Liberal Studies
Curriculum and Assessment
Resource Package

Interpreting the Curriculum and Understanding the Assessment

Jointly prepared by the Education Bureau, HKSARG
and the Hong Kong Examinations and Assessment Authority

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Preamble

Liberal Studies has become one of the core subjects since the implementation of the New Senior Secondary curriculum in 2009. It aims to help students deepen their awareness of contemporary issues, broaden their knowledge base and perspectives, develop their global outlook and strengthen their independent and analytical skills. As such, it contributes significantly to the Seven Learning Goals\(^1\) of the Hong Kong school curriculum.

Subsequent to the completion of the first Hong Kong Diploma of Secondary Education (HKDSE) Examination in 2012, the Education Bureau (EDB), the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (HKEAA) have joined hands to review the first cycle of curriculum implementation, the HKDSE Examination, and their impact. The review of Liberal Studies, in the same manner as the review of the other parts of the New Senior Secondary Curriculum, has been supported by a comprehensive engagement and communication plan. From August 2012, feedback and opinions on the implementation of the Liberal Studies curriculum have been collected through various channels, such as teachers’ forums, questionnaires and focus group meetings. Different stakeholder groups, including principals, subject panel heads, teachers, academics from tertiary institutions, students, and members of teacher associations, were engaged in the process of collecting feedback and formulating recommendations. Key issues have been discussed in more than ten committee and working group meetings for consideration in making appropriate short-term recommendations to fine-tune the implementation of curriculum and assessment and collecting opinions on medium/long-term curriculum review. The review report on the New Academic Structure, “The New Senior Secondary Learning Journey – Moving Forward to Excel”\(^2\) and the proposed recommendations were released on 19 April 2013. One of the proposed recommendations is the issue of a curriculum and assessment resource package for Liberal Studies to articulate more clearly the breadth and depth of the curriculum.

The “Liberal Studies Curriculum and Assessment Resource Package” is jointly prepared by the Curriculum Development Institute of the EDB and the HKEAA. Through interpreting the learning and teaching focuses in each Area of Study of the Liberal Studies curriculum and explaining the relationship between the learning outcomes and the public examination, the

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\(^1\) Curriculum Development Council. (2009). *Senior Secondary Curriculum Guide - The Future is Now : from Vision to Realisation (Secondary 4 - 6).* (Booklet 1, p.2)

resource package aims at helping teachers understand the “Liberal Studies Curriculum and Assessment Guide (S4-6)”, so that they have a better idea about the breadth and depth of the curriculum, and a better mastery of the requirements of the public examination. The learning and teaching focuses and suggested examples for enquiry listed in each chapter are suggestions for reference in curriculum planning and teaching and not instructions to follow strictly. Teachers may make school-based adaptations in their planning of curriculum and pedagogy to fit the specific learning and teaching objectives and cater for students’ needs. Teachers should also note that the learning and teaching focuses and suggested examples for enquiry are not ‘scope’ or ‘hot issues’ for public assessment, and should not be taken as materials for drilling students’ examination skills.

It is hoped that this resource package is helpful for teachers in their teaching and assessment work. Relevant examples and learning and teaching resources will be continuously updated on the Web-based Resource Platform for Liberal Studies (http://ls.edb.hkedcity.net). We will also enhance our support measures, such as conducting seminars and workshops, providing school exemplars of curriculum planning, sharing of frontline teaching experience, developing annotated cases of learning and teaching and internal assessment items.

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Chapter 1: School-based Implementation of the C&A Guide

Schools are advised to develop a balanced and coherent school-based curriculum for New Senior Secondary Liberal Studies that provides students with a rich variety of learning experiences. This chapter is based on Chapter 2 (Curriculum Framework), Chapter 3 (Curriculum Planning) and Chapter 4 (Teaching and Learning) of the Liberal Studies Curriculum and Assessment Guide ("C&A Guide"). Considerations for curriculum planning, design principles for learning and teaching strategies and the use of internal assessment to support student learning will be elaborated through the use of relevant examples.

A. Considerations for Curriculum Planning

Curriculum planning always begins with an in-depth understanding of the curriculum and Liberal Studies is no exception. It is recommended that teachers read the C&A Guide carefully so as to fully understand the learning and teaching focuses3 of the three Areas of Study. Teachers would then link these learning and teaching focuses with reference to the school context by using appropriate issues and examples and systematically arrange them into lessons for the three years of senior secondary study.

1. School context as a premise for Curriculum Planning

In consideration of the school’s particular situation, appropriate learning and teaching schedule should be arranged according to students’ characteristics, prior experiences in learning and personal development, abilities and interests so that they can learn steadily.

- The New Senior Secondary Liberal Studies curriculum is based on students’ past learning experience in Basic Education. Teachers (especially the panel heads or curriculum coordinators) must review the junior secondary curriculum4 or discuss with the relevant subject teachers responsible for the junior secondary curriculum to ascertain whether students received a solid foundation in their junior secondary years as a prerequisite for the Senior Secondary Liberal Studies curriculum. In case of any deficiencies, teachers should first supplement students with basic knowledge through

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3 The learning and teaching focuses of the three Areas of Study will be introduced in Chapter 2 of the resource package. Teachers should read it together with the C&A Guide.

4 Teachers may make use of the New Senior Secondary Liberal Studies Matrices of Relevant Learning Experiences in Basic Education (P1 to S3) to review schools’ junior secondary curriculum. The Chinese and English versions of this document can be downloaded from the following links:

  Chinese version (http://ls.edb.hkedcity.net/LSCms/file/web_v2/about_ls/matrix/JS_matrix_LS_chi.pdf)
  English version (http://ls.edb.hkedcity.net/LSCms/file/web_v2/about_ls/matrix/JS_matrix_LS_eng.pdf)
appropriate means before proceeding further, so as to avoid hampering students’ learning effectiveness due to a lack of a solid foundation.

- This curriculum comprises six modules. However, **there are no provisions in the C&A Guide for a mandatory learning and teaching schedule. Moreover, students may study any particular module without studying any other module as a prerequisite.**

Before teaching the modules in the curriculum, teachers may consider explaining the features and requirements of issue-enquiry approach to students and introducing thinking strategies at a level appropriate to their standard in order to help students start the enquiry learning process. Teachers are advised to consider the school-based situation, as well as other factors such as students’ personal growth experience, intellectual maturity and learning interests. The following school examples are suggested for teachers’ reference:

- A certain school starts teaching the curriculum from Module 1 which is expected to be easier for students as it is more closely associated with their everyday experiences. Moreover, if the contents of Modules 1 to 4 are planned in the order of personal, local, national and global issues, students will be able to broaden their horizons progressively from the proximity to the distant.

- Another school opines that Module 1 may require students to reflect upon their personal life experiences and interpersonal relationships, and S4 students may not have the level of maturity to do so. Moreover, as students have just been promoted to the senior secondary level, they may not yet be familiar with teachers or have established mutual trust within such a short period of time. This may affect the depth of enquiry when exploring the issues in this Module. Therefore, the school chooses to teach this Module in S6 when students are more mature and a closer teacher-student relationship has been established.

- In yet another school, students are interested in science and a large number of them choose to study science-related subjects at senior secondary level. Therefore, these schools decide to start with Module 5 after taking students’ learning interests into consideration.
2. **Flexible Arrangement of Issues of Enquiry in Each Module**

The modules in Liberal Studies are closely interrelated, as what students learn from exploring the issues in any given module can be applied in the learning of other modules. In view of this curriculum design characteristic, besides arranging the 6 modules in an appropriate order for teaching, **schools are also encouraged to arrange the modules flexibly according to their particular situation.** **Schools may break the modules into different parts and recombine them for teaching in different levels.** The following are some suggested examples:

- There are three main themes in Module 2. Theme 3 is about the identity of Hong Kong residents in particular. As this part is relevant to students’ personal growth experience and value development, teachers may consider dealing with this theme immediately upon completion of Module 1.

- Some “questions for enquiry” in a module may be taken and combined with those in other modules, as this may form the basis for developing and addressing cross-modular issues. For instance, the third “question for enquiry” in Theme 1 of Module 3 concerns how China’s participation in international affairs has affected the country’s overall development. Teachers may combine it with the third “question for enquiry” in Theme 2 of Module 5 as well as the fourth “question for enquiry” in Theme 1 of Module 6. They may guide students to explore the gains, losses and impact of China’s participation in international affairs with regard to international health affairs and energy diplomacy.

3. **Combining Lesson Time for Modular Teaching and Independent Enquiry Study**

Independent Enquiry Study (IES) is an integral part of Liberal Studies. Moreover, the C&A Guide suggests that lesson time should be allotted for teachers to guide students to complete their IES. During the three senior secondary years, **schools may use lesson time for IES flexibly to fit in their overall curriculum planning in this subject** enforced by the government. **Schools do not**

IES requires students to conduct self-directed learning. They would need to apply the relevant knowledge and skills learnt from the three Areas of Study to formulate their own titles and complete the study independently. In view of such a requirement, schools do not

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5 School-based curriculum planning exemplars on independent enquiry studies have been uploaded onto the Web-based Resource Platform for Liberal Studies (http://ls.edb.edu.hk). Teachers may login the website and browse the materials (Download Area → L&T Strategies → School-based Experience Sharing).
necessarily have to make a clear distinction between the lesson time for the teaching of the modules and that allocated for IES. Instead, consideration may be given to integrating the learning and teaching of these two components. For example, in the learning and teaching of these modules, teachers may guide students to choose their own titles. Regarding the skills needed for conducting IES, such as organising and analysing the collected data, identifying stakeholder viewpoints, assessing the reliability of information, commenting on whether the expressed views are unbiased, and systematically articulating one’s position. Usually students can acquire these skills from the learning and teaching of the modules. Therefore, teachers may make use of the teaching and learning activities to help students develop and eventually enhance the necessary skills for independent enquiry study.
B. Principles for the Design of Learning and Teaching Strategies

Liberal Studies adopts the issue-enquiry approach in selecting curriculum content and teaching strategies. Teachers have to take into consideration the learning and teaching focuses involved in the “questions for enquiry” in the C&A Guide when choosing appropriate issues for students to explore. In the enquiry process, teachers should help students understand the ever-changing nature, complexity and controversies around these issues. They should also guide them to see issues and information from a variety of perspectives as well as evaluating different points of view based on facts and evidence. Some principles for designing the learning and teaching strategies are illustrated below for teachers’ reference.

1. Making Effective Use of the “Questions for Enquiry” and “Explanatory Notes” in the C&A Guide

Each module in the Liberal Studies curriculum covers certain themes. Under each theme, “questions for enquiry” are suggested as possible directions of enquiry and these “questions” indicates the scope and depth of said enquiries. The aims of the “explanatory notes” under each theme are to further explain the content related to the theme as well as the suggested perspectives and directions for enquiry. It is recommended that teachers use the “explanatory notes” flexibly, and guide students to conduct enquiries which suit their interests and abilities.

In order to help students better understand the learning and teaching focuses involved in the “questions for enquiry”, teachers may help students learn by selecting specific examples such as news reports, case studies and statistical figures. However, teachers should note that all selected examples should be relevant to the “questions for enquiry” and in line with the learning and teaching objectives of the lesson. It is not necessary for teachers to select the most updated current affairs as examples, nor to catch up with every detail of the development of current issues. After all, the nature of Liberal Studies is different from news commentary lessons.

2. Selecting Issues and Specific Examples Relevant to the Curriculum

The Liberal Studies curriculum is described in terms of “questions for enquiry”. When interpreting the curriculum, teachers must transform these “questions for enquiry” into issue enquiry in the learning and teaching process. In the transformation process, teachers should make good use of students’ everyday experiences and try to look for cross-modular
issues as much as possible.

Teachers may consider **starting with everyday events and personal experience** to arouse student interest in enquiry. The issues related to Module 1 are directly linked to students’ personal experience. Modules 3 and 4 may also be dealt with in the same way although they seem to be more remote to students. The following are some suggested examples:

- If the mainland environmental issues are selected for Module 3, and if it so happens that some students in the class have visited the mainland for a relevant study, then teachers may use the exchange visit as the focus for issue enquiry. Furthermore, students’ learning outcomes during an exchange visit may even serve as a source of learning and teaching materials.

- In recent years, the Korean pop culture in the entertainment industry and the smart phones manufactured by Korean multinational corporations have been very popular in Hong Kong. Teachers may use “Korean pop culture” as an example to identify issues related to Module 4, exploring the characteristics and phenomena of cultural and economic globalization.

The Liberal Studies curriculum is composed of six modules. Students need to be exposed to the content of each module and master the interrelationships among them. **Designing cross-modular issues for classroom teaching** is indeed a feasible approach. Furthermore, teachers should note the following when designing cross-modular issues:

- Whether the proposed issues reflect the requirements of the C&A Guide to the largest extent, and thus achieve the objective of making effective use of lesson time.

- Students should have a basic understanding of the scope of the issues.

- The enquiry itself should necessarily include cross-modular elements. Teachers, however, should consider which module is the most relevant to the issues. This module should be used as the base of the enquiry, which will be extended to other modules.

- Although an issue may involve more than one module, it is not necessary to assign equal time to all the modules and cover all aspects of each one. This may avoid a
jumble of learning and teaching contents and prevent students from becoming confused due to an exceedingly wide scope of enquiry.

- The issue to be chosen to be taught should fit well with ones that go before and after it, and teachers should pay attention to the coherence among them.

3. Selecting and Adapting Learning and Teaching Materials

Once decided on the issues of enquiry, teachers should select and adapt the learning and teaching materials accordingly. It is recommended that teachers take the following three aspects into consideration, namely, multiple perspectives, pluralistic pedagogies and alignment with different learning and teaching activities.

- As for multiple perspectives, when selecting the learning and teaching materials for enquiry, teachers should try their best to collect different stakeholders’ opinions on the issue and avoid overemphasising any specific stance. For example:

  - When exploring in Module 2 the issue of whether Hong Kong should implement standard working hours, teachers should provide opinions of different stakeholders such as the government, political parties, which represent different sectors or classes, employers and employees.

  - When exploring the issue of reducing greenhouse gas emissions through international collaboration in Module 6, students should be able to understand the respective stances of the developed countries (e.g. the US and member countries of the EU) and developing countries (e.g. China and India) on the issue. In this way, they can judge whether these emission reduction measures are effective and assess to what extent both developed and developing countries should be responsible for reducing global greenhouse gas emissions.

- Regarding pluralistic pedagogies, students vary in terms of the knowledge, abilities, and learning styles they have. When selecting learning and teaching materials, teachers

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6 Teachers can also refer to the Teaching Materials Selection and Adjustment of Liberal Studies written by the Curriculum Development Officer of Liberal Studies Section, the Web-based Resource Platform for Liberal Studies (Download Area → L&T Strategies →Exemplar on Curriculum Planning).

7 For the relationship between the enquiry process and developing thinking skills from different perspectives, teachers may refer to Figure 4.1 in the C&A Guide, P 70.
should **cater to such learner differences in an attempt to arouse student interest and enhance their effectiveness in learning.** For example:

- If students lack good reading skills, it is recommended that teachers make use of pictures and simple data charts as learning and teaching materials so that their learning effectiveness will not be hampered because of having to read too much textual information.

- It is suggested that teachers make good use of learning tools such as graphic organisers, worksheets and assessment rubrics to help students understand the issues and develop their thinking skills\(^8\).

**Teachers should select materials in alignment with different learning and teaching activities and note the nature of the materials, or even consider giving appropriate teaching instructions or verbal hints as aids to support student learning.** For example:

- For group discussions in class, do not provide too many materials but do provide a clear focus, otherwise the effectiveness of discussion will be adversely affected.

- If students are expected to collect information before class, teachers may suggest some directions or relevant sources. Students could then be asked to sort the collected materials to train their ability of selecting and organising information.

- If cartoons or pictures are used for student analysis in class, the messages conveyed by these materials should be clear and teachers should give appropriate interpretations if necessary to help students better understand their contents.

- If audio-visual clips (e.g. TV programmes, movies and songs) are to be played in class and students are required to discuss the contents of the clips, teachers should explain the focus of discussion beforehand so that students will pay more attention to the relevant parts of the clips. The clips should be played by small sections. It will achieve better results if textual information such as dialogue among characters, content summary and lyrics are provided for students to read while watching the clips.

\(^8\) For reference, please read Mr. Yau Ka Wai’s article “利用思考工具提升學生的思維能力”，available from the **Web-based Resource Platform for Liberal Studies** (Download → Learning and teaching → School-based experience sharing)
4. **Arranging Appropriate Learning and Teaching Activities**

The issue-enquiry approach adopted in Liberal Studies should be **supplemented by diversified teaching strategies**. While designing learning and teaching activities, teachers should consider the context of the issues to be explored, as well as **students’ prior knowledge, learning style and ability**. In this way, appropriate learning and teaching activities can be designed to guide students to start the enquiry and attain the expected learning outcomes. The following are some of the suggested learning and teaching activities for teachers’ reference:

<table>
<thead>
<tr>
<th>■ Direct instruction and questioning</th>
<th>■ Playing songs or videos and conducting a follow-up discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Reading news clippings and articles, understanding viewpoints of different stakeholders</td>
<td>■ Making and displaying models</td>
</tr>
<tr>
<td>■ Group discussion and giving presentations</td>
<td>■ Simulated public hearings, forums and debates</td>
</tr>
<tr>
<td>■ Constructing concept maps</td>
<td>■ Subject talks</td>
</tr>
<tr>
<td>■ Role-playing and individual presentations</td>
<td>■ Games or contests</td>
</tr>
<tr>
<td>■ Experience sharing of teachers and students, analysing authentic or simulated cases</td>
<td>■ Field trips or visits</td>
</tr>
</tbody>
</table>
C. Assessment for Consolidating and Facilitating Learning

When designing learning and teaching activities, teachers should consider using a variety of internal assessment activities to consolidate and facilitate student learning. According to the *C&A Guide*, the guiding principles for internal assessment practices should be aligned with curriculum planning, teaching progression, student abilities and the school context.

On the other hand, information collected from internal assessment will also help teachers adjust and introduce more learning and teaching strategies so as to promote and improve student learning. For example, if the assessment tasks reveal that students are poor in interpreting the themes of cartoons, especially political cartoons, teachers may focus on such weakness in the follow-up learning and teaching activities. This is the aim of assessment for learning. Teachers should pay attention to the following when designing internal assessment tasks:

- It is suggested that the contexts involved in and the skills required by the assessment tasks should be similar to but slightly different from the enquiry examples used in class so that students can apply the knowledge and skills learnt in class to the context of assessment tasks. The following are suggested assessment exemplars and strategies:

  - If teachers have explored the examples of the demolition of Queen’s Pier and the preservation of Wing Lee Street in Sheung Wan for the enquiry of the conservation of historic buildings and collective memories of Hong Kong citizens, then teachers may design assessment tasks by citing the issue of whether Beijing should demolish the *hutongs* (traditional narrow streets) and *siheyuans* (traditional courtyard residences) as an example. This enables students to apply and transfer the knowledge and skills they have learnt for enquiry of similar cases in Hong Kong.

  - If teachers think that it is difficult for students to transfer their knowledge and skills to similar cases all at once, then teachers may, before assigning assessment tasks, provide students with relevant reading materials or means to search information, and encourage them to carry out self-study before working on the assessment tasks. This can ensure that students clearly understand the context of the assessment tasks before they start their work. Their knowledge base will also

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9 Please refer to pp.125-126 of the *C&A Guide* for the guiding principles for the internal assessment of Liberal Studies.
be broadened with the help of assessment tasks. Teachers should also note that **after students have equipped themselves with higher abilities to transfer knowledge and skills, fewer hints should be given accordingly** to reduce their dependence on teachers.

- It is suggested that teachers introduce **assessment objectives and criteria to students**, so that they can have a full understanding of what is expected of them. The assessment focuses may include the application of concepts or theories, multi-perspective analysis and critical thinking, and the ability to identify the values underlying different views and judgments. Teachers should set the assessment objectives and criteria according to the level of difficulty of the assessment tasks and student abilities. Teachers should also **pay attention to students’ communication skills and modes of expression**. For example, whether the organisation is well-structured, whether the writing is fluent and the right words are used to clearly express their opinions.

- **The modes of assessment tasks should be diversified to cater for learner diversity**, such as constructing concept maps for the issues of enquiry, writing learning reflections, analysing news clippings or writing newspaper commentaries, answering questions (data-response and extended response questions), and conducting mini-projects (individually or in groups). To enhance student confidence and keep them motivated in learning, teachers are advised to **give positive and encouraging feedback on student performance**. Teachers should also **provide opportunities for peer assessment and self-assessment in student learning**. The former promotes reflective thinking while the latter stimulates students to learn from each other. Both are very important for developing lifelong learners.

- **Internal assessment should be distinguished from public assessment.** Internal assessment, which stresses more on the formative function, refers to the assessment practices that teachers and schools employ as part of the ongoing learning and teaching process during the three years of senior secondary studies. Public assessment, which stresses more on the summative function, refers to the assessment undertaken after three years of senior secondary studies in place for all schools. Teachers should note the differences between the two and **adopt assessment practices in accordance with the learning progress of students** so as to help them understand the assessment criteria step by step, and to impact on their learning positively.

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D. Summary: School-based Implementation of the Central Curriculum

One of the features of Liberal Studies is that the curriculum framework does not prescribe a fixed sequence for the modules throughout the three years of study. Schools may flexibly choose among different modes of curriculum planning and timetabling arrangements to implement the school-based curriculum so as to suit the expertise of teachers, students’ characteristics and other school-based situations, with the priority being to cater to learner diversity.

Furthermore, curriculum, pedagogy and assessment should be well aligned. Teachers should carefully choose learning and teaching materials and design classroom activities and assessment tasks with reference to the above suggestions and due consideration to the school-based situation, and under the guidelines of catering for learner diversity, so that students benefit in all the aspects of knowledge, skills as well as values and attitudes.

