Kong

Relevant modules, themes and issues for enquiry **Leading** **Module 2: Hong Kong Today**

Theme 1: Quality of Life

- What Hong Kong citizens consider to be the priorities which constitute quality of life?
- What are the reasons contributing to the different priorities given by various stakeholders?
- What might be the obstacles in the pursuit of quality of life?

Related **Module 6: Energy Technology and the Environment**

Theme 2: Environment and sustainable development

- What are the actions promoting sustainable development and what are their limitations?

Overall design rationale

This exemplar could be used as an introduction to stakeholder analysis in Hong Kong Today. Through an investigation of the use of public open space in Hong Kong and their community, students may gain insight into the different needs and priorities of various groups in Hong Kong. As the issue is close to students' daily life and is observable, this should enable the students to better understand the idea of stakeholder analysis. For non-Chinese speaking students, this also provides an opportunity for them to gain a better understanding of different segments of Hong Kong society, while at the same time, for teachers to get to know the community their students living in.

After students are equipped with the knowledge of the stakeholders in relation to public open space, teacher can proceed to guide them to identify the conflicts that might arise in the process of



pedestrianisation. Through role-play, students can understand how the different needs and priorities of various stakeholders may lead to conflicts. Teachers may further guide students to consider how these conflicts might be resolved.

A writing task on the issue of hawking is also included in the exemplar. It is intended to allow students to transfer the knowledge to a related issue (as hawking is also a use of public open space).

**Time
required**

 3 lessons (40 minutes per lesson), approximately 120 minutes in total

**Learning
objectives**

 **Knowledge:**

- To understand the concepts relating to public open space and its relation to quality of life.
- To understand the different stakeholders relating to the use of public open space, which can also be applied to urban planning in general.
- To understand why the use of public open space can be a controversial issue in Hong Kong.
- To explore how the conflicts relating to public open space can be managed.



 **Skills:**

- To collect and interpret information from different sources.
- To identify the views of different stakeholders.
- To apply the relevant knowledge and concepts when studying contemporary issues.
- To express ideas in speaking and writing.

 **Values and attitudes:**

- To adopt an open and tolerant attitude towards other people's views and values.
- To respect different lifestyles, beliefs and opinions.
- To appreciate the need for sustainable development.



Basic Concepts for application

📍 Living standard, quality of life, public space, walkability, urban planning, ageing society, inclusive society



Relevant learning experience at junior secondary levels

- 📍
- The needs and problems of Hong Kong society.
 - The physical and human characteristics of the environment of Hong Kong.
 - The functions of the government and the services provided by it.

Catering the learning needs of NCS students

- 📍
- The structure of the lesson seeks to build students' understanding about their local community through field visits, so that they can proceed to analyse the conflicts arise from pedestrianisation.
 - Different uses of public open space are chosen so that NCS students can relate to their life experiences, but at the same time enhancing their understanding of Hong Kong society.
 - The activity encourages students to interact with their community. It also provides an opportunity for teachers to better understand their students through the pictures they take.
 - The writing task is designed with scaffolding to help NCS students formulate their answers in a more systematic way.



B. Design of classroom learning and teaching

Lesson Learning and teaching strategies and flow

1

Lead in (around 10 minutes)

- Introduce the concept of public open space. (**Appendix 1**)
- Show 5-10 pictures to students and ask them if they are public open space or not, in order to check their understanding of the concept.

*(Some pictures are included in **Appendix 2** as examples. Alternatively, teachers can use the Google Streetview to show different locations to students and ask them to determine if it is public open space)*

- Teacher can conclude this part by summing up the typical public open space in Hong Kong *(as an extension, teacher can also point out that some apparently “public” space are in fact private, managed by private enterprises)*

Activity (around 15 minutes)

- Divide students into groups of 4-5 students. Each group will be given a set of 7 pictures (**Appendix 3**).
- Ask the students to identify the users of public open space in the pictures. Using the table provided in the worksheet (**Appendix 1**), ask the students to elaborate on what do the users use the public open space for, and what might be the concerns of the users.

Round up (around 10 minutes)

- Showcase of the findings of each group *(this can be done by posting each group’s table on the board if poster-sized papers are used; or by taking pictures of their worksheet and upload them to the LMS used by the school, e.g. Google Classroom)*
- Look for similarities and differences among each group’s findings. Teacher can then ask each group to report their findings in 1 to 2 pictures (depending on how many groups are there in the class), especially those in which different identifications are made.
- There is no need to check the findings of each group regarding the concerns of users at this stage.



Briefing for assignment (around 5 minutes)

- Ask students to take a picture of different use of public open space in their community or near the school.
- Ask students to record where and when the picture is taken, who the user(s) is/are, the type of public open space, and what the use is, using the table provided in the worksheet (**Appendix 1**). This helps to build students' skills of conducting field work which might be useful for their IES.



- Ask students to upload the picture before next lesson. There are several possibilities – email to the teacher, upload to LMS / Google site, or upload to a shared Google Map.

(Alternatively, teacher can set a route and conduct a field trip with the students)

2

Lead in (around 2 minutes)

- Recall the common types of public open space in Hong Kong and the users identified in lesson 1.

Presentation (around 10 minutes)

- Distribute the worksheet (**Appendix 4**).
- Instruct students to form groups (of 4-5 students) and share the pictures they have taken. They should record their findings on the worksheet provided. Each group can present the findings to the rest of the class.
- Teacher should focus on the students' findings with the knowledge acquired in lesson 1, as well as highlight findings that were not discussed previously (e.g. users / uses / type of public spaces not discussed in the previous lesson)
- The main purpose of this part is to develop students' skills in conducting meaningful research, and to show that they can learn by combining concept (public space) with observation.



 **Activity (around 18 minutes)**

- Show the first survey question about the desired improvements in public open space by young people to the students (**Appendix 4**). Ask students how they would respond to the survey questions. *(Teachers can use polling apps, e.g. Poll Everywhere in the process).*
- Record the polling results on the board. *(If time permits, ask students how to calculate the voting results – since one can choose up to 3 choices, one way would be to add up the choices, i.e. 1st choice being 1, 2nd choice being 2, etc. and the option with the lowest number would be the most preferred option)*
- Ask student to read the survey result in Source A on the worksheet and count the ranking. Compare the survey results and the polling results in class. If there is a major difference, teacher can ask students to share why they choose that way. *(The main purpose of this step, however, is for students to process the survey data)*
- Direct students to study the second survey (General Improvement) on the worksheet. Divide students into groups and ask them to translate the bar chart into the table. *(Alternatively, the completed table can be provided to students to save time)*
- Ask students to identify the differences and similarities between the preferences of different age groups. Afterwards, ask students to complete the short writing task on the worksheet.
- If time permits, direct students to return to the worksheet completed in lesson 1, in which they have proposed the concerns of different users of public open space. Ask students to check if the preferences align with the concerns of elderly they proposed last lesson.
- The main purpose of this activity is to develop students' skills of data interpretation (teachers may choose to present the data in a table rather than charts if the intention is to train students' skills in handling numerical data).



