

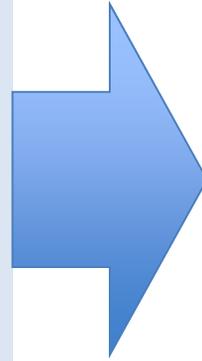
Experience sharing of developing & using school-based Liberal Studies English teaching materials based on EDB's Resource Package

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Challenges faced by LS teachers in EMI Schools

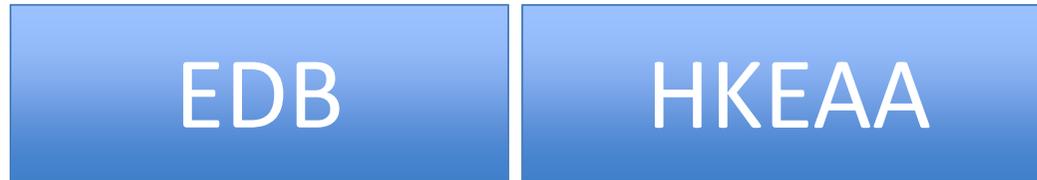
- Students are not confident in asking questions & presenting their ideas in English.
- **Limited teaching & learning materials** from
 - publishers & local media
 - professional exchanges with teachers in other schools.



- Unfavorable for issue-enquiry learning which aims for developing students' analytical skills.
- Difficult to have regular discussion about ad-hoc issues & related LS concepts.

Ideal Curriculum & Lesson Planning

Seven learning goals



Training courses/
seminars



Values &
attitudes



Knowledge

*Curriculum and
Assessment (C&A) Guide*

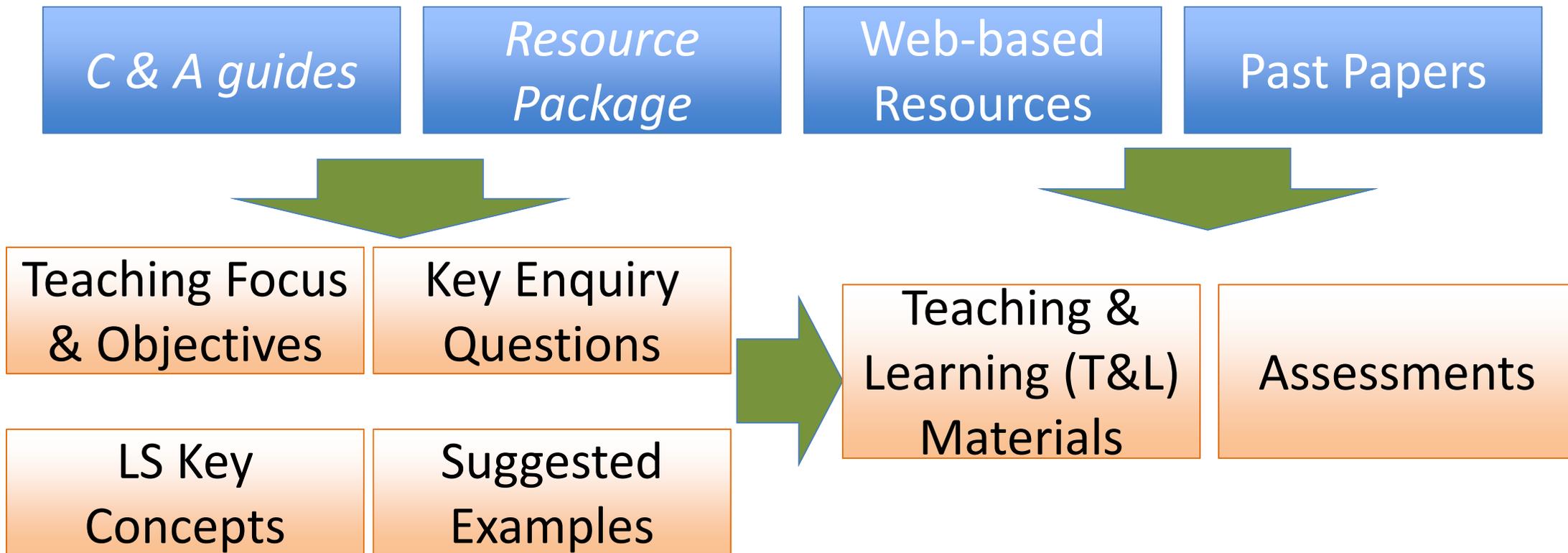
Resource Package

Web-based
Resource Platform

DSE past papers
(2012-2017)