In summary, in accordance with the notion of “school-based implementation of the central curriculum”, teachers are expected to come up with curriculum planning and implementation strategies which can fit the school context and benefit their students.

-- End of Chapter 1--
Chapter 2: Learning and Teaching Focuses of the Areas of Study

The Liberal Studies curriculum aims to broaden the knowledge base of all students while enhancing their social awareness through the study of a wide range of issues. The curriculum comprises six modules under three Areas of Study, which, *instead of being self-contained disciplines, are interrelated and serve as platforms for the enquiry of related issues*, so that students can come to appreciate the connections among a variety of concepts and develop a more coherent understanding of the contemporary world.

This chapter explains the learning and teaching focuses of the six modules under the three Areas of Study and provides examples for student enquiry in class. The examples provided are for teachers’ reference and they are related to the learning and teaching focuses. To reflect the curriculum structure stated in the *C&A Guide*, this chapter covers the six modules under the three Areas of Study one by one, and this surely does not imply that they are unrelated to each other. *Teachers may design lessons on cross-modular issues in accordance with the school context*. By doing so, teachers avoid overemphasising a module-based approach and help students identify the relationships among modules, and even appreciate the cross-curricular and multi-perspective characteristics of the curriculum.

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*. 
SECTION 1 : THE AREA OF STUDY ON

“SELF AND PERSONAL DEVELOPMENT”

The Area of Study on “Self and Personal Development” consists of only one module: “Personal Development and Interpersonal Relationships”. Teachers may summarise the learning and teaching focuses for this module into the following aspects:

1. **Self-Development, Current Trends and Life Skills**
2. **Interpersonal Relationships and Conflicts**
3. **Roles and Identities, Rights, Responsibilities and Participation**

*Most of the basic knowledge needed* for learning this module is covered in the primary or junior secondary curricula. If students have had related learning experiences such as visits and tours, leadership training and volunteer services, such experiences will also serve as useful materials for learning and teaching. In the enquiry process, teachers may, depending on the needs of students, revisit such basic knowledge and learning experiences with the students, and guide them on how to apply, reflect, and share.

For the learning and teaching focuses of this module, teachers may like to apply theories of various disciplines such as counselling, psychology or sociology to help students master the issues and start their enquiry. Teachers are advised to adjust the level of difficulty to suit their students and to explain abstract ideas with specific examples. Besides, teachers should emphasise that these theories are for helping them understand and analyse issues rather than for recitation. It is not necessary to explain these theories in detail. An introduction of the parts relating to the issues for enquiry will be sufficient.
1. **Self-Development, Current Trends and Life Skills**

During adolescence, young people need recognition and acceptance from others, especially their parents, teachers and peers when they recognise themselves and face the developmental challenges. Teachers are advised to use relevant survey reports or real life cases to help students understand the concepts of self and self-esteem, and then the various learning and teaching focuses like current trends and life skills.

- **The adolescents’ pursuit of self-development**

  - Teachers may consider briefing students on typical adolescent psychological characteristics to consolidate their basic knowledge. Teachers may remind students that these characteristics are just general descriptions to give them some initial ideas so as to facilitate the subsequent enquiries of the learning and teaching focuses of this module.

  - Teachers may introduce self-concept to students and explain that one’s self is usually influenced by the social environment as it depends on one’s own choices. Teachers are then advised to give relevant examples for enquiry, with emphasis on the ways these examples reflect the importance of self-image and self-development to adolescents. Attention should also be paid to the impacts of the social environment on adolescents’ self-development. The following are suggested examples for enquiry:

    - Teachers may consider analysing the lyrics of pop songs and movies and explore how their contents or themes reflect that adolescents care about their own self-image (such as appearance, personality and temperament). Teachers may also consider selecting survey reports or news relating to how adolescents concern much about their appearance, and guide students to explore how appearance becomes a factor affecting adolescents’ development of self-image. If the selected learning and teaching materials mention that adolescents may feel inferior due to a less attractive appearance, or hope to become more physically attractive through plastic surgery, teachers may further guide students to explore the mentality and values as reflected.
Teachers may select cases of celebrity worship as examples for enquiry into the adolescents’ pursuit of self-recognition. From a positive perspective, celebrity worship is conducive to setting life goals and providing incentives for adolescents to strive for excellence. On the other hand, overvaluing the importance of idols may lead to self-devaluation and loss of self-confidence. Teachers are advised to select relevant examples of the positive and negative impacts for student enquiry.

If adolescents get confused during the search of self, or lack self-confidence and interpersonal skills during their growth, their transition to adulthood would be affected. Teachers may consider taking “socially withdrawn youths” as an example and guide students to analyse the causes and suggest corresponding solutions, so as to help them reflect on their self-development and interpersonal relationships. Teachers may also cite cases of former socially withdrawn youths who have given up this lifestyle. Teachers may discuss with students the internal struggles of these youths to help students reflect on areas to which attention should be paid during adolescents’ self-development based on the cases.

Factors affecting the development of self-esteem during adolescence

Factors which affect adolescents’ development of self-esteem may be broadly divided into three categories. First, performance in key areas such as academic achievement, athletics, and appearance. Second, acceptance and praise from the significant others such as family members, teachers and peers. Third, external factors such as culture, socioeconomic status and gender differences. Teachers may consider citing relevant examples for enquiry. The focus of enquiry should be the ways these factors promote or undermine adolescents’ self-esteem. The following are suggested examples for enquiry:

Teachers may consider selecting case studies of famous people (for example, winners of Ten Outstanding Young Persons Selection or Outstanding Students Awards and famous athletes) to allow students to study how these people have successfully developed their self-esteem, so as to understand that self-esteem may be affected by personal efforts and the objective environment. Students should reflect on how to accept their limitations and develop their self-esteem.
Teachers may consider citing survey reports or news relating to parenting styles for discussion with students. The examples selected should include cases of success and cases in which the parenting styles need improvement. Teachers may also consider comparing the parenting styles and parental experiences in other parts of China with those of foreign parents for discussion so that they can learn more about the effects of different parenting styles on children’s development of self-esteem.

Current trends

- With rapid changes in society, adolescents are confronted with various challenges and opportunities posed by ever-changing trends. Teachers are advised to cite several current trends for enquiry with students. They should include positive and negative trends, so that students better understand the impacts of these trends on adolescents. The following are suggested examples for enquiry:

  - Youth drug problem has aroused social concern. Teachers may consider citing relevant survey reports or news to guide student enquiry on the causes, trends and effects of youth drug problem, and put forward solutions. While guiding the enquiry, teachers are advised to help students reflect on their personal values and how to resist the temptation of drugs. The Government launched a scheme on school drug testing in 2011. Teachers may guide students to analyse the scheme’s effectiveness, as well as the effects on the teacher-student relationship.

  - Some adolescents are materialistic and pursue famous brands. They may even break the law for famous brand products, or obtain money via improper means such as stealing and "compensated dating". Teachers may consider guiding students to deliberate on the values reflected in materialism, the pursuit of famous brands, overconsumption or blind consumption and their effects. Teachers are also advised to make use of the issue to guide students to reflect on the importance of developing proper attitudes and habits of financial management.
Other Learning Experiences (OLE) comprises an important part of the new senior secondary curriculum. OLE aim to broaden students’ horizons and achieve whole person development. Some schools organise exchange programmes or volunteer services as part of the learning activities for OLE. Teachers may consider exploring with students the **significance and function of participating in these activities, as well as the effects on adolescent development.**

- Summary: Besides the abovementioned examples of current trends, teachers may also consider citing other trends for enquiry, such as football gambling, “cosplay”, volunteer service and participation in community affairs (refer to Learning and Teaching Focuses in Item 3 below). However, no matter what examples are selected, it is suggested that the enquiry focus on the reasons behind these trends and their effects on adolescent development.

### Acquiring life skills

- Adolescents should **learn self-management and acquire life skills to help themselves transit into adulthood** as they develop. Teachers are advised to use selected cases for enquiry to help students realise the importance of different life skills (for example, self-management in daily life, proper finance and time management, setting life goals, conflicts resolution and coping with adversity) to adolescent development so that they would grasp opportunities and be able meet challenges. The following are suggested examples for enquiry:

  - Recently, “Kong Kids” is a hot topic of discussion in Hong Kong. Teachers may consider citing some cases of “Kong Kids” or relevant survey reports to let students **reflect on the importance of life skills** (such as self-management, coping with adversity or major changes) **to adolescent development**, and further study the reasons behind the phenomenon, as well as the social problems resulting from the phenomenon.

  - Apart from Kong Kids, “three-low” youths (low educational attainment, low level of skills, and low income) have also been a topic for discussion. Some characteristics of “three-low” youths such as lack of
self-confidence, poor self-image, little community involvement and difficulties in expanding an interpersonal network\textsuperscript{11} highlight the importance of acquisition of life skills and broadening the social network to the adolescents. Teachers may consider citing cases of “three-low” youths to explore with students the relationship between adolescents’ self-development and family background, and give specific suggestions on developing adolescents’ self-confidence and improving their interpersonal relationships.

\textsuperscript{11} 香港青年協會 (2007) 〈低學歷、低技能、低收入青少年的困境與出路〉，香港：香港青年協會。
2. **Interpersonal Relationships and Conflicts**

As adolescents develop and move into adulthood, the physiological and psychological changes and various challenges and opportunities they face in society usually give rise to changes in their interpersonal relationships with various groups. They begin to quest for autonomy and their own identities and roles, and may become less intimate with their parents and teachers than in childhood. Meanwhile, adolescents have closer relationships with peers and may try to date those they admire. The above relationships with family members, teachers, schoolmates, peers and dating partners are important learning and teaching focuses. In addition, teachers are advised to deal with changes in styles of communication and interpersonal relationships resulting from advances in information technology as a learning and teaching focus.

- **Family relationships**: For adolescents, parent-child relationships would be the most important family relationships and sibling relationships are also significant to those who have brothers and sisters. If time permits, teachers should deal with the aforesaid family relationships respectively. If teaching time is pressing, teachers are advised to focus on parent-child relationships and guide students to reflect on how to develop relationships and resolve conflicts with family members. Some examples for enquiry are suggested as follows:

  - Teachers may consider choosing survey reports or news about the parent-child relationship as a form of learning and teaching materials (It is recommended that both harmonious and conflicting parent-child relationships are included as examples), and allow students to explore the reasons for harmonious and conflicting relationships between adolescents and their parents, adolescents’ attitudes and responses to conflicts, and ways to resolve conflicts and develop harmonious family relationships.

  - Terms used to describe parents such as “Helicopter Parents” have appeared recently in Hong Kong. Teachers may briefly explain the meanings of these terms, and then discuss the attitudes and behaviours of these parents in disciplining their children and the impact on parent-child relationships.
- **Relationships with teachers and schoolmates:** At schools, relationships with teachers and schoolmates are significant to adolescents. Relationships with schoolmates can be discussed under peer relationships. Thus, teachers are advised to **put the enquiry focus on discussing teacher-student relationships** in this part. Teachers may make use of relevant survey reports, newspaper articles and even short stories about teacher-student relationships to analyse **characteristics of these relationships, how teachers and students communicate and how they resolve conflicts.**

- **Peer relationships:** During the transition to adulthood, adolescents’ identities are developed and roles are embedded within different relationships. For this reason, adolescents are very concerned about their peer relationships, eager for social acceptance and in fear of peer rejection. **Teachers may cite both positive and negative examples of peer influence on adolescents for enquiry.** Besides, conflicts and even bullying may occur during peer interactions. Teachers may cite examples of such cases for enquiry. The following are suggested examples for enquiry:

  - Adolescents may encourage one another to advance towards their goals through peer interactions. They can also provide mutual support, through providing emotional support and suggested solutions to problems in the face of difficulties. Teachers are advised to select relevant news or cases to discuss **the effects of positive reinforcement from peers.**

  - Teachers may cite relevant recent news or survey reports and discuss the causes for the emergence of “youth gangs” (**It is suggested to focus especially on how it is related to adolescent development**), typical deviant behaviours of youth gangs, and ways to solve the problem.

  - School bullying and cyber bullying cause serious conflicts among peers. Teachers may cite relevant survey reports and news as learning and teaching materials for students to explore the reasons behind bullying (**especially those factors related to personal growth and interpersonal relationships**), how the victims are hurt and how to prevent bullying.
Relationships with dating partners: To begin the enquiry of this learning and teaching focus, teachers may guide students to compare the past and present views on love and marriage first so as to illustrate the changes in values. Teachers may then consider selecting examples (it is unnecessary to deal with all of them) such as romantic love and break-ups, premarital sex, premarital pregnancy, and “compensated dating” for student enquiry according to school context and teaching time. Teachers should guide students to reflect upon what should be noted during dating. The following are suggested examples for enquiry:

- Teachers may cite relevant survey reports or news for students to discuss so that they can understand the opinions of adolescents, or in particular secondary students, towards love, break-ups and related behaviours.

- Teachers may start with survey reports on sex education and secondary students' sexual knowledge (or experiences) as a way to explore secondary students' knowledge of and attitude towards sex. Teachers may also select relevant news, case studies or video clips on premarital sex or pregnancy as learning and teaching resources for the study of the impacts of premarital sex or pregnancy.

- Teachers may cite related news or case studies of “compensated dating” as learning and teaching materials to discuss with students the reasons why adolescents use their bodies to make money, their mindsets and the impacts that arise.

Development of communication technology and changes in interpersonal relationships: Rapid development of communication technology such as the Internet and smart phones has prompted the globalization of information and changed the mode of communication among people. Because of the convenient communication tools, the very attractive cyber world and the fast-growing social networking websites, using mobile phones and participating in online activities has become part of adolescents’ daily lives. Moreover, the messages and values presented by the media through advertising, pop stars, movies and TV soap operas also influence the adolescent development and interpersonal relationships. Teachers are advised to discuss with students how communication technology and media change adolescents’ communication styles and interpersonal relationships in addition to the advantages and disadvantages that arise. The following are suggested examples for enquiry:
Teachers may use survey reports or news to discuss with students adolescents' use of online communication (including the Internet and smart phones) and the reasons behind. Students may also suggest ways to prevent adolescents from internet addiction. Moreover, since most adolescents prefer online communication and some parents are influenced to use the internet to maintain relationships with their children. Teachers may guide students to analyse the impacts of such communication styles on parent-child relationships.

The common online behaviours of adolescents include making friends or keeping peer interaction through social networking websites where they share information and feelings. Teachers may cite relevant survey reports or news to explore with students why adolescents are enthusiastic about internet relationships and the impacts that arise. Also teachers should remind the students to handle the internet relationships tactfully and alert them to the danger of relationship scams and other internet crimes.
3. **Roles and Identities, Rights, Responsibilities and Participation**

Adolescents develop their identities and roles in different groups including family, school, society, country and the world. While enjoying rights, adolescents also undertake many responsibilities and obligations. For this learning and teaching focus, teachers are advised to guide students to understand their **identities and roles within different relationships as well as their rights and responsibilities, and reflect upon the importance of showing concern for and participating in community affairs.**

**Identity and role expectations within different relationships**

- While taking part in the activities of a variety of groups, adolescents need to **appreciate the identities, roles and expectations within different relationships.** They also need to cope with opposing ideas and resolve conflicts within groups. Given the many roles and identities of adolescents, teachers are advised to **choose two to three of them to discuss with students.** The following suggested examples for enquiry are related to family roles and gender roles in society:

- **Being the nurturing ground for personal growth, the family is crucial for shaping the personality of an adolescent.** While it is suggested to start with adolescents’ family roles, teachers may cite survey reports or news relating to family responsibilities and roles and discuss **the roles which an adolescent should take within the family.** In the enquiry process, teachers may also revisit with students the learning contents of interpersonal relationships and conflicts.

- Teachers may consider taking examples from news or daily life anecdotes to help students understand **how gender roles affect people’s behaviours, and why traditional concepts of gender roles still affect the views and expectations presented by the media or adopted by some people.**
  - Teachers may ask students to cite daily example of interactions within schools or gender interactions, and **identify how they reflect gender role expectations in society and whether gender stereotypes exist.**
  - For media influence, teachers may consider quoting examples from television soap operas and ask students to identify what
gender role expectations are reflected. Students should judge whether these expectations are in line with the development of modern society and reflect on their values and attitudes towards gender equality.

- **Rights and responsibilities of adolescents**: Teachers are advised to explore this learning and teaching focus in two ways: recognise adolescents’ rights and responsibilities, and ask why not all of these rights and responsibilities are shared by adults in the society. The following are suggested examples for enquiry:

  - Teachers may help students recognise their rights by quoting the “Charter for Youth” which stipulates adolescents’ opinions should be fully considered. As shown, adolescents’ rights are respected by society and the government. This enquiry can be extended to the following learning and teaching focus: Adolescents’ participation in community affairs.

  - Society has different expectations for adolescents at different ages. For example, restaurants are forbidden by law in Hong Kong to allow any persons under 18 to drink alcoholic beverages on their premises. Besides, the judiciary normally will take into account the age of offenders when imposing sentences on their crimes. Teachers may consider quoting related legal provisions or news for discussion, mainly guide the students to understand that such arrangements aim to create a protective and favourable environment for adolescent development, and thus nurture more talents for society.

- **Participation in community affairs**: Since this learning and teaching focus is related to Theme 2 of Module 2, teachers may incorporate the study of this part with Module 2. If teachers seek to help students explore community involvement in Module 1, the targets of enquiry should be focused on adolescents, and secondary students in particular; whereas the scope of enquiry should be broadened to the whole society if students study Theme 2 of Module 2. Teachers are advised to guide students to explore the reasons for adolescent participation or non-participation in community affairs, the trend of such participation, and the impacts of participation on adolescent development. The following are suggested examples for enquiry:

Participation in school activities and community affairs: Examples include standing in student union elections for the purpose of serving fellow students, participation in community services organised by community centres or non-governmental organisations, and expressing concerns over Government’s or District Council’s development plans for their own communities. Teachers are advised to guide students to discuss the impacts of such participation on adolescents’ personal development and their sense of belonging towards their organisations or communities.

Participation in social incidents: In recent years Hong Kong young generation, including secondary students, have become more involved in social incidents. Teachers are advised to quote examples regarding opinions voiced by secondary students and explore with students the reasons for secondary students’ participation in social incidents, their mindsets and behaviours.

Participation in political elections: For extending the perspectives and targets of enquiry (not confined to secondary students), teachers may consider citing examples of elections of the Chief Executive and councils at different levels. Through the study of young people’s levels of concern over political elections, factors affecting their voting decisions and expectations towards the successful election candidates, teachers may analyse with students the reasons, mindsets and behaviours of young people with respect to their participation in political elections.

-- End of Section 1 of Chapter 2--
SECTION 2 : THE AREA OF STUDY ON
“SOCIETY AND CULTURE”

The Area of Study on “Society and Culture” consists of three modules, namely “Hong Kong Today”, “Modern China” and “Globalization”. “Hong Kong Today” covers the context where students are situated in. “Modern China” involves the current development of the country and Chinese culture. “Globalization” explores the highly controversial trend of globalization and the responses from different individuals and groups.

To describe the interrelationship among the three modules, this Area of Study explores issues in the local, national and global contexts from a “proximity to remoteness” perspective and focuses on the impacts of these issues on various stakeholders in different societies. The following sections elaborate on the learning and teachings focuses of these three modules and give examples for enquiry. Teachers are advised to plan the teaching sequence according to the school context and select appropriate examples for student enquiry.

On the other hand, these three modules are closely related to each other, so the learning and teaching focuses of one module cannot be isolated from the other two. Based on this situation, teachers may consider linking the learning and teaching focuses which share similar nature together to guide students to conduct enquiries progressively. For example, as issues on the conservation of cultural heritage are relevant to all these three modules, teachers may try to explore these issues together at the same time13, so that students can conduct enquiries more systematically and comprehensively.

Teachers are advised to read carefully the beginning of each module in this chapter with regard to the basic knowledge that students are expected to have acquired in different modules and the key points for teachers to note in planning the curriculum.

13 Teachers may refer to “Exemplar of issue-enquiry: Experience of Hong Kong, China and other regions of the world in conversation of cultural heritage”, the Web-based Resource Platform for Liberal Studies (Download Area→ L & T Strategies→ Exemplar of Curriculum Planning)
A. **Module of “Hong Kong Today”**

According to the *C&A Guide*, students will make use of their understanding of Hong Kong society acquired in their junior secondary education to further explore “the quality of life in Hong Kong, rights and responsibilities with respect to the rule of law, socio-political participation, and the identities of Hong Kong residents”\(^{14}\). In general, it is advised that the learning and teaching focuses of this module be generalised into the following three aspects according to the themes of the *C&A Guide*:

1. **Quality of Life**
2. **Rule of Law and Socio-political Participation**
3. **Identity**

Students should be more familiar with this module based on their knowledge foundation and the examples for enquiry introduced by teachers in class as compared with the other two modules in this Area of Study: “Modern China” and “Globalization”. For this reason, it is believed that the context will be conducive to their learning of this module. Teachers should guide students to explore the issues relating to different learning and teaching focuses of this module on the basis of students’ knowledge acquired in junior secondary education.

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.

\(^{14}\) The *C&A Guide*, p.25.
1. **Quality of Life**

Quality of life is an important concept of Theme 1 in this module. Teachers are advised to help students first understand the basic meaning of quality of life, such as areas involved, perspectives and representative indices relating to the quality of life in the international community and Hong Kong. Teachers may then guide students to further explore Hong Kong’s current situation and analyse the priorities and actions of Hong Kong residents with regard to quality of life.

