

*Liberal Studies  
Curriculum Resources  
Booklet Series*

# **Hong Kong Today**



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## **Preamble**

Liberal Studies is an inter-disciplinary core subject of the senior secondary curriculum. It looks at significant contemporary issues ensuring that senior secondary students experience a broad and holistic education, developing their knowledge and broadening their horizons. With the learning experience gained in this subject, students can enhance their social awareness, develop thinking skills and foster positive values and attitudes.

The *Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6)* (“*Curriculum and Assessment Guide*”) clearly states that the design of this curriculum is based on the necessary knowledge and capacity for students’ learning in primary and junior secondary education. It aims to “consolidate and broaden the foundational knowledge of every student through studying a range of contemporary issues in different contexts”. This curriculum comprises three interconnected Areas of Study, which in a balanced manner, “represent broad areas of concern about the human condition and the contemporary world. They serve as platforms for the exploration of related issues, so that students can develop a more coherent understanding of the world and come to appreciate the connections among concepts.”

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

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

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

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

select some of them for extracurricular reading depending on their interests and abilities, with a view to improving their understanding of the module and developing their independent learning capabilities.

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

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

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## **Part I: Learning and Teaching Focuses**

According to the *Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6)* (“*C&A Guide*”), students will use 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<sup>1</sup>”. In general, it is advised to generalise the learning and teaching focuses of this module 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, the context should 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 their 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. In the enquiry process, students may **even try to integrate the relevant parts and explore them together** to help students manage cross-modular issues.

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<sup>1</sup> 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 the 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 the quality of life**.

### ■ **Basic meaning of the quality of life and its indicators**

- Teachers are advised to first guide students to understand the meaning of the quality of life and explain that this measure comprises a variety of aspects. **The understanding and focus of the quality of life are 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:

- The UN Human Development Index is one of the indices often cited. It uses criteria such as life expectancy, education level and income to measure the quality of life in a particular country<sup>2</sup>.
- Fraser Institute of Canada co-published the Human Freedom Index with two research institutes in the United States. It presents a broad measure of human freedom and rankings using indicators in such areas of civil freedom, economic freedom, rule of law, freedom of movement and women's rights<sup>3</sup>.
- The Well-Being Index developed by Gallup and Healthways in the United States measures the five elements which impact an individual's well-being: purpose, social, financial, community and physical<sup>4</sup>.

<sup>2</sup> Hong Kong ranked the 12<sup>th</sup> in the 2015 report. Refer to Human Development Report 2015. Retrieved from [http://hdr.undp.org/sites/default/files/2015\\_human\\_development\\_report.pdf](http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf)

<sup>3</sup> Since 2010, Hong Kong tops the Human Freedom Index for 6 year in a row. Refer to the Human Freedom Index, 2016. Retrieved from <https://www.fraserinstitute.org/resource-file?nid=10340&fid=5338>

<sup>4</sup> According to the index, Hong Kong ranked 72 in 2015. Refer to World Happiness Report 2015. Retrieved from [http://worldhappiness.report/wp-content/uploads/sites/2/2015/04/WHR15\\_Sep15.pdf](http://worldhappiness.report/wp-content/uploads/sites/2/2015/04/WHR15_Sep15.pdf)

- The Centre for Quality of Life of 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<sup>5</sup>.

➤ **SUMMARY:** Teachers do not need to 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** so that they can analyse and evaluate the impact 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**. They 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** 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 the quality of life:

- Economic perspective: Teachers are advised to use recent authentic economic data (e.g. GDP, unemployment rate and 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 on social stability**. Teachers may also guide students to explore how increased public expenditure has affected the quality of life of Hong Kong people from the perspectives of the Government's financial capacity, the tax burden on residents and cost effectiveness.
- Cultural perspective: Teachers are advised to guide students to **analyse whether Hong Kong is a culturally diversified society** (e.g. whether different forms of art, customs, and religious beliefs

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<sup>5</sup> Refer to the website of the Center for Quality of Life in the Chinese University of Hong Kong. Retrieved from <http://www.cuhk.edu.hk/hkiaps/qol/ch/index.html>

from different cultures can coexist) **and whether a pluralistic culture is conducive to improving the quality of life of Hong Kong people**. Teachers may also consider **exploring the relationship between culture and the quality of life from the perspective of cultural inheritance**. This might involve 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.

- **ENVIRONMENTAL PERSPECTIVE:** Teachers are advised to guide student enquiry from the two aspects of **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 Hong Kong people. Regarding environmental conservation, teachers may try to analyse government policies and their effectiveness with regard to nature conservation, country parks, marine park projects, etc.
- **HISTORICAL PERSPECTIVE:** The quality of life of Hong Kong people of different generations is different. The efforts made by our predecessors lay the foundation for the quality of life of present Hong Kong residents. Teachers are suggested **selecting examples reflecting the quality of life in different generations** (such as leisure and entertainment, housing and neighbourhood relationships) **for students to compare** and explore the changes in the quality of life of Hong Kong people, and assess the impact of these changes.

- **SUMMARY:** Teachers do not need to analyse every perspective in measuring the 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 the quality of life**. If there are dilemmas over these factors, teachers may guide students to compare their effects and relative importance so that students can **consider how to choose 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 people **consider which priorities constitute the quality of life, and further analyse the reasons for these and their impact**. Teachers may also consider selecting one or two examples so that students can explore how they perceive the priorities shared among Hong Kong people 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 conducts a yearly survey on the problems (economic, political and social) for which people have the greatest concern. Results show that respondents were most concerned with economic problems before 2011, followed by social problems (e.g. medical services, housing, education, social welfare and public order), while political problems ranked third<sup>6</sup>. Based on the survey findings, teachers may guide students to study **why people were most concerned about economic issues in the past but are more concerned about social issues now**. What will be **the impact** if economic issues or social issues are given priority respectively? (Teachers should pay attention to the reliability and limitations of related surveys, and refer to other data sources to explore relevant issues from multiple perspectives.)
- In Hong Kong, out of the total 1,108 square kilometres of land, about 40% belongs to 24 country parks. Over 13 million visitors to the country parks were recorded in 2015<sup>7</sup>. Some say one of the biggest challenges faced by Hong Kong is the lack of land for housing. Using country parks as an example, teachers can ask students to find out what the stakeholders would opine if there is any non-real estate development (e.g. public housing and non-profit-making elderly homes) at the country park boundary with low ecological value, and how these opinions reflect the stakeholders' priorities regarding quality of life.

<sup>6</sup> Refer to the website of the public opinion programme of the University of Hong Kong. Retrieved from [https://www.hkupop.hku.hk/chinese/popexpress/mostcon/index\\_con.html](https://www.hkupop.hku.hk/chinese/popexpress/mostcon/index_con.html)

<sup>7</sup> Refer to "Country Parks and Conservation - Hong Kong: The Facts". The web page of GovHK. Retrieved from [https://www.gov.hk/en/about/abouthk/factsheets/docs/country\\_parks.pdf](https://www.gov.hk/en/about/abouthk/factsheets/docs/country_parks.pdf)

- Teachers may consider using specific cases or examples (such as the North East New Territories New Development Areas Plan 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 and assess their priorities towards different aspects of the quality of life.**

- If lesson time and students' ability allow, teachers may extend the scope of enquiry to places outside Hong Kong. **People in other places could be compared with people in Hong Kong in terms of how they pursue quality of life.** The aim is to widen students' horizons by asking **what Hong Kong may learn from people in other places.** The following are some suggested examples for enquiry:

- The Kyoto City Government of Japan follows the principles of “Peaceful Life”, “Prosperous City” and “Aiming to build relationships of deep trust with citizens” for its Master Plan of Kyoto City in the 21<sup>st</sup> Century<sup>8</sup>.
- In Bhutan, Gross National Happiness is used to measure the development progress of the country. However, some comment that this tradition has been adversely influenced by consumerism due to globalization<sup>9</sup>.

- **Actions in pursuit of the quality of life:** Teachers are advised to cite specific examples for discussion of actions of Hong Kong people in their pursuit of the quality of life from different perspectives. The emphasis should be on possible hurdles in taking these actions, who can make decisions and the effectiveness of these actions. The following are some suggested examples for enquiry:

- **SOCIAL PERSPECTIVE:** Hong Kong now has a minimum wage. Labour groups urge standard working hours as the next step. Teachers may propose the study of **which stakeholders' interests should be**

<sup>8</sup> Refer to Kyoto City Web. Retrieved from <http://www.city.kyoto.jp/koho/eng/plan/plan.html>.

<sup>9</sup> Refer to “小國不丹的啟示：用國民幸福總值替代 GDP” by 尹伊文. The web page of Infzm.com. Retrieved from <http://www.infzm.com/content/27984>; “全球幸福感指數 大馬排 41 升 15 位”, 26 June 2015, *Sin Chew Daily*. “不丹之危” by 劉健威, 11 November, 2015, *Hong Kong Economic Journal*.

**considered, what obstacles need to be overcome, and to what extent the living standard of the grassroots 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.