Analytical and
examination skills

School-based Curriculum & Assessment Planning in SSGC



About Module 2- Hong Kong Today

Many learning and teaching focuses involved in this module are related to other modules. When planning the curriculum of this module, teachers may consider guiding students to pay attention to the connection of this Module with other Modules based on the selected examples for enquiry. During the enquiry process, students may even try to integrate the relevant parts and explore them together so as to foster students' capability to manage cross-modular issues.

In curriculum planning,

**WHAT SHOULD WE PAY ATTENTION TO IN THE
RESOURCE PACKAGE?**

Ch.2 of *Resource Package* → Teaching focuses of 6 modules

Please note that **suggested examples for enquiry quoted in this chapter are for reference only (including lists of examples in the main text and in the shaded boxes), while the underlined and bolded texts are meant to call for teachers' attention.** Teachers may add to or choose from these examples for enquiry, adjust the sequence of teaching, or even redesign teaching resources to better meet the needs of their schools in accordance with the *C&A Guide*.

e.g. Module 2 T1 Quality of Life

4 Major focuses adopted from *Resource Package*, p.31-44

- **Basic** meaning of quality of life and its indicators
- Measuring the quality of life of Hong Kong residents from different perspectives

Teachers may consider **selecting examples** for student enquiry from multiple perspectives, and may also try to integrate some perspectives, or explore the above focuses together with relevant learning and teaching focuses in other modules,

- Priorities in measuring the QoL and impacts

Teachers may also consider **selecting one or two examples** to allow students to explore how they perceive the priorities shared among Hong Kong residents in terms of quality of life, and explain the values reflected by these choices.

- Actions in pursuit of QoL

Emphasis should be put on the possible hurdles in taking these actions, the decision-makers and their effectiveness.

- Pay attention to the suggested focus of topics, e.g.
 - Brief, a rough idea;
 - Put the enquiry focus on;
 - May cite examples of XX for enquiry.
- The possible **question types** are hidden in the guidelines
 - Factors/impacts
 - Values reflected from citizens' priorities
 - Conflicts
 - Suggestions / Effectiveness of measures
 - Priority
- **Strategies** adopted in lessons/ teaching materials.

e.g. Module 2 T1 Quality of Life

What are the issues/examples to be discussed? (may consider the grey tables from *Resource Package*).

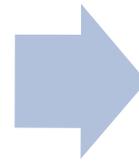
- From the economic perspective: Teachers are advised to use recent authentic economic data, such as GDP, the unemployment rate and the Gini coefficient values, to let students analyse **the impact of economic change and level of wealth inequality on the quality of life of people in Hong Kong and social stability**. Teachers may also guide students to explore how the increased public expenditure from the government has affected the quality of life of people in Hong Kong from the perspectives of the government's financial capacity, tax burden on citizens and cost effectiveness.
- From the cultural perspective: Teachers are advised to guide students to **analyse whether Hong Kong is a diversified society** (e.g. whether different forms of art, customs, religious beliefs, and cuisines from different cultures can coexist) **and whether a pluralistic culture is conducive to improving the quality of life of people in Hong Kong**. In addition, teachers may also consider **exploring the relationship between culture and quality of life from the perspective of cultural inheritance**, such as guiding student enquiry into the inheritance of Chinese traditional culture in Hong Kong, or reviewing the pros and cons of cultural conservation policies in Hong Kong from studying the issue of conserving heritage and historic buildings.