Round up and briefing for assignment (around 10 minutes)

- Conclude that (1) public space is shared by different users; and (2) different users have different needs and wishes regarding public open space.
- Point out that, as a result, conflicts might occur among different users (i.e. stakeholders).
- Distribute the assignment to the students (**Appendix 5**). Introduce the idea of pedestrianisation. Select a portion of road in the neighborhood as the topic of investigation (Teacher can provide a few choices for students to choose from).
- Ask students to visit the selected place and record how people use the street currently on the worksheet. (Teacher may also ask students to take pictures as in last assignment)

(e-learning strategy: Ask students to submit their observation results on LMS before the next lesson to speed up the process)



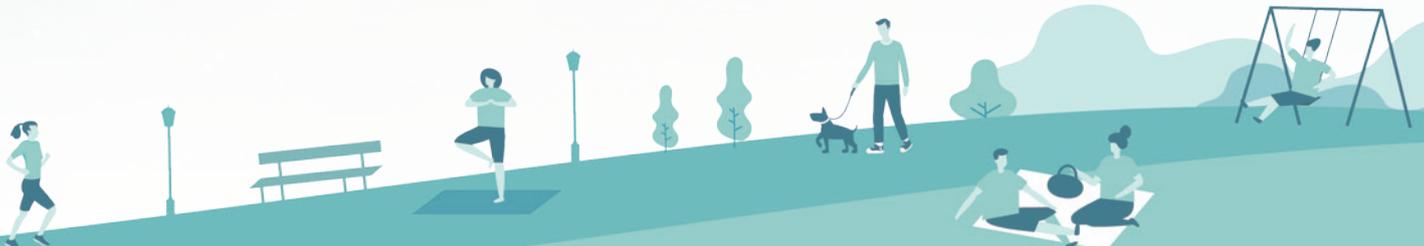
3

Lead in (around 10 minutes)

- Ask students to present their observations and write down the current users of the street on the board. (If students have already submitted their observations through LMS, teacher can go through them and skip the question).
- Further ask students if there might be groups who might potentially be affected by pedestrianisation that are not listed. Teacher may direct students to refer to the previous worksheet in **Appendix 1** for reference. Add them to the list on the board.

Activity 1 (around 15 minutes)

- Divide students into groups. Each group will be assigned a stakeholder to study (this can also be done by drawing lots).
- Give each group a set of instructions (**Appendix 6**) and a large piece of paper for them to write on.
- After each group has completed the task, stick the papers on the board.
- Quickly go through the inputs and ask for clarification if necessary.



Activity 2 (around 10 minutes)

Two options in this activity:

Option 1:

- Give each student the worksheet for conflicts identification (**Appendix 7.1**), and draw a similar set of lines on the board.
- Ask each group to move the view of their designated stakeholder, which are already stuck on the board, to the position they think it belongs to along the spectrum.
- Give each student the worksheet in **Appendix 7.2**.
- Check the positioning of the stakeholders, and ask for explanation from each group.
- Ask students to transfer the answer into the table in the worksheet.

Option 2:

- Ask students to categorise the views presented on the board, based on (1) whether they support / oppose the pedestrianisation proposal; and (2) whether they have different preferences for the use and regulation of the area created.
- Circle / highlight different categories of views using different colours. Explain to the students that those in same colour can be paired up as a conflict. (In other words, there can be conflicts on whether they support / oppose the proposal; and conflicts on the details of the proposal)
- Give each student the worksheet in **Appendix 7.2**. Ask students to complete the worksheet.

Round up (5 minutes)

- Introduce the post-lesson assignment (**Appendix 8**). Teacher can guide students to follow the colour code to turn the table into written answer. (Depending on the abilities of the students and their workload, teacher may choose to ask students to write one or two pairs of conflicts only)

Optional follow-up task:

Distribute a data-response question on hawking (Appendix 9) for students to check if they can transfer the skill of conflicts identification to a similar but slightly different topic.



Appendix I: Worksheet for Lesson I

What is public open space?

The concept of public open space, defined in a broad sense, is “space which is:

- (a) Outdoors, and
- (b) can be accessed by anyone without paying a fee or meeting any requirements.

Parks, squares, streets, street markets, footbridges, and country parks are some examples of public open space.

Public open spaces are places where public life takes place, where people from different backgrounds can interact with each other as equals. These interactions take many different forms, including casual contact, socialising, community activities, entertainment, political expression, and commercial exchanges.



**Let's learn
a new
concept!**



Source: Open Space Handbook - A guide for journalists in Hong Kong (2018). Civic Exchange. Retrieved from https://civic-exchange.org/wp-content/uploads/2018/05/OpenSpace_HANDBOOK-201805.pdf

Task 1: Decide if the pictures are public open space.

Picture	Is it public open space?
1	Yes / No
2	Yes / No
3	Yes / No
4	Yes / No
5	Yes / No
6	Yes / No



**Let's see
if I get the
concept!**



Task 2:

Who are the users of public open space shown in the pictures? What kind of uses of public open space do they reflect? What do you think might be the users' wishes regarding public open space?



Discuss with your classmates



Picture	The user(s) in the picture	What kind of use of public open space does it show?	What do you think might be the users' wishes regarding public open space? (Optional)
1			
2			
3			
4			
5			
6			
7			
8			

Well done!

You are able to master the concept of public open space!



Achievement unlocked!



Assignment: Take a picture of different use of public open space in your community or near your school.

Field work record sheet

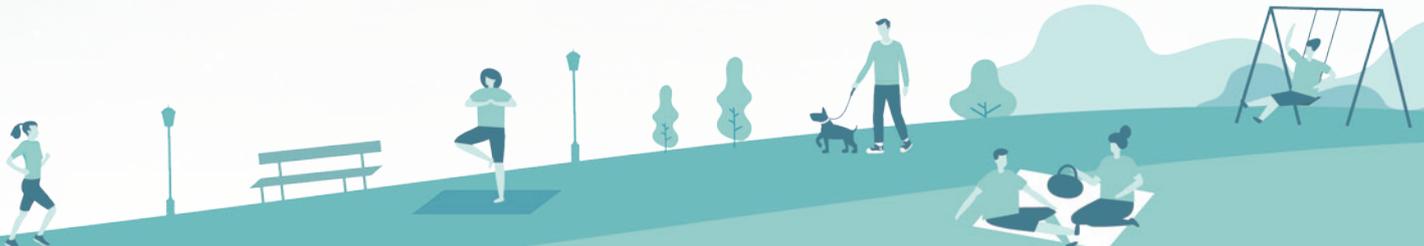
Insert picture here:



**Let's go out
and have a
look!**



Where was the photo taken?	
When was this photo taken?	
What type of public open space was it?	
Who was/were the user(s) in the photo?	
How did the user(s) utilise the public open space?	