- **ENVIRONMENTAL PERSPECTIVE:** Environmental groups think that an overwhelming number of screen-like buildings in urban areas have blocked sunlight and reduced air flow, potentially affecting the health of residents. Teachers may use this example to explore **how buildings and urban development planning affect the quality of life of Hong Kong residents**, and **what actions** they **can take to express their opinions and demands**.
- **POLITICAL PERSPECTIVE:** Teachers may cite surveys of people's satisfaction with the HKSAR Government conducted by academic institutions. Teachers may also analyse with students **how the effectiveness of government policy implementation affects the quality of life**, such as protecting the public interest and providing benefits for different sectors of society. Teachers may also discuss how Hong Kong residents can monitor government policies to **improve** governance and **quality of life**. (Teachers may integrate this part with the 2<sup>nd</sup> 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<sup>10</sup> for students to understand the law and legal system, and then learn **the meaning of the rule of law and its implementation** (e.g. observing the law; equality before the law; judicial independence; fair and open trials and the right of appeal; protection of individual rights by law, and legal restrictions on governmental power).

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<sup>10</sup> Teachers may refer to the following books and articles:

- Bingham, T. H. (2011). *The rule of law*. London: Penguin Books. (Hong Kong Public Libraries call number: 340.1 BIN). For the Chinese translation, please refer to *法治：英國首席大法官如是說* translated by 陳雅晴(2013). Hong Kong: Commercial Press. (Hong Kong Public Libraries Call Number: 580.9 1486)
- Dicey, A. V. (1982). *Introduction to the study of the law of the constitution*. Indianapolis: Liberty Classics. (Hong Kong Public Libraries call number: 342.42 DIC). For the Chinese translation, please refer to *英憲精義* translated by 雷賓南 (2001). Beijing: China Legal Publishing House. (Hong Kong Public Libraries Call Number: 581.413 3424)
- Simon-Hoey LEE. (2015). *以法達治*. Hong Kong: Joint Publishing Hong Kong. (Hong Kong Public Libraries Call Number: 574.391 4032)
- CHEN Hung-ye (2014). *一國兩制下香港的法治探索(增訂版)*. Hong Kong: Chung Wa Book. (Hong Kong Public Libraries Call Number: 583.391 7510)
- 馮象.(2012). *政法筆記(增訂版)*. Beijing: Peking University Press. (Hong Kong Public Libraries Call Number:580.7 3127)
- 強世功.(2006). *超越法學的視界*. Beijing: Peking University Press. (Hong Kong Public Libraries Call Number: 580.107 1341)
- Hong Kong Bar Association. (2001). *侃侃論法*. Hong Kong: Hong Kong Bar Association. (Hong Kong Public Libraries Call Number: 580.19 2203)
- 馬道立. (2015). “第三屆海峽兩岸暨香港澳門司法高層論壇香港特別行政區終審法院首席法官馬道立開幕致辭”. The web page of Hong Kong Court of Final Appeal. Retrieved from [http://www.hkcfca.hk/filemanager/speech/tc/upload/137/CJ's%20speech%20Opening%20remarks%20\(Chi\).pdf](http://www.hkcfca.hk/filemanager/speech/tc/upload/137/CJ's%20speech%20Opening%20remarks%20(Chi).pdf)
- CHAN Siu-oi. (2011). “《基本法》與法治”. In PSHE Section. (2011). *基本法教育研討會講座文集 2011*. Hong Kong: Education Bureau, pp. 54-69. Retrieved from [http://www.hkedcity.net/res\\_data/edbltr-crosskla/1-1000/e95461c79a076952768bd63a2ce6aed943/seminal\\_bk2015\\_.pdf](http://www.hkedcity.net/res_data/edbltr-crosskla/1-1000/e95461c79a076952768bd63a2ce6aed943/seminal_bk2015_.pdf)

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

- Teachers may consider selecting cases to guide students to discuss **which aspect of the 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 (e.g. race, wealth, family background, interpersonal connections, policy opinions and religious beliefs), and **the impact resulting from the damage to the relevant aspect of the rule of law.**
- Teachers may consider selecting cases to guide students to explore **how the personal rights** of both parties involved in a given lawsuit **are protected, or how the law restricts government power.** If the enquiry cases selected by teachers involve disputes between personal and public interests, teachers may consider further guiding students to reflect on **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.

- 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 **the rationale of “one country, two systems”, the formulation of the Basic Law and the relationship between the Mainland and Hong Kong.** Teachers may also select daily examples to let students explore **how the Basic Law protects the rights of Hong Kong residents and the responsibilities fulfilled by Hong Kong residents**<sup>11</sup>.
- **SUMMARY:** For any examples chosen, teachers are advised to focus on the following items and **avoid over-emphasising factual details or any complicated legal context:**
  - Learn about the **controversy** of the selected case in terms of the rule of law.
  - Sort out the **roles and arguments** of the various stakeholders in the selected case.
  - If the Government is one of the stakeholders in the selected case, **pay special attention to the Government’s response.** For example, how it responded to the controversy involved, whether the response was appropriate and met the demands of different stakeholders, and the possible impact of the response.
  - 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.**
- **Socio-political participation**
  - Teachers are advised to help students **develop a rough idea of the meaning, categories and levels of socio-political participation,** and then consider

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<sup>11</sup> Teachers may consider using the resources below to enrich students’ knowledge on “one country, two systems” and the Basic Law:

- Moral, Civic and National Education Section. (2015). *活學趣論·基本說法—基本法視像教材套2015*. Hong Kong: Curriculum Development Institute, Education Bureau. Retrieved from <http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/Newwebsite/html/BL2015.html>
- Personal, Social and Humanities Education Section. (Reprint in 2015). *明法達義—《基本法》學習教材套(初中)*. Hong Kong: Curriculum Development Institute, Education Bureau. Retrieved from <http://basiclawebook.edb.hkedcity.net/bookweb/>.

using materials such as stories from the latest news, cases and survey reports to provide an opportunity to analyse the **factors affecting the level of socio-political participation of Hong Kong residents**. For example, the performance of the Government and its district councillors, the educational level, the social structure (e.g. race, age, gender and class), and the promotion of the media and political parties. From a historical perspective, teachers are advised to point out that there were few ways of socio-political participation for Hong Kong people till the late 1980s. It was until 1991 that there were 18 members directly elected from geographical constituencies in the Legislative Council. In 1994, the voting age was lowered from 21 to 18. Hong Kong people definitely enjoy more ways of socio-political participation nowadays.

- Teachers are advised to cite specific examples to support their explanations to help students learn about **the possible ways and means of socio-political participation in Hong Kong** (e.g. participating in social affairs, 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 (NGOs), 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). Teachers should remind students to know about the background of the organisation, and the actions and possible consequences. Teachers are also advised to use specific examples as a starting point to guide students to study how **Hong Kong residents 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:

- Teachers may choose social services organised by community organisations or NGOs, and examples showing Government or District Council concern for projects developing local communities. Teachers may guide students to study how **participation at the community level impacts adolescents' personal development and their sense of belonging to their organisations or communities**.
- In August 2012, while Typhoon Vicente hit Hong Kong, six containers carrying chemical plastic pellets were blown into the sea. After the typhoon, many residents 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 residents' social actions and the values reflected.**

- Teachers may, by taking examples from disputes over proposed methods of election of the Chief Executive and members of the Legislative Council, guide students to discuss **the stances and arguments of different stakeholders proposing different methods, and the influence of their participation.**
- Teachers may, by taking recent examples of socio-political participation by “post-80s” and “post-90s” young people, guide students to analyse **their motivation for participation, their actions, and the impact of these actions on the implementation of Government policies.**

➤ 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 lesson time on the factual details. Instead, focus on **the willingness, the levels, and the 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, consider 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 appropriate, whether the actions were taken at an appropriate time, whether the arguments for 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 with a basis for understanding **how Hong Kong residents develop 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.

- **Mastering 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 the 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:

- Teachers are advised to collect survey data about the identity of Hong Kong residents from academic institutions and NGOs (Similar surveys conducted for consecutive years are preferred because they show the change in data trends over time). Students can **analyse what the data show and propose what led to these phenomena**. Teachers are also advised to discuss **to what extent the data in these surveys reflect the identity of Hong Kong residents**.
- Regarding Hong Kong residents' sense of 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 identity to Hong Kong residents.**

- Regarding national identity, apart from the above survey results about identity, teachers are advised to increase students' understanding of our country and guide them to study issues related to national identity through various means and materials from different perspectives:
  - ◆ Refer to incidents in the Mainland and Hong Kong (both positive and negative examples could be included) and ask students to explore **how Hong Kong residents' sense of national identity is affected.**
  - ◆ Analyse **how the contact** between Hong Kong residents and the Mainland people (such as Mainland visitors to Hong Kong and parallel traders) **and comments** on Hong Kong made by the Mainland media and general public **affect Hong Kong people's national identity.**
  - ◆ Learn about the close contact between the Mainland and Hong Kong from the following figures, and how this affects the national identity of Hong Kong people:
    - From January to December 2016, the Mainland visitor arrivals in Hong Kong reached 42,778,145.
    - From April 2014 to February 2015, the number of Hong Kong residents exiting from or arriving in the Mainland through land control points totalled 125,220,115.
    - From April 2016 to February 2017, over 18,000 Mainland people were allowed to work in Hong Kong through the Admission Scheme for Mainland Talents and Professionals as well as the Immigration Arrangement for Non-local Graduates; 18,656 Mainland residents were approved to study in Hong Kong.
    - In 2015, the number of Hong Kong-Mainland marriages registered in Hong Kong reached 17,953, representing nearly 35% of the total registered marriages.
  - ◆ Taking into account the school context and affordability of students, teachers could take the opportunity of initiating or encouraging **exchange with the Mainland**, allowing students to authentically experience, observe and interact with the

people there, and understand the current situation of our country as well as the Chinese cultural challenges since reform and opening-up. This **helps students develop their national identity and facilitate their study on issues concerning the relationship between the Mainland and Hong Kong through first-hand information.**

- Regarding the identity as global citizens, teachers could collect survey data to analyse **how Hong Kong residents understand their identity as global citizens and how they demonstrate this identity.** 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 connection with relevant examples in the Module of “Globalization” and other modules.