- From the social perspective, a minimum wage is now in effect in Hong Kong. Labour groups urge to specify standard working hours as the next step. It is also suggested that a poverty line should be defined so as to set more concrete poverty alleviation goals. Teachers may propose the study of **which stakeholders' interests should be taken into balanced consideration, what obstacles should be overcome and to what extent the living standard of the grass roots can be improved if these suggestions are put into practice**, and what can be done besides legislation to improve the living standard of those in need.
- Regarding the environment, environmental groups think that an overwhelming number of walled buildings in urban areas have blocked the sunlight and weakened air ventilation, thereby affecting the health of residents. Teachers may use this example to explore with students **how buildings and urban development planning affect the quality of life of Hong Kong residents**, and **what actions** residents **can take to express their opinions and demands**.
- On the political front, teachers may cite survey reports regarding people's satisfaction with the HKSAR Government conducted by academic institutions. Teachers may also analyse with students **the impact of the effectiveness of government policy implementation on quality of life**, such as protecting public interests and providing benefits for different sectors of society. Teachers may also discuss how Hong Kong residents can monitor government policies to enhance the effectiveness of governance and **improve the quality of life** (Teachers may integrate this part with the 2nd learning and teaching focus of this module).

Planning lessons and designing teaching materials after studying the relevant parts in the Resource Package

Section 1 : Basic meaning of quality of life and its indicators

Concepts clarification:
Indicators of QoL



Concepts application: What aspects of QoL would be affected?



Table ES-2
Housing Affordability Ratings by Nation: Major Markets (Over 1,000,000 Population)

Nation	Affordable (3.0 & Under)	Moderately Unaffordable (3.1-4.0)	Seriously Unaffordable (4.1-5.0)	Severely Unaffordable (5.1 & Over)	Total	Median Multiple
Australia	0	0	0	5	5	6.5
Canada	0	2	1	3	6	4.7
China (Hong Kong)	0	0	0	1	1	13.5
Ireland	0	1	0	0	1	3.6
New Zealand	0	0	0	1	1	6.7
United Kingdom	0	0	8	8	16	5.1
United States	20	20	5	6	51	3.2
TOTAL	20	23	14	24	81	



Notes for students = Learning of **data processing**

- Don't focus too much on introducing indicators, but guiding students to **conceptualize** them **from the given materials**.
- Use more statistical data, cartoons & photos to facilitate data processing.

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Skills required: Statistical analyses
Concepts related to QoL: Housing affordability, financial burden

Concepts related to QoL:
Air quality, living environment, individual health

Section 2A : Measuring HK residents' QoL from different perspectives

Issue-enquiry 1 – High living cost, poor living conditions in HK

Knowledge	Question types + skills
<p>What contributes to high living cost in HK?</p> <ul style="list-style-type: none">- Property prices & production of PRH flats- Transportation cost- Expenditures on daily necessities	<ul style="list-style-type: none">- Statistical analyses (Pattern, trends, phenomenon)
<p>Identify and explain the possible problems reflected from the living conditions in HK.</p> <ul style="list-style-type: none">- Econ: Financial burden & social mobility- Living environment/livability (Example: Subdivided flats, urban planning in HK)- Level of convenience, hygiene, privacy, diversity & quality of services & goods- Social harmony	<ul style="list-style-type: none">- Discussion on impacts from multiple perspectives;- Conceptualization skills from sources provided.
<p>Difficulties faced by the government in improving living conditions in HK.</p> <ul style="list-style-type: none">- In urban planning- In housing supply / dealing with soaring property prices.	<ul style="list-style-type: none">- Value- Conflicts- Difficulties

Notes for students = Learning of **data processing & explanation skills**

- When it is designed as the "focus" of the module, teachers should place emphasis on **explanation skills and application of concepts.**

1. **aspect of QoL:**

Source A:



The cartoon depicts a man in a green shirt and white pants running while carrying a yellow house on his back. The house has a red roof and a face with a speech bubble that says "Don't stop! Work for me!!". A label "Flat owners" is placed near the man. On the left side of the cartoon, there is a vertical label "T.S.". The background shows a simple landscape with hills and a blue sky.