Appendix 2: Pictures of public / private open space for task I

Picture 1 : Football pitch at Sha Tsui Road, Tsuen Wan



Source of the photo: Taken by the resource developer

Picture 2: A shopping mall in Hong Kong



Source of the photo: Taken by the resource developer

Picture 3: A street market in Ma Tau Wai



Source of the photo: Taken by the resource developer



Picture 4: Clearwater Bay Golf and Country Club



Source of the photo: Taken by the resource developer

Picture 5: A school courtyard

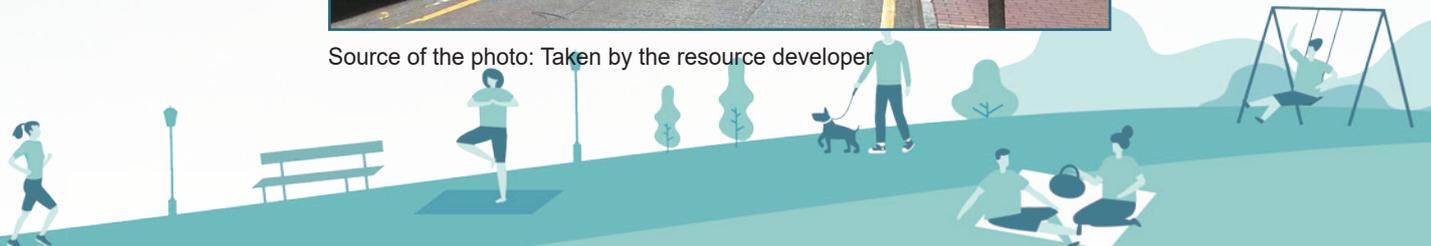


Source of the photo: Taken by the resource developer

Picture 6: Sai Yeung Choi Street, Mongkok



Source of the photo: Taken by the resource developer



Appendix 3: Different uses of public open space for task 2

Picture 1 :



Source of the photo: Taken by the resource developer

Picture 2:



Source of the photo: Wikipedia user - Wpcpey. (2016). Retrieved from https://commons.wikimedia.org/wiki/File:Ngau_Tau_Kok_Park_Children_Play_Area_201606.jpg

Picture 3:



Source of the photo: Taken by the resource developer



Picture 4:



Source of the photo: Taken by the resource developer

Picture 5:



Source of the photo: Dilontai. (2013). Retrieved from <https://commons.wikimedia.org/wiki/File:%E5%A4%A7%E5%9D%91%E8%88%9E%E7%81%AB%E9%BE%8D%E4%B9%8B%E8%B5%B7%E9%BE%8D%E9%A0%AD.JPG>

Picture 6:

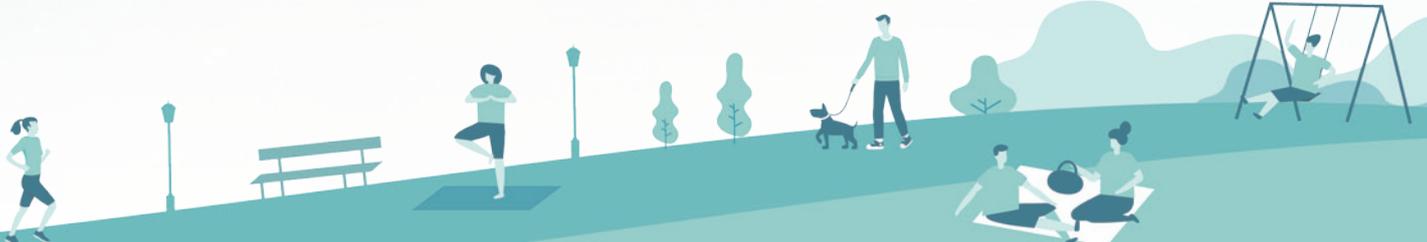


Source of the photo: Taken by the resource developer

Picture 7:



Source of the photo: Taken by the resource developer



Appendix 4: Worksheet for Lesson 2

Task 1: What did the class find?

Use the table below to count the findings based on the pictures taken by your classmates:

Types of public open space	User(s)	Uses



Let's share your findings!



Well done!

You have conducted a field study to combine a concept (public open space) with observation.



Achievement unlocked!



Task 2: What do people want from public open space?

Below are two survey questions from Civic Exchange about the preferred improvements to open space.



It's polling time!



1. Improvements for youth

Choose up to 3 things that you want in your community to make open spaces better for young adults and teenagers. Prioritise 1 to 3.

1. Movie Screening



Source of photo: TamanWarisanMelayu. (2013). https://commons.wikimedia.org/wiki/File:MHC_Outdoor_Film_Screening.jpg

2. Open areas where people can ride skateboards, scooters, BMX bikes



Source of photo: Fraguando. (2019). https://commons.wikimedia.org/wiki/File:Ni%C3%B1os_de_Casablanca_en_un_parque_para_patinar_02.jpg

3. Multi-purpose spaces for dance, badminton, yoga, etc.



Source of photo: National Park Service. (2020). <https://www.nps.gov/articles/green-exercise-clinics.htm>

4. Performances and other cultural events



Source of photo: Protur mariano moreno. (2016). https://commons.wikimedia.org/wiki/File:Expo_artesanal_Mariano_Moreno..jpg

5. Barbecue areas



Source of Photo © Robin Stott (cc-by-sa/2.0) <https://www.geograph.org.uk/photo/3899024>

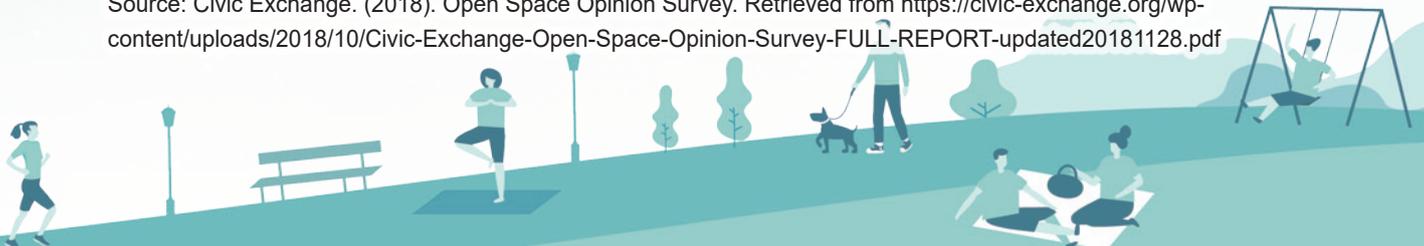
6. More places to sit and chat



Source of photo: <https://www.piqsels.com/en/public-domain-photo-zvxn5>

7. None

Source: Civic Exchange. (2018). Open Space Opinion Survey. Retrieved from <https://civic-exchange.org/wp-content/uploads/2018/10/Civic-Exchange-Open-Space-Opinion-Survey-FULL-REPORT-updated20181128.pdf>



What is your choice?