- **SUMMARY:** For any examples chosen to discuss the identity of Hong Kong residents, teachers should pay attention to the multiplicity of identity. Despite this, conflicts may arise as concerns related to different identities may be varied. 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 to 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).

## **Part II: Basic Concepts and Relevant Information**

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

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

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

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

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

**A. Basic Concepts****One Country, Two Systems**

“One country, two systems” is a composite description referring to “one country with two systems”, “Hong Kong people administering Hong Kong” and a high degree of autonomy. The idea is built upon the prerequisite of “one China” under which our Country, in its entirety, implements socialist system while Hong Kong, as a special administrative region, maintains its capitalist system. This is a fundamental state policy adopted by the Chinese Government to resume sovereignty over Hong Kong.

“One country” is the core element in the “one country, two systems” policy, and it is the prerequisite upon which the “two systems” element can flourish in accordance with the unique situations in Hong Kong. “One country” is the foundation for the implementation of “two systems”. The Basic Law of the Hong Kong Special Administrative Region (the Basic Law) specifies that Hong Kong has been part of the territory of China since ancient times. The Government of the People’s Republic of China (PRC) resumed the exercise of sovereignty over Hong Kong on 1 July 1997. The Hong Kong Special Administrative Region (HKSAR) is an inalienable part of the PRC. The National People’s Congress (NPC) authorises the HKSAR to exercise a high degree of autonomy and enjoy executive, legislative and independent judicial power, including that of final adjudication, in accordance with the provisions of the Basic Law. The Central People’s Government of the PRC is responsible for the affairs relating to sovereignty such as foreign affairs and the defence of the HKSAR.

Article 31 of *the Constitution of the People’s Republic of China*, which was passed at the Fifth Session of the Fifth NPC and promulgated for implementation on 4 December 1982, stipulates that “the State may establish special administrative regions when necessary. The systems to be instituted in special administrative regions shall be prescribed by law enacted by the NPC in the light of specific conditions”. This reflects that “one country, two systems” principle was formulated by the Chinese Government to achieve peaceful reunification of the country by providing the direct constitutional basis for establishing special administrative regions in certain regions of the country with systems and policies different than those implemented in the Mainland.

In July 1983, China and Britain negotiated on substantive issues concerning Hong Kong. The two parties discussed post-1997 arrangements that would ensure Hong Kong's stability and prosperity. Initially both parties expressed their respective plans for Hong Kong, but the "12 Principles" proposed by the Central People's Government ultimately became the basic principles under which issues surrounding the reunification of Hong Kong were resolved<sup>1</sup>. The "12 Principles" established the guiding principles for the "one country, two systems" policy and were reflected and implemented in the Basic Law promulgated in 1990. The "12 Principles" were also included in the White Paper entitled *The Practice of the "One Country, Two Systems" Policy in the Hong Kong Special Administrative Region*, published by the State Council Information Office in June 2014<sup>2</sup>.

According to the HKSAR Government, since its return to the motherland, Hong Kong "has benefited from the unique advantages of 'one country, two systems' and attained remarkable achievements in economic and social development, and also on livelihood issues."<sup>3</sup> For example, the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA) was signed in June 2003. It covers three main areas, namely, facilitation of trade in goods and services as well as investment, thereby greatly improving economic cooperation and integration between the Mainland and Hong Kong and facilitating the long-term economic and trade development of both places. However, there are still discussions in the society on the meaning of "one country, two systems" and its implementation in Hong Kong. Some believe that the influence of the "one country" has grown tremendously since the reunification to the extent of squeezing room for the development of "two systems", amounting to an act of disrespect of the "two systems". They argue that the decisions about the systems in the HKSAR should not be made or arranged by the Central People's Government and passed on for the HKSAR to follow. They argue that "one country, two systems" has not been faithfully implemented after Hong Kong's return to China. They claim that it would generate adverse effects if the Central People's Government continues to view Hong Kong from the "one country" perspective.

<sup>1</sup> 李後 (1997) . 百年屈辱史的終結. Beijing : Central Literature Publishing House, pp.100-101.

<sup>2</sup> The State Council Information Office of the People's Republic of China.(2014). "一國兩制"在香港特別行政區的實踐. Beijing: People's Publishing House, pp.3-4.

<sup>3</sup> "White Paper on "The Practice of the 'One Country, Two Systems' Policy in Hong Kong Special Administrative Region", 10 June 2014, Press Release of the HKSAR Government. Retrieved from <http://www.info.gov.hk/gia/general/201406/10/P201406100395.htm>

The above views fail to take into account that “one country, two systems” is a holistic concept. Such views focus too much on the high degree of autonomy under the “two systems” element without according the “one country” element sufficient weight and may even confuse “high degree of autonomy” with “total autonomy”. According to the Sino-British Joint Declaration, the British government returned Hong Kong to China, the latter allows Hong Kong to exercise a high degree of autonomy based on the Basic Law passed by the NPC. The HKSAR enjoys so much power as granted by the Central Government. As a special administrative region, all Hong Kong’s powers come from the Chinese government. The scope of such powers is regulated by the provisions of the Basic Law.

According to the formulation and rationale of “one country, two systems” as well as the Basic Law provisions on the relationship between the Central Authorities and the HKSAR, “one country” is the prerequisite of “two systems”. Thus after resumption of the exercise of sovereignty over Hong Kong by the Chinese Government, “two systems” (the systems of the Mainland and Hong Kong) co-exist within “one country”. While “two systems” co-exist, the Chinese Government has sovereignty over Hong Kong, and the HKSAR exercises a high degree of autonomy as granted by the Chinese Government and as stipulated by the Basic Law. Under the “two systems”, the Mainland and Hong Kong have various differences from institution to lifestyle. Some opine that one main reason contributing to the misunderstanding of the “one country, two systems” policy among some Hong Kong people is the seemingly over-emphasis on the “two systems” element since the handover without a proper explanation of the status and operation of the “one country” element. It is therefore most important to enhance communication between the “two systems” via different means and channels, in order to establish mutual respect and trust in the implementation of the “one country, two systems” policy.

Hong Kong, when compared with its foreign competitors, has benefited from “one country” element under the policy of “one country, two systems”. Hong Kong has been backed up by China’s vast territory, rapid economic and social development, and the State’s support for Hong Kong. The “two systems” element also gives Hong Kong an edge over some 600 Mainland cities. For example, Hong Kong permanent residents of Chinese nationality can travel with the HKSAR passport, which allows visa-free access to or visa-on-arrival in 158 countries and territories (as at March 2017). Hong Kong can join international organisations, such as the World Trade Organisation and the World Health Organisation, using the name “Hong Kong, China”. Hong Kong can also connect closely with the international

world by signing free trade agreements, double taxation avoidance agreements and other agreements with foreign partners. As for the legal and judicial system, Hong Kong applies common law which differs from the civil law system of the Mainland, and may recruit judges from overseas. Hong Kong needs not bear expenses of the garrison. Nor is it required to surrender its revenue to the Central Government like other Mainland cities. All these come from Hong Kong's unique double advantage under the "one country, two systems".

### **The Basic Law**

Enacted by the National People's Congress (NPC) in accordance with the Constitution of the People's Republic of China (the Constitution), the Basic Law of the Hong Kong Special Administrative Region (the Basic Law) was officially adopted at the Third Session of the Seventh National People's Congress on 4 April 1990 and put into effect from 1 July 1997 when Hong Kong was handed over to China. The Basic Law prescribes the systems to be practised in the HKSAR, in order to ensure the implementation of the basic policies of the People's Republic of China regarding Hong Kong. The Basic Law is part of the law of the HKSAR, and its source of authority comes from the Constitution. It is also the most fundamental law of Hong Kong, and is a constitutional document. The Constitution provides the legal foundation for the nation and holds legal effect of the highest order. It is widely recognised in the international community that citizens should respect and observe the Constitution.