Identify and explain **ONE problem** faced by HK residents reflected **from Source A (Cartoon).**

Skills required/ Question type: **A → B + Cartoon analysis**

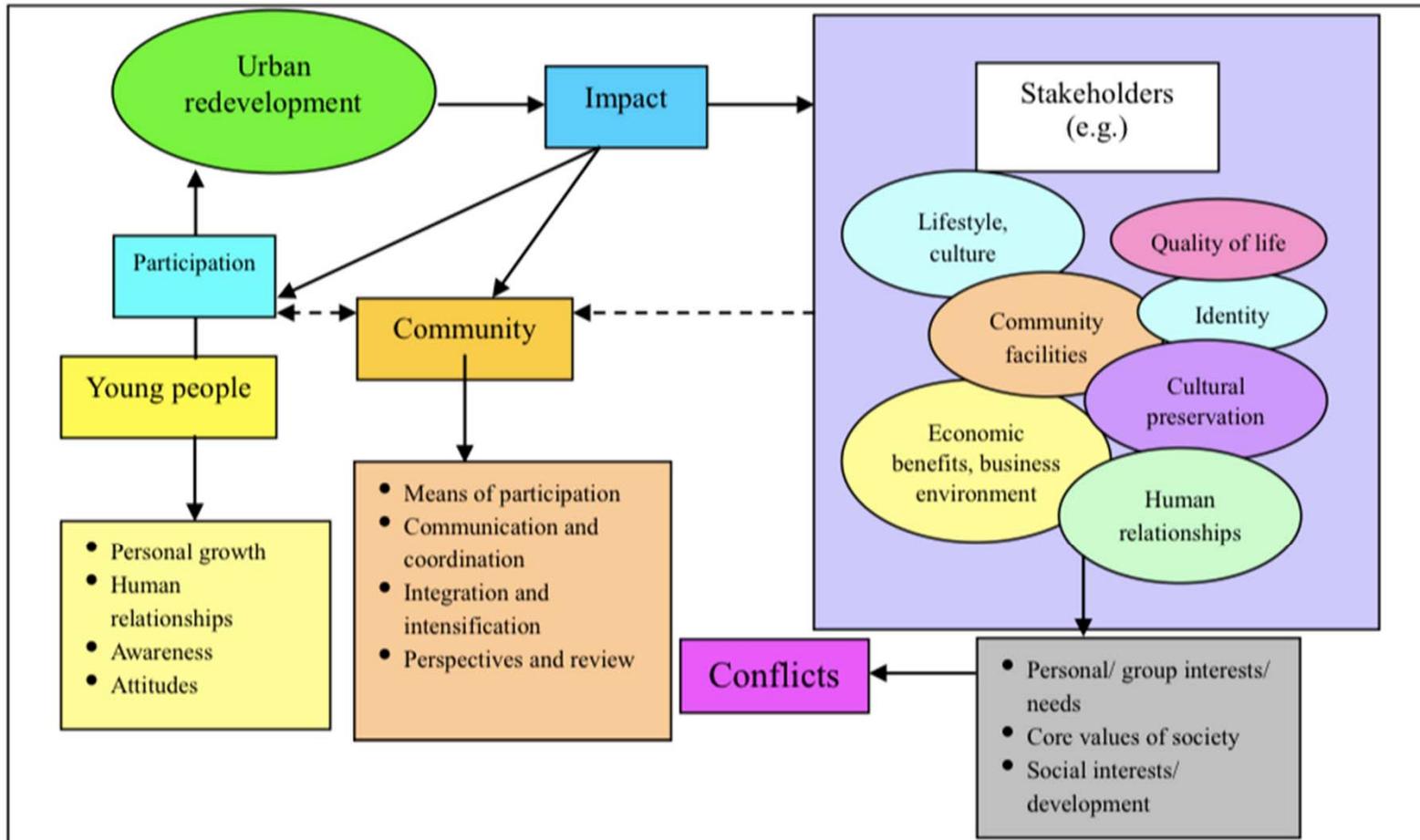
Knowledge: Elaborates on the influence of housing problem on HK residents (**QoL**)