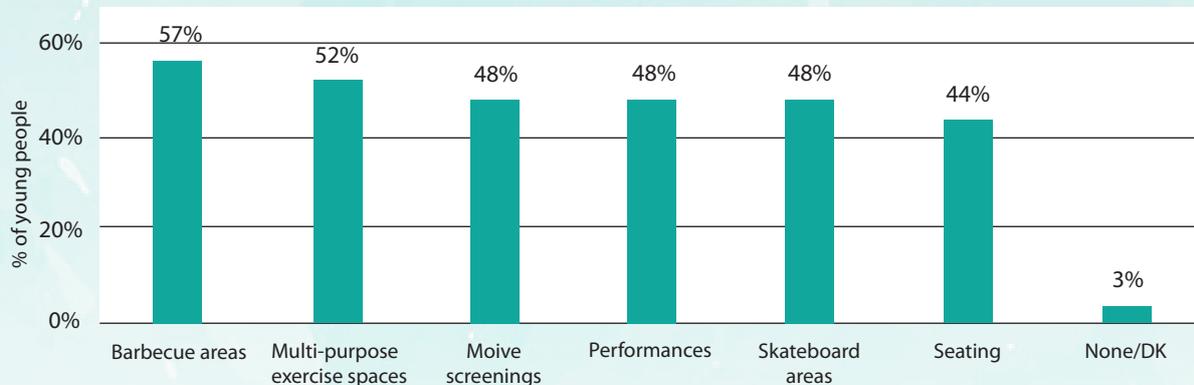
	Votes*	Rank (in class)	Rank(survey)
1. Movie Screening			
2. Open areas where people can ride skateboards, scooters, BMX bikes			
3. Multi-purpose spaces for dance, badminton, yoga, etc.			
4. Performances and other cultural events			
5. Barbecue areas			
6. More places to sit and chat			
7. None			

* Each person choose up to three things which he/she would like to improve in the public open space in Hong Kong. How might we count which one is the most preferred?

Read the survey result in Source A and compare that with the preference of the class:

SOURCE A

666 respondents



Source: Open Space Opinion Survey, P.107. (2018). Civic Exchange. Retrieved from <https://civic-exchange.org/wp-content/uploads/2018/10/Civic-Exchange-Open-Space-Opinion-Survey-FULL-REPORT-updated20181128.pdf>

Is there any difference between the preference of the class and the survey result?
If so, what are they?



2. General improvement

Choose up to 3 things that you would like to see to improve the open spaces in your community. Prioritise 1 to 3.

1. Lawn to sit on



Source of photo:
<https://www.pxfuel.com/en/free-photo-odjgn>

2. Mist fountains for summer cooling



Source of photo:
<https://www.piqsels.com/en/public-domain-photo-sowtd>

3. Outdoor strength training equipment



Source of photo © Richard Webb (cc-by-sa/2.0)
<https://www.geograph.org.uk/photo/4968255>

4. Shared cycling / jogging / walking paths



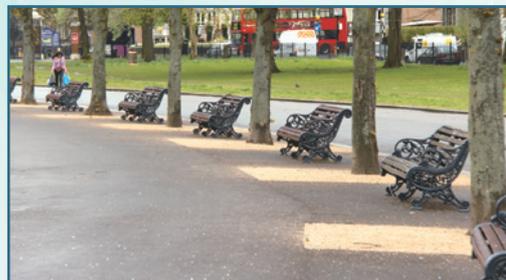
Source of photo:
<https://www.pxfuel.com/en/free-photo-qeowl>

5. More trees and shrubs



Source of Photo: Prosperity Horizons. (2017).
https://commons.wikimedia.org/wiki/File:Po_Tsui_Park_Jogging_Path.jpg

6. More places to sit and chat



Source of photo: Cristian Bortes. (2012).
[https://commons.wikimedia.org/wiki/File:Victoria_Park_\(7257921088\).jpg](https://commons.wikimedia.org/wiki/File:Victoria_Park_(7257921088).jpg)

7. Water refilling stations



Source of photo © David Hawgood (cc-by-sa/2.0)
<https://www.geograph.org.uk/photo/5995283>

8. More shade



Source of photo: שאולה הייטנר. (2018).
https://commons.wikimedia.org/wiki/File:PikiWiki_Israel_53166_playground_in_neve_tzedek.jpg

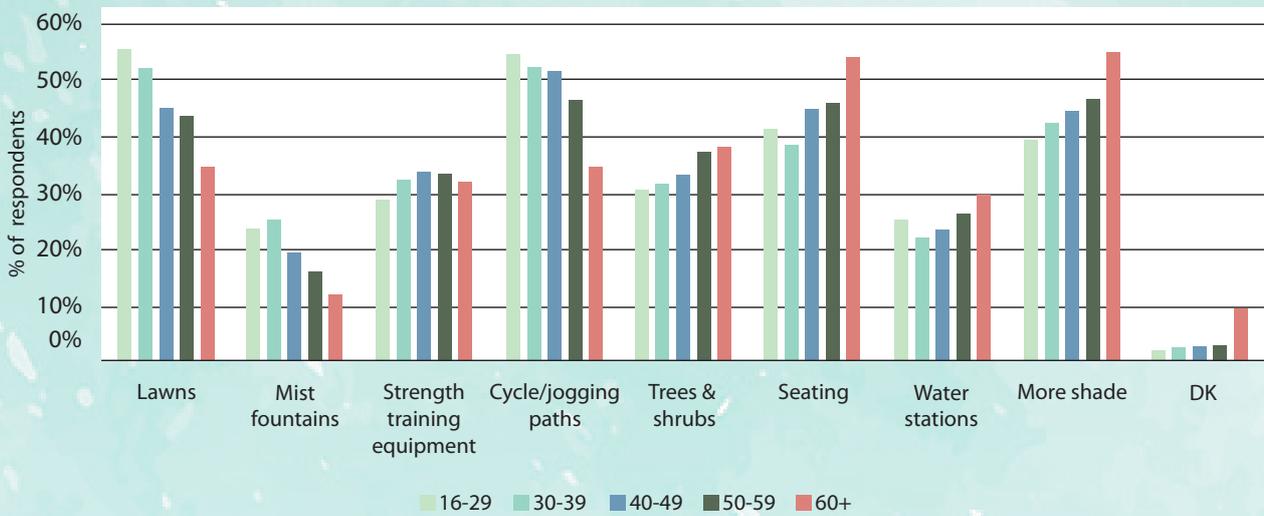
9. None

Source: Civic Exchange. (2018). Open Space Opinion Survey. Retrieved from <https://civic-exchange.org/wp-content/uploads/2018/10/Civic-Exchange-Open-Space-Opinion-Survey-FULL-REPORT-updated20181128.pdf>