Under the basic principle of "one country, two systems", Hong Kong's previous capitalist system and way of life shall remain unchanged for 50 years. The laws previously in force in Hong Kong, that is, the common law, rules of equity, ordinances, subordinate legislation and customary law shall be maintained, except for any that contravene the Basic Law, and subject to any amendment by the legislature of the HKSAR. National laws (except for those listed in Annex III to the Basic Law, namely those concerning the National Anthem, National Flag, National Day, National Emblem, Territorial Sea, Nationality Law and Diplomatic Privileges) shall not be applied in Hong Kong. The Basic Law also states the basis for the following systems and policies:

- **Relationship between the Central Authorities and the HKSAR:**
  - The HKSAR shall be a local administrative region of the People's Republic of China (PRC), which shall enjoy a high degree of autonomy and come directly under the Central People's Government. The relationship between the Central Authorities and the HKSAR mainly covers the following three aspects. The Central People's Government:
    - shall be responsible for the foreign affairs relating to the HKSAR and defence of the HKSAR.
    - shall station military forces in the HKSAR for defence but the military forces shall not interfere in the local affairs of the HKSAR.
    - shall appoint the Chief Executive and the principal officials of the executive authorities of the HKSAR.

- **Fundamental rights and duties of the residents:** The permanent residents of the HKSAR shall have the right of abode, the right to vote and the right to stand for election. All Hong Kong residents shall be equal before the law. They shall have freedom of speech, of the press and of publication; freedom of association, of assembly, of procession and of demonstration; and the right and freedom to form and join trade unions, and to strike. The provisions of the *International Covenant on Civil and Political Rights*, the *International Covenant on Economic, Social and Cultural Rights*, and international labour conventions as applied to Hong Kong shall remain in force. Hong Kong residents and other persons in Hong Kong shall have the obligation to abide by the laws in force in Hong Kong.
  
- **Political structure:**
  - The Chief Executive of the HKSAR shall be the head of the HKSAR and the head of the HKSAR Government i.e. the executive authorities. The Chief Executive shall be accountable to both the Central People's Government and the HKSAR. The Chief Executive shall be selected by election or through consultations held locally and be appointed by the Central People's Government. The method for selecting the Chief Executive shall be specified in the light of the actual situation in the HKSAR and in accordance with the principle of gradual and orderly progress. The ultimate aim is the selection of the Chief Executive by universal suffrage upon nomination by a broadly representative nominating committee in accordance with democratic procedures.
  - The Executive Council of the HKSAR shall be an organ for assisting the Chief Executive in policy-making. Members of the Executive Council of the HKSAR shall be appointed by the Chief Executive from among the principal officials of the executive authorities, members of the Legislative Council and public figures. Their appointment or removal shall be decided by the Chief Executive.
  - The Legislative Council of the HKSAR shall be the legislature of the Region and shall be constituted by election. The method for forming the Legislative Council shall be specified in the light of the actual situation in the HKSAR and in accordance with the principle of gradual and orderly progress.
  - The judiciary of the HKSAR shall exercise judicial power. The power of final adjudication shall be vested in the Court of Final Appeal of the

## HKSAR.

- **Economy:** The HKSAR shall maintain the status of a free port, a separate customs territory and an international financial centre. Markets for foreign exchange, gold, securities, futures and the like shall continue and the free flow of capital within, into and out of the HKSAR shall be safeguarded.
- **Education, Science, Culture, Sports, Religion, Labour and Social Services:** The HKSAR shall, on its own, formulate policies relating to these areas. Non-governmental organisations in these fields and religious organisations may maintain and develop relations with their counterparts in foreign countries and regions and with relevant international organisations.
- **External Affairs:** The HKSAR may on its own, using the name “Hong Kong, China”, maintain and develop relations and conclude and implement agreements with foreign states and regions and relevant international organisations in the appropriate fields, including the economic, trade, financial and monetary, shipping, communications, tourism, cultural and sports fields.

Article 158 of the Basic Law stipulates that the power of interpretation of the Basic Law shall be vested in the Standing Committee of the National People’s Congress (NPCSC). The NPCSC shall authorise the courts of the HKSAR to interpret on their own, in adjudicating cases, the provisions of the Basic Law which are within the limits of the autonomy of the HKSAR. The courts of the HKSAR may also interpret other provisions of the Basic Law in adjudicating cases. However, if the courts of the HKSAR, in adjudicating cases, need to interpret the provisions of the Basic Law concerning affairs which are the responsibility of the Central People’s Government, or concerning the relationship between the Central Authorities and the HKSAR, and if such interpretation will affect the judgments on the cases, the courts of the HKSAR shall, before making their final judgments which are not appealable, seek an interpretation of the relevant provisions from the Standing Committee of the National People’s Congress through the Court of Final Appeal of the HKSAR. When the Standing Committee makes an interpretation of the provisions concerned, the courts of the HKSAR, in applying those provisions, shall follow the interpretation of the Standing Committee. However, judgments previously rendered shall not be affected.

Article 159 of the Basic Law stipulates that the power of amendment of the Basic Law shall be vested in the National People's Congress (NPC). The power to propose bills for amendments to the Basic Law shall be vested in the NPCSC, the State Council and the HKSAR. Amendment bills from the HKSAR shall be submitted to the NPC by the delegation of the HKSAR to the NPC after obtaining the consent of two-thirds of the deputies of the HKSAR to the NPC, two-thirds of all the members of the Legislative Council of the HKSAR, and the Chief Executive. Before a bill for amendment to the Basic Law is put on the agenda of the NPC, the Committee for the Basic Law of the HKSAR shall study it and submit its views. No amendment to the Basic Law shall contravene the established basic policies of the PRC regarding Hong Kong.

As we see from the above, the HKSAR enjoys a high degree of autonomy granted by the Central People's Government pursuant to the Basic Law provisions. Such degree of autonomy is much higher than that of Chinese municipalities, provinces and autonomous regions, and higher than that of many foreign cities, such as Tokyo, New York and London. Since Hong Kong enjoys a high degree of autonomy, the Central People's Government retains its substantive power of appointment, rather than courtesy appointment, of the Chief Executive. On the other hand, Hong Kong has primarily maintained the political system under British rule since the handover, which is different from that of the Mainland. For example, the systems of the People's Congress and the Political Consultative Conference of Mainland cities do not exist in Hong Kong. This is another key illustration of "one country, two systems". In addition, the Chief Executive and members of the Legislative Council are elected under two different electoral systems. Therefore, the government has to lobby members of the Legislative Council from different political camps before implementing any policy and cannot rely on any ruling party's support for a smooth sail at the Legislative Council, unlike the U.K. whose prime minister is the leader of the party that wins the most seats in a general election, making administration relatively smooth.

Since Hong Kong's return to China, the courts of Hong Kong have offered interpretations on different provisions of the Basic Law when adjudicating cases. The NPCSC has also interpreted provisions of the Basic Law on five occasions: interpretation of the right of abode in 1999, interpretation of universal suffrage in 2004, interpretation of the term of office of the new Chief Executive in 2005, interpretation of state immunity in 2011, and interpretation of the meaning and provision of Article 104 of the Basic Law regarding public officers swearing in accordance with law in 2016. The arrangement for the NPCSC to interpret the Basic Law is executed as stipulated in the Basic Law. According to Article 158 of the Basic Law, the power of

interpretation of the Basic Law is vested in the NPCSC, but the courts of the HKSAR may interpret on their own, in adjudicating cases, the provisions of the Basic Law which are within the limits of the autonomy of the HKSAR. They may also interpret other provisions of the Basic Law in adjudicating cases (however, in some circumstances, the courts shall seek an interpretation of the relevant provisions from the NPCSC through the Court of Final Appeal. For details, please refer to the above paragraphs). These interpretations are legitimate and in compliance with the constitution and do not affect Hong Kong's rule of law and judicial independence.

In short, the Basic Law is a national law that specifies the sovereignty, the relationship between the Central Authorities and the HKSAR, and other aspects. It is also the law of the HKSAR that specifies rights and obligations of people from all walks of life as well as issues in economy, education, religion and external affairs, etc. The Basic Law gives Hong Kong different types of authority, such as issuing currency and passports. Moreover, the Basic Law responded to Hong Kong people's concerns in the 1980s over the return to the Motherland. For example, the possible use of the renminbi after the handover, which was not liquid in the international market back then, aroused concerns that the use of the currency in Hong Kong would be unfavourable to business, study and travel overseas. As a result, Article 111 of the Basic Law states that "the Hong Kong dollar, as the legal tender in the Hong Kong Special Administrative Region, shall continue to circulate". Another example is that China had its family planning policy in place back then. As there were worries that it would be implemented in Hong Kong after the handover, Article 37 of the Basic Law states that "the freedom of marriage of Hong Kong residents and their right to raise a family freely shall be protected by law". From the above, we can see that the provisions in the Basic Law reflect China's sovereignty while addressing the needs of Hong Kong people.