### Basic meaning of quality of life and its indicators

- Teachers are advised to first guide students to understand the meaning of quality of life and explain that this measure comprises a variety of aspects. **The understanding and focus of quality of life is perceived differently in different parts of the world**

- Some foreign and local institutions have formulated indices measuring quality of life, and teachers may brief students on some of these foreign and local indices. The following are some suggested examples for teachers:

  - “The UN Human Development Index” is one of the indices often cited which uses criteria such as life expectancy, education level, and standard of living to measure quality of life in a particular country.

  - The Economist Intelligence Unit (EIU) has developed nine quality-of-life factors.

  - From 2003 onwards, The Centre for Quality of Life from the Hong Kong Institute of Asia-Pacific Studies of the Chinese University of Hong Kong has annually prepared the Hong Kong Quality of Life Index consisting of 21 indicators that are grouped into three sub-indices.

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15 Teachers may refer to *Quality of Life, the Web-based Resource Platform for Liberal Studies* (Download Area → Concepts and Issues→ NSS Liberal Studies)


18 Please refer to the website of the Center for Quality of Life in the Chinese University of Hong Kong (http://www.cuhk.edu.hk/ssc/qol/chi/index.html).
Summary: Teachers need not explain details of each quality of life index. Instead, the learning and teaching focus is for students to learn about different aspects of quality of life measures so that they can conduct analysis and evaluate the impacts from different perspectives in their enquiry of issues related to the quality of life.

- **Measuring the quality of life of Hong Kong residents from different perspectives**

  For the learning and teaching focuses of this part, teachers may consider selecting examples for student enquiry from political, economic, social, cultural, historical and environmental perspectives, and may also try to integrate some perspectives, or explore the above focuses together with relevant learning and teaching focuses in this module or other modules, so as to improve student ability to manage cross-modular issues while making the best use of lesson time. The following are some suggested examples for enquiry in relation to quality of life:

  - **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 environmental perspective: Teachers are advised to guide student enquiry from the two aspects on **environmental pollution levels and environmental conservation**. Teachers may cite environmental pollution data (such as air, light and noise pollution) as learning and teaching materials to analyse the impact of environmental pollution on the quality of life of people in Hong Kong. In respect to environmental conservation, teachers may try to analyse government policies and their effectiveness with regard to nature conservation, country park, and marine park projects.

From the historical perspective: Hong Kong citizens of different generations are different in their quality of life. The efforts made by our predecessors lay the foundation for the quality of life of Hong Kong citizens nowadays. Teachers are suggested to select examples reflecting quality of life in different generations (such as leisure and entertainment, housing and neighbourhood relationship) for students to compare and explore the changes in the quality of life of people in Hong Kong, and judge the impact brought by these changes.

Summary: Teachers do not need to analyse each and every one of the perspectives in measuring quality of life for students. The learning and teaching focus is to let students understand that **many factors should be taken into account in measuring quality of life**. If there are conflicts or disputes over these factors, teachers may guide students to compare their effects and the level of importance, so as to allow students to **consider how to make a choice or strike a balance among various factors**.

**Priorities in measuring the quality of life and impact**

Teachers are advised to guide students to explore what Hong Kong citizens **consider to be the priorities which constitute quality of life and further analyse the reasons for them and their impact**. 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**. The following are some suggested examples for enquiry:
The Public Opinion Programme at the University of Hong Kong has conducted a survey on the problems (namely, economic, political and social problems) for which people have the greatest concern. Results showed that respondents were most concerned with economic problems, followed by social and political problems. Teachers may instigate an exploration of why people are most concerned with economic problems based on the survey findings. Does the greatest concern on economic issues mean people give priority to economic considerations in making choices relating to quality of life? What is the impact for economic issues to be given priority?

Teachers may consider using specific cases or examples (such as the “North East New Territories New Development Areas Planning” or the building of an artificial beach at Lung Mei, Tai Po proposed by the government) to allow students to explore the attitudes and opinions of different stakeholders in these cases so as to assess their priorities with respect to different aspects of quality of life.

If lesson time and students’ ability allow, teachers may extend the enquiry scope to other places outside Hong Kong to compare people in those places with people in Hong Kong in their pursuit of quality of life in order to widen students’ horizons. The following are some suggested examples for enquiry:

- Teachers may consider using examples from the following countries or cities for students to explore the differences between the people of these places and those in Hong Kong in their pursuit of the quality of life, and the things Hong Kong may learn from them.
  - In Bhutan, Gross National Happiness is used to measure the development progress of the country.
  - The Kyoto City Government of Japan takes “Peaceful Life, Prosperous City and Aiming to build relationships of deep trust” as the Master Plan of Kyoto city in the 21st Century.

19 Please refer to the website of the public opinion programme of the University of Hong Kong (http://hkupop.hku.hk/chinese/popexpress/mostcon/index_con.html).
20 For information about “Gross National Happiness” in Bhutan, please refer to: 南方週末網頁(2009)〈小國不丹的啟示：用國民幸福總值替代 GDP〉(http://www.infzm.com/content/27984)
21 Please refer to Kyoto City Web (http://www.city.kyoto.jp/koho/eng/plan/plan.html).
Actions in pursuit of quality of life: Teachers are advised to cite specific examples of actions of Hong Kong residents in their pursuit of quality of life from different perspectives for discussion. Emphasis should be put on the possible hurdles in taking these actions, the decision-makers and their effectiveness. The following are some suggested examples for enquiry:

- 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 2\textsuperscript{nd} learning and teaching focus of this module).
2. The Rule of Law and Socio-political Participation

The learning and teaching focuses in this part cover the rule of law and socio-political participation. Teachers are advised to first arrange for students to master relevant concepts and theories, and then select appropriate examples or cases for them to study. Also, regarding both the rule of law and socio-political participation, teachers should pay attention to the government’s response and evaluate the impact of the responses on governance, the maintenance of the rule of law, and the promotion of socio-political participation among Hong Kong residents.

- Rule of law

Teachers are advised to select articles or speeches of scholars and legal professionals\textsuperscript{22} for students to understand the law and legal system, and then learn the meaning of the rule of law and its implementation, for example, equality before the law; judicial independence; fair and open trials and the right of appeal; protection of individual rights by law, and restrictions on government power by law.

Teachers are advised to guide students to explore in what ways the rule of law protects the rights and promotes the observance of responsibilities among Hong Kong residents. Teachers may consider selecting specific examples for students to study and try to analyse the spirit of rule of law as reflected in these examples, and the influence on Hong Kong if the rule of law cannot be maintained. The following are some suggested examples for enquiry:

\begin{itemize}
\item Teachers may consider selecting actual cases to guide students to discuss which aspect of rule of law is damaged if one or both parties involved in a lawsuit are given preferential treatment by law enforcement or judicial authorities for extralegal reasons (for example, race, wealth, family background, interpersonal connections, policy opinions, or religious beliefs), and the effects resulting from the damage to the relevant rule of law.
\end{itemize}

\textsuperscript{22} Teachers may refer to:

戴耀廷（2010）《法治心：超越法律條文與制度的價值》，香港：香港教育圖書公司。
陳弘毅（2012）《法治，人權與民主憲政的理想》，香港：商務印書館。
香港大律師公會（2001）《侃侃論法》，香港大律師公會。（The publication can be browsed or downloaded via the Web-based Resource Platform for Liberal Studies (Download Area → L&T References)）
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.

Unauthorised building works are common and often covered by the media in Hong Kong. Teachers may select some cases of unauthorised building works for students to explore on government requirements for proprietors to demolish said structures within a prescribed period or after making a report (“Plan for Report on Unauthorised Village Houses in the New Territories”), **what aspects of the rule of law are reflected by the implementation of the principle of “laws must be observed” and what influences will be brought to the implementation of rule of law if unauthorised building works are allowed to exist.**

The rights of Hong Kong residents are protected by the *Basic Law*, which is formulated according to the principle of “one country, two systems”. Teachers are advised to cite specific examples to study with students **how the implementation of “one country, two systems” and the Basic Law after Hong Kong’s reunification with China impacts on the rule of law in Hong Kong in respect to the interpretation of the Basic Law and the relationship between the mainland and Hong Kong**. The following are some suggested examples for enquiry:

- In recent years, more and more pregnant women from the mainland have rushed to Hong Kong to give birth, putting great strain on Hong Kong’s health care system. As a result, it has been suggested that the *Basic Law* be amended or interpreted to solve the problem of right of abode for “anchor babies” 23 so as to reduce the number of mainlanders delivering babies in Hong Kong. Teachers may consider

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23 “An anchor baby” is one whose father and mother were both not permanent Hong Kong residents on the day of birth.
using this example to discuss with students whether seeking the National People’s Congress’ interpretation of the Basic Law is an appropriate solution to this problem and the possible impact of adopting this interpretation.

- Since Hong Kong’s reunification with China, the NPC Standing committee has interpreted the Basic Law four times (as of May 2013). Teachers may consider selecting one or two of these incidents as examples to discuss whether the action of “NPC’s interpretation” is necessary and its influences.

Summary: For any examples chosen, teachers are advised to focus on the following items and avoid putting too much emphasis on factual details or any complicated legal context:

- Learn about the controversy of the selected cases in terms of the rule of law.
- Sort out the roles and arguments of the various stakeholders in the case.
- If the government is one of the stakeholders in the case, then pay special attention to the response of the government. For example, how it responds to the controversy involved in the case, whether the response is appropriate and meets the demands of different stakeholders, and the possible impact of the said responses.
- Analyse how the case undermines or safeguards the rule of law.
- If the case involves the relationship between the mainland and Hong Kong, teachers can start the enquiry from the perspective of “one country, two systems” and the provision for a “high degree of autonomy” as indicated in the Basic Law.

Socio-political participation

- Teachers are advised to help students have a rough idea of the meaning, categories and levels of socio-political participation, and then consider making use of materials such as stories from the latest news, cases and survey reports to provide the opportunity for analysis of the factors affecting the level of socio-political participation of Hong Kong residents. For example, the performance of the government and its district councillors, citizen educational

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level, social structure (e.g. race, age, gender and class), and the promotion of media and political parties.

- Teachers are advised to cite specific examples to support their explanations in order to help students learn about the possible ways and means of socio-political participation in Hong Kong such as casting votes during the election of the Chief Executive and councils at various levels, joining party organisations, taking part in activities launched by non-governmental organisations, responding to consultation papers issued by the government, expressing opinions via the media, joining consultative organisations or committees at the invitation of the government, and expressing demands via rallies and demonstrations. 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:

- In August 2012, while Typhoon Vicente made its way through Hong Kong, six containers carrying chemical plastic pellets were blown into the sea. After the windstorm, many citizens spontaneously went to the beaches to pick up plastic pellets with their own tools in response to the appeals of green groups. By citing this example, teachers may discuss with students the reasons behind these citizens' social actions and the values reflected.

- Teachers may, by taking examples from recent disputes over proposed methods of election of the Chief Executive and members of the Legislative Council, guide students to discuss the stance and argumentation of different stakeholders proposing different methods and the influence brought by their participation.

- Teachers may, by taking recent examples of socio-political participations by “post-80s” and “post-90s” youngsters, guide students to analyse their motivation for participation, actions and impact on the implementation of government policies. Teachers may consider associating these examples with relevant learning and teaching focuses in Module 1 in guiding student enquiry.
Summary: For any examples chosen for enquiry, teachers are advised to pay attention to the following points:

- While citing your examples, do not spend too much time on the factual details, but instead focus on **the willingness, levels and available forms of socio-political participation for Hong Kong residents as reflected in the examples.**

- Teachers are advised to guide students to **summarise the actions and performance of the public and the government using the examples for enquiry.** Regarding the public demands, students should learn which stakeholders were involved in these demands, whether their arguments were sound, and whether the demands were expressed in an appropriate way. With regard to the government’s responses, students need to consider whether the responses were proper, whether the actions were taken timely, whether the arguments of the responses were accepted by the people who put forward the demands, and the reasons why these responses were or were not accepted.
3. **Identity**

This learning and teaching focus aims to provide students a basis for understanding how Hong Kong residents and the city’s various social groups have developed their sense of identity. In the enquiry process, teachers are advised to guide students to reflect on the significance of their own multiple identities, and to respect and appreciate the cultural customs and values of different social groups.

- **Understanding the concept of identity**: Before guiding students to discuss this issue, teachers are advised to introduce the concepts of identity to help students understand the various meanings of identity and its multiplicity.

- **Identity of Hong Kong residents**

  - Teachers are advised to cite examples from news, survey reports, case studies, popular culture, historical events and cultural heritage to guide students to understand the multiple identities of Hong Kong residents in local, national and global contexts and explore the significance and relations among these multiple identities. Teachers may further explore the factors affecting the identity of Hong Kong residents. The following are some suggested examples for enquiry:

    1. Teachers are advised to collect survey data about the identity of Hong Kong residents from academic institutions and non-governmental organisations (similar surveys conducted for consecutive years are preferred because they show the change in data trends over time) to allow students to analyse the phenomena as reflected in the data and to propose what led to these phenomena. It is also advised that teachers discuss to what extent the data in these surveys reflect the identity of Hong Kong residents.

    2. Regarding Hong Kong citizens' local identity, teachers may consider taking examples from popular culture (e.g. pop songs and TV drama series), historic buildings (e.g. Queen's Pier and Government Hill), major historical events (e.g. the campaign against SARS in 2003), and achievements of Hong Kong residents (e.g. winning medals in the Olympic Games) for students to analyse how the local identity of Hong Kong residents is affected and the significance of this
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**.

Regarding identity as global citizens, teachers should collect survey data to analyse **how Hong Kong residents understand their identity as global citizens and how they demonstrate this identity on the global stage**. Teachers may consider using cases in which Hong Kong residents have participated in activities of international NGOs (e.g. Doctors Without Borders, Greenpeace), to introduce **the rationale of global citizenship and its corresponding actions**. This part can be discussed in combination with relevant examples of the Module of Globalization and other modules (For details, please refer to the suggested examples for enquiry of other modules in this chapter).

- **Summary:** For any examples chosen to discuss the identity of Hong Kong residents, teachers should pay attention to its multiplicity. Notwithstanding, conflicts may arise as the concerns related to different identities may differ. Teachers are advised to guide students to study how **Hong Kong residents handle conflicts among the different identities** and **what values are reflected** by the ways various people handle these conflicts.

- **The significance of multiple identities to Hong Kong residents:** Teachers are advised to cite specific examples or cases to guide students explore the significance of multiple identities to Hong Kong residents from the perspective of **cultural reflection** (e.g. comparing Chinese and foreign cultures, carrying forward Chinese culture by drawing on the merits of foreign cultures) and **innovation** (e.g. dieting culture and fashion design with both Chinese and western elements), **diversity and multiple voices in society** (e.g. ...
respecting cultures and customs of different social groups, and opinions and rights of the minority), **degree of freedom and increased adaptability** (e.g. people adapting to life in a foreign place more easily when studying or emigrating abroad).

- **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:

<table>
<thead>
<tr>
<th>Example</th>
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<tbody>
<tr>
<td>For new arrivals, teachers are advised to focus on <strong>how to help new arrivals integrate into Hong Kong society</strong>. Teachers may cite specific examples or case studies to guide students to explore the most common problems facing new arrivals in fitting into Hong Kong society and <strong>how they develop their identities</strong>. Moreover, teachers are advised to follow recent issues on new arrivals in Hong Kong society, such as those concerning education, employment, housing, social welfare, and interpersonal relationships, and <strong>why these issues are controversial in Hong Kong society</strong>.</td>
</tr>
<tr>
<td>Regarding indigenous inhabitants in the New Territories, teachers are advised to guide students to understand the origin of their identity and their traditional customs, and further explore <strong>what influence these traditional customs and other factors may have on their development of identities</strong>.</td>
</tr>
<tr>
<td>For ethnic minorities, teachers may cite specific examples or case studies to guide students to explore their customs, cultures, interpersonal relationships, and life experiences in order to <strong>understand their growth experiences and how they develop their own identities</strong>. Also, teachers are advised to pay attention to recent issues involving ethnic minorities in Hong Kong society, such as those concerning education, employment, housing, interpersonal relationships and racial discrimination, and <strong>why</strong></td>
</tr>
</tbody>
</table>
these issues are controversial in Hong Kong.

- End of Part A of Section 2 of Chapter 2 --
B. Module of “Modern China”

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

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

The content of this module mainly involves the development of China’s reform and opening-up over the past 30+ years, but teachers need not explain the details about reform and opening-up. They should instead focus the learning and teaching on guiding students to understand the present challenges and opportunities facing China. With regard to Chinese culture, teachers need not boundlessly explore all the details of Chinese culture but should instead focus on the changes that have occurred in the transition from Chinese traditional culture to modern culture. Teachers may consider selecting examples of Chinese culture from those in the mainland, Taiwan, Hong Kong and Macau. Teachers may refer to the website of the Central People’s Government of the People’s Republic of China and the National Bureau of Statistics of China for official information and statistical data.

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

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

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

  - Teachers may explore with students **China's development and achievements in various respects since reform and opening-up** through studying the figures of GDP, income per capita, total value of foreign trade, foreign exchange reserves, people's education levels, medical health development, changes in production structure of primary, secondary and tertiary production and other statistical data. Teachers may use case studies to help students understand the **changes before and after reform and opening-up** from their experience.

  - Teachers may consider selecting statistics or news to introduce to students different living standards and ways of life in different places and study how these differences are related to the policy of the Chinese Government in promoting reform and opening-up.

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

26 The above development strategy was proposed by the late state leader, Deng Xiaoping, who said “Efforts should be made to allow some regions and some people get rich first and then to gradually achieve common prosperity.” 《鄧小平文選》(第二卷), Beijing: People’s Publishing House, p. 152, 1994.

27 Please refer to the explanatory notes on p. 35 of The C&A Guide for each difference.
Rapid rate of urbanisation: Teachers are advised to brief students on the factors and trends of urbanisation in China since reform and opening-up, such as the rate of urbanisation, the urban-rural population ratio, and income of urban residents. Then teachers may cite specific examples for student enquiry into the life of urban residents and the impact of urbanisation from different perspectives. The following are some suggested examples for enquiry:

- Livelihood issues facing people in the lower and middle strata in urban China are named the “three mountains” (education, medical services and housing) in the mainland. Teachers may cite relevant news or cases to guide student enquiry into why these problems have become a burden for people in the lower and middle strata, how they relate to reform and opening-up, and how the government can improve the situation.

- Many mainland cities are confronted with increasingly serious environmental pollution (such as solid waste and hazy weather) and traffic congestion. Teachers may cite relevant data, pictures and news to guide student enquiry into an assessment of the impact of these developments on the lives and health of urban residents.

- Teachers can consider citing news, statistics or case studies to guide student enquiry into following issues related to people’s life:
  - How urbanisation changes and impacts lifestyle (such as consumption patterns and recreational and leisure activities) of people of different strata (grass roots, middle class and the rich), in terms of change in consumption modes and recreational activities.
  - Urbanisation and opportunities for personal development, such as more abundant education facilities and career opportunities in cities, hence greater opportunities for personal development for those living in cities.

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

Farmers’ life: Despite substantial agricultural development and the rising income of farmers since reform and opening-up, the living standard of most farmers has lagged behind that of urban residents, and the disparity between rural and urban areas has become increasingly severe. This situation is referred to in the mainland as “the issue of sannong” (farmers, rural areas and agriculture). Many farmers leave rural areas in search of work in the cities to improve their standard of living, forming a large rural migrant working class.

- Teachers are advised to cite data or case studies to help students learn about the changes in agricultural development and the income of farmers since reform and opening-up and explore factors leading to these changes and how these factors relate to the overall policy of reform and opening up.

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

  - Teachers are advised to cite specific cases to help students explore why migrant workers choose to look for work in cities and to what extent people’s lives can actually be improved by such moves.

  - Without an urban household registration status, migrant workers are described as “second-class citizens” by some commentators. Teachers are advised to guide student enquiry into problems facing migrant workers, their family members, including their children, as they live in cities. Teachers may also guide students to further
explore what the government and enterprises can do to **improve the conditions of migrant workers.**
2. The Responses of the Chinese Government to the Impact of Reform and Opening-up

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

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

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

  - State leaders repeatedly say it is necessary to keep on reforming the political system. Teachers are advised to cite related news or examples for students to explore the reasons for reforming the political system and put forward suggestions for further reform.

  - The electoral system is related to people’s political participation. Teachers are advised to cite news or case studies related to the election of the National People's Congress (NPC) deputies (including election of Hong Kong deputies to the NPC) to guide student enquiry into the actual representativeness of NPC deputies at various levels and whether there should be any necessary revision in the NPC deputy system (such as election methods, terms of office, the structure of NPC meetings and their frequency), which could help the government collect public opinions more effectively in the interests of people belonging to different strata in society.

28 Please refer to Xinhua website (溫家寶 : 中國要進行政治體制改革，特別是黨和國家領導制度的改革) (http://news.xinhuanet.com/politics/2012lh/2012-03/14/c_111652715.htm).
Teachers are advised to cite news or case studies to guide students to explore how people express their demands on the government (especially demands related to the impact of reform and opening-up), and the actions of the government in response. The following are some suggested examples for enquiry:

- At present, China leads the world in the number of netizens. It is suggested that the internet has become a platform for the public to express opinions. Teachers may consider using this example to guide students to explore to what extent this platform can keep the government better informed of public opinion.

- Some incidents that arouse public attention, such as food safety, the dereliction of duty or corruption of public officials, remarks of weiquan (rights protection) activists or their actions being restricted by the government, may give rise to tensions between the government and the people. Teachers may cite these examples or case studies to guide students to explore how they are related to reform and opening-up and to what extent the actions and methods the government has taken in response can ease tensions.

- In China, there is a petition system (xinfang) for hearing complaints and grievances. Teachers may consider citing relevant examples or case studies to guide student enquiry into the effectiveness of the petitioning system from the ways the Chinese Government responds to such petitions and its attitude towards petitioners when responding.