Read the survey result in Source B and rank the preference of different age groups:

SOURCE B

3,604 respondents



Source: *Open Space Opinion Survey*, P.87 (2018). Civic Exchange. Retrieved from <https://civic-exchange.org/wp-content/uploads/2018/10/Civic-Exchange-Open-Space-Opinion-Survey-FULL-REPORT-updated20181128.pdf>

	Votes				
	16-29	30-39	40-49	50-59	60+
1. Lawn to sit on					
2. Mist fountains for summer cooling					
3. Outdoor strength training equipment					
4. Shared cycling / jogging / walking paths					
5. More trees and shrubs					
6. More place to sit and chat					
7. Water station					
8. More shade					
9. None					



Task 3: Analyse the data

From Source B, what are the differences and similarities on the public's preference for improvement in public open space across different age groups?



Let's investigate the results!



Refer to Task 2 (Appendix 4). Do the findings in the survey align with what you think are the preference of elderly?



On second thought...

Well done!

You have learnt more about the preference of the general public regarding public open space, and have tested your hypothesis with reliable data.



Achievement unlocked!



Appendix 5: Assignment

Pedestrianisation

Street is a common kind of public space. The Transport Department in Hong Kong has designated some of the streets and roads as pedestrian streets to improve their walkability.

Since year 2000, Transport Department has been implementing pedestrian schemes in several areas, including Causeway Bay, Central, Wan Chai, Mong Kok, Tsim Sha Tsui, Jordan, Sham Shui Po, Stanley and Shek Wu Hui.



**Let's learn
a new
concept!**

As we have seen, different groups have different preference towards public open space. Now, if _____ (teacher to select a place) is turned into pedestrian zone, what might happen?



**Let's
imagine...**

Assignment: Field work

Currently, how do people utilise that part of street?

Place	
Date and time of visit	



**Let's go
and have
a look!**

User(s)	How do(es) the user(s) utilise the public space?

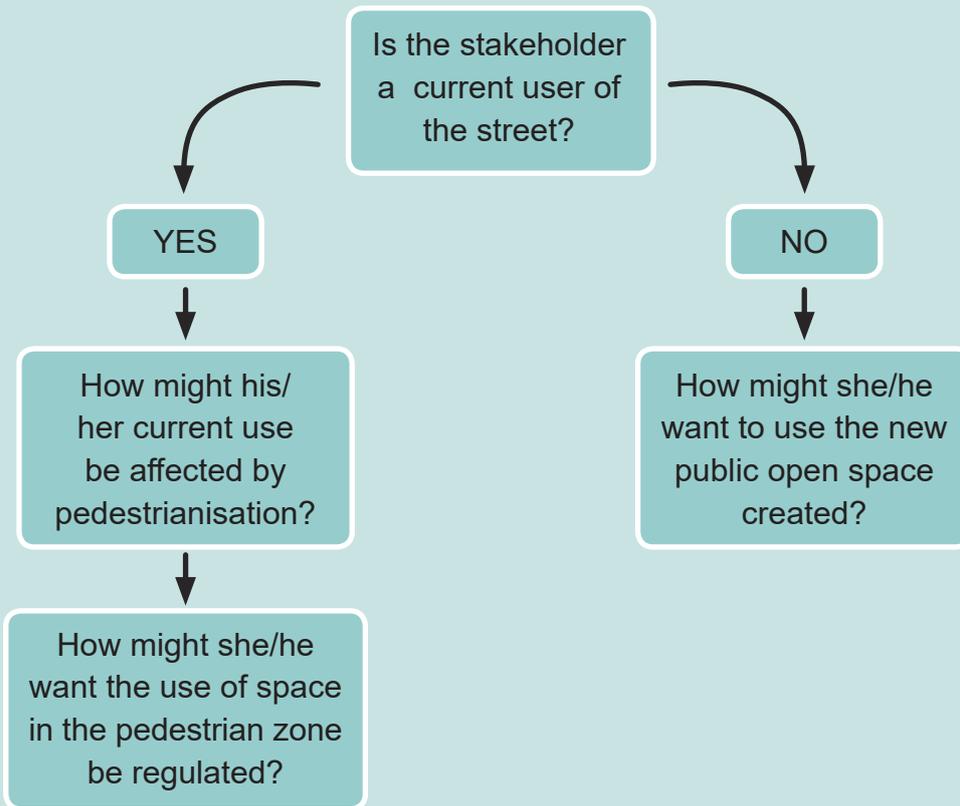


Appendix 6: Worksheet for Lesson 3

Task 1:

There is a proposal to pedestrianise _____ to create more public open space. Different stakeholders are involved. Your group is asked to study the possible reactions of towards the proposal.

You might use the following analytical framework:



Let's get started!



You should identify the possible **views** of the stakeholders and their **reasons**.

- Include (1) views support / against the proposal; (2) views on how the pedestrian area should be regulated; (3) views on what kind of facilities should be provided, etc.
- The reasons might be due to the way their current use might be affected; or their preference of use of public open space. (Refer to the previous worksheets for reference)

Write down your analysis on the poster paper provided.



Appendix 7: Conflicts between stakeholders

Appendix 7.1

Mark the stance of the stakeholders on the diagram below:

Prefer non-
pedestrian
use



Prefer
pedestrian
use

More
regulation
on the
use of the
pedestrian
zone



Less
regulation
on the
use of the
pedestrian
zones

Different
uses of the
pedestrian
zone



*Let's share
the findings!*





Appendix 7.2:



Let's find out who is in conflict
with whom... 

Stakeholders A	Views of stakeholder A regarding pedestrianisation	Reasons

Stakeholders B	Views of stakeholder B regarding pedestrianisation	Reasons	Their conflict is about....

Appendix 8: Writing Task



Let's put the ideas into writing!



Question: Identify and explain the possible conflicts that might arise as the Hong Kong government sets up pedestrian zones.