1.TS	2.Concept A =	3. Direct outcome	4: Elaboration on Concept B

Notes for students = T & L of data processing & explanation skills

From *Resource Package*, p.138

Table 4: Suggested cognitive pathway for formulating a response to Question 1 (a)



Notes for students = T & L of **data processing & explanation skills**

From *C&A Guide*,

-**People's opinions** about the quality of life may vary according to short & long-term cost & benefits to individuals, social groups & gov.

-Hurdles with respect to maintaining & improving QoL, e.g. **mobilization of resources**, technological level, social cohesion, perception of social justice, regional and international factors.



Source D. Is country park development the way out?

Although Hong Kong is highly urbanized, nearly 40% is country park land. Such a ratio is among the highest worldwide. As country park land is protected by Country Parks Ordinance, its development has been restricted for years. However, under the shortage of land and housing supply, some government officials have said that country park land is not necessarily 'untouchable and undevelopable'.

Lam Chiu Ying, former Director of Hong Kong Observatory: "The intention to develop country park land is a 'cancer cell of the thoughts'. Local country parks are built along the reservoirs. Development will pollute our drinking water. The government should first develop areas around the town instead of country parks."

Gordon Wu, entrepreneur: "40% of land in Hong Kong is reserved for country parks. Since men cannot live in there, the land only accommodates wide animals. Men are a kind of animals but they are forced to live in subdivided flats. It is foolish to keep such a high ratio of country park land which should be open for development. Economic success is the pride of Hong Kong, but country parks are not."

Government officials: "The current government has no intention to develop country park land, but admits that there are a considerable amount of transition areas between urban areas and country parks, including green belts. The government has chosen some green belts for evaluation for change of land use. The government says an environmental assessment has to be made before choosing green belts to consider factors such as impact to trees and the ecosystem and whether trees are of important species."

Identify **ONE difficulty** from Source D in increasing residential land supply.

Skills required: Summarize the long-length source into ONE difficulty.

1. TS

2. Limitations / Problem illustrated from Source D

3. What & how goals can't be achieved?

Section 2B: Measuring HK residents' QoL from different perspectives

Issue-enquiry 2 – Welfare & resources allocation in HK

Knowledge	Question types + skills
<p>Population in HK</p> <p>What types of welfare are provided by the HK government?</p> <ul style="list-style-type: none">- Welfare to public: Public education, public medical services, public housing- Welfare to needy: CSSA, Community Care Fund, etc- Welfare to elderly: Old Age Living Allowance	<ul style="list-style-type: none">- Statistical analyses (Pattern, trends, phenomenon)
<p>Identify and explain the possible social problems that arise from the ageing population in HK.</p> <p>What might be the conflicts that arise from the introduction of universal pension scheme?</p> <p>Do you agree that the introduction of universal pension scheme in HK can help improve the QoL of HK people?</p>	<ul style="list-style-type: none">- Discuss impacts from multiple perspectives;- Conflicts- Conceptualization skills from sources provided.
<p>Do you agree that tax rebate is effective in alleviating financial burden of HK people?</p>	<ul style="list-style-type: none">- Effectiveness of government policies

Tactics of designing notes:

Train our students to prepare their own notes

- Flipped classroom & e-learning
 - Ask students to search the relevant data, news regarding
 - Population structure in HK,
 - Stakeholders' opinions about universal pension scheme
 - Stakeholders' opinions about tax rebate in reducing HK citizens' financial burden.
 - Upload the relevant information and their answers onto Google drive
 - Teacher debriefs and further guides students to answer the enquiry questions based on the source materials prepared by them.