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

- Since reform and opening-up, China has made progress in building its legal system while it is still confronted with many challenges. Teachers are advised to select examples of legal reform for student enquiry and

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may put the enquiry focus on the extent to which these reforms boost people’s confidence in justice\(^{30}\) and the response to the impact of reform and opening-up.

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

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

- Since reform and opening-up, the urban-rural disparity has become increasingly large. This phenomenon is related to the urban-rural dual structure built on the basis of the household registration system. Teachers may consider using the household registration system as an example to guide students to explore to what extent the system is incongruent with the new situation resulting from reform and opening-up, what the disadvantages are and how the Chinese Government will revise the system.

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\(^{30}\) For example, the legal academics in the mainland proposed to develop legal professionals of high quality so people could exercise justice and righteousness in all legal cases. Refer to [《中國青年報》(9 January 2013)〈依據法律而不是看領導眼色辦事〉](http://zqb.cyol.com/html/2013-01/09/nw.D110000zgqnb_20130109_5-03.htm).
Facing the aforesaid “three mountains” related to people’s livelihood, people in the lower and middle social strata are under enormous pressure in life. Teachers may consider citing one to two examples of measures issued by the Chinese government regarding medical services, social welfare, and retirement security to explore the extent to which these measures may help relieve the pressure of the urban dwellers in the lower and middle strata.

At the beginning of this century, the Chinese Government launched the Great Western Development Strategy, with the hope of promoting economic and social development in the western region. Teachers may consider using this plan as an example for student enquiry into how the measures of the plan respond to the impact of reform and opening-up which began in the eastern region and in what aspects the measures are favourable to the overall development of China in the future.

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

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

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

  - Teachers may consider **guiding student enquiry on how China participates in international affairs from the perspectives of politics, economy and culture** in combination with the relevant learning and teaching focuses of Module 4 (please refer to the learning and teaching focuses of the module on “Globalization” in part C of this chapter). Teachers may also consider selecting **examples of individual incidents of China’s participation in international affairs for analysis with students**. Teachers need not deal with the details in the examples, but should aim at enabling students to **learn about China’s role and impact as it participates in these affairs, and how the country’s overall development is impacted**. The following are some suggested examples for enquiry:

    - China has signed many international treaties in different fields, such as “The International Covenant on Economic, Social and Cultural Rights” in 1997 which was ratified by the Standing Committee of the National People’s Congress in 2001 and the “Kyoto Protocol” signed in 1998. Teachers may consider using these examples to explore **China’s accountability in the international community as reflected by its ratification of international treaties and what impact it has had on the country’s overall development**.

    - Teachers may consider citing one to two specific examples of China’s participation in regional affairs, such as attending the six-party talks which aimed at solving the issue of North Korean nuclear weapons program and actively participating in meetings and relevant affairs of Asia-Pacific Economic Cooperation (APEC), to allow students the
In recent years, the “China Threat” theory has emerged in the international community. At the same time, some state leaders hold the view that as China has become a great power, it should assume more obligations to the international community and take on the role of a responsible super power. Teachers are advised to guide students to explore to what extent these views are related to China’s participation in international affairs, and how these views impact China’s participation in them. The following are some suggested examples for enquiry:

- Teachers may select items from the news, commentary articles, or cartoons related to China’s “threat” to the world and views which demand China to be a responsible power for students to explore the reasons and arguments behind these views and analyse the impact of these views on China’s participation in international affairs.

- In recent years, the Chinese Government has actively propagated the message of China’s peaceful development via different channels overseas. Teachers may guide students to analyse to what extent these actions can boost China’s international image and ease the worry of international community about China’s rise, so as to provide a more favourable environment for China’s participation in international affairs.

- **China’s overall national strength**: Teachers are advised to use research reports related to China’s overall national strength to brief students on the meaning of and the indicators used to measure the overall national strength of a country. In addition, teachers may consider selecting examples reflecting China’s overall national strength for student enquiry. Of note should be the pros and cons of China’s overall national strength and the extent to which reform and opening-up impacts China’s overall national strength. The following are some suggested examples for enquiry:

- Teachers are advised to select survey reports and data on the ranking of World Overall National Strength conducted by China (e.g. the Chinese Academy of Social Sciences) and foreign countries (e.g. some think
tanks or academic institutions) to help students understand the indicators measuring the overall national strength of different countries and compare the rankings of China created by different institutions. Teachers may also consider guiding students, on the basis of these research reports, to explore how China could maintain its strengths and overcome its weaknesses to promote its overall development in the future.

- Teachers are advised to select specific examples such as China’s performance in hosting major international events (the Olympic Games, World Expo, etc.) and the feedback from the international community. Further topics to consider are China’s formidable output of scientific research, people’s education levels and health conditions to help students analyse how and in what aspects these examples reflect China’s overall national strength, and to what extent these examples are related to the impact brought by reform and opening-up.
4. Evolution of Concepts of the Family in Modern Life

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

- **Functions and characteristics of traditional Chinese families:** To study the changes in the concepts of the family, students should first have a brief understanding of the characteristics and functions of traditional Chinese families. As this is an introduction, teachers are advised to avoid spending too much time here and adjust their teaching to suit their students.

- **Changes in Chinese family structure and concepts:** The family planning policy has led to significant changes in family structure in China. Teachers are advised to start with the data of the sixth national population census in 2010\(^{31}\) to help students understand the changing trends in Chinese family structure and explore the changes in concepts of the family accordingly and the impact that these changes have brought about. The following are some suggested examples for enquiry:

  ➢ According to population census statistics, there has been a significant rise in the number of three-person households in Chinese family structure. Teachers are advised to guide students to explore the reasons for the increase of the type of family structure stated above and its impact on the concepts of Chinese traditional families such as relationship between family members, family life style, willingness to have children and support for the elderly.

  ➢ Teachers may consider citing relevant news reports or case studies to guide student enquiry into issues experienced by one-child families in the mainland to reflect the changes and impact of the ethical relations of Chinese traditional families, family’s support to children development and children’s support for their parents.

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\(^{31}\) Please refer to the webpage of the sixth national population census (http://www.stats.gov.cn/zgrkpc/dlc/).
Impact of reform and opening-up on modern Chinese families: Besides the family planning policy, changes in the social, economic and cultural aspects resulting from reform and opening-up have also led to the existence of family structures rarely seen in traditional society. These factors have converged to impact traditional concepts of the family. The following are some suggested examples for enquiry:

- Empty-nest families with only elderly left have now appeared in both rural and urban areas in the mainland. Moreover, in rural areas, children are raised by the grandparents, as the parents have to make a living in cities. As a result, left-behind children have emerged. Teachers may consider discussing with students the relationship between reform and opening-up and the emergence of these family structures, the issues relating to the mobility of family members, the cohesion and educational functions of the family.

- At present, some young people in the mainland choose to marry late, to not even marry or to marry but to not have any children. In addition, the divorce rate is on the rise in the mainland. All the above phenomena have resulted in an increase in single-person families, DINK families and single-parent families. Teachers are advised to guide student enquiry on the relationship between reform and opening-up and the emergence of these family structures, as well as their impact on traditional concepts of the family, marriage and birth.

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

32 “DINK” is the abbreviation for “Double Income No Kids” and a DINK family refers to a family consisting of a couple with income but no kids.
Teachers are advised to guide students to explore the reasons leading to the surge in use of mass transportation around the Chinese Lunar New Year, and how they can be attributed to the institutional policies (such as the household registration system) and the economic development dimensions, or to the cultural factors; and for the cultural factors, their relationships with traditional concepts of the Chinese family.

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

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

| Teachers may consider starting with the practice of family planning in Hong Kong, integrating it with the development of society, economy and culture so that students can better explore the changes in family structure and concepts of the family in Hong Kong and the impact these changes have brought. |
| Teachers may consider guiding student enquiry into similar issues facing the mainland and Hong Kong families. For example, the education of only children, the phenomenon of an ageing population, provision of an adequate standard of living and retirement security for the elderly, and try to propose suggestions to solve these problems. |

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33 Refer to 〈中國傳統習俗的探索與反思〉 by the Liberal Studies Section, which can be found on the Web-based Resource Platform for Liberal Studies (Download Area → Teaching Packages)
5. Cultural Conservation and Inheritance of Traditional Customs

The learning and teaching focuses in this part cover questions for enquiry relevant to cultural conservation in Theme 1 and traditional customs in Theme 2. First, the status, development and significance of traditional customs in modern society will be explored. Second, the balance between economic development and cultural conservation will be explored from the perspective of the influence of reform and opening-up on cultural conservation.

- Status and transformation of traditional customs in modern society: Teachers are advised to first help students understand the significance and functions of customs, then select customs related to weddings, sacrificial ceremonies, and traditional festivals to help them explore the cultural meaning reflected in traditional customs and how they are inherited, transformed, valued or neglected. Besides, as China has more opportunities to communicate with foreign countries due to reform and opening-up, the influx of foreign cultures has exerted impact on the thoughts and behaviours of Chinese people. Teachers are advised to select examples of foreign cultures challenging the status of Chinese traditional customs in order to help students explore the controversy over whether traditional customs should be maintained or abandoned. The following are some suggested examples for enquiry:

- There once existed the so-called “Three Letters and Six Etiquettes” in traditional Chinese marriage customs. However, marriage ceremonies and customs have been simplified in modern society. Teachers may cite this example to let students explore which ceremonies and customs are still valued and analyse why they have been preserved, so as to understand the significance of traditional customs and the challenges they are facing in modern society.

- Changes have now taken place in the practice of tomb sweeping on Ching Ming Festival. Some people engage a proxy to perform tomb sweeping or simply worship online. Teachers may consider guiding students to explore whether these phenomena have deviated from a certain standard of traditional Chinese customs or whether such customs have been transformed to adapt to the modern society.

- Adolescents in the mainland and Hong Kong are keen on western festivals such as the Valentine’s Day and Christmas, but show little
interest in traditional Chinese festivals. Teachers may consider citing these examples to let students explore the impact of foreign cultures on Chinese traditional festivals and customs so as to study the situation and responses of traditional customs in face of challenges from foreign cultures.

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

  - Teachers are advised to take famous historical and cultural cities in the mainland as examples to guide students to explore whether it is necessary to demolish old buildings to provide more land for economic development and how to strike a balance between economic development and cultural conservation. For example:
    - To develop more land in downtown areas, Beijing demolished a number of Hutongs and courtyards, giving rise to debates over “preservation” and “demolishment” of such Hutongs and courtyards. Such debates will get much more acrimonious when former residences of distinguished people are demolished.34

  - To develop a tourist economy, some local governments in the mainland set up tourism facilities near natural scenic spots and historical sites. Some people call this an act of “culture staging for economic benefits” instead of culture inheritance and conservation of historical sites. Teachers may cite examples or cases related to the aforesaid situation to let students explore to what extent this kind of tourism development aiming at economic benefits can conserve historical sites and maintain cultural heritage. The following is a suggested example for enquiry:
    - In recent years, the mainland has seen an upsurge of “hometown economy”, aiming to capitalise on the hometowns of historical celebrities to promote the development of tourism. Not all such

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34 Please refer to p.70-73 of Education Bureau (2011)《改革開放後的中國與全球化的發展》(Chapter 5).
endeavours, however, have been successful. For example, “Butterfly Lovers hometown” (where the love story of Liang Shanbo and Zhu Yingtai takes place), a scenic spot in Liangzhu Town of Henan Province, ended up as a failed investment and an unfinished project.\(^\text{35}\)

- In recent years, China has actively applied to the UNESCO for the inclusion of China’s cultural heritage sites into the world heritage list. In particular, China leads the world in the quantity of intangible cultural heritage. Teachers may select some examples of Chinese intangible cultural heritage, such as Kunqu Opera and the Guqin, to explore with students the conservation and promotion of intangible cultural heritage in China. By way of contrast, some people are of the view that cultural heritage should not be operated as a cultural industry or promoted to the public as a commercial product for consumption or entertainment. Teachers may consider guiding students to comment on this viewpoint.

**Summary:** Teachers may explore the relationship between economic development and cultural conservation of this learning and teaching focus based on the relevant examples in Module 2. For example, teachers may guide students to think about the similarities and differences in the ways of conserving historical and cultural relics and promoting intangible cultural heritage (e.g. Chinese opera) between Hong Kong and the mainland, and what Hong Kong can learn from the experience of the mainland.

--- End of Part B of Section 2 of Chapter 2 ---

\(^{35}\) The contents relating to the development of “Butterfly Lovers hometown” are excerpted from relevant news and commentaries from China.org.cn (http://opinion.china.com.cn/event_1626_1.html).
C. Module 4: Globalization

In accordance with the requirements in the C&A Guide, this module will enable students to “review the trends in the controversial concept of globalization. They will explore and analyse its impact and the responses of peoples and groups. They also consider Hong Kong and mainland responses to globalization” 36. More specifically, teachers are advised to summarise the learning and teaching focuses of this module into the following five aspects:

1. **Understanding globalization: The principle aspects of globalization and their unique characteristics**
2. **Economic globalization: Interplay and integration among the various economies from around the world**
3. **Political globalization: Global issues and global governance**
4. **Cultural globalization: Cultural plurality and integration**
5. **Responses to globalization: Dissensions about Globalization in the mainland and Hong Kong**

When doing curriculum planning for this module, teachers are advised to use familiar examples from daily life as a starting point for student enquiry. If students already have a basic understanding of globalization, it would be advisable to guide students to explore further and study how individuals and groups in different regions respond to globalization. Otherwise, students’ learning would be limited to local issues and lack the horizon and skills to deal with global issues.

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1. **Understanding Globalization: The Principle Aspects of Globalization and Their Unique Characteristics**

The learning and teaching focuses of the module of Globalization involve issues relating to the political, economic, and cultural aspects. Before students commence in-depth enquiry of issues related to these areas, teachers are advised to first guide them to gain a preliminary understanding of the development of globalization, especially **the period of globalization of the post-Cold War era, and to understand the meaning of concepts such as globalization, global village, and global integration.**

- Teachers may start this section by citing examples from students’ daily lives, so that they understand globalization is not something distant and remote, but part of everyday life. The following are suggested examples for enquiry:

  - **Understanding globalization from the smart phone:** The smart phone is a hot selling product around the world, and smart phone manufacturers are typical examples of multinational corporations. Teachers are advised to guide students to study the reasons for global popularity of the smart phone and the mentality of the buyers in order to master **what globalization phenomena have been reflected.** With regard to multinational corporations, students may gain a preliminary understanding of their unique characteristics through understanding the modes of production and operational models of the smart phone manufacturers.

  - **Understanding globalization from soccer matches:** Teachers may use the rules of soccer and FIFA as illustrations to present a preliminary explanation of **the concept of global governance (global administration) which is related to political globalization.** The players from various national soccer teams, the soccer shirts and shoes worn by the players, the soccer ball used in the game can all be starting points for **understanding economic globalization.** Satellite telecasting of football matches, star players attracting fans from around the world, and famous soccer teams with supporters from all parts of the world are **examples of cultural globalization.**
Brief Summary

- This learning and teaching focus mainly helps students gain a **preliminary understanding of globalization and its unique characteristics**, which provides the foundation for further enquiries of the various issues in this module. After dealing with the examples for enquiry, teachers may guide students to deliberate on the impacts of globalization and share their feelings and opinions.

- Teachers **need not spend too much time on this part** because the relevant contents here will be covered in greater depth in the enquiries that follow. If teachers think students have mastered the basic knowledge of globalization (e.g. the school may have already covered the relevant contents in the Personal, Social and Humanities Education Key Learning Area at junior secondary levels), then it would be acceptable to skip this particular learning and teaching focus or alternatively, link it to the relevant part of the contents that follow.
2. Economic Globalization: Interplay and Integration among the Various Economies from around the World

The learning and teaching focus in this part centres on economic globalization. Teachers are advised to choose such issues as multinational corporations, factories in developing countries, international economic organisations, corporate brands and consumer choice for enquiry with students the effects of globalization on different stakeholders (managerial level of corporations, labour, and consumers) and their responses. This helps students further understand the interactions and integration of all the economies in the world under the drive of globalization.

- The production processes and management mentality of multinational corporations:
  Multinational corporations take advantage of the waves of globalization to expand their operations, actively promote their products and services and maximise profit, even to the extent of being criticised for exploiting developing countries. On the other hand, overseas investments by multinational corporations also create career opportunities, and introduce modern management techniques and capital which benefit the local economies. Similarly, production models and business philosophies of multinational corporations could provide issues for enquiry. The following are suggested examples for enquiry:

  - Teachers are advised to select one or two case studies of multinational corporations to guide student enquiry on multinational corporations’ unique characteristics in procurement of raw materials and production models (e.g. the occurrence of global supply chain), so that students understand the relationship between the operational mode of multinational corporations and globalization (e.g. integration of capital markets).

  - In order to boost product sales, many corporations are following the McDonald’s distribution and management model, even public organisations have followed suit to various extents. Some academics use the term “McDonaldisation” to describe this phenomenon and argue that it will result in the development of a homogenous and institutionalised model of management in societies all over the world, and will lead to neglect of the humanising perspective. Teachers may consider

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discussing with students this trend in Hong Kong and other regions, and to evaluate its pros and cons.

- Teachers may consider selecting one or two examples, which showed that the overseas investments by multinational corporations (e.g. in the mainland or Hong Kong) have brought visible benefits to local development, to let students gain a full understanding of the impacts of multinational corporations.

- **Factories in developing countries**: Taking advantage of the waves of globalization, multinational corporations have seized opportunities for overseas investment and expansion, especially in developing countries. They have established factories in these regions to manufacture products using cheap raw materials and labour, thus earning good returns. Working conditions in some of these factories are very poor. Some of them may impose stringent and harsh rules on the workers with regard to job performance or even their daily lives. The workers toil in appalling conditions but earn meagre wages. Teachers are advised to cite one or two examples of factories in developing countries for students to enquire the effects of globalization on labour and the integration of labour markets.

- Teachers may refer to the examples of factories in Southeast Asia (such as Vietnam, Thailand, and Indonesia) or South Asia (such as India and Pakistan) for students to understand how multinational corporations establish factories and the working conditions there. Some of these factories might even employ child labourers. If teachers think the examples of these regions are unfamiliar to students, they may use the factories in the Pearl River Delta Region of the mainland as an issue for enquiry.

- While taking examples from factories in any developing countries, teachers are advised to help students understand that **not all social classes benefit from globalization**. For blue-collar workers who earn a living by manual labour, globalization is more likely to be a threat rather than an opportunity. On the other hand, foreign investment may create employment opportunities for locals and help improve their livelihood. Furthermore, teachers may also guide students to ask in what ways the international community show its concern for these situations, and what proposals have been made or actions taken to improve these situations.
**International economic organisations:** The key characteristic of economic globalization is the formation of interacting and integrated relationships among all economies, which affect one another as if they were a whole. Moreover, as international trade expands, organisations have emerged to handle international economic affairs. The following are suggested examples for enquiry:

- Teachers may consider citing the World Trade Organisation (WTO) as an example for enquiry and guiding students to analyse the relationship between the WTO’s missions and globalization and judge whether the arguments of anti-WTO activists are sound. Teachers may also consider citing the experiences of a couple of countries (e.g. South Korea and Vietnam) as examples to help students explore why so many developing countries are eagerly applying for accession to the WTO, and whether their accession benefits the majority of the citizens in these countries. Teachers may also consider using the World Bank or the International Monetary Fund as examples for enquiry to help students understand the roles and impacts of international economic organisations in promoting globalization.

- In recent years, emerging economies among developing countries (e.g. “BRICS”, i.e. Brazil, Russia, India, China and South Africa) have become increasingly important and influential in multiple international economic organisations long dominated by developed countries. Teachers may consider guiding students to analyse the relationship between the globalization wave and such changes, and consider to what extent international economic organisations can balance the interests of developed and developing countries, and fairly deal with their appeals under this newly emerged situation.

**Corporate brands and consumer choice:** As multinational corporations actively market their products around the world, they are keen to build up their brand images through advertisements so as to gain greater market shares. Consumers have undoubtedly benefited from economic globalization as more choices are available when buying products and services. However, they may be influenced by intensive advertising in such a way that they unknowingly make purchase decisions based on the sole consideration of whether a particular product is a famous brand. As multinational corporations continuously expand and hence threaten the development of local merchandising markets, the ultimate consequence is fewer choices available to consumers. The following are suggested examples for enquiry:
Teachers may consider brands familiar to students in their daily lives, and select one or two as examples for discussion of the rise of such brands on a global scale and their development and distribution in Hong Kong (or some other regions). Teachers are advised to focus the enquiry on understanding how globalization benefits worldwide promotion of merchandise, and what role advertisement plays in this process.

Teachers may consider guiding students to reflect on the extent they have been influenced by branding and advertising promotion when making purchasing decisions, and then evaluate how brands and advertising have affected the general public's daily life and consumer behaviour. On the other hand, it is recommended that teachers may guide students to analyse whether local products and services are able to win over international brand name products and the impacts on consumers when the market is dominated by a few brands.
3. **Political Globalization: Global Issues and Global Governance**

The learning and teaching focus in this part is to explore whether globalization has promoted international understanding, or whether it aggravated conflicts between nations. Teachers should guide students to understand the phenomenon and characteristics of political globalization and understand the significance of and the different levels of global governance, followed by the roles and actions of international political organisations and non-governmental organisations in global governance. Finally, teachers may cite specific events for enquiry on how the phenomenon and impacts of political globalization are manifest when the international community deals with multinational affairs.