<p>Firstly, conflict about (refer to the table) might arise.</p>	<p>State the conflict</p>
<p>(Stakeholder A) thinks that...</p>	<p>State the view of the first stakeholder in conflict.</p>
<p>(Stakeholder A) hold this view because...</p>	<p>Explain the reason of the view.</p>
<p>(Stakeholder B) thinks that...</p>	<p>State the view of the second stakeholder in conflict.</p>
<p>(Stakeholder B) hold this view because...</p>	<p>Explain the reason of the view.</p>

<p>The second conflict is about (refer to the table)</p>	<p>State the conflict</p>
<p>(Stakeholder A) thinks that...</p>	<p>State the view of the first stakeholder in conflict.</p>
<p>(Stakeholder A) hold this view because...</p>	<p>Explain the reason of the view.</p>
<p>(Stakeholder B) thinks that...</p>	<p>State the view of the second stakeholder in conflict.</p>
<p>(Stakeholder B) hold this view because...</p>	<p>Explain the reason of the view.</p>



Finally, conflicts about (refer to the table) might arise. ✎	State the conflict
(Stakeholder A) thinks that... ✎	State the view of the first stakeholder in conflict.
(Stakeholder A) hold this view because... ✎	Explain the reason of the view.
(Stakeholder B) thinks that... ✎	State the view of the second stakeholder in conflict.
(Stakeholder B) hold this view because... ✎	Explain the reason of the view.

Well done!

You have successfully conducted a stakeholder analysis. It is an important tool in analyzing how certain actions may affect different people. By using the stakeholder analysis, it helps us to better understand the impacts of an action, and to decide our own stance on it.



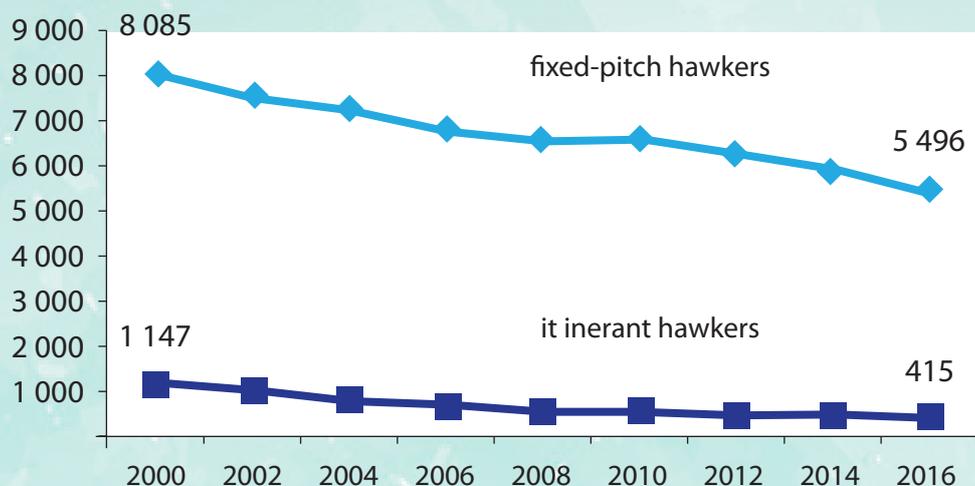
Achievement unlocked!



Appendix 9: Follow-up Task

SOURCE A

Table 1: Number of licensed hawkers in Hong Kong



* itinerant hawkers mean hawkers who are allowed to hawk in a mobile nature within a specified trading area

Table 2: Estimated amount of unlicensed hawkers in Hong Kong

	2014	2015	2016	2017	2018
Total	1480	1594	1454	1474	1511

Sources:

Table 1. LegCo Statistical Highlight. Retrieved from

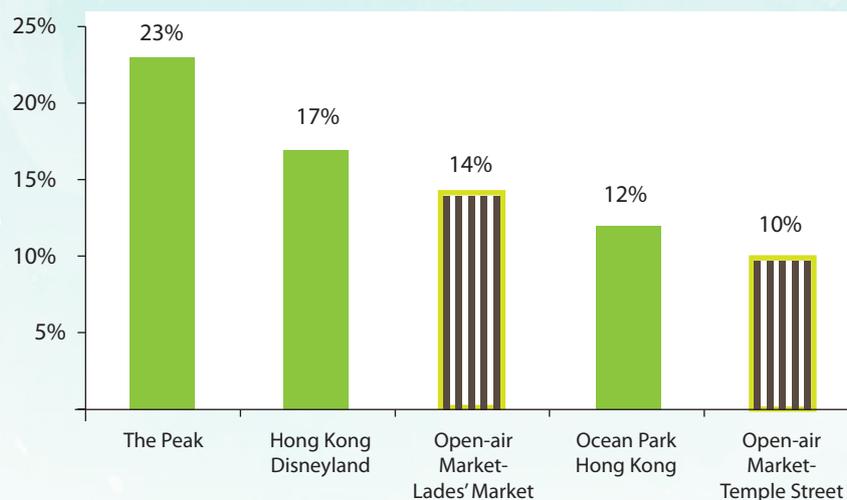
<https://www.legco.gov.hk/research-publications/english/1718issh05-hawker-control-in-hong-kong-20171201-e.pdf>

Table 2. Examination of Estimates of Expenditure 2019-20. Retrieved from

[https://www.fehd.gov.hk/english/legco/2019-20/FHB\(FE\)354.pdf](https://www.fehd.gov.hk/english/legco/2019-20/FHB(FE)354.pdf)

SOURCE B

Top five most visited tourist destinations in Hong Kong, 2016



Source: LegCo Statistical Highlight. Retrieved from

<https://www.legco.gov.hk/research-publications/english/1718issh05-hawker-control-in-hong-kong-20171201-e.pdf>



Summary of the Hong Kong government's views on hawker control

SOURCE C

- The Government has since the 1970s stopped issuing new hawker licences.
- For residents living nearby, on-street hawking activities might cause obstruction, environmental nuisance or even hazards relating to hygiene and fire risks.
- Shopkeepers in commercial premises nearby might consider on-street hawking activities an unfair competition with the businesses because hawkers did not have to pay rent.
- The government is open to suggestions of suitable locations for hawker markets, but it is extremely hard to find such spots.

Source: SCMP - Closing time. Retrieved from <http://multimedia.scmp.com/hawkers/>

SOURCE D Excerpt from a newspaper report

Hawking has been an economic lifeline for generations of workers. It has allowed poor, sometimes uneducated people to earn a living on their own, without the expense of finding and maintaining a permanent storefront. Stalls provide convenient foodstuffs and household items, often at prices affordable to the working class, while feeding the new generation of office workers looking for cheap eats.

“The government needs to see that this is a cultural fixture of Hong Kong life for the past half-century,” said long-time hawker Chan Kai-tai, who sells fresh fruit from a cart. “This is it. This is where the locals, the poorer folks, the working folks buy their daily necessities.”

Source: SCMP - Closing time. Retrieved from <http://multimedia.scmp.com/hawkers/>

- (a) With reference to Source A, describe the trend of hawking activities in Hong Kong. (4 marks)
- (b) With reference to the above sources, suggest and explain the possible conflicts that would arise if the Hong Kong government decided to reissue hawking licence. (8 marks)

-- End of Appendix --



Suggested Guidelines

(P.151) Decide if the pictures are public open space.