Short Summary

- Utilize *C&A Guide & Resource Package* for curriculum planning.
- Design scaffolding lessons based on the focuses in the *Resource Package*.
- Identify relevant question types from the *Resource Package*; apply them in teaching materials.
- Cultivate students' habits of preparing learning materials/notes (e.g. search relevant ad-hoc issues) for themselves in later chapters / after they understand the enquiry focuses of each LS Module.

In assessment planning,

**WHAT SHOULD WE PAY ATTENTION TO IN THE
RESOURCE PACKAGE?**

Cross-checking (with students) between Resource Package & questions from past papers e.g. 2015 DSE P1Q1

- (a) With reference to Sources A, B and C, describe the changes in the condition of *sannong* (agriculture, rural areas and farmers) in China. (5 marks)
- (b) With reference to the sources provided, explain *two* social problems that might arise from the changes in the condition of *sannong* in China. (6 marks)
- (c) For *each* social problem you identified in (b), suggest and explain *one* measure that could deal with it. Explain your answer with reference to the sources provided and your own knowledge. (6 marks)

e.g. M3T1 People's Life since China's Reform and Opening-up
(Resource package, p.48)

- The Chinese Government has adopted a number of measures to solve “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:

e.g. M5T1 Diseases & Public Health (Resource package, p.87)

- Teachers may consider selecting certain personal lifestyles in conjunction with some relevant news reports and statistics for student enquiry. The following are some suggested examples of enquiry:

- As most Hong Kong people lack a sufficient amount of physical exercise in their daily routines, teachers may guide students to study **to what extent** this phenomenon is **influenced by the pace of life in Hong Kong**. They may further explore **whether such a pace of life is common in other economically developed regions**.
- Personal dietary habits significantly impact one's physical health. Teachers may consider asking students to discuss the dietary habits of Hong Kong people. The enquiry focuses include **the relationship between dietary habits and physical well-being, the fast food culture, and the phenomenon of obesity**. On the other hand, discussion may also be held on the proposition that if the government were to **legislate** such means (e.g. restrict school menus in order to prevent obesity in school children by means of legislation) and **increase taxation** (e.g. levy tax on all food products with saturated fats) to prevent obesity in citizens, **would these steps constitute an intrusion on personal freedom?**

e.g. 2013 DSE P1Q1

Identify and explain TWO causes of obesity suggested in Source A. (6 marks)

It has been claimed that obesity is becoming a global health problem. To what extent do Sources A and B support this view? Explain your answer. (8 marks)

e.g. 2015 DSE P1Q2

From Source A, identify and explain *two* reasons why an increasing number of young people in Hong Kong are undergoing plastic surgery. (6 marks)

With reference to the sources provided and your own knowledge, should the Hong Kong government ban 'medically unnecessary' plastic surgery on under-18s through legislation? Justify your stance. (8 marks)

e.g. 2017 DSE P2Q2

What factors do you think might be contributing to the use of e-cigarettes by young people? Explain your answer. (8 marks)

'Banning the sale of certain products is the best way to safeguard the public health of young people in Hong Kong.' Do you agree with this view? Explain your answer. (12 marks)

e.g. 2014 DSE P1Q1

Source B: Figures on prosecutions during public order events from 2004 to 2012

Year	Number of public order events (e.g. public meetings and processions)	Figures on prosecutions	
		Number of public order events in which people were prosecuted	Percentage (%) of public order events in which people were prosecuted
2004	1 974	1	0.05
2005	1 900	2	0.11
2006	2 228	4	0.18
2007	3 824	4	0.10
2008	4 287	4	0.09
2009	4 222	3	0.07
2010	5 656	10	0.18
2011	6 878	15	0.22
2012	7 529	22	0.29

- (b) Which *two* core values of Hong Kong society are in conflict as reflected in Source B? Are the consequences of the conflicts over the two core values becoming more serious? Explain your answer with reference to Source B. (6 marks)