- **The roles played by international organisations in global governance**: Teachers are advised to select such international organisations as the United Nations (UN), European Union (EU), and the Shanghai Cooperative Organisation (SCO) as examples for enquiry and guide students to understand their missions, organisational structures and action programmes. From the action programmes of these international organisations, students will be guided to explore the key controversy of global governance: **Whether national sovereignty is being gradually weakened under globalization**. In addition, teachers are advised to choose examples of international organisations at different levels in the sphere of global governance to enhance student understanding of global governance at different levels.

  - The UN is an international organisation on the highest level in the sphere of global governance. If teachers decide to use the UN as an example for enquiry, they may consider helping students understand the principles on which peacekeeping forces are deployed to conflict-torn regions to carry out pacification missions, and assess the effects of such acts on national sovereignty. Under the notion of global governance, further exploration can be done on **whether there are conflicts between protecting human rights and upholding national sovereignty, and how to strike a balance between the two**.

  - The SCO is an international organisation on the regional level. If teachers decide to cite the SCO as an example for enquiry, then in addition to explaining how countries in a certain region deal with issues of

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38 For further details relating to global governance at different levels, please refer to Lecture 05 of the web-based “Support Programme on Integrated Humanities (S4-5) Module of Globalization” offered by the Department of Sociology of the Chinese University of Hong Kong. (http://www.cuhk.edu.hk/soc/courses/globalization/ih2004.htm)
common concern through establishing international organisations, they may also consider exploring the reasons and actions for China’s active participation in the international community and what roles and responsibilities China needs to take as one of the new centres of authority in the international community (and this is related to the 5th learning and teaching focus).

The roles played by non-governmental organisations (NGOs) in global governance: NGOs are key players in global governance, as they maintain global networks and often mobilise citizens of countries around the world to voice their ideas and take actions in international affairs, such as environmental protection, the alleviation of poverty, and rescue efforts. This has prompted the emergence of a global civil society. On the other hand, NGOs have limitations in what they can accomplish, and some of their drastic approaches have also aroused controversies among stakeholders. The following are suggested examples for enquiry:

- Teachers may consider citing one or two action programmes of Greenpeace such as the campaigns against nuclear testing, protecting marine life (whales, tuna, etc.), promoting environmental protection in response to climate change crisis, as examples for enquiry. They may also help students understand how this organisation has raised the awareness of the international community on issues of environmental protection. Then, they may proceed to further explore the characteristics, functions, mode of work and limitations of NGOs as well as the roles they play in global governance. In addition, teachers may also consider linking the enquiry to the relevant learning and teaching focuses in Module 6 (International Collaboration and Conflicts Concerning Environmental Problems). For further details, refer to Module 6 “Energy Technology and the Environment” of this chapter.

- Doctors Without Borders is another NGO which may be used as an example for enquiry. This may be in line with the learning and teaching focuses in Module 5: International Medical Cooperation. For further details, refer to Module 5 “Public Health” of this chapter.
Manifestations of globalization in handling trans-national affairs: Teachers are advised to choose a topic from among the following for student enquiry: the fight against terrorism, actions against cross-border crimes, negotiations on climate crisis, cooperation in environmental protection, facilitation of resource exploitation, and measures against contagious diseases. The focus of enquiry should be whether countries around the world can strengthen international cooperation or reduce international conflicts, and thus promote the well-being of the people of the whole world or a certain region. Furthermore, when handling such learning and teaching focuses, teachers may also highlight the links between this learning and teaching focus and the relevant learning and teaching focuses of Modules 5 and 6. The following are suggested examples for enquiry:

- The World Health Organisation’s experience of handling atypical pneumonia (or SARS) can demonstrate how pandemic diseases are handled through international coooperation. As a classic example of global governance, the fight against SARS involved a number of countries, and this can be linked with the learning and teaching focuses in Module 5. Moreover, students can also build up their knowledge of the characteristics, functions and roles of international organisations by understanding the work of such international organisations in the fight against SARS.

- The measures taken against Somali pirates demonstrate how the international community manages the problem of cross-border crimes. Teachers may consider using this example to discuss with students under what circumstances cooperative actions would be initiated by the international community. Furthermore, although many countries are very concerned about the problem of Somali pirates, a full solution is still lacking. Teachers may further guide students to analyse the difficulties countries might encounter when they join hands to deal with global issues (not limited to piracy) such as the one represented in this situation, and to try to suggest some solutions.
4. **Cultural Globalization: Cultural Plurality and Integration**

The learning and teaching focus in this part aims to explore the impacts on cultural development in different regions as a result of globalization. Western culture, as exemplified by those of Europe and North America (especially the US), has quickly spread to other parts of the world by taking advantage of the globalization trend. While challenging local culture, it may also interact with the local culture. Furthermore, students may also be prompted to reflect to what extent the increasing opportunities of cultural contact can enhance mutual respect and understanding.

- **The impact of dominant foreign cultures**: One of the characteristics of cultural globalization is the spread of Western culture across the world as a result of multinational media, the Internet, popular culture and other similar means in conjunction with the political influence of Western countries. As a result, it affects the ideologies and lifestyles of the local people in these regions, even to the extent of making locals think Western cultures embody the epitome of modern civilisation and that they have been widely accepted. It gives rise to the controversy of whether various local cultures are gradually becoming homogeneous or whether maintenance of cultural plurality is still possible. The following are suggested examples for enquiry:

  - Hollywood movies have been popular in the world in recent decades. Teachers are advised to guide student enquiry into how the lifestyle, cultural orientation and values of the United States spread to all parts of the world through the popular culture of Hollywood movies, and thus has influenced the mode of thinking and behaviours of people around the world. Teachers may also extend the enquiry and study whether China's movie industry should closely follow the model of Hollywood movies if they were to participate in the international movie market, and then evaluate the influence of a dominant culture on other regions.

  - Another Disneyland theme park will be built in Shanghai, China. Teachers are advised to guide students to enquire about the project's impacts on traditional Chinese culture. Another example is the adoption of English as the most widely used language. The question “To what extent has this situation helped Harry Potter become the best-selling novel in the world?” may also be suggested to students for enquiry.
Interactions between foreign and local cultures: Dominant Western cultures spearheaded by Europeans and North Americans have undoubtedly brought significant challenges to local cultures as demonstrated in the above examples. On the other hand, when a foreign culture tries to get its way into a certain region, it may not be totally accepted even if it is a powerful one. Instead, it needs to go through a process of self-adaptation. It must interact with the local culture before it is firmly rooted and has greater opportunities for development. From another point of view, teachers may guide students to consider whether cultural integration may necessarily drive innovation in culture or it is just a means of commercial propaganda under the pretext of cultural exchange. The following are suggested examples for enquiry:

- American football is a very popular sport in the United States, but it is obviously not widely played in other parts of the world. Thanksgiving Day is an important festival in the United States, but it is not widely celebrated in other regions. Teachers are advised to guide students to explore the reasons why certain aspects of American culture are not particularly well-received in other parts of the world. This helps students understand that one of the characteristics of culture is its association with the historical origin and distinctive national features of the local region. Therefore, even if it is exported, it may not become popular in foreign regions.

- Most multinational corporations localise their promotion and marketing strategies to cater to specific preferences of customers in the local regions. For instance, McDonald’s has stores in Tokyo, Seoul, Taipei, Beijing and Hong Kong. The business strategies and advertising in these branches are all different because they adapt to local cultural preferences and lifestyle habits. Teachers are advised to use these examples to guide student enquiry on why and how interacting relationships arise between foreign and local cultures.

- Non-Western cultures, which are comparatively less influential, have had the opportunity to spread their characteristics and essential qualities to the West by taking advantage of globalization. Chinese martial arts, Japanese Sushi, and Indian Yoga are obvious examples. Teachers may cite these examples to explain the fact that as long as there are

opportunities for exchange and contact between cultures, **mutual influence and two-way flows will take place, and it is not always the one-sided dominance of the influential culture that pervades.**

**Cultural contact and exchange:** As globalization expands, there will be more opportunities for exchange and contact for people around the world. However, **whether more contact can promote mutual understanding and contribute to interaction and evolution of different cultures and values remains an issue for further enquiry.** Teachers are advised to focus on the ever popular tourism industry while citing specific scenic spots as examples to guide students to analyse the advantages and disadvantages of promoting regional development through tourism, and to what extent these exchanges have benefited mutual understanding and communication between different cultures under cultural globalization. Furthermore, teachers are advised to make use of this enquiry topic to help students develop an appreciative and respectful attitude toward other cultures. The following are suggested examples for enquiry:

- The Maldives has been actively developing tourism since the 1980s, and tourism revenues had improved the living standard of its people. The influx of tourists, however, has also caused changes in the island nation’s traditional culture, lifestyle and mode of production while development of undesirable habits among the local young people as a result have brought about social problems to the country.

- The ancient city of Lijiang in Yunnan Province became a World Heritage site in 1997. This was followed by the local government’s active development of tourism, and an influx of Han people who rent stores in the ancient city and run their businesses to provide many urban style entertainment establishments for tourists. The number of stores selling handicrafts of distinctive features of the ethnic minorities has decreased.

- If students in the class have travelled overseas for sightseeing or taken part in any exchange programme, teachers may consider using their personal experiences as the starting point and example for the enquiry.
5. **Responses to Globalization: Dissensions about Globalization in the mainland and Hong Kong**

From the above learning and teaching focuses, students should have generally understood the views of the different stakeholders in the area of globalization. In this part, **teachers may let students concentrate on studying the responses of the mainland and Hong Kong as well as the dissenting voices of others in the face of globalization.**

- **Hong Kong’s response to globalization:** Teachers are advised to explore from two aspects how Hong Kong has firmly established itself and moved forward under globalization. Firstly, students will explore **how Hong Kong positions itself** as a metropolis, how it is assessed by the mainland and the rest of the world, and how it learns from such assessment to move ahead. Secondly, students will review **how Hong Kong may make use of its advantages to respond to the challenges under globalization.** Teachers may also make school-based curriculum planning by linking this learning and teaching focus to the relevant part of Module 2.

  - The self-positioning of Hong Kong and the evaluation of the outside world: The learning and teaching focus in this part is to **study Hong Kong from a global level.** It may be started from the self-positioning of Hong Kong and move on to studying Hong Kong’s external image, status, advantages and shortcomings and the challenges from competitors. The following are suggested examples for enquiry:

    - Teachers may start with the notion of “**Asia’s World City**” to help students understand Hong Kong’s positioning, and then the reasons for its adopting such a position, and the **characteristics and advantages being reflected.** Then students will be guided to evaluate **whether this position has accurately represented Hong Kong’s particular circumstances.**

    - Teachers are advised to choose some surveys and reports by international organisations such as World Competitiveness Yearbook, the Index of Economic Freedom and the Globalization Index to help students understand how the international community assess Hong Kong. These critical reviews may be used to analyse **Hong Kong’s advantages and areas for further improvement.**
Teachers are advised to make use of the Report on Chinese Cities’ Competitiveness and Development published by the Chinese Academy of Social Sciences annually as an example to help students gain an understanding of Hong Kong’s position in the country, its advantages and crisis, and then move on to study the current status and the direction for planning future development.

- **The direction for the development of Hong Kong**: In the face of globalization, Hong Kong needs to constantly build on its own advantages and actively identify new directions for development. Teachers are advised to choose one or two examples such as increasing investment in education to support training of professionals, strengthening the four pillar industries, development of the six priority industries, while guiding student enquiry on whether (or how) these could help Hong Kong meet its challenges and seize the opportunities of the future.

- **The mainland’s response to globalization**: This particular learning and teaching focus aims to enquire into how the mainland faces the opportunities and challenges arising from globalization and the measures the country has adopted in response. Teachers are advised to choose the relevant issues from political, economic or cultural aspects and link them to the learning and teaching focuses of China’s Participation in International Affairs in Module 3 so they can be dealt with together.

- Political aspect: This can also be regarded as the aspect of foreign relations. Teachers are advised to select suitable examples from such topics as foreign affairs issues, China’s participation in the activities of international organisations, and its responses to international political incidents for students’ enquiry. The following are suggested examples for enquiry:

  - For foreign affairs issues, medical diplomacy and energy resources diplomacy can be considered. For further details, refer to Modules 5 and 6.

  - For China’s participation in the activities of international organisations, teachers are advised to choose 1 or 2 examples for enquiry on China’s participation in the United Nations affairs. Teachers may also consider using the example of China’s taking part in forming the Shanghai Cooperation Organisation. For more information please refer to the third learning and teaching focus of
Information travels quickly in the era of globalization. News about political incidents in foreign countries can reach China via different media. Teachers are advised to take examples of recent political incidents to explore into how China responds to them, and in what aspects and to what extent such incidents have an impact on China.

- Economic aspect: Teachers may consider using China’s accession to the WTO and its external trade situation as examples to show how China faces challenges and opportunities under economic globalization. The following are suggested examples for enquiry:

  - China celebrated its 10th anniversary of accession to the WTO in 2011. Teachers are advised to choose related newspaper reports and commentaries supplemented with statistics to show the gains and losses for China’s accession to the WTO.
  
  - Teachers may also use concrete examples to analyse the difficulties facing Chinese goods in the foreign markets, and guide students to explore the issues relating to the competitiveness of Chinese goods in the international markets, the attitudes of overseas manufacturers and consumers towards Chinese goods, etc.
  
  - Thanks to the significantly increased economic strength since its reform and opening up, China has now become the world’s second largest economy in terms of gross national product (GNP). Teachers may guide students to explore China’s influence on the world economy as well as its role and responsibilities after becoming one of the major emerging economies.

- Cultural perspective: Teachers are advised to guide students to analyse the reasons for China’s active promotion of Chinese culture in other countries in recent years and the actions taken, and to assess the effectiveness of these actions. For China’s response to the infiltration of foreign cultures, students should be guided to explore the impact of foreign cultures on Chinese culture, and how to strike a
balance in learning from foreign cultures and defending Chinese culture. The following are suggested examples for enquiry:

- In recent years, China has been actively applying for World Heritage status, and promoting Chinese culture overseas through actions such as staging overseas exhibitions of Chinese cultural artefacts and setting up Confucius Institutes in other countries. Teachers are advised to guide students to analyse the effectiveness of these efforts in promoting Chinese culture and how they impact China's international image.

- Western culture is popular among many young people in China. Some scholars propose to boycott Western festivals lest the traditional Chinese culture will be forgotten gradually. Teachers are advised to guide students to analyse these comments against the infiltration of Western culture into China\(^\text{40}\) and see if they have sound justifications, and explore how to strike a balance between absorbing foreign cultures and preserving local Chinese culture.

**Opposition to globalization:** Teachers may consider using this part as the concluding summary of this module and guide students to form their own basic stance on globalization (both for and against). This may serve as the basis for future analysis of relevant globalization issues. If teachers prefer not to teach this part as a separate topic, they may choose to merge it with the relevant learning and teaching focuses of the above contents for student enquiry. The following are suggested examples for enquiry:

- Some critics of globalization think that promoting free trade would not benefit the poor in developing countries. Promoting fair trade is one of the ways to rectify the drawbacks of free trade. Teachers may consider making use of the example of Oxfam’s promotion of fair trade in many parts of the world to explore to what extent fair trade can help improve the living conditions of people in developing countries. When

\(^{40}\) 〈維護中國文化主體性促商家反思聖誕營銷十博士生倡抵制聖誕節〉, Takungpao, 22 December, 2006.
handling this particular example, teachers may also review with students the roles and functions of NGOs.

- As to **the worry of cultural homogenisation or vulgarisation that may be brought about by the expansion of American culture**, teachers may use what Starbucks Coffee had gone through in the Forbidden City to discuss the challenges facing the American culture in its expansion. Teachers may guide students to deliberate on whether operating a Starbucks store in the Forbidden City is disrespecting Chinese culture or whether the episode was a case of mere overreaction on the part of certain protesters. Teachers may also cite similar examples in other countries or regions for comparison so as to broaden students' horizons and stimulate their thinking.

-- End of Part 2 of Chapter 2 --
SECTION 3: THE AREA OF STUDY ON

“SCIENCE, TECHNOLOGY AND THE ENVIRONMENT”

The Area of Study on “Science, Technology and the Environment” includes two modules: “Public Health” and “Energy Technology and the Environment”. “Public Health” mainly deals with the spread of diseases and the various factors which affect health. It also examines public health issues which significantly impact society from the perspectives of science, history, moral ethics, culture, etc. “Energy Technology and the Environment” involves how the applications of energy and technology improve people’s quality of life and impact the environment. It also studies the significance of sustainable development and how it affects the scientific and technological advances.

These two modules involve a range of scientific knowledge, and are seemingly different from the other four modules, which mainly involve knowledge of the humanities and social disciplines. The issues to be explored, however, inevitably arise from society and are closely associated with human relationships, society and culture. Besides, the development of medical and energy technologies requires huge community resources, and thus such undertakings cannot be accomplished with any great haste. Therefore, teachers should not select issues purely from the perspective of science and technology. They should guide students to carry out analysis by considering the interrelationship among science, technology, society and the environment. Attention should also be paid to applying perspectives from economics, politics, culture, history, etc. to handle issues related to this Area of Study.

In terms of the linkages among the modules in the Liberal Studies curriculum, the interrelationship among the four modules of “Personal Development & Interpersonal Relationships”, “Hong Kong Today”, “Modern China” and “Globalization” can be illustrated with a series of concentric circles. Regarding the two modules of “Public Health” and “Energy Technology and the Environment”, it might not be appropriate to include them into the concentric structure due to their differing focuses. As mentioned above, however, since they are closely associated with factors of personal behaviour and social culture, they can be taken as lateral links across the other modules. Relevant elements from the other modules may also be appropriately introduced when enquiring issues from these two modules, so as to enrich the learning experience and broaden students’ horizons.

The following sections explain the learning and teaching focuses for Modules 5 and 6 and provide some suggested examples of enquiry. Teachers should note that these examples can be found in the local context of Hong Kong, as well as in national and global contexts, and may
also be closely associated with personal habits and behaviours. In addition, it is not necessary for teachers to familiarise their students with details of the scientific theory and practice found in these examples. Instead, teachers should focus on guiding students to sort out and analyse the views of the different stakeholders. In this way, they will establish their own views on relevant issues related to public health, energy technology and the environment as well as sustainable development.
A. **Module of “Public Health”**

The Module of “Public Health” mainly explores the factors which affect the general public’s decisions on health matters, especially the contents of health information and the underlying values. Moreover, teachers should also pay attention to the pros and cons of the development of medical technology and the controversies arising from its development, as well as the relationship between social development and public health policies. In general, teachers are advised to sum up the learning and teaching focuses in this module by sorting them into the following four aspects:

1. **Understanding the Causes of Diseases and Public Health**
2. **Health Concepts and Health Information**
3. **Development of Medical Technology and the Accompanying Controversies**
4. **The Challenges of Sustaining and Promoting Public Health Development**

When studying the issues in this module, students will have to possess some basic scientific knowledge. For example, for issues involving infectious and non-infectious diseases, students must be able to distinguish between the two and give examples of both. Students would also need to understand that infectious diseases are caused by micro-organisms, that the human body has an immune system that resists diseases, etc. However, it is not necessary to investigate the underlying scientific theories in this area.

This module does not require students to acquire in-depth understanding of medical knowledge such as the specialised theories of pathology, and microbiology, nor to proficiently grasp the functions and operation of various medical technologies. Teachers are advised to focus on the controversies arising from the positive and negative impacts of such medical technologies on society, particularly the different views of the various stakeholders from social and moral perspectives.
1. **Understanding the Causes of Diseases and Public Health**

This part can be taken as an introduction to this module. Teachers are advised to make use of the incidents of historical or recent outbreaks of epidemic diseases to help students **gain an understanding of the attitude of the authorities and people towards infectious diseases and their approaches for dealing with them.** Students should also study how such attitudes and approaches are affected by social and cultural factors. The following are suggested examples for enquiry:

- **Hong Kong experienced an outbreak of the bubonic plague (Black Death) in the late 19\textsuperscript{th} century.** The government adopted a series of measures to fight the disease. Some of these measures, such as sending quarantine personnel into households to check whether bubonic plague patients were being sheltered, and mandating surrender of the remains of the victims to the government for disposal instead of being buried by family members, conflicted with Chinese cultural customs and caused public discontent. After the epidemic, the Hong Kong government became actively concerned about public health while the public also began to change their living habits.

- **The Severe Acute Respiratory Syndrome (Atypical Pneumonia, SARS) epidemic broke out in Hong Kong in 2003.** According to studies by microbiologists, the “SARS” virus originated in bats and passed to civet cats. Meanwhile, humans who ate these civet cats became infected. To prevent the epidemic from spreading, the Government introduced a series of preventive measures immediately after the outbreak. When the epidemic was over, the Centre for Health Protection was set up in 2004 to enhance Hong Kong’s public health infrastructure so that it could better respond to public health hazards. The public health awareness of different sectors of society was also improved.

- **Brief summary**

  - The above two examples aim at enhancing students’ understanding of epidemics and broadening their horizons. If lesson time is too tight, teachers may just select one case for study. Teachers may also consider **choosing other suitable cases for students’ further enquiries in accordance with the circumstances of their schools.** Regardless of the chosen case, learning and teaching should focus on the lessons learnt from the epidemics so that public health amenities were
improved afterwards, relevant statutory regulations were revised and public health awareness was raised. After students have studied the case of epidemics, teachers should proceed to introduce the concept of public health, and the factors affecting decision-making on public health. Teachers should avoid spending too much time on this part.