### Quality of Life

Quality of life is a complex and dynamic concept with multiple aspects, and its meaning and measuring criteria evolve with social, economic and cultural development<sup>1</sup>. This phrase can be broken down into its two constituents where the “life” of any human comprises the material (e.g. food, clothing, shelter and transport, income, consumption and purchases) and non-material or spiritual (relationships with friends and family or leisure and entertainment activities). The term “quality” refers to levels and standards, which can be high or low as they are measurable. Based on the above, the quality of life largely means the degree to which the public is satisfied with every aspect of their lives (material and non-material lives) (including objective data and subjective, personal experience) which in turn reflects the wealth of a nation or territory as well as the overall well-being of residents.

In an economically advanced society like Hong Kong, the quality of life is often associated with material life, and is often measured based on income as well as social and economic status. However, the quality of life is not equal to the standard of living, as the latter emphasises material life, while the quality of life involves both material and non-material lives. The quality of life is affected by many factors, such as objective factors related to external issues like economic, political and environmental conditions, as well as subjective factors like physical health and psychological well-being. The degree of impact associated with these factors also varies among individuals and places. Just as we are all under the influence of different social settings, cultural backgrounds and personal philosophies, so are the interpretation and evaluation of the quality of life of residents. For example, Denmark is proud of its high-quality life and work-life balance that play a vital part in attracting foreign investment. This is credited to a greater value placed on soft factors including culture, leisure and family time, than to hard values such as monetary and material fortune<sup>2</sup>. In 2014, Panama topped the Global Well-Being Index for the second consecutive year, reportedly for daily happiness without significant stress or worry<sup>3</sup>. These examples indicate that the quality of life does not depend on the standard of one’s material life and that subjective experience is an essential component and neither should be overlooked.

<sup>1</sup> 周長城主編 (2008). *主觀生活質量：指標建構及其評價*. Beijing: Social Science Academic Press, pp. 12-23.

<sup>2</sup> “Denmark is a Great Place to Live”. Ministry of Foreign Affairs of Denmark. Retrieved from <http://www.investindk.com/Why-Denmark/A-great-place-to-live>

<sup>3</sup> “港人幸福感排 120 名 遜星台日列全球低位”, 26 June 2015, *Ming Pao*.

Since quality of life involves the satisfaction with different aspects of one's life, objective data from a multitude of perspectives (e.g. political, economic and environmental) as well as the subjective experience of people should be collected for any country or territory to generate representative findings. Objective data includes the GDP, GDP per capita, unemployment rate, wage level, Gini ratio, environmental pollution indexes (e.g. solid waste, water and air pollution), and the number of medical facilities and schools. Subjective experience refers to one's satisfaction with aspects of life that may include work prospects, family relations, physical health, cultural diversity, rights to participate in political affairs, and media freedom as well as freedom of speech. Various aspects of life should be taken into account because quality of life is a complex concept that covers objective and subjective indicators. Objective indicators are used to measure conditions and changes in social and external material conditions while subjective indicators are used to study personal feelings and inclinations towards life experience<sup>4</sup>.

To understand the overall quality of life for residents in a country or territory, international and local organisations conduct surveys with varying focuses, themes and titles to reflect national or territory-wide welfare, at times ranking lists for comparison. Surveys by these organisations are not necessarily conducted in the name of quality of life, and items in the measurement of quality of life as well as their definitions, also tend to be different. The UN Human Development Index uses three indices, life expectancy, education and income, to evaluate the human development of countries and territories worldwide. According to its 2015 report, Hong Kong attained "Very High Human Development", coming 12<sup>th</sup> out of 188 countries and territories worldwide. In Asia, Hong Kong is second after Singapore, which is ranked 9<sup>th</sup> worldwide<sup>5</sup>. The Economist Intelligence Unit's Global Liveability Index is based on five categories of stability, healthcare, culture and environment, education, and infrastructure. The 2016 liveability score for Hong Kong was 88.8 out of 100, placing it 43<sup>rd</sup> in the index and up three places from the previous year. Hong Kong was regarded as the most liveable city in the Greater China region<sup>6</sup>.

<sup>4</sup> 黃紹倫、楊汝萬 and others. (2007). *澳門社會實錄：從指標研究看生活素質*. Hong Kong: Hong Kong Institute of Asia-Pacific Studies. Forewords and Chapter One.

<sup>5</sup> *Human Development Report 2015*. Retrieved from [http://hdr.undp.org/sites/default/files/2015\\_human\\_development\\_report.pdf](http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf)

<sup>6</sup> "A Summary of the Liveability Ranking and Overview, August 2016", Retrieved from [http://pages.eiu.com/rs/783-XMC-194/images/Liveability\\_August2016.pdf?mkt\\_tok=eyJpIjoiWWpOaE5URmhOV0U0TURZMSIsInQiOiJxQ0NHQlIxdXptVmx2QVFCdCtuWHFCV1Vyb2xqRTdnWXBqalpCZFhYYUE2aFZhdXZlbn0FzVVE2SWd4M0I5bXA2TjJyTm14azBwTEJKcjJSWFdnSUVvTWNDN1lZZjNZNW8yajdvMhEbl1nVT0ifQ%3D%3D](http://pages.eiu.com/rs/783-XMC-194/images/Liveability_August2016.pdf?mkt_tok=eyJpIjoiWWpOaE5URmhOV0U0TURZMSIsInQiOiJxQ0NHQlIxdXptVmx2QVFCdCtuWHFCV1Vyb2xqRTdnWXBqalpCZFhYYUE2aFZhdXZlbn0FzVVE2SWd4M0I5bXA2TjJyTm14azBwTEJKcjJSWFdnSUVvTWNDN1lZZjNZNW8yajdvMhEbl1nVT0ifQ%3D%3D)

In Hong Kong, the Centre for Quality of Life of the Hong Kong Institute of Asia-Pacific Studies at the Chinese University of Hong Kong (CUHK) has compiled the CUHK Hong Kong Quality of Life Index since 2003. The index includes 23 indicators that are grouped into five sub-indices: health, social, culture and leisure, economic, and environmental. According to CUHK's 2014 report, Hong Kong scored 101.75 in its quality of life, a drop of 0.17 from 2013 indicating a decline in Hong Kong's quality of life. Within the sub-indices, the culture and leisure, and environmental indicators reported mild growth while the health, social and economic sub-indices declined by varying degrees. In the economic sub-index, housing affordability scored -5.01, indicating a continuous decline in local residents' ability to afford housing. The freedom of speech index under the social sub-index also recorded its lowest level since 2002<sup>7</sup>.

In conclusion, quality of life is measured by a wide spectrum of perspectives, and surveys tend to have their own focuses. Findings from these surveys reflect local residents' life experiences and matters that residents care about, and help governing authorities gain an overall picture of public livelihood, thereby serving as a source of reference when implementing policies.

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<sup>7</sup> Refer to “中大公布 2014 年香港生活質素指數 港人整體生活質素輕微下降”, 16 October, 2015, *The Chinese University of Hong Kong*. Retrieved from [http://www.cpr.cuhk.edu.hk/tc/press\\_detail.php?id=2099](http://www.cpr.cuhk.edu.hk/tc/press_detail.php?id=2099)

### Social Mobility

Considering the close connection between social mobility and social stratification, one needs to understand social stratification in order to comprehend social mobility. In brief, social stratification is a system where people are ranked in a hierarchy according to their wealth, class and power. Social mobility is the movement of individuals or groups through this hierarchy. As pointed out by an old saying “everybody has an ambition to climb the social ladder”, most people hope to move upward in expectation of greater wealth, higher reputation and status.

Social mobility can be categorised into two types which are intragenerational mobility and intergenerational mobility<sup>1</sup>:

- **Intragenerational mobility:** The horizontal and vertical movements of an individual during his/her lifetime:
  - **Horizontal mobility:** A person’s movement within the same social level (e.g. when a scholar leaves University A to teach at University B, or when a professor at a medical school changes career to become a medical specialist). These occupational transitions occur within the same social level and do not constitute upward or downward movement within the hierarchy.
  - **Vertical mobility:** A person’s upward or downward movements among different social levels (e.g. when an employee moves upward to become an employer, or when an employer moves downward to become an employee).
  
- **Intergenerational mobility:** An individual moves to a social level different from that of his/her parents (e.g. an intergenerational upward mobility occurs if the child of a factory worker becomes an engineer and intergenerational downward mobility occurs if the child of an engineer becomes a factory worker).

The direction and degree of social mobility are a reflection of the opportunities in society, which in turn are dependent on the nature of society’s stratification system (open or closed). Different classes are clearly defined within a closed stratification

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<sup>1</sup> These two types of social mobility are excerpted from Anthony Giddens (Writer) & 李康 (Translator).(2009). *社會學*. (Fifth Edition). Beijing: Beijing Normal University Publishing Group, pp. 271.

system based on innate and personal attributes, such as family status, gender and race. As a result, there is almost no opportunity for social mobility within societies under a closed system. In contrast, social mobility is not only a common phenomenon in societies under an open stratification system, but these societies also provide opportunities for movement and encourage people to pursue greater wealth, reputation and improved social status via various channels (e.g. educational achievement and personal accomplishment). Among the range of personal factors that affect social mobility, education is the most important. Many believe that knowledge can change a person's destiny, and that receiving the best and most complete education<sup>2</sup> can lead to upward mobility.