- Picture 1 is public open space.
- Picture 2 is semi-public space – it is privately own and activities can be restricted. However, in many cases, shopping malls served as a public space where people can gather and socialise.
- Picture 3 is public open space.
- Picture 4 is not public open space as it is privately owned, and access is restricted.
- Picture 5 is not public open space as access is restricted.
- Picture 6 is public open space (this is to remind students that public open space is not necessarily for leisure only).

(P.152) Who are the users of public open space shown in the pictures? What kind of uses of public open space do they reflect?

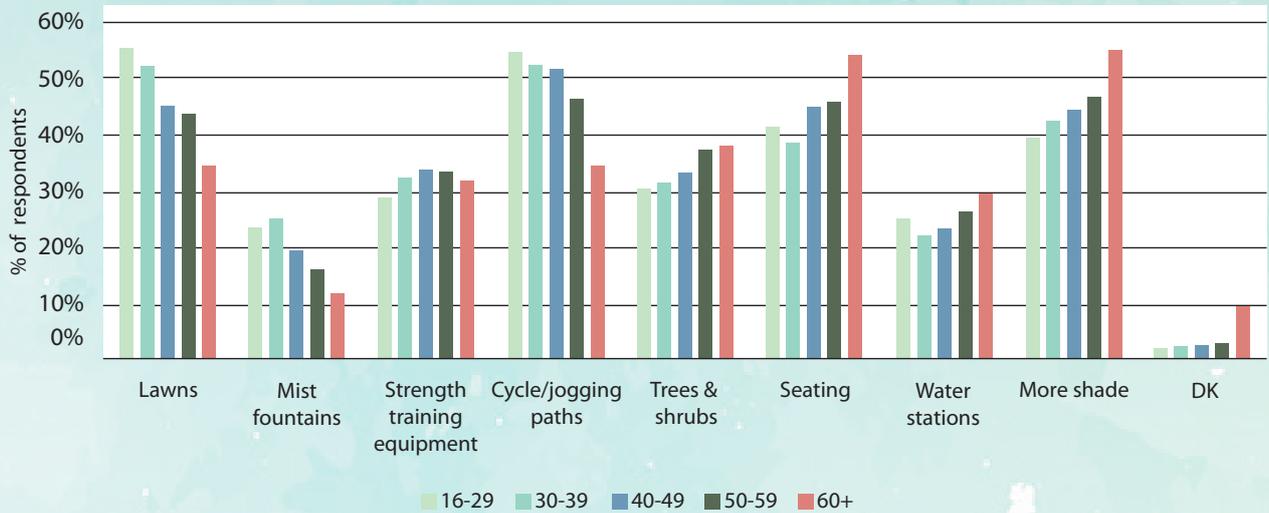
Picture	
1	The picture shows a group of elderly exercising in a park. Public open space serves as a place for elderly to exercise and to socialise with others.
2	The picture shows some parents and children in a playground in Ngau Tau Kok Park. Public open space serves as a place for family activities (e.g. for parents to play with their children). Parents might prefer having playgrounds or play components in public open space.
3	The picture shows two buskers in Tsim Sha Tsui. Public open space serves as a place for cultural activities (e.g. for busker to perform and show their talents). Buskers would like to have the freedom to perform (as it is not always allowed), and also the presence of crowds to watch their performances.
4	The picture shows a group of foreign domestic helpers gathering at a footbridge in Mongkok. Public open space serves as a place for rest and leisure , in particularly for foreign domestic helpers, to maintain their community networks.
5	The picture shows the local residents in Tai Hang doing the fire dragon dance. Public open space is used as a place for festivals and celebration. In this case, the fire dragon dance is a celebration of the Mid-Autumn Festival. This shows the importance of the use of public open space in passing on traditional culture and customs.
6	The picture shows goods being unloaded at the Yau Ma Tei fruit market. Public open space, in many cases, serves as temporary storage places for businesses. The users involved are drivers, workers and business owners.
7	The picture shows a hawker selling chestnuts (they are licensed hawkers). Public open space is a space for hawkers, usually from lower socio-economic strata, to conduct businesses.



(P.162) Who are the users of public open space shown in the pictures? What kind of uses of public open space do they reflect?

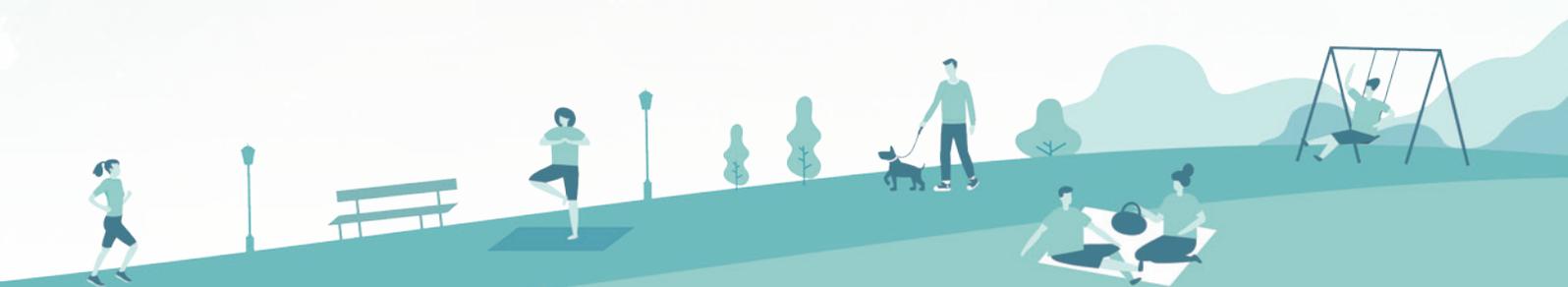
SOURCE B

3,604 respondents



Source: *Open Space Opinion Survey*, P.87 (2018). Civic Exchange. Retrieved from <https://civic-exchange.org/wp-content/uploads/2018/10/Civic-Exchange-Open-Space-Opinion-Survey-FULL-REPORT-updated20181128.pdf>

	Votes				
	16-29	30-39	40-49	50-59	60+
1. Lawn to sit on	1 st	2 nd	2 nd	4 th	4 th
2. Mist fountains for summer cooling	8 th	7 th	8 th	8 th	8 th
3. Outdoor strength training equipment	6 th	5 th	5 th	6 th	6 th
4. Shared cycling / jogging / walking paths	1 st	1 st	1 st	1 st	4 th
5. More trees and shrubs	5 th	6 th	6 th	5 th	3 rd
6. More place to sit and chat	3 rd	4 th	2 nd	2 nd	1 st
7. Water station	7 th	8 th	7 th	7 th	7 th
8. More shade	4 th	3 rd	2 nd	2 nd	1 st
9. None	9 th				



(P.163) Task 3: Analyse the data

From Source B, what are the differences and similarities on the public's preference for improvement in public open space across different age groups?