- When using epidemic case studies, teachers may consider linking them to relevant issues of Module 3, Theme 2: Chinese Culture and Modern Life. This facilitates students to ponder how traditions could cope with the impacts brought about by modern society and the appropriate ways of dealing with them. For example, students may study why the local Chinese community in the 19th century regarded the government’s quarantine measures as an indirect conflict with their traditional customs and felt discontented. Some Chinese are fond of wild game meat but this may lead to the spread of infectious diseases. In this case, teachers may also guide students to study the relationship between Chinese food culture and public health.
2. **Health Concepts and Health Information**

Views of health are closely associated with public health. The general public’s understanding of health affects the way the government deals with public health issues and formulates relevant policies. The general public’s understanding of health may also stem from the health information they access and believe. When interpreting the learning and teaching focuses for this part, teachers may consider applying this case when teaching the changes in the general public’s views of health at different periods and move on to further explore the sources of health information, its contents and impact.

- **Changes in views of health**: Traditional view of health -> Medical model -> Public health view

  - It is recommended that teachers use the example of the general public’s knowledge of tuberculosis and its treatment at different times to explain the changes in the general public’s perception of health concepts and the reasons for these changes.

<table>
<thead>
<tr>
<th>Causes of Tuberculosis</th>
<th>Traditional view</th>
<th>Medical model</th>
<th>Public health view</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Punishment of sin</td>
<td>● Infection of bacillus</td>
<td>● Poor hygiene and living conditions</td>
<td></td>
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<tr>
<td>● Infection of bacillus</td>
<td>● Vaccine</td>
<td>● Crowded living environment</td>
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<td>● Poor hygiene and living conditions</td>
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<td>● Provision of adequate housing</td>
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<td>● Improving environmental hygiene</td>
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- **Brief summary**

  - Students need not go into details of the three views as the **learning and teaching focus should be on understanding the changing views of health and exploring the reasons for these changes. The view of the general public should be accorded the highest importance** amongst the three, in line with the learning and teaching focus of this module.

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41 The following article relating to changes in the public’s views of health is excerpted from pp.25 to 26 of the New Senior Secondary Liberal Studies Teacher's Manual - Knowledge Enrichment Series “Issues of Science, Technology and the Environment in Perspective” (Chapter II) published by the Education Bureau (2011).
Apart from the case study of tuberculosis, teachers may also choose other diseases as examples for enquiry and discussion.

**The relationship between personal lifestyle and health**

- According to the World Health Organization (WHO), health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. If an individual’s lifestyle causes impairment of physical health and depressed mental well-being, or even aggravates the burden on the public health system as a result of such personal behaviour, i.e., making society pay the price, then the discussion of the issue would have to be elevated to the level of public health so as to ensure the public pays more attention to assessing and improving personal lifestyle choices. This may be further followed by an enquiry into the roles and responsibilities of the individual and the collective (including the public and the government) in promoting public health.

- 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?

42 Please refer to the webpage of World Health Organisation (http://www.who.int/suggestions/faq/en/index.html).
That smoking is hazardous to one’s health is a proven fact beyond dispute. Measures to ban smoking and to prevent young people from having their first cigarettes, however, still fuel controversy. Teachers may try to explore the controversies arising from anti-smoking measures in the context of Hong Kong. This may also be linked to Module I so that the attitudes and the situation of the young people of Hong Kong concerning smoking can be explored.

Brief summary

When handling the issues in this part, teachers should focus on the controversies relating to public health, and help students gain an understanding of the views of various stakeholders, and then let students form their own arguments.

Teachers may also consider introducing the contents in this module which are relevant to other modules when appropriate. For example, teachers may use the concept of quality of life to discuss with students whether Hong Kong people's lack of exercise and their dietary habits are related to economic development. They may discuss the importing of the fast food culture in various regions and its impacts from the perspective of globalization. The discussion may also be taken up from the perspective of the rule of law, and students may be asked to judge whether anti-smoking measures are hindrances to personal freedom. Then, from the perspective of personal growth, teachers may proceed to examine youngsters’ attitudes towards attempting smoking.

Health information

Teachers are advised to first introduce to students the sources and the main dissemination channels for health information, and then discuss how to assess the credibility of such information.

Teachers may adopt a case enquiry approach to help students understand the effects of health information on the general public’s daily life and its understanding of health. Then, the enquiry may continue on whether the government should monitor such health information or how to do so. The following are suggested examples for enquiry:
Health supplements and slimming advertisements: Teachers are advised to guide students to discuss the credibility and effects of these advertisements, and if time allows, provide an overview of Hong Kong's existing laws on the regulation of health information and whether there are any loopholes exist in these laws. In addition, it is also advisable to compare similar laws of other countries and discuss whether Hong Kong needs even stricter laws to strengthen such regulations.

Medical beauty treatments: In recent years, beauty services that claim to have integrated medical procedures have become increasingly popular in Hong Kong. These services, however, involve very high medical risks, and consumers who are attracted by such advertisements might not be aware of these risks. Teachers are advised to guide students to enquire into such issues as the reasons for the popularity of such beauty services, whether the promotion strategies of these service providers are misleading, and how the government should regulate the beauty treatment industry.

Brief summary

The above examples for enquiry are provided for teachers’ consideration in light of their schools’ circumstances. The focus is to enable students to identify what messages are conveyed by such health information, and the impact of such messages. As to whether the scope of enquiry should be extended to scenarios outside Hong Kong, teachers should decide according to the amount of time available and students’ abilities.

In facilitating students’ study of these examples, teachers may consider incorporating contents that are relevant to other modules. Examples are, for Module 1, the challenges and opportunities posed to adolescents by current popular trends, and the values conveyed by the media to adolescents; for module 2, the theme of the rule of law is relevant to the question of whether health information should be monitored or how to do so. Finally, teachers may guide students to further discuss this issue from the perspective of the rule of law.
3. Development of Medical Technology and the Accompanying Controversies

Although the development of medical technology brings with it a general improvement in human health, it has also sparked debates on social and ethical grounds. On the other hand, the allocation of medical resources and the risks involved in the promotion of development in medical technology are also important aspects to focus on in learning and teaching this Module.

Teachers may guide students to discuss how medical technology can help improve human health from the perspective of the treatment and prevention of diseases. The following are examples of medical technology and the suggested focuses for enquiry:

- New methods, techniques and instruments for disease diagnosis and treatment continue to emerge, such as cardiac catheterization, microsurgery, and targeted cancer therapy. In terms of disease prevention, the availability of more precise diagnostic instruments and more convenient diagnostic techniques, coupled with government publicity, have made preventive examinations for different kinds of diseases, such as tests for colon cancer and screening tests for cervical cancer, gradually acceptable to the general public. As a result, there has been a fall in the incidence of disease.

- Students need not dig deep into the medical theories of the above examples, nor do they need to investigate details of the various medical technologies. Instead, the focus is to understand how human beings have benefited from the development of medical technology. Teachers may consider using these examples to help students gain an understanding of how health information affects the public's understanding of public health and their decisions regarding personal health.

As medical technology improves our health generally, people’s average lifespan has increased. Teachers may list examples of prolonged average lifespan in countries around the world and in Hong Kong as an introduction to the enquiry of the benefits of the development of medical technology. They may then examine the positive effects brought about by such improvements in health, such as promoting an increase in productivity, and economic development in society. There also exist, however, social problems associated with longer lifespan. For instance, care for the elderly, greater
pension burden on the society, and the growing trend of an aging population. Moreover, when students explore how to handle such social problems, they may start by focusing on the development of medical technology, and then move on to deal with related controversial issues in the community.

Funding for the development of medical technology is not a trifling matter. Whether the development of certain medical technologies should continue, how priority should be accorded in resource allocation, whether resources should be concentrated on disease prevention or treatment, or even how different risk factors of epidemic outbreaks should be weighed when allocating resources to avoid waste, have become some of the controversial issues in society. The following examples from the United States and Hong Kong are given for teachers’ reference:

- Artificial heart: Teachers may consider using this case study from the United States to guide students to discuss, for certain medical technologies that require huge investment of resources but benefit a small number of patients, whether their application should be stopped or further research and development should be done. After discussing the US case study, teachers may ask students to analyse Hong Kong’s situation and consider whether disease prevention should be accorded priority when the government allocates resources to public health.

- Pre-exposure vaccination: Teachers may consider using the Hong Kong government’s human swine influenza vaccination programme in 2009-10 as an example to explain the effectiveness and risks of vaccination and the possibility of wastage through excessive procurement of vaccines.

Medical technology is developing rapidly. Teachers may discuss with students in class whether such technology might be subject to abuse, or whether the application of such technology would arouse controversies in areas of ethics and morality. The following examples of medical technology that may be subject to abuse and hence may cause ethical controversies are suggested for teachers’ reference:

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43 Please refer to pp.43 to 44 of the New Senior Secondary Liberal Studies Teacher’s Manual - Knowledge Enrichment Series “Issues of Science, Technology and the Environment in Perspective” (Chapter II), published by the Education Bureau (2011).
Misuse of antibiotics: Teachers may use Hong Kong and/or the mainland as examples to help students understand the causes and effects of the misuse of antibiotics (students need not dig deeply into the background medical theories), and to examine the possible approaches to remedy this situation.

Organ transplants: The premise of any organ transplant is the availability of the organ, and hence the question to ask is whether there are sufficient organ donors in society. If there are very few organ donors, through what other channels can organs be obtained for transplant? Is it legal and ethical to obtain organs from such channels? All of these are highly controversial questions. Teachers are advised to use Hong Kong and/or the mainland as examples to guide students to conduct enquiry. When enquiring into these issues, teachers may consider introducing relevant Chinese traditional concepts (for example, keeping the remains of the deceased intact) for further discussion.

Biotechnology: Teachers are advised to select one or two examples for student enquiry. Students, however, need not understand details of the scientific theory underlying such biotechnology, but should instead focus on the controversies provoked by these examples. For instance, does biotechnology development lead to improvements for species? Or has it interfered with natural ecological processes? To what extent has such technology benefited human beings? What controversies have been aroused in the spheres of medical development, legal statute, and ethical morality by the advancement of medical technologies such as artificial insemination, the use of surrogate mothers and gender selection of children?
The Challenges of Sustaining and Promoting Public Health Development

Teachers may choose relevant issues for enquiry in such areas as public health policies in Hong Kong, cross-border information-sharing mechanisms between the mainland and Hong Kong, international public health affairs and so on. Moreover, while guiding students to conduct discussions on these issues, teachers should ensure that students understand the points of controversy, for instance, the roles played by policy makers (government bodies and international organisations), priorities for resource allocation in policy formulation, whether the policies can promote social equality and resolve social or international conflicts.

Hong Kong’s public health policies: It is recommended that teachers choose some statistics to give an overview of public health expenditure as a percentage of GDP in Hong Kong and in other countries. This helps students gain a general understanding of public health expenditure in Hong Kong. Teachers should also consider bringing up the abovementioned case of prolonged lifespan as a result of advanced medical technology to illustrate the possible trends of higher health expenditure. This helps students explore how public health expenditure should be allocated in order to meet the society’s demand for diversified health services. The following are suggested examples for enquiry:

- Drug Formulary System: In 2005, the Hospital Authority launched the Drug Formulary system in those hospitals under its administration. The controversy thus aroused mainly centred on the question of whether public health services meet the needs of society’s low-income members. It is hoped that through studying this example, students may increase their awareness of the quality of life of the portion of the population with a low socio-economic status in Hong Kong.

- Development of traditional Chinese medicine: Currently, all public hospitals and private healthcare institutions in Hong Kong are using western medicine as the mainstream. Teachers are advised to guide students to gain a preliminary understanding of the differences in diagnosis and treatment between traditional Chinese medicine and western medicine, so that they can continue to explore how (or whether) to support the development of traditional Chinese medicine.

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■ Cross-border information-sharing mechanism: Under the “One country, Two Systems” principle, Hong Kong is closely linked with the mainland through frequent exchanges of people and goods. Information-sharing policies across borders have been put in place in many fields. For public health, teachers are advised to focus on two key areas: food safety and the prevention of epidemic diseases. Teachers may consider selecting specific recent or previous cases regarding these key areas for student enquiry, such as the inspection of food imported from the mainland so as to ensure food safety, and setting quota for live poultry imports from the mainland during the bird flu epidemic to prevent its spread to Hong Kong. The enquiry focus of these cases should be on the role played by the cross-border information-sharing mechanism in safeguarding public health in Hong Kong.

■ International public health affairs: Teachers are advised to choose examples for enquiry in these areas from the organisational and institutional perspectives, and to consider linking them to the learning and teaching focuses of the Modules of “Modern China” and “Globalization” when conducting these enquiries. The following are the suggested examples:

- The WHO initiatives on fighting AIDS: Teachers are advised to refer to the global governance concept in the ”Globalization” Module so as to explain the roles and functions of the WHO in dealing with global health issues. Then, consideration may be given to citing the WHO’s efforts in fighting AIDS (or SARS, human swine influenza, etc.) as an example to guide students towards in-depth discussions. The emphasis should be placed on how the WHO coordinates with all countries in disease prevention. Teachers may also try to guide students to gain an understanding of how China works in line with the WHO’s initiatives to fight against AIDS (or other infectious diseases), and to assess the gain and loss of such efforts.

- Drug patenting: Teachers are advised to guide students to weigh the pros and cons of drug patenting, and to focus the enquiry on how the international community helps developing countries obtain the drugs needed for the treatment of patients in these countries. Teachers may then extend the enquiry from drug patenting to the disparities and conflicts between developing and developed countries, so as to highlight the disparity between the rich and the poor in the international community. This is also related to the learning and teaching focus of economic globalization.
International healthcare cooperation: If the international community is to help developing countries improve their currently backward state of domestic medical technology, one of the approaches is to aid developing countries through international healthcare cooperation via various channels. The following are suggested examples for enquiry:

- Medical diplomacy (healthcare diplomacy): Teachers are advised to cite the Chinese government’s recent measures of sending medical teams to developing countries (mainly in Africa) to provide medical aid as an example, so students may conduct enquiry into the outcomes of such measures. Teachers may also consider linking this issue with the learning and teaching focus in Module 3 – “China’s Participation in International Affairs” to guide students to discuss whether such measures can enhance China’s status and image in the international community. If time allows, teachers may also introduce examples of medical diplomacy of other countries (such as Cuba).

- NGO charity and humanitarian aid: Teachers are advised to select examples of one or two NGOs’ efforts (such as Doctors Without Borders, World Vision or Oxfam). This helps students conduct enquiry into the contributions and limitations of NGO aid programmes, and thus gain a deeper understanding of the roles and functions of NGOs in global governance. On the other hand, teachers may also consider collecting case studies of celebrities who take part in the activities of these NGOs. Through the personal experiences of these celebrities, students may ponder what special qualities a global citizen should have.

-- End of Part A of Section 3 of Chapter 2 --
B. Module of “Energy Technology and the Environment”

“Energy Technology and the Environment” mainly explores the impact of the development of energy technology in our daily lives, the relationship between energy use and economic development, the environmental problems arising from the use of energy, the relationship between energy policy and the quality of life, and the influence of the distribution of renewable energy on international relations. In addition, this Module also tries to elaborate on the concept of sustainable development, its promotion and the responsibilities that various stakeholders should bear for the future of sustainable development. To sum up, teachers are advised to summarise the learning and teaching focuses in this Module into the following four aspects:

1. Development and Application of Energy Technology
2. Relationship between Energy Policy and the Environment
3. Concept and Practice of Sustainable Development
4. International Collaboration and Conflicts Concerning Energy and Environmental Problems

When enquiring into the issues in this Module, students must possess the relevant basic knowledge on energy. For example, students should gain a basic understanding of the forms of energy, energy conversion and energy efficiency, which may help them explore the issues relating to energy technology. Students also need to understand climate change, basic environmental protection, as well as the interdependence of living things and their environment. However, students need not investigate too deeply into the underlying scientific theories. They should have acquired a basic understanding of the abovementioned knowledge in basic education.

This Module does not require students to acquire an in-depth understanding or any kind of expertise of various energy technologies; nor is it necessary to understand the operational details of these various energy technologies. Teachers are advised to focus on the controversies arising from the positive and negative impacts of such energy technologies on society, particularly the different views of the various stakeholders on these issues. In this way, teachers can guide students to conduct their analysis and make judgments based on concrete evidence, such as statistical graphs, run charts and energy consumption.
1. **Development and Application of Energy Technology**

When planning the curriculum for this part, teachers may make use of one or two cases to help students understand the role of energy use in improving human life and promoting economic development, and the potential environmental costs. Then, teachers may conduct in-depth discussions with students about such issues as the development and use of renewable and non-renewable energies and the latest developments of energy technologies.

- **Examples of energy use in human history**: Teachers may consider selecting several examples of energy use in human history for student discussion. These discussions should serve as an introduction, and students need not acquire an in-depth understanding of the cases. Teachers may guide students to study the details of these cases in the future when dealing with the key points of learning and teaching. The following are some suggested examples of discussion and teachers should focus on acquainting students with the pros and cons of energy use:

  - The Industrial Revolution in 18th-century Europe: Teachers may make use of this example to help students understand that coal-powered steam engine was a significant invention at that time and was responsible for boosting productivity tremendously and changing people’s value towards social development. The use of fossil energy, however, also leads to environmental problems.

  - Reform and opening-up of China: Teachers do not need to go into details of the reform and opening-up process at this stage; nor is it necessary to elaborate too much on issues beyond the scope of energy use. Teachers are advised to place their focus of enquiry on the relationship between energy use and economic development, and guide students to consider how to deal with the conflicts between economic growth and environmental protection.

- **Development and use of non-renewable energy**: Teachers are advised to introduce various types of energy, and then guide students with specific cases to explore the use of non-renewable energy and the environmental problems arise.

  - Use of fossil energy and ensuing environmental problems: Teachers are advised to firstly introduce to students various types of fossil energy and their exploration,
and then focus on several specific cases (such as China-related examples in relation to the curriculum contents in Module 3) to help students understand that many countries are trying to reduce their dependence on fossil energy because the use of fossil energy has caused environmental pollution, which affect human health and impair the quality of life.

- Use of nuclear energy and the controversies produced: Teachers are advised to use Japan’s Fukushima Nuclear Accident, which took place in March 2011, as an example to acquaint students with the pros and cons of nuclear power generation. It is not necessary, however, for students to investigate too deeply into the underlying scientific theories. The recommended enquiry focuses are as follows:
  - Teachers may require students to discuss the international community’s reactions to and comments on the Fukushima Nuclear Accident. These discussions should focus on the disputes over whether or not the development of nuclear power should continue. The controversies may centre on such issues as the requirements for its development, the safety of its operation and its impact on the environment.
  - If teachers judge that one more case is needed to deepen students’ understanding of nuclear power, they may consider taking France as another example. As the most nuclear power-reliant country in the world, France is one of the few European nations which continue to support the use of nuclear power after the Fukushima Nuclear Accident. Teachers should guide students to study and comment on the reasons for France’s continual use of nuclear power, and to compare it with the case of Germany (which has decided to shut down its nuclear power plants in the future) and China (which will continue with its nuclear power development). In this way, students may make more informed considerations and judgment on whether or not nuclear power should be further developed.

- Development and use of renewable energy: Teachers are advised to provide students with cases relating to renewable energy development in some countries or regions. Students should be encouraged to study these cases, and then summarise the most common controversies over the use of renewable energy, for example, the funds, technologies and other prerequisites to developing renewable energy, and the impact of
the use of renewable energy on the environment, economy, and society, etc.

- Development of **renewable energy originated from natural resources**: Teachers may select **cases where some countries manage to develop renewable energy according to their natural conditions**, and encourage students to study these cases. For example, teachers may take Denmark and Iceland as examples. Denmark lacks such resources as coal and petroleum, so it has hastened the development of wind energy by taking advantage of its geographic location. Iceland accelerated the development of geothermal power by using its rich geothermal resources, and all electricity consumed by the country is generated from hydropower and geothermal power. China set up a hydroelectric power plant by making use of the geographical features of the Three Gorges and its southwestern region. Teachers may also try to guide students to discuss whether or not Hong Kong or the mainland should draw on the experiences of these countries and regions in developing renewable energy.

- Controversies over **biofuel** development: Soaring global oil prices over the past few years have driven many countries to develop energy sources apart from fossil fuels or seek out alternative energy sources. Biofuel is a very popular option (it can be produced from biomass materials such as corn, sugar cane, weeds, and food waste). Teachers are advised to choose countries which actively develop biofuels (such as the US and Brazil) as examples for enquiry. Emphasis of the enquiry should be placed on **controversies over biofuel development**. For example, the impact on the global food supply, whether the production of biofuel has pushed up food prices, whether biofuels are environmentally-friendly, and whether biofuel development will be sustainable. In addition, teachers may further encourage students to discuss whether Hong Kong or the mainland has the conditions to develop biofuels.

- Brief summary: Teachers should emphasise that even though renewable energy development is undoubtedly the general trend, **all countries and regions should, according to their natural circumstances and the available technologies and funds, develop the kind of renewable energy most suitable to their situation**. Teachers should also remind students that the development, production and transportation of renewable energy may cause different damage to the environment. Therefore, **full consideration should be given to the development costs, the cost effectiveness and the interests of different stakeholders before deciding whether to develop or continue to develop any renewable energy**.
2. **Relationship Between Energy Policy and the Environment**

Energy is important in our daily lives, and the uses of various types of fossil energy impact the environment to various degrees. All governments formulate energy policies that suit their national resources on the basis of using energy in an efficient way, while endeavouring to protect the environment. Teachers are advised to **guide students to discuss the impacts of energy use on the environment. Then they may explore on what factors should be taken into consideration when formulating energy policies in the light of specific cases in Hong Kong and the mainland of China.**

- **Impacts of energy use on the environment**: There are many examples to illustrate how energy use affects the environment directly or indirectly. Teachers are advised to take acid rain and light pollution as examples for enquiry. Other issues in relation to air pollution and global warming may be used as the main focuses in learning and teaching.

  - Acid rain: Teachers may help students understand how acid rain is formed. It should be expressly pointed out that acid rain is directly related to human’s use of energy and industrial development. As for its impact, not only does acid rain pollute the environment, it also damages cultural relics. Teachers should guide students to further enquire from the perspective of heritage conservation.