Source C

Date	Demands of some public order events in Hong Kong in 2013
1 May	<ul style="list-style-type: none"> Regulation of standard working hours and enhancement of retirement protection scheme Not to allow the import of labour
16 June	<ul style="list-style-type: none"> Withdrawal of the proposal to expand Tseung Kwan O landfill
1 July	<ul style="list-style-type: none"> Genuine universal suffrage Genuine democracy
28 July	<ul style="list-style-type: none"> Withdrawal of the proposal to develop the Northeast New Territories
20 October	<ul style="list-style-type: none"> Explanation of the rationale behind the decision regarding free-television licensing

- (c) 'Expressing demands through processions and demonstrations helps to improve the quality of life of Hong Kong people.' To what extent do you agree with this view? Explain your answer with reference to the sources and your own knowledge. (8 marks)

e.g. M2T2: Rule of Law & SPPs
(Resource package,p.36)

- Teachers may consider selecting actual cases to guide students explore how the personal rights of both parties involved in a given lawsuit are protected or how the law restricts government's power. On the other hand, if the cases for enquiry selected by teachers involve disputes between personal and public interests, teachers may consider further guiding students to reflect upon how to strike a balance between personal and public interests while abiding by the rule of law based on the results of the lawsuits in the cases provided.

e.g. M2T2: Rule of Law & SPPs
(Resource package,p.39)

Moreover, teachers are advised to use specific examples as a starting point to guide students to study how Hong Kong citizens put forward demands via socio-political participation and evaluate the government's response to social actions and demands. The following are some suggested examples for enquiry:

e.g. 2013 DSE P2Q2

- (a) What do you think are the factors motivating Hong Kong people to participate in some major events concerning the nation, such as those shown in the above photographs? Explain your answer. (8 marks)
- (b) ‘Hong Kong people’s participation in major events concerning the nation will enhance their national identity.’ To what extent do you agree with this view? Explain your answer. (12 marks)

e.g. M2T3 Identity (Resource package, p.42)

- Regarding national identity, apart from the abovementioned survey results about identity, teachers are also advised to guide students explore how the sense of national identity of Hong Kong residents is affected with both positive and negative examples of events in Hong Kong and the mainland. Teachers may also allow students to analyse the effects of contacts between mainlanders and Hong Kong citizens (e.g. travellers and parallel good traders from the mainland to Hong Kong) or the impact of the comments by mainland media and mainlanders on the sense of national identity of Hong Kong residents.

What are the factors affecting national identity?

e.g. 2017 DSE P1Q1 – Ethnic minority groups in HK

- (a) Describe the pattern of acceptance of different ethnic minority groups by Hong Kong ethnic Chinese as shown in Source A. (4 marks)
- (b) From Sources A and B, identify and explain *two* factors that might affect the aspirations of ethnic minority youths for their future in Hong Kong. (6 marks)
- (c) ‘Hong Kong is an ethnically integrated society.’ To what extent do you agree with this view? Explain your answer with reference to the sources provided and your own knowledge. (8 marks)

e.g. M2T3: Identity (Resource package,p.43-44)

- **Identity of different social groups in Hong Kong:** Hong Kong is a diversified society composed of various social groups of different sizes. Members of these social groups have developed their own distinct identities based on their common features (e.g. ethnicity, origin, experiences in Hong Kong and cultural customs) and participate in Hong Kong affairs and contribute to society to different extents. Teachers are advised to select some social groups such as new arrivals, indigenous inhabitants in the New Territories and ethnic minorities for student enquiry while focusing on **how these social groups developed their identities, how to help them develop their potentials in Hong Kong, and what issues are related to them.** The following are some suggested examples for enquiry:

Short Summary

- Resource Package & C&A Guide are for **BOTH** teachers and students.
- Do cross-checking before setting assessments for students.
- Debriefing & follow-up exercises are crucial to enhancing students' performance in concepts application and explanation skills.