In Hong Kong, the Legislative Council published a report in early 2015 that integrated statistics and findings of several research studies from the recent years. It suggested that in addition to limited opportunities for upward mobility in income, education and career advancement, Hong Kong has also experienced a decline in intergenerational mobility. To help create more jobs of higher income and technological levels, thereby increasing personal income and enhancing occupational mobility, the following four strategies were proposed:

- To take advantage of the global trend of innovative technologies;
- To develop innovative industries;
- To continuously improve productivity through investment in human resources and innovative development;
- To expand the economic base and change the excessive preference given to the property and financial sectors during the previous 30 years<sup>3</sup>.

The Commission on Poverty observes that self-reliance remains the core value among Hong Kong people, while employment is considered the best method to alleviate poverty. The commission recommends that the Government expands economic diversity on a policy level to provide grassroots opportunities, particularly to young generations with opportunities to find quality jobs and facilitate upward mobility<sup>4</sup>.

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<sup>2</sup> 蔡文輝、李紹麟.(2007). *社會學概要* (Third Edition). Beijing: World of Books Ltd, pp. 93-96.

<sup>3</sup> Research Office of the Legislative Council Secretariat. "Social Mobility in Hong Kong". Hong Kong: Research Brief. Issue No. 2 (2014-2015), January 2015. Retrieved from <http://www.legco.gov.hk/research-publications/english/1415rb02-social-mobility-in-hong-kong-20150112-e.pdf>

<sup>4</sup> Commission of Poverty Summit. "Poverty Situation 2014". Retrieved from [http://www.povertyrelief.gov.hk/eng/pdf/2014poverty\\_pp.pdf](http://www.povertyrelief.gov.hk/eng/pdf/2014poverty_pp.pdf)

In conclusion, social mobility can help build a society of greater equality and openness, allowing the general public to believe they can have a better future and the opportunity to achieve success through hard work. However, reduced social mobility may raise questions about the overall fairness of society and criticism on social conditions and government regulations. In Hong Kong, for example, the “post-80s” and “post-90s” generations are seen actively participating in social movements in recent years. While some consider the primary drive is the factor of social mobility that people “fail to move up to higher positions”, however, some others disagree with such a view or think that the factor of social mobility cannot fully explain the active participation of youth in social movements<sup>5</sup>. Whatever the answer might be, the promotion of social mobility is still one of the key factors to achieve social harmony.

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<sup>5</sup> 趙永佳、葉仲茵（2016）“「下流」青年？客觀狀況與主觀感受”，In 趙永佳、葉仲茵、李鏗編（2016）. 躁動青春：香港新世代處境觀察. Hong Kong: Zhonghua Book Company, P.54-67.

### Collective Memory

The term collective memory is often used to describe the phenomenon of people reminiscing about original natural and cultural landscapes (including historical buildings), as well as past lifestyles and significant events, hoping to preserve such memories for future generations.

French sociologist Maurice Halbwachs (1877-1945) was the first scholar to introduce the concept of collective memory. He stressed that collective memory was different from individual memory, as it did not exist independently in any individual's mind, but was constructed by an entire society. Any particular event, landscape or building becomes a collective memory only when it is preserved for uniting social groups. In addition, collective memory can be intentionally created to rebuild the order of the community. As there is motivation behind the intentional creation, collective memories for a certain place or social group can usually be changed based on different social and political conditions<sup>1</sup>.

The term collective memory has become popular in Hong Kong since the mid-1990s. People began associating heritage conservation with collective memory, believing historical buildings to be a record of a city's development, and an important form of collective memory. Since historical buildings can reflect the lives of Hong Kong people in a particular period, these buildings should not be demolished over the need for economic or urban development. Instead, they should be preserved through different ways of conservation. This approach could raise public awareness of collective memory, help strengthen community cohesion and improve the quality of life on a cultural level. In addition, certain lifestyles that reflect the values of the Hong Kong people, as well as events that reveal Hong Kong's historical development, can all be played back to society in the form of collective memory. An example is Hong Kong's "Lion Rock spirit" associated with older generations that lived through hardship and grew stronger through adversity.

Public interest in collective memory was very strong in Hong Kong in 2006 when the Government demolished the Queen's Pier in Edinburgh Place, which caused heated debates among the public. Subsequently, the Government and departments responsible for redevelopment showed greater caution towards

<sup>1</sup> Halbwachs, Maurice (1992). *On Collective Memory*. Chicago: The University of Chicago Press, p25. Cited from "歷史記憶與香港新國際機場周邊地區之遷徙" written by 區可屏. In *歷史人類學刊*, Vol. 7 Issue 1, April, 2009. Retrieved from [http://nansha.schina.ust.hk/Article\\_DB/sites/default/files/pubs/Jour-07.1.A04.pdf](http://nansha.schina.ust.hk/Article_DB/sites/default/files/pubs/Jour-07.1.A04.pdf)

historical buildings to preserve the collective memories of the Hong Kong people as far as practicable. The conservation of Wing Lee Street in Sheung Wan in 2010 is one example. The film *Echoes of the Rainbow* was filmed in the street and portrayed a vivid portrait of life in Hong Kong in the 1960s, which reminded Hong Kong people of the old spirit of working together and fighting for a better future. The film won the Crystal Bear award at the Berlin Film Festival, and its international recognition helped persuade the Urban Renewal Authority not to demolish the old buildings and to preserve the atmosphere of the community.

In conclusion, the growing value attached to collective memory in Hong Kong is connected with an enhanced awareness of cultural inheritance within the context of quality of life, and an intention to foster a sense of belonging to one's community. However, the application of collective memory does not end with the demand to preserve old sceneries or historical buildings out of subjective and emotional needs. To strike a balance between the different aspects of our lives, the focus on collective memory should be delivered under the principle of sustainable development after detailed negotiation with different stakeholders.

### **Culturally Diverse Society**

A culturally diverse society, or multiculturalism, refers to the acceptance, respect and coexistence of different races, traditions, customs, religions and lifestyles, etc. Many nations today promote cultural diversity, showing respect to people and granting equal rights to people of different ethnic or cultural backgrounds.

Hong Kong is a society of cultural diversity. Many Hong Kong people arrived from the Mainland, as the city was favoured by writers, artists and activities from the Mainland during the periods of turmoil in the 20<sup>th</sup> century. As a result, cultures, arts and customs from the Mainland became integrated with Hong Kong's culture to carry forward. As an example, Cantonese opera in Hong Kong became integrated with local cultures and art forms, resulting in an opera combining local characteristics. Hong Kong's ethnic diversity can also be observed through ethnic groups. About 8% of the population were not of Chinese ethnicity<sup>1</sup>. People of many other nationalities and ethnic groups have contributed to the integration and coexistence of Hong Kong's diversified culture, which is celebrated through a variety of festivals of different religions and races throughout the year that enrich people's lives<sup>2</sup>.

The establishment of a culturally diverse society requires a society to take care of the needs of people of different genders and ethnic groups by paying greater attention to and improving its existing cultures, systems and public facilities. For example, in order to address different physical needs of males and females, after reviewing the amendments to the subsidiary legislation of the *Buildings Ordinance* in December 2015, the Legislative Council decided to amend the ratio of male to female sanitary fittings in public places from 1:1 to 1:1.5, with plans to further amend the ratio based on the actual circumstances<sup>3</sup>. With regard to ethnic minority groups, some local volunteer groups are committed to promoting the integration of different races and fighting for their rights and benefits. Some members of the society are of the view that children from ethnic minorities struggle to learn Chinese, which could limit their future choices for work and opportunities for upward social

<sup>1</sup> 2016 Population By-census – Summary Results, Census and Statistics Department of the HKSAR Government. Retrieved from <http://www.statistics.gov.hk/pub/B11200942016XXXXB0100.pdf>

<sup>2</sup> “香港展現多元文化” written by TSANG Tak-shing. Home Affairs Bureau of the HKSAR Government. Retrieved from [http://www.hab.gov.hk/tc/about\\_us/from\\_the\\_desk\\_of\\_secretary\\_for\\_home\\_affairs/shaArticles77.htm](http://www.hab.gov.hk/tc/about_us/from_the_desk_of_secretary_for_home_affairs/shaArticles77.htm)

<sup>3</sup> “女廁比例增 可望紓緩長龍”, 7 December, 2015, *Sky Post*.

mobility. In light of the above, the Education Bureau has allocated about HK\$200 million per year from the 2014/15 school year to support non-Chinese speaking students to learn the Chinese language. In the 2015/16 school year, a total of 197 schools (including 112 primary schools and 85 secondary schools) received additional resources<sup>4</sup>. Some people also believe that minority groups have the right to obtain information through their native tongues. However, Radio 3 of Radio Television Hong Kong is the only station that offers a 2-hour programme in Wikang Tagalog and a 1-hour programme in Urdu and Nepali each on Sundays. This is a shortage that calls for improvement to promote social integration and create a public space of greater equality<sup>5</sup>.

In conclusion, Hong Kong prides itself on being a society of cultural diversity. It needs to offer support to people of different races and genders to help them find their own values, and allow them to realise their talents and make contributions to the society.