  - Light pollution: Hong Kong is commonly known as the “Pearl of the Orient”; its brilliant night scene formed by lighting attracts a lot of visitors. However, not only does excessive illumination consume huge energy, it also causes light pollution. Teachers may guide students to explore the impact of light pollution and the roles of various stakeholders in reducing the impact of light pollution.

- **Discussions on energy policies**: Teachers may introduce the following three factors that respective governments usually consider when formulating energy policies: “energy safety, energy price and supply stability, and impact on the environment”. Teachers could use specific examples to help students understand how the government considers these factors when formulating energy policies (an example of Hong Kong is advised), and how the energy policies match with the overall development of a country (an example of China is advised). In addition, if

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45 Please refer to *Issues of Science, Technology and the Environment in Perspective* (Chapter IV), p.70.
teachers take Hong Kong’s energy policy as an example for enquiry, then students should be encouraged to analyse these topics in combination with the concept of quality of life in Module 2, especially from the perspective of the environment in the quality of life.

- **Hong Kong’s energy policies:** When exploring the energy policies in Hong Kong, teachers may apply specific examples to illustrate the three considerations above when the government formulates energy policies:
  - **Safety:** Teachers could take the contingency plans of the Daya Bay Nuclear Power Plant as an example to discuss to what extent can these contingency plans ensure public safety.
  - **Energy price and supply stability:** In 2008, the Hong Kong SAR Government signed the new Scheme of Control Agreement with two power companies. Teachers could use this case as an example to discuss with students whether the energy policies of the Hong Kong Government could balance the demands of respective stakeholders, and what improvements should be made.
  - **Environmental quality:** Teachers may make use of Hong Kong’s air quality data on the website of the Environmental Protection Department and the measures (for example Switch Off Idling Engines, Action Blue Sky and encouraging citizens to use energy-saving light bulbs instead of tungsten light bulbs) proposed by the Hong Kong SAR Government to analyse the air quality in Hong Kong and evaluate the effects of these measures.

- **China’s energy policies:**
  - Teachers are advised to analyse this issue in terms of optimisation of the current energy structure, development of alternative energy (in particular the development of renewable energy and nuclear power), stabilisation of energy prices, energy saving and emission reduction. Teachers may also consider guiding students to read the sections on energy production and policies in national development planning (such as the 12th Five-Year Plan) for further discussion of the considerations of the Chinese government when developing energy policies and how to respond to the demands of respective stakeholders.
Brief summary: With regard to the issue of energy policy, apart from taking Hong Kong and the mainland as examples for discussions, teachers may also discuss the energy policies of the United States and Japan, depending on students' abilities and teaching time so as to broaden their horizons. However, no matter which country or region teachers take as an example when discussing the energy policy, teachers should **guide students to ponder the three abovementioned considerations** (energy safety, energy price and supply stability, and environmental impact) **as the basis for analysis**, and in combination of economic efficiency, social stability and environmental protection, so as to explore whether these energy policies can improve the quality of life.
3. **Concept and Practice of Sustainable Development**

Sustainable development is an important concept in Module 6. Students need to learn the definition, limitation and contradiction of sustainable development and should understand that it is an evolving concept. After students have understood the concept, teachers may select examples of individuals, Hong Kong, the mainland and other countries and guide students to analyse the feasibility and effect of these examples including individual behaviours and governments’ sustainable development plans or projects.

- **Concept of sustainable development**: Teachers may use specific examples to point out that the earth is facing serious challenges. Then, teachers should bring out the concept of sustainable development and its importance. The following is a suggested example for enquiry:

  - The United Nations (UN) Population Fund stated that the world population exceeded 7 billion at the end of 2011. This means that humans will face greater pressures on issues surrounding land, energy, food and infrastructure. Therefore, there is a need to carefully consider the direction of future development. Teachers need not explain the population increase in detail, but they should use this example to prove that when it comes to the issue of development, humans should not only focus on economic growth and immediate interests. Instead, we should also consider future generations while trying to improve the life of mankind. By doing so, our future generations may be spared from even more serious challenges.

  - The concept of sustainability has undergone a process of evolution. To consolidate students’ knowledge, teachers are advised to introduce some important documents and the key messages to students. The suggested documents are as follows:

    - In 1987, the UN World Commission on Environment and Development published a report titled *Our Common Future*. It proposes to apply the concept of sustainable development to solve environmental problems. In brief, sustainable development refers to "development that meets the needs of the present without compromising the ability of future generations to meet their own needs".46

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In June 1992, the UN Earth Summit was convened in Rio de Janeiro, Brazil. Agenda 21 was released at the Summit. It put forward an action plan for projects of the international community aiming at strengthening international aid efforts, eliminating poverty, improving the environment and human health.

- **Countries may have diverse interpretations of and allocate different priorities to sustainable development** as they are at varying stages of development. For example, with regard to economic development and environmental protection, developed countries may attach greater importance to environmental protection, while developing countries may prioritise economic development. That is the reason why the international community has failed to reach a consensus on issues regarding sustainable development, such as climate change and protection of natural ecology. For details and examples for enquiry, teachers may refer to Point 4 of the Learning and Teaching Focuses listed below.

- **Implementation and limitation of sustainable development**: Teachers are advised to use specific examples including daily behaviours of individuals and practical experiences in the local and national contexts as well as the contexts of other countries for student enquiry (enquiries may also be initiated from the global level and gradually scale down the personal level). When exploring these examples, teachers should instruct students to pay attention to the practical experiences and learn from these examples how science and technology promote or limit sustainable development, and how factors such as needs of economic development, personal lifestyle and cultural customs affect the environment and energy use. In addition, teachers are advised to guide students to discuss these examples (especially the examples of other countries), and sum up experiences that Hong Kong or the mainland of China can learn from them.

- Personal life: Teachers may select examples from daily life (such as shortening length of bath time to save water, avoiding buying clothes only to follow fashion trends, and reusing red packets from the previous Lunar New Year) to show that a minor change in daily life may contribute to sustainable development. Moreover, teachers should explain the concept of consumerism, and then encourage students to explore whether the consumption behaviours and financial management concepts of the young generation are inconsistent with the principles of sustainable development. The relevant issues in Module 1

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47 The full version of Agenda 21 may be downloaded from the website of the Division for Sustainable Development of UNDESA (http://www.un.org/chinese/events/wssd/agenda21.htm).
should also be discussed. No matter what examples are used for exploration, teachers should ask students to point out the relationship between these examples and sustainable development, and should conclude that people’s personal lifestyle and mindset comprise two factors that may have an impact on the environment and sustainable development.

Hong Kong: Teachers are advised to consider to what extent Hong Kong people's behaviours are conducive to sustainable development from a macro perspective. In addition, teachers may use specific cases to help students gain an understanding of the actions promoting sustainable development and their limitations. The following are suggested examples for enquiry:

- Hong Kong’s ecological and carbon footprints: Teachers may guide students by taking advantage of the report on Hong Kong’s ecological and carbon footprints to discuss to what extent the behaviours of Hong Kong people are in line with the requirements of environmental protection and sustainable development.

- Promotion of the use of electric vehicles: Teachers may use this case to discuss how science and technology help promote sustainable development. Teachers may also emphasise that even though environmentally friendly products are scientifically and technologically feasible, they cannot be effectively promoted without joint efforts from all sectors of society.

- Public Consultation on Municipal Solid Waste Charging: The Government published a consultation document in early 2012 to suggest introducing “Municipal Solid Waste Charging” as an economic means to reduce the generation of solid waste. Teachers may consider guiding students to study to what extent the policy would be effective in reducing solid waste, and its impact on the citizens if it were to be implemented.

China: Teachers are advised to choose issues relating to the curricula in other Modules in order to strengthen students' capacity to handle cross-modular issues. The following are suggested examples for enquiry:
• Teachers may discuss with students the recent case which shows that the mainland develops its economy at the cost of the environment so as to study how the economy can be developed without causing too much damage to environmental ecology or sacrificing people's health. Teachers may associate the discussion with relevant curriculum contents in Module 5 at the same time.

• Teachers are advised to cite the following case for enquiry: In recent years, it has been extensively debated among the public of the mainland whether firecrackers should be banned during the Spring Festival so as to avoid air and noise pollution. Traditional ancestral worship activities during the Qing Ming Festival have also been criticised. Teachers should then guide students to analyse the relationship between traditional activities and the environment as well as sustainable development, and then further discuss what is indispensable if we want to achieve desirable results in the promotion of sustainable development without radically altering traditional customs.

➢ Other countries: Teachers may cite other countries’ experience in sustainable development for student enquiry. The following are suggested examples for enquiry:

• Development of ecological tourism in Costa Rica: This case focuses on the attempts to investigate how to strike a balance between environmental conservation and economic development, and how to meet the requirements of sustainable development from the perspective of tourism development. Teachers may also associate this case with the issue of cultural globalization in the Module of Globalization.

• Travel by bicycle is promoted in European and Japanese cities: In order to improve air quality and ease downtown traffic congestion, many cities in Europe and Japan have encouraged citizens to travel by bicycle instead of by car. Teachers are advised to take one or two cities as examples and guide students to discuss the relationship between the promotion of commuting by bicycle and sustainable development (with emphasis on energy conservation, pollution
reduction and improvement of the quality of life), and whether Hong Kong may follow suit.
4. **International Collaboration and Conflicts Concerning Energy and Environmental Problems**

The learning and teaching focuses of this part can be considered as the conclusion of this Module. This part aims to view the issues of energy and environment from a global perspective and explore **why these issues spark conflicts in the international community, and how such conflicts can be resolved through international cooperation**. Furthermore, these issues are closely related to the contents in the other Modules, especially Module 4. Therefore, teachers may consider dealing with all the inter-related issues at the same time.

- **Cooperation and conflicts concerning energy problems in the international community:** Teachers are advised to proceed with the conservation and distribution of non-renewable energy, and then discuss the topic with students from the perspectives of cooperation and conflicts.
  
  - Reserve distribution of non-renewable energy: Teachers may start by introducing the world’s non-renewable energy, especially **distribution of oil reserves**, and then ask students to analyse the characteristics of these reserves and distribution of resources to **figure out why energy conflicts may pose a major threat to world peace** in the future.
  
  - International energy organisations: Teachers are advised to consider taking the Organisation of the Petroleum Exporting Countries (OPEC) as an example to elaborate on the **purposes, functions and influence** of international organisations. Teachers may also link these organisations to the section of political globalization in the Module of Globalization. This may help students review previous lessons. **Students need not have a comprehensive understanding of these organisations, but they must have a basic knowledge of the impact of their own activities on the international community regarding aspects of the production and output of energy and on the international situation.**
  
  - Conflicts over energy in the international community: Teachers are suggested to take the dispute between China and neighbouring countries over oil and gas in the East China Sea or South China Sea as examples and link them to the issue of China's participation in international affairs in Module 3. Teachers are advised not to focus too much on the historical disputes between China and neighbouring countries (e.g. Japan). Instead, they should consider **focusing on China’s energy development and that of neighbouring countries and the relevant territorial**
disputes between them. Teachers may, as appropriate, select another case of international energy conflicts for students’ study (for example, the scramble for resources in the Arctic region). No matter which case is chosen, teachers should focus on exploring why all parties are scrambling for energy. They should deduce from these examples the principles and ways for resolving these disputes, so that students are able to analyse other similar cases.

- Energy diplomacy and transnational cooperation in energy development: Teachers should, by using China’s reserves and use of energy as an example, help students understand China’s promotion of energy diplomacy, and investigate to what extent energy diplomacy may help ease China's energy shortage. As for the exploration into international cooperation in energy development, the focus should be placed on why development of such energy is worthwhile, and why transnational cooperation is needed for such development. Teachers may consider taking the development of shale gas that has been popular in many countries in recent years as an example, and discuss the prospect of China’s development of shale gas and China’s cooperation with other countries in such development.

- Collaboration and conflicts concerning environmental problems in the international community:

- Teachers may first introduce the international concern about climate change before elaborating on international collaboration and conflicts concerning environmental and climate problems. The following examples may be used for enquiry:

- Teachers may consider to analyse relevant international climate agreements (such as the Kyoto Protocol) and discuss their implementation. In particular, students should be able to understand the stances of the countries which have signed or refused to sign the agreements and their reasons for it. It is unnecessary for students to have intensive discussions about the scientific theories of climate change. They just need to know why many scholars believe that carbon dioxide emissions give rise to greenhouse warming. On the other hand, teachers are advised to remind students that although the majority of academics tend to believe in the trend of global warming, there is also objection to this orientation, especially over the controversy regarding the pace of global warming. Teachers may
cite one to two international conferences on climate change held in recent years for discussion. Teachers are advised to focus on how climate change has prompted the governments to convene meetings for dialogue. Besides, the stances of some major carbon dioxide emitters (such as the US, EU member countries, Australia, China and India) at the conference may also be discussed. In this way, students can understand the reasons why countries hold different stances when negotiating the resolution of climate change, and understand that the positions of these countries are closely related to their respective national circumstances and economic development. Teachers may also, by introducing the concept of global governance, remind students that the success of global governance lies in whether different countries can resolve their disputes by seeking common ground while reserving differences.

Solution to environmental disasters and ecological imbalance: Teachers are advised to choose examples of environmental disasters which occurred in recent years and ecological imbalance caused by human behaviours for student enquiry. The following examples are suggested for enquiry:

- The enquiry of the following examples focuses on the ways the international community can work together to solve environmental disasters:
  - The oil leakage caused by the explosion on the British Petroleum drilling platform in the Gulf of Mexico in 2010.
  - The debris left by the tsunami triggered by a 9-magnitude earthquake in Japan in 2011 drifted to the coast of the United States and Canada.

- The whaling issue has aroused international controversies. Many international environmental organisations have condemned Japan as hypocritical and selfish for claiming that it engages in whaling for scientific research purposes. Teachers may focus on the reasons giving rise to the controversies and commenting on the stakeholders' points of view. Teachers may also consider using the activity to appeal to a boycott on eating shark fin soup as a way to reduce killing of sharks as an example. The focus of enquiry should be placed on what ways the ecology can be protected by
changing human behaviours and values.

-- End of Chapter 2 --
Chapter 3: Learning Outcomes and Public Assessment of Liberal Studies

Section 1: Overall Student Performance and Recommendations for Improvement in 2013 Liberal Studies Practice Papers

The HKEAA issued a set of Liberal Studies Practice Papers to schools in December 2012 for the reference of teachers and students (2013 Liberal Studies Practice Papers are enclosed at the end of the article). In order to enhance the effectiveness of assessment, the number of sub-questions in Paper 1 has been reduced and the requirements for answers have been more clearly stated in the questions. For example, by specifying the number of items to be answered, students are expected to have better time management to achieve better performance. Reducing the number of sub-questions with small number of marks should not affect the performance of students with lower abilities. If students are only able to give a brief description of the sources in part (a) of Paper 1 (e.g. Question (1) and Question (3)), they may still be able to get some marks.

In order to give feedback to the teachers and students, we have implemented a pilot scheme on the Practice Papers by marking some sample answer scripts based on students’ abilities. From their performance in this practice paper, it is observed that students would need to improve on the following three aspects:

1. **The Ability of Using Relevant Information Provided in the Sources**

   When students answer the questions in Paper 1, they should acquire a comprehensive understanding of the data and apply it accurately. For example, in the question on idling engine ban, students were expected to make comparison of average carbon monoxide levels over the two days as shown in Source A, but some of the students only compared the average variation over the period and neglected the maximum levels. Besides, some students only compared two of the three locations shown in the source. In contrast, those better performing students were able to make longitudinal and transverse comparison of the data, implying that they had clear and in-depth understanding of the sources. Moreover, they were also able to generalize the data in doing comparison. For example, they pointed out that the average carbon monoxide levels on the day before and after the start of the ban in the three locations have been going up and down, but the overall trend is downward (by integrating the data for the three locations). This kind of comparison is considered to be more comprehensive and accurate.
Another assessment requirement is the ability to justify a specific stance by using sources. For example, in Question (2) of Paper 1 about illegal trading of human organs, students were required to make use of Source A and Source B to support the statement “illegal trading of human organs is the dark side of globalization”. Some of the students just used part of the sources, or just used a particular piece of data separately, so the statement in the question could not be fully supported. In addition, some students pointed out that illegal trading in human organs was only caused by the free flow of information without relating the free flow of information to globalization and identifying the negative impacts of the free flow of information that may arise under globalization.

Furthermore, students also encountered difficulties in interpreting cartoons. For example, some students only stated that people in developed countries purchase human organs from developing countries, but failed to notice the bulky male figure in the cartoon which symbolizes rich people in developed countries exploiting the developing countries. This may show that students had inadequate understanding of the dark side of globalization and the unequal relationship between developed and developing countries, or they might encounter difficulties in interpreting cartoons by applying their knowledge.

If the question consists of two sources and both refer to the same issue in the question, students are advised to use the sources in a holistic way. If only one of the sources is used, this may reflect that students are unable to fulfill the requirements of the question and understand the issue holistically. For example, from the sources about the leisure activities that young people most commonly participate in and the participation rates of young people in charitable and social participation activities in Question (3), it was found that “Doing voluntary work” in Table 1 is closely related to “volunteer services” in Table 2. Students should be able to integrate and analyze different sources for effective presentation, as well as making appropriate connections and categorization in order to respond to the question from multiple perspectives.

The sources provided in data-response questions are just like information about our society that we come across every day. It consists of different types of information in different formats and showing different viewpoints. The key point is how to select and interpret the sources in the questions. Understanding the question requirements is crucial. For example, if the question requires students to support or disagree with a viewpoint with reference to the sources, it implies that some data in the sources could be used as evidence for supporting or opposing the stated viewpoint. Of course students should also supplement their answers with further explanation. In addition, some sources can be used for both supporting and opposing a viewpoint, depending on how the students illustrate their arguments. For example,
according to the data in Question (1) of Paper 1, the spokesperson for the Environmental Protection Department pointed out that drivers turn off their engines once they spot the approach of a police officer. This case can be used to illustrate the effectiveness of the idling engine ban because drivers would never turn off their engines without such measure. On the contrary, the idling engine ban can be interpreted as “toothless tiger” because the drivers would simply ignore the law when no police officers are around. Students should first identify the use of the sources and make effective use of the sources according to the stances they have adopted in the answers.

2. The Ability of Making Explanations

“Making Explanations” is an essential assessment requirement in Liberal Studies examinations. Generally speaking, students should give an in-depth and detailed explanation in answering questions. For example, Question (3) of Paper 2 requires students to explain how Hong Kong can maintain its prosperity facing the competition from other regions and challenges within Hong Kong. Students should put forward some feasible measures, fully and clearly explain how and why they could help maintain prosperity when Hong Kong is facing competitions from other regions and challenges within Hong Kong.

On the other hand, “Making Explanations” also require students to account for the causes of phenomena or justify their own stances. For example, Question (3) of Paper 2 requires students to explain whether economic globalization brings more good than harm to the quality of life of people in Hong Kong. Students should be able to explain why the quality of life of people in Hong Kong is affected by globalization (positive or negative). Question (2) requires students to explain their own stances and present whether they agree with the statement “In Hong Kong, going against dominant trends in society is impossible” and formulate arguments regarding perspectives for and against the statement.

Students should give detailed explanations no matter they are trying to elaborate or give reasons. For example, in answering Question (2) of Paper 2, some students stated that “Universal values of people in Hong Kong would change with time. Most people are highly concerned about health nowadays and some even go against dominant trends, so it is apparent that vegetarianism has won widespread support and recognition.” The student might think that they have responded to the issue and elaborated accordingly. However, the student failed to explain what “universal values” are, and why such “universal values” enable vegetarians to gain “widespread support and recognition”.

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Another example is Question (1) of Paper 2, which is about the impact of young people’s participation in redevelopment projects. Some students answered that “Young people’s participation in redevelopment projects may help them develop social awareness, which in turn may lead them to achieve fulfillment of their dreams”. They only stated relevant concepts related to young people’s personal growth and development, but the relationships among “participation in community development”, “social awareness” and “fulfillment of dreams” should have also been explained more clearly.

Besides, students should give detailed explanation when they are making deductions. For a valid deduction, the premise and the conclusion must be properly linked up. If the students only point out the premise and conclusion without explaining their relationship and how they are related to the question, it is obvious that they fail to give a comprehensive response to the question. For example, in Question (3) of Paper 2, some students answered that the development of infrastructure in Hong Kong has improved the quality of life of people in Hong Kong, but failed to explain the relationship between infrastructure development and the quality of life of people in Hong Kong and in what ways infrastructure development has improved the quality of life of people in Hong Kong.

The following are the possible reasons why students failed to provide a well-structured explanation when making deductions: Firstly, they may not have clear understanding of relevant concepts. For example, with inadequate understanding of the term “quality of life”, students were unable to point out how the quality of life has changed under the impact of certain factors. Secondly, students were unable to cite concrete examples in daily lives. For example, students indicated that public transportation is an integral part of infrastructure, but no examples were provided to explain the relationship between public transportation and our daily necessities such as clothing, food, housing and transportation, and in what ways would they improve our quality of life in a concrete way. If students are unable to give explanations with proper use of these everyday examples, it would be difficult for them to give convincing responses.

An argument can be more convincing by using appropriate examples for illustration. Generally speaking, most students are able to cite examples, but they often fail to explain further how these examples could support their arguments. A student has stated that “It is commonly seen that local citizens demonstrate with slogans such as ‘Against wealth disparity’ or ‘Disparity between the rich and the poor’ in the July 1 Protest Rally, so the disparity between the rich and the poor is widening in Hong Kong, and the quality of life of local people is not high.” Although this student was able to use “disparity between the rich and the poor” as an example to show the challenges within Hong Kong, he or she fails to
give further explanation on how "disparity between the rich and the poor" affects the quality of life of people in Hong Kong.