(Possible answer) Elderly (60+) shows a significantly different preference than other age groups. While other age groups prioritise Cycling / jogging / walking paths, it is ranked much lower by the elderly. Instead, they prefer more shades and trees.

Yet, there are also a lot of similarities across the age groups.

For example, water station, mist fountains, and outdoor strength training equipment are not preferred by the public.

Most public prefers more places to sit on, the difference being that younger groups (16-49) prefer lawn, while the older groups prefer to sit under shade.



Let's investigate the results!



(P.168) Appendix 8: Writing Task

There might be many conflicts arising from pedestrianisation and here are some examples:

(1) Conflicts between stakeholders who prefer non-pedestrian use of the space and those who prefer pedestrian use:

● Between **drivers / businesses along the road** and **pedestrians**

- ◆ Businesses might oppose to pedestrianisation because they would face difficulties in loading and transportation of goods; some businesses (e.g. garages; delivery services) requires access to roads to operate. (Some businesses, however, are less reliant on transportation of goods and they might be benefited from more pedestrian flow).
- ◆ Pedestrians generally welcome pedestrianisation as it creates a better walking environment (e.g. less crowded, better roadside air quality). It is also safer for elderly and parents with children.

(2) Conflicts over how the pedestrian zone should be regulated:

● Between **buskers** and **residents nearby**

- ◆ Buskers would prefer busking to be allowed in the pedestrian zones; and less regulation on the performing hours.
- ◆ Local residents might prefer music performances to be regulated as this can create noise pollution to them.



(3) Conflicts between competing uses of the pedestrian zones:

- Between **young people** and the **elderly** in the community
 - ◆ Elderly would prefer more seating / resting area within the pedestrian areas as it is their main use of the spaces.
 - ◆ Young people would prefer more open area for activities / exercise.
 - ◆ Given the limited space in the pedestrian zone, the two uses would be in conflict as both demands cannot be satisfied at the same time.

(P.171)

(a) With reference to Source A, describe the trend of hawking activities in Hong Kong.
(4 marks)

- For licensed hawkers, the number of both fixed-pitch hawkers and itinerant hawkers have been dropping from 2000 to 2016. For fixed-pitch hawkers the number dropped from 8085 to 5496 (-32%). The drop for the number of itinerant hawkers was higher, from 1147 to 415 (-63%).
- The number of unlicensed hawkers in Hong Kong remains largely unchanged from 2013 to 2017, at around 1500.

(b) With reference to the above sources, suggest and explain the possible conflicts that would arise if the Hong Kong government decided to reissue hawking license.
(8 marks)

- Conflicts of business interests between the tourism industry and shopkeepers: The tourism industry is likely to be benefited from reissuing of hawking license, as fixed-pitch market like the Ladies' Market and the Temple Street Market are top tourist attraction (Source B). As the number of fixed-pitch hawkers have been declining (Source A), reissuing hawking license might help revitalise the industry, or even creating new tourist attractions. Shopkeepers would be worried that hawkers create an unfair competition to them as hawkers do not need to pay rent. Reissuing hawking license, especially if they are in tourist districts, will affect the profit of shops there. Hence, they will oppose to the policy.
- Conflicts between residents with different priorities on quality of life: Some residents held a higher priority on their living environment. On-street hawking activities might cause obstruction, environmental nuisance or even hazards relating to hygiene and fire risks (Source C). Hence, they would object to allowing hawkers to operate near their living area. Some residents held a higher priority on living cost. They might see hawkers as a source of affordable and convenient foodstuff and household items (Source D), and they would welcome to have hawkers operating nearby. Therefore, conflicts would arise among residents.



- Conflicts over where the hawkers will be located: The government would prefer to find a place where the presence of hawkers would not cause obstruction, such as large open area. However, for hawkers, they would prefer to operate in places with more crowds as this can bring more businesses.

Student's sample

Sample (8 marks)	
<p>First conflict arises between shopkeepers in commercial premises nearby and hawkers. The former might oppose reissuing hawking license because it brings unfair competition. Hawkers no need to pay rent (Source C) and spend money on maintaining a permanent storefront (Source D), while shopkeepers need to do so and their cost of running business is higher. Besides, since some of the hawkers are itinerant (Source A), they can choose to go to somewhere with more people and hence, more income can be earned than shopkeepers. Then unfair competition results. However, hawkers would support since the license protect them. After the abolishment of hawker license in 1970 (Source C), number of license falls (Source A). It might be because the hawker without license may be arrested by police, so they are discourage to hawk. However, hawking allow uneducated people to earn a living in a legal way. Therefore, conflict arise due to the concern of their own economic interest.</p>	<p>Conflicting stakeholders stated</p> <p>Their respective reasons for their views explained.</p> <p>Summarised the conflict (or conflict over business interests)</p>
<p>Second conflict is between residents living nearby and those who consume food of hawkers, like office workers in Source D. Resident living nearby may oppose it since on-street hawking activities cause obstruction, environmental nuisance and hazards relating to hygiene and fire risk. They lower residents' quality of life and bring safety threats. With reissuing hawking license, more hawkers will be encouraged to hawk since they can earn a living in a legal way and cheap way, and the number of hawkers will rise. Then, the negative impacts brought to residents nearby will become even more serious, so they will oppose it. On the other hand, people who consume will support it. As I have mentioned, the legal license would encourage people to hawk. With more hawkers, more affordable food or household items are sold (Source D). Competition between hawkers may further lower the price too. This benefits hawkers' customers since they need to spend less. Therefore, conflict arise due to different priority of quality of life and consuming affordable food.</p>	<p>Conflicting stakeholders stated</p> <p>Their respective reasons for their views explained.</p> <p>Summarised the conflict (better as living environment v.s. living cost)</p>
<p>Last conflict is between government and hawkers, based on how the license is issued. The government might suggest location with less people flow to hawkers since it is hard to find suitable spots (Source C). Besides, problem like obstruction, mentioned in Source C, would be caused in those busy place. It will bring social discontent due to lower quality of life or safety problem, and the government may be dissatisfied by the public. Therefore, government may assign place with less people flow to hawkers when they are applying for license. However, hawkers would like to be assigned to somewhere with a lot of people to attract more customers. Source D shows that hawkers are cultural fixture of Hong Kong, so it can attract tourists. Therefore, hawkers may want to sell in tourist spots, like Peak or Disneyland in Source B, to earn more. Also, the cheap hawkers' food attract office workers and poor people due to low cost (Source D). Therefore, hawkers would like to sell in districts with low-income residents or working population to earn more. These districts like Sham Shui Po are usually cramped, so government may not agree with their preference. Therefore, conflict arise due to the place assigned.</p>	<p>Conflicting stakeholders stated</p> <p>Their respective reasons for their views explained.</p> <p>Summarised the conflict (i.e. conflict over where the location might be assigned)</p>