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<sup>4</sup> "Report on the Work of the Current-term Government in its Fourth Year - Improving Livelihood Building for the Future" (July 2016), P.27. The web page of Chief Executive HKSAR. Retrieved from <http://www.ceo.gov.hk/report-yearfour/eng/files/Year4.pdf>

<sup>5</sup> "誰不是市民？分薄了誰的資源？" written by 莊祥君, 12 March 2015, *Ming Pao*.

### **Civic Consciousness and Civic Participation**

Civic consciousness refers to people's self-awareness of their position within society and country, and their willingness to carry out their obligations and responsibilities while enjoying their personal rights. Civic participation is when residents take the initiative to participate in various public and social activities and express their concerns over matters of public interest out of their own civic consciousness, in the hope of affecting policy-making of the government and driving social development. In summary, civic consciousness is the foundation that drives civic participation, while civic participation is the concrete exercise of civic consciousness.

Firstly, as far as civic consciousness is concerned, human life consists of private life and public life. Private life is primarily the interpersonal relationships and connection with family and friends, as well as those at school and in the workplace. Public life manifests within a neighbourhood, community, city, country and even the world that may not be directly connected with oneself, but is an extension of private life. As a citizen, in addition to caring for the people and things around us, we also need to understand that civic consciousness means developing a sense of responsibility and social morality. It means upholding the fundamental morals in public life and being motivated to participate and engage in social affairs. The development of civic consciousness requires broadening of one's horizons, for example, by paying attention to the affairs in our neighbourhood, staying connected with political developments, as well as actively learning about issues related to poverty, public hygiene and environmental protection. In addition, we need to see beyond our personal interest in our daily lives, such as taking care of public property, treating people with good manners and caring for different communities. By gradually turning the requirements of civic consciousness into internal values and principles, they can be used to guide personal lives and behaviours.

Besides, civic participation includes participating in actions that have a bearing on civic life and public policies. Participation may be on a social or political level. Social participation may take the following forms: charity donations, engaging in volunteer services or encouraging others to do so, participating in community events organised by non-governmental or regional organisations, as well as voicing personal views on social affairs through different channels and taking respective actions. Forms of participation on a political level include voting at elections, attending public consultations, responding in writing to government consultation

documents, standing for election as council members, as well as joining the government to directly get involved in policy making.

The channels of civic participation can be categorised into institutional and non-institutional channels. Institutional channels are participation on a political level while non-institutional channels include joining political groups or parties, publishing views via the media, organising or supporting public campaigns and petitions, as well as participating in demonstration and civil disobedience. Other non-institutional channels that may affect the decision-making, execution and evaluation processes or improve services include lobbying the government or local councils, and initiating two-way communication with public services organisations (e.g. electricity and public transport companies).

Generally speaking, the level of civic consciousness is an important factor that affects people's willingness to participate in social and political affairs. In addition, the systems to ensure the freedom of speech and gathering, an independent and fair judicial system, the level of public education, as well as information made available by the media and their promotion, would all affect the willingness of civic participation. In Hong Kong, there is a rise in the awareness and level of civic participation among residents. This is attributed to a high level of education, the government's active promotion of moral, civic and national education in recent years, and the development of communication technologies (e.g. messaging applications and social websites) and the emerging web-based media reporting on political, social and livelihood issues. On a social level of participation, the number of registered volunteers in February 2015 exceeded 1,230,000 of which 640,000 were under the age of 25 and accounted for 52.2% of the volunteers. On a political level, approximately 200,000 newly registered voters participated in the District Council Elections in 2015 of which 25% were aged between 18 and 20, and the voter turnout rate of 47% was the highest since Hong Kong's return to China in 1997. In 2016, over 2.2 million residents voted in the Legislative Council Election with a turnout rate of 58.28%, making the number of voters and turnout rate the highest since Hong Kong's return to China.

### **Rule of Law**

Justice, the rule of law, freedom, democracy and equality may be the most common elements in the pursuit of human rights today, and there is a sequential order for these ideals. The ancient Greek philosopher Plato raised the question of “What is Justice?” in his work *Republic* that marked the beginning of Western political philosophy. Later, his student Aristotle developed the concept that the rule of law is preferable to that of men. While justice creates the foundation and standard for the rule of law, it is the achievement of the rule of law that delivers the social order through which we can develop the ideals of freedom, democracy and equality.

The concept of the rule of law has evolved with time. In the 19<sup>th</sup> century, A.V. Dicey, an acclaimed British legal expert, proposed his view on the development of the British constitutional system, believing the rule of law should include three important principles:

- **Supremacy of Law.** Everyone should be and only be ruled by law.
- **Equality before the law.** This is an extension of the first principle. It may be claimed that law has the highest priority and that everyone is ruled by it, but what can be done if the law does not treat everyone fairly? If it is accepted that the highest priority be given to law, it should treat every person the same. Everyone is entitled to their rights as protected by law, nobody’s rights should be allowed to override those of others (refer to the concept “equality before the law”), and everyone shall obey the same set of laws and be governed by the same court.
- **Constitutional principle (rights of the citizens).** Another extended concept is the constitutional principle in general, including the rights of the citizens originated from the judgment by the court. Based on the above, in addition to the priority of law, emphasis has also been laid on the importance of the court’s power and jurisdiction.

More than a century after Professor Dicey proposed his theory on the rule of law, Lord Tom Bingham, the former President of the Supreme Court of the United Kingdom, came up with his own concept at the beginning of this century. In addition to defending foundational principles proposed by his predecessors (e.g. everyone should obey the law), he also added insights based on historical background.

First, the rule of law means examining and verifying government acts as well as the legitimacy and constitutionality of law. While the former establishes the existence or absence of legal basis, the latter takes a step forward and stresses that even for legal acts, it must be considered whether the act itself or the law it is based on complies with the constitution. Any government acts or law shall be revoked or

cancelled should it constitute a breach of the constitution. In Hong Kong, this is called judicial review (refer to the concept “judicial review”).

Secondly, citizens have the right to understand the law. This requires the law to be perceptible, understandable, clear, assertive and predictable. Only then can citizens distinguish between the things that they can and cannot do.

Thirdly, the law should provide sufficient protection to citizens’ fundamental human rights. Fundamental rights are certain basic values that reflect global consensus. In practice, the meaning is twofold: First, the law applies to everyone and no one is entitled to privilege, special preference or unequal treatment (with the exception of a few special situations, such as taking care of people with disabilities). These opinions are similar to those of Professor Dicey, in that no one should be entitled to more rights than others. Second, the law should ensure citizens’ fundamental human rights. As well as relying on the court’s effective operation and citizens’ respect of the law and the court, it is also the government’s power to enforce and support the implementation of different laws.

Hong Kong is a civilised metropolis and its citizens are aware of the importance of the rule of law in ensuring the equity of social operation as well as protecting individual rights, and they work together to maintain the rule of law<sup>1</sup>. The Basic Law guarantees the principle of the rule of law for Hong Kong while vesting the power of final adjudication with the Court of Final Appeal. Resting this power of final adjudication is a symbolic act marking Hong Kong’s judicial independence, and the institutional foundation to ensure that the principle of the rule of law is carried forward in Hong Kong.

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<sup>1</sup> For example, a Hong Kong judge explained that, “138. Hong Kong has always adhered to the concept of rule of law. This concept is treasured and has always been zealously guarded by the general public. It is universally regarded that the rule of law is one of Hong Kong’s most important foundations that has led to her being a civilised, safe and orderly society. 139. The concept of the rule of law must include and embrace the notion that every resident and the Government alike should obey and comply with the law. ... All residents of Hong Kong are governed by and bound to the operation of the law..... 141. It is therefore wrong for any suggestions that the rule of law is not undermined or under challenged if people can freely or intentionally disobey the law first and then accept the consequences of breaking the law. The rule of law cannot realistically and effectively operate in a civilised and orderly society on this basis. 142. The upholding of the rule of law must therefore be built upon... the enforcement of court orders and the law...” (The case between Chiu Luen Public Light Bus Company Limited and Ng Ting Pong (Case No. HCA2086/2014); the case between Golden Investment Limited and Wong Yuen Ching (Case No. HCA 2094/2014); and the case between Lai Hoi Ping and Ng Ting Pong (Case No. HCA 2104/2014).)

### **Equality before the Law**

“Equality before the law” is an important principle in the rule of law. It means the law universally applies to all people regardless of the different identities assigned to them based on gender, race, colour, nationality, language, religion, wealth, political view or social origin. Everyone must abide by the law and be punishable by the law for any breach. On the other hand, everyone has the equal right to appeal through the judicial process and have access to judicial remedy.

Equality before the law is a widely acknowledged concept of the rule of law in the society. In 1948, *The Universal Declaration of Human Rights* was adopted by the United Nations General Assembly, stating that “all are equal before the law and are entitled without any discrimination to equal protection of the law.” In most nations, equality before the law has also become a fundamental principle or provision in their constitutional laws.