In Question (1) of Paper 2, a student answered that “young people’s participation in redevelopment projects would help alleviate the problem of ‘Hong Kong kids’ because young people would show care for society and would be willing to make contribution”. It is desirable to use the example of “alleviating the problem of ‘Hong Kong Kids’” to illustrate the impact of young people’s participation in redevelopment projects, but the relationship between alleviating the problem of “Hong Kong kids” and participation in these activities should be further elaborated.

Based on the student performance in the Practice Papers, it is encouraging to see that students were good at observation as they were able to state the social phenomenon and the viewpoints and values of different stakeholders. However, they were weak in explaining the causes or impacts of the phenomenon. Students will perform better if more appropriate examples can be used and the understanding of relevant concepts and knowledge can be enhanced.

3. **Clear Understanding of the Question and Presenting Stances in the Answer**

Clear understanding of the question is the first step to giving relevant answers. Student must grasp the requirements of the question in a comprehensive way and pay attention to the followings:

**Comprehensive Response**

Firstly, it is necessary to demonstrate a good understanding of the question and meet the requirement of the question. For example, Question (3) of Paper 1 requires students to explain the possible impacts of the pattern of participation in activities on the personal growth of young people in Hong Kong shown in Tables 1 and 2. However, some students only referred to one of the tables and neglected another. As a result, they were unable to meet the requirement of the question.

Question (1) of Paper 2 requires students to explain what impact young people’s participation in redevelopment projects may have on themselves and on the Hong Kong community. Some students only explained one aspect, or only explained one of the two aspects but lack elaboration of another aspect, leading to an imbalanced answer.
**Comprehensive Understanding**
Secondly, a clear understanding of concepts is important. For example, Question (1) of Paper 2 requires students to explain the conflicts might arise among different stakeholders from the implementation of redevelopment plans in Hong Kong. Some students did not have a clear understanding of the concept “conflict”, so they were only able to identify the concerns of different stakeholders or explain the impact of the redevelopment projects, but neglected the conflicts among different stakeholders. The conflicts might arise because of discrepancies in values, expectations and interests of different stakeholders.

If students lack clear understanding of the concepts, they may give shallow answers with narrow perspective in analysis. For example, the Question (2) of Paper 2 requires students to suggest some measures that might be adopted by the Hong Kong government to cultivate environmentally friendly eating habits, but quite a number of students confined the concept of “environmental friendly eating habits” to “vegetarianism”, and they failed to give relevant examples of environmental friendly eating habits such as reducing the consumption of endangered species and stopping food wastage.

**Integrating and Connecting ideas**
Students should be aware of the relationship among different concepts when they analyze a question. For example, Question (1) of Paper 1 requires students to use the data in Source A and Source B to support the statement “Illegal trading of human organs is the dark side of globalization”. Quite a number of students failed to build a connection among “illegal trading of human organs”, “globalization” and “dark side” in answering this question. They only explained how globalization has prompted the emergence of illegal trading of human organs and did not explain why it is the dark side of globalization. As a result, they could not provide well-structured and well-articulated answers.

**Making Arguments to Support Views**
Even if students display a clear understanding of the question, they need to meet all the requirements of the question, or else the perspective will be too narrow and the arguments will be incomplete and shallow. For example, students should discuss the arguments both for and against the statement instead of only listing the “supportive” and “opposing” viewpoints in answering “Do you agree” or “To what extent do you agree” type questions. Besides, the extent of agreement should not be judged by the length of the arguments for or against the statement. Students should first make judgments, discuss the “supportive” and “opposing” viewpoints with flexibility, weigh up the pros and cons, the priorities or the relative costs in order to respond to this kind of questions clearly.
Some students answer this kind of questions in a mechanical manner. They usually “judge” their views by the quantity of arguments. If they agree, they would provide a longer argument which supports the statement, and provide a shorter one if they are against it. In this way, they cannot meet the requirement of judging, analyzing and criticizing from multiple perspectives.

If students only list out the content which the question requires, they are not responding to the question. Liberal Studies focuses on connectivity of knowledge and concepts, which is meant by “apply[ing] critical thinking, creativity, and different perspectives in making decisions and judgments”48. Application of “formulas” and adopting a standardized approach in answering a question will only result in listing out the factual information without application of relevant knowledge and concepts.

We hope that students can further familiarize themselves with the assessment requirements of Liberal Studies through the analysis of Practice Papers. Recitation of contents, framework or mechanical answers and determining viewpoints and stance with the quantity of arguments are inappropriate ways of answering questions. Students should make greater efforts to apply the relevant knowledge and concepts in the interpretation of phenomenon, explanation of causes, making suggestions and applying relevant knowledge and examples for critical thinking and analysis from multiple perspectives. This is the only way to meet the assessment requirements for Liberal Studies and putting the spirit of Liberal Studies into practice.

-- End of Section 1 of Chapter 3 --

Section 2: Relationship between the Curriculum and the Public Examination: The Principles and Design of the Public Examination - Illustrated by the 2013 Practice Papers

1. Principles of Question Design

The Liberal Studies Curriculum forms the basis of the public examination. As such, the characteristics of the public examination mirror that of the curriculum. “The curriculum aims at integrating, applying, consolidating and broadening the foundational knowledge of every student through studying a range of contemporary issues at different contexts.” (Section 2.1 of the Curriculum and Assessment Guide) By the same token, as a type of authentic assessment, the public examination of Liberal Studies is designed in accordance with the principles of being issue-driven and assessing candidates’ thinking skills, such as, the ability to “analyse issues, solve problems, make sound judgments and conclusions and provide suggestions using multiple perspectives”, and application of “relevant knowledge and concepts related to contemporary issues” (Section 5.3 of the Curriculum and Assessment Guide).

Contemporary issues are authentic and complex by nature which inevitably embraces different parts of the modules of the curriculum. The questions in the public examination should therefore be designed in a cross-modal approach where the concepts extensively connecting different modules of the curriculum could be employed in formulating responses. It should be emphasized that in the Liberal Studies public examination, module content, concepts, knowledge and thinking skills have never been bounded by any structural-type framework but genuinely interwoven in a matrix and dynamical mode, reflecting the nature of contemporary issues.

In Paper 1, data about social issues in multitudinous forms (such as tables of figures, graphs, cartoons, texts and so on) provide contexts for further analysis in response to questions. On the other hand, in Paper 2, candidates are required to draw on more extensive knowledge and concepts with the help of stimulus materials to discuss the issues in-depth.

The design of the public examination will be further illustrated by Question 2 in Paper 1 and Question 1 in Paper 2 of the 2013 Practice Papers.
2. Sample Illustration

**Question 2 in Paper 1**

The issue about the illegal trading of human organs constitutes the backbone of Question 2 in Paper 1. In this question, candidates are assessed with reference to their performance in (a) analyzing the data, conceptualizing the factors and using the data to identify and explain the factors; and (b) using evidence from the sources to support a given argument.

Table 1: Relevant concepts of the issue of illegal trading of human organs in Question 2 in Paper 1

<table>
<thead>
<tr>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>China’s Opening-up policy</td>
</tr>
<tr>
<td>Living standard</td>
</tr>
<tr>
<td>Value of life/health</td>
</tr>
<tr>
<td>Impact of tourism</td>
</tr>
<tr>
<td>Exploitation</td>
</tr>
<tr>
<td>Consumerism &amp; commercialization</td>
</tr>
<tr>
<td>Relationship between developed &amp; developing countries</td>
</tr>
</tbody>
</table>

When answering the two sub-questions, candidates are required to apply a wide variety of relevant concepts. For instance, in (a), candidates may identify the factors for illegal trading of human organs as the spread of consumerism through the Internet and free flow of consumable products and commercialization after the adoption of the opening-up policy on the mainland, or young peoples’ value of life and health. The cognitive pathway for formulating a response to (b) may be as follows:
For illustrating the ‘dark side of globalization’, candidates should employ the data to conceptualize how the globalization process, such as the speedy flow of ideas across the world and homogeneity in values, leads to the negative impacts and evil nature of illegal trading of human organs. Candidates may make use of Source B to elaborate further on the unequal relationship which directly and indirectly leads to the cross border crimes of illegal trading of human organs, with developed countries being the more powerful and wealthy buyers. Human organs from developing countries are treated as commodities, being exploited by those who can afford it.
**Question 1 of Paper 2**

This question is about the impacts brought about by urban redevelopment in Hong Kong. Candidates need to demonstrate their skills in (a) explaining the conflicts among stakeholders involved in this issue and supporting their argument with examples of urban redevelopment; (b) discussing the impacts of participation in urban redevelopment on young people and on the community.

Table 3: Relevant concepts of the issue of urban redevelopment in Question 1 in Paper 2

The case of a redevelopment project in Sheung Wan serves as stimulus materials and candidates need to draw on other examples, incorporate concepts and knowledge not mentioned in the source to respond to the two sub-questions. For (a), candidates have to identify the stakeholders involved and explain how and why the conflicts arise in relation to differences in interests, expectations of life, values of conservation/collective memories/culture/community ties and so on.
Table 4: Suggested cognitive pathway for formulating a response to Question 1 (a)

In answering (b), candidates are required to demonstrate a good understanding of participation in community affairs. They have to discuss how the different forms, channels or degrees of participation in community affairs may pose either positive or negative impacts on young people and the community. Some examples may be the impacts on personal growth, relationships with other people in society, social awareness, social harmony, integration of different social groups and so on.
The above samples illustrate that the public examination is designed to assess the thinking skills and the application of concepts that candidates have learnt in the curriculum. The assessment objectives related to the written examination are broadly reflected in different items and papers of the examination. Candidates need to apply relevant knowledge and concepts in order to make judgments about issues. The examination will not assess factual knowledge; whereas, the ability to transfer the skills and concepts from the learning experiences on one social issue to another is significant to the fulfillment of the assessment requirements of the public examination.
Appendix
Hong Kong Diploma of Secondary Education Examination 2013 Liberal Studies Practice Papers

2013-PP-DSE
LS
PAPER 1

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2013

PRACTICE PAPER
LIBERAL STUDIES PAPER 1

(2 hours)
This paper must be answered in English

(1) This paper consists of three questions. Answer ALL questions.

(2) The Question-Answer Book is inserted into this Question Paper. Write your answers in the spaces provided in the Question-Answer Book. Answers written in this Question Paper will NOT be marked.

(3) Do not write in the margins. Answers written in the margins will NOT be marked.

(4) After the announcement of the start of the examination, you should first write your Candidate Number in the space provided on Page 1 of the Question-Answer Book and stick barcode labels in the spaces provided on Pages 1, 3 and 5.

(5) Supplementary answer sheets will be supplied on request. Write your Candidate Number, mark the question number box and stick a barcode label on each sheet, and fasten them with string INSIDE the Question-Answer Book.

(6) No extra time will be given to candidates for sticking on the barcode labels or filling in the question number boxes after the ‘Time is up’ announcement.

(7) Candidates are reminded that this subject emphasises the ability to present and support points of view in a clear, concise and logical manner, rather than the ability to recall facts.
Data-response Questions

1. Consider the following sources:

**Source A**

An idling engine ban came into force in Hong Kong on 15 December 2011. It stipulates a fine of HK$320 for drivers leaving an engine switched on for more than three minutes in total within an hour after the vehicle is brought to a halt.

Some news reporters conducted a test on the levels of carbon monoxide (an air pollutant from vehicles) at idling engine hotspots, the day before and the day after the implementation of the ban. The following are some of the findings:

<table>
<thead>
<tr>
<th>Location</th>
<th>Average carbon monoxide level between 7pm and 9pm (micrograms per cubic metre of air)</th>
<th>Maximum carbon monoxide level between 7pm and 9pm (micrograms per cubic metre of air)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tung Choi Street, Mongkok</td>
<td>7 469</td>
<td>5 252</td>
</tr>
<tr>
<td>Fa Yuen Street, Mongkok</td>
<td>3 034</td>
<td>3 851</td>
</tr>
<tr>
<td>Lockhart Road, Causeway Bay</td>
<td>4 551</td>
<td>3 384</td>
</tr>
</tbody>
</table>

**Source B:** An extract from a newspaper report dated 5 June 2012

A drivers’ concern group has characterised the idling engine ban as a “toothless tiger”. Not so, said the Environmental Protection Department, pointing out that there have been 180 warnings even though no penalty tickets have been issued so far. A spokesperson for the department insists the ban is effective since drivers turn off their engines once they spot the approach of a police officer.

However, a local shop owner said he has not seen a noticeable change in drivers’ behaviour. “Some drivers even stay in their vehicles so they can enjoy the air-conditioning during meal breaks,” he said. A driver said the ban would improve air quality but is difficult to enforce. “You cannot turn off the engine on a hot day while waiting, especially if there are children in the car.”

The chairman of the Taxi and Public Light Bus Concern Group said the three-minute rule leaves plenty of room for disputes between drivers and the authorities. However, he believes the ban can stop drivers from sleeping in their vehicles.

Under the law, taxis at stands and the first two minibuses at terminals are exempt. Vehicles operated by welfare agencies to carry the elderly or operate as mobile clinics are also exempt. All drivers are exempt when very hot weather or rainstorm warnings are in force.
(a) Compare the carbon monoxide level data on the two days shown in Source A. (4 marks)

(b) ‘The idling engine ban is “a toothless tiger”’. To what extent do you agree with this view? Explain your answer with reference to Sources A and B and your own knowledge. (8 marks)

(c) Suggest and explain THREE ways to enhance the effectiveness of the idling engine ban in Hong Kong. (8 marks)
2. Consider the following sources:

**Source A:** An extract from a newspaper report dated 6 April 2012

In a case of illegal trading of human organs on the mainland, a teenager sold a kidney so that he could buy a smart phone and a tablet computer.

The teenager was from one of the mainland’s poorest provinces, where inhabitants frequently leave to find work and a better life elsewhere. He bought a smart phone and a tablet computer, and when asked by his mother where he got the money, admitted selling a kidney. Such electronic products are highly popular on the mainland, but are priced beyond the reach of many people on the mainland. The case is causing alarm on the mainland as citizens worry about increasing consumerism, particularly among the young. One commentator wrote, “This teenager’s stupid behaviour shows his materialistic values.”

The mainland has banned the trading of human organs since 2007. Statistics from the Ministry of Health showed that about 1.5 million people on the mainland need transplants, but only around 10,000 transplants are performed annually because of the lack of legally available organs. Consequently, some patients turn to the black market to obtain human organs.

In 2008, an international summit meeting noted that with the increasing use of the Internet and the willingness of patients in rich countries to travel and purchase organs, the illegal trading of human organs has become a global problem. A joint declaration was made by the delegates to try to combat the problem.

**Source B**

(a) From Source A, identify and explain THREE factors that are contributing to the illegal trading of human organs on the mainland. (6 marks)

(b) ‘Illegal trading of human organs is the dark side of globalization.’ Explain how Sources A and B support this view. (8 marks)
3. Consider the following extract of a survey report (published in 2012) on young people aged 15-24 in Hong Kong:

**Table 1: The leisure activities that young people most commonly participate in**
(Respondents were asked to indicate three leisure activities)

<table>
<thead>
<tr>
<th>Leisure Activity</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Browsing the Internet</td>
<td>65.0</td>
</tr>
<tr>
<td>Watching television</td>
<td>38.3</td>
</tr>
<tr>
<td>Shopping</td>
<td>37.6</td>
</tr>
<tr>
<td>Home audio-visual entertainment (such as listening to music, watching movies)</td>
<td>27.9</td>
</tr>
<tr>
<td>Reading</td>
<td>22.5</td>
</tr>
<tr>
<td>Playing electronic games</td>
<td>19.7</td>
</tr>
<tr>
<td>Sports activities</td>
<td>18.7</td>
</tr>
<tr>
<td>Going to the cinema</td>
<td>14.6</td>
</tr>
<tr>
<td>Arts and cultural activities</td>
<td>11.5</td>
</tr>
<tr>
<td>Karaoke singing</td>
<td>9.7</td>
</tr>
<tr>
<td>Borrowing books from the library</td>
<td>6.7</td>
</tr>
<tr>
<td>Participating in interest classes</td>
<td>5.4</td>
</tr>
<tr>
<td>Doing voluntary work</td>
<td>5.0</td>
</tr>
<tr>
<td>Others</td>
<td>7.7</td>
</tr>
</tbody>
</table>

**Table 2: Participation rates of young people in charitable activities and social participation activities in the previous three months**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charitable activities (such as volunteer services, fund-raising, donating money, donating blood, etc.)</td>
<td>22.5%</td>
<td>37.8%</td>
<td>33.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Social participation activities (such as forums, public assemblies and public marches, etc.)</td>
<td>58.0%</td>
<td>27.2%</td>
<td>12.2%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

(a) What do you think might be the impacts of the pattern of participation in activities shown in Tables 1 and 2 on the personal growth of young people in Hong Kong? Identify and explain TWO impacts. (6 marks)

(b) ‘The level of participation of young people in Hong Kong community affairs will be raised through the introduction of the Senior Secondary Liberal Studies curriculum.’ To what extent do you agree with this view? Explain your answer. (8 marks)

**END OF PAPER**

Sources of materials used in this paper will be acknowledged in the *Hong Kong Diploma of Secondary Education Practice Papers* published by the Hong Kong Examinations and Assessment Authority at a later stage.
This paper must be answered in English

(1) This paper consists of three questions. **Answer ONE question only.**

(2) Write your answers in the Answer Book provided. Answers written in this Question Paper will **NOT** be marked.

(3) Candidates are reminded that this subject emphasises the ability to present and support points of view in a clear, concise and logical manner, rather than the ability to recall facts.
Extended response questions

Answer one question only.

1. Consider the following extract from a redevelopment plan in Sheung Wan proposed by the Urban Renewal Authority:

<table>
<thead>
<tr>
<th>Project Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The area in the redevelopment plan contains 33 buildings, mostly built in the 1950s and 1960s, and 4 pre-war buildings. Most of the buildings are in a state of disrepair. The general living environment is poor, and the area lacks community facilities and public open space.</td>
</tr>
<tr>
<td>Key features of the Master Layout Plan include the preservation and adaptive re-use of the pre-war buildings, preservation of the characteristics of the existing street hawker activities nearby, provision of a two-storey wet market trade complex to accommodate wet market shop operators now operating in the project, and creation of an Old Shop Street. The project will also provide a multi-purpose community hall and more public open space.</td>
</tr>
<tr>
<td>To relieve the traffic congestion and pedestrian flow in the area, no car parking spaces will be provided for private cars. Only a loading bay will be provided.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultation Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Urban Renewal Authority collected opinions from District Council members, local community leaders, conservation experts, and representatives of local residents and hawkers;</td>
</tr>
<tr>
<td>• A series of briefings were held for the residents and shop operators affected, explaining the progress of the project and arrangements for compensation and re-housing;</td>
</tr>
<tr>
<td>• A social service team has been appointed to assist residents affected by the project, especially to the elderly, physically handicapped, new arrivals, and single-parent families.</td>
</tr>
</tbody>
</table>

(a) What conflicts might arise among different stakeholders from the implementation of redevelopment plans in Hong Kong such as the one described in the above source? Explain your answer. (10 marks)

(b) A youth organisation conducted a course for young people to learn how to analyse policies on redevelopment. The organisation was of the opinion that the participation of young people in redevelopment projects is necessary. Discuss what impact young people’s participation in redevelopment projects may have on themselves and on the Hong Kong community. (10 marks)
A US environmental organisation, recently conducted an analysis of 20 foods. The most environmentally friendly foods were found to be tomatoes, milk, dried beans, bean curd and broccoli.

The most environmentally unfriendly was found to be lamb. For each kilogram of lamb produced, 39.2 kilograms of greenhouse gases are released. The second most environmentally unfriendly was found to be beef.

Why do meat production processes generate so much carbon emission? It is because the digestive process of some animals (for example, cattle and sheep), the production process of animal feed and so on, all emit greenhouse gases.

If you are enthusiastic about environmental conservation, how can you continue to extensively consume steak, pork chops and lamb chops? Why not change to eating fruit and vegetables to save the Earth?

(a) ‘In Hong Kong, going against dominant trends in society is impossible.’ Do you agree with this view? Using the habit of meat-eating in Hong Kong as an example, justify your view. (10 marks)

(b) Suggest and explain some measures that might be adopted by the Hong Kong government to cultivate environmentally friendly eating habits. (10 marks)
3. Consider the following sources:

**Source A**

![Graph of Hong Kong Economy Trends](image)

**Source B:** An extract from a newspaper report dated 22 March 2012

According to the data of a news agency, Hong Kong is the world’s best place for business. Its strength lies not only in the free market and the low taxation policy, but also in its location as a gateway to Mainland China. Factors accounting for the ranking include the costs of starting a business, the costs of labour and goods transportation, the inflation and corruption situation, the proportion of the middle class, the household consumption expenditure and the *per capita* Gross Domestic Product.

The agency pointed out that due to the strength of Hong Kong, many enterprises naturally select to do business here. For example, the General Electric Company and other international brands have established operations in Hong Kong. HSBC Holdings and other financial giants have also been listed on the Hong Kong stock exchange. They see Hong Kong as a base to reach the markets of Mainland China and other Asian regions. However, Hong Kong still faces many challenges — the gap between rich and poor in Hong Kong is the biggest in Asia; the land suitable for development is less than 25% of the total land area; the discontent of low-income households runs high; and property prices are soaring.

(a) ‘Economic globalization brings more good than harm to the quality of life of people in Hong Kong.’ Do you agree with this view? Explain your answer.

(b) Facing the competition from other regions and the challenges within Hong Kong, how can Hong Kong maintain its prosperity? Explain your answer.

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**END OF PAPER**

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**THE END**