The original concept of equality before the law can be traced back to British scholar John Locke, who advocated constitutional democracy in the 17th and 18th centuries. French scholar Jean-Jacques Rousseau elaborated on the concept in his book, *The Social Contract*, leading to new ideas about equality and freedom and giving rise to the French Revolution in 1789. *The American Declaration of Independence* of the United States and *The Declaration of the Rights of Man and of the Citizen* of France were also based on this concept, expressly establishing the concept that all men are born equal and are equal before the law. It is also stipulated in Article 25 of the Basic Law that “all Hong Kong residents shall be equal before the law”.

As a city where the principle of the rule of law is respected, Hong Kong has established a comprehensive legal system to ensure the implementation of the concept of equality before the law.

First of all, from a legal point of view, the *Hong Kong Bill of Rights Ordinance* (Chapter 383 of the laws of Hong Kong) transposed provisions of *the International Covenant on Civil and Political Rights* as applied to Hong Kong to be incorporated into the laws of Hong Kong. According to Article 22 of the *Hong Kong Bill of Rights Ordinance*, “all persons are equal before the law and are entitled without any discrimination to the equal protection of the law.” Hong Kong also passed the *Sex Discrimination Ordinance*, the *Disability Discrimination Ordinance*, the *Family*

*Status Discrimination Ordinance* and the *Race Discrimination Ordinance*, ensuring equal treatment in Hong Kong between men and women, between persons with and without a disability, irrespective of family status and race. These initiatives have safeguarded the achievement of equality in rights and obligations.

Subsequently, under the local judicial system, the Legal Aid Department and “The Duty Lawyer Service” provide those who lack means with free or sponsored legal services, with a view to ensuring that everyone enjoys equal access to justice through the judicial process. In addition, personnel in charge of criminal prosecutions are required to act fairly in accordance with the law and evidence, and not be affected by social status, possession and other personal attributes of defendants.

### **Judicial Independence**

Originated from the classical concept of “separation of powers” in political philosophy, the concept of “judicial independence” means the court shall independently exercise judicial power with judges adjudicating cases independently, free from any interference from government, legislature, public opinion or any other factors. The principle of judicial independence is exemplified in the judicial oath taken by judges, by which they commit to justly perform their responsibilities in accordance with the law to maintain the rule of law without fear or favour, self-interest or deceit.

While judicial independence assumes various forms in different countries, the heart of judicial independence is always the independence of judicial operations from administration and legislation. This creates checks and balance, ensuring that the judiciary is not affected by any other factors, including government and legislature.

In addition to the independence of institutional roles and powers, judicial independence also includes the individual independence of judges. As judges’ decisions are not affected by any persons or any political, administrative or legislative bodies, they will not second-guess themselves for fear of delivering judgments disagreeable to the government. Therefore, the appointment and removal of judges constitute a rather special process. In Hong Kong, judges have the security of tenure until they retire. Furthermore, as prescribed in the Basic Law, judges are immune from legal action against their judicial functions. Based on the *Guide to Judicial Conduct* in Hong Kong, judges should refrain from membership in or association with political organisations or activities<sup>1</sup>.

In Hong Kong, judicial independence is not merely a time-honoured concept under the common law system. It is also a specific requirement for the judicial system in Hong Kong as prescribed by the Basic Law. Arguably, the independence of Hong Kong’s judicial system is well protected and developed.

Firstly, the independence of its judicial system is prescribed in Article 19 of the Basic Law, which states that the HKSAR shall be vested with independent judicial

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<sup>1</sup> Judiciary of the HKSAR (2004). *Guide to Judicial Conduct*, p.27. Retrieved from [http://www.judiciary.gov.hk/en/publications/gjc\\_e.pdf](http://www.judiciary.gov.hk/en/publications/gjc_e.pdf)

power and final adjudication. The recognition of Hong Kong's judicial independence on a constitutional level, and the granting of final adjudication help Hong Kong maintain its judicial independence.

Secondly, in respect of the independence of judges, Article 85 of the Basic Law stipulates that the courts of the HKSAR shall exercise judicial power independently, free from any interference. It stipulates that members of the judiciary shall be immune from legal action in the performance of their judicial functions, thereby providing institutional guarantee for the independence of judges in performing their judicial functions. The appointment and removal of judges are also free from the interference of administrative factors. Under the Basic Law, judges are appointed by the Chief Executive on the recommendation of the Judicial Officers Recommendation Commission, which is a statutory body comprising judges, legal professionals and eminent persons. Judges in Hong Kong enjoy the security of tenure and may only be removed by the Chief Executive for inability to discharge a judge's duties, or for misbehaviour. Through these institutional arrangements, the individual independence of judges can by and large be guaranteed.

### **Judicial Review**

Judicial review is also known as appellate review in the academic field. Within the context of Hong Kong, judicial review is a court proceeding in which the judiciary reviews the acts of the executive authorities, the legislature and public organisations and their compatibility with the Basic Law or other laws. The system ensures that the government operates in full compliance with the requirements of the Basic Law and other laws.

In countries adopting common law systems such as the United Kingdom and the United States, the power of judicial review is generally exercised by courts. In countries with civil law systems, administrative courts or special institutions usually perform judicial reviews. Citizens that are dissatisfied with any governmental conduct or legislation can resort to the courts and file lawsuits. This is an important mechanism that allows citizens to voice concerns about the law and oversee the government through the judiciary. The system of judicial review was first established in the United States in the case of *Marbury v. Madison*. Since then it has become a key statutory mechanism in legal systems in the United States and throughout the world. Essentially, the judicial review system enables courts to renounce unlawful conducts of executive authorities and legislature in accordance with the law, and in particular to force policies and laws, which are incompatible with the constitution or constitutional rules, to be altered or repealed, thereby guaranteeing citizens' entitlement to their rights as protected in the constitution or constitutional rules.

Courts in Hong Kong had long been using the judicial review system originated from British common law before the return to China. It was stipulated in Article 3 of the *Supreme Court Ordinance* enacted by the British-Hong Kong Government in 1844 that the law of England shall be in full force in Hong Kong. Therefore, the common law, as an important part of the law of England, was applicable to Hong Kong. Included in the British common law, the judicial review system was adopted and practised in Hong Kong, under which administrative conducts were reviewed regarding their compatibility with the law. Statistics show that more than 90% of judicial review cases were heard between 1950 and 1990, with 29 and 75 applications for judicial review recorded in 1988 and 1990, respectively.

During its long practice of judicial review, Hong Kong's judicial system has determined the basic principles for conducting judicial reviews. In addition to the

basic concerns of the court when exercising the power of judicial review, these principles also set restrictions on the court's power to review itself. There are three principles:

- **Unlawful:** the court can interfere and exercise the power of judicial review when the conducts of the executive authorities are clearly unlawful or exceeding legal authority, or otherwise when they act without legal basis or fail to perform their duties.
- **Unreasonable:** the court can exercise the power of judicial review to reverse decisions made by persons or organisations in the performance of their public functions should they be considered decisions that would not have been made by any rational person or organisation.
- **Unjustified procedure:** administrative departments must comply with mandatory procedures prescribed in relevant laws and the principle of natural justice (or natural fairness) required by the common law, otherwise their decisions may be reversed by the court.

Since Hong Kong's return to China, the judicial review system has become a topic of debate that has come under intense public scrutiny. The major reason lies in the significant surge of judicial review cases. As life in the modern society becomes increasingly complex, it is more common for personal life to conflict with public interest. A growing awareness of human rights and more concerns about public bodies have led to an increase in judicial review cases. Secondly, many judicial review cases involve social and public interests that draw attention to certain issues. The NPC Standing Committee's interpretation of the HKSAR Basic Law on the right of abode involved a series of constitutional issues including the identification and rights of Hong Kong permanent residents. The case continued for almost a decade and became a topic of debate.

The judicial review system has also come under scrutiny for its potential vulnerability to abuse. Critics believe that the availability of legal aid has prompted the low-income persons to act as litigators and file for judicial reviews through legal aid, challenging Government decisions. It may cause delay in construction projects favourable to Hong Kong as well as loss of development opportunities, affecting the effectiveness of governance. Eventually Hong Kong people will be suffered. Critics believe that this deviates from the original intention of judicial review, therefore the

judiciary and the Legal Aid Department should implement more effective measures to minimise the likelihood of such abuse. However, others are of the view that the court has always been able to prevent the abuse of judicial review procedures in an effective manner; and the Legal Aid Department has always reviewed applications for legal aid cautiously. Importantly, justice should not be sacrificed for the convenience of governance nor should judicial review be viewed as a disturbance to the Government. An effective judicial review system is fundamental for the Government to deliver good governance.

### **Identity**

Identity refers to the roles an individual plays in different groups or the qualifications, such as nationality and credentials that a person possesses. When we are looking for shared or different attributes between us and others, or when we find ourselves in different groups, we decide whether we view ourselves or others as members of a particular group based on different scenarios or factors. A sense of recognition and belonging to a group may be developed after the acceptance of an individual's identity. The emergence and formation of such feelings can be regarded as a construction process known as identification.

The identity of an individual may originate from different sources. Some identities are innate, such as gender and race. The majority of Hong Kong people are of Chinese ethnicity, and some of their ancestors and elders also came from the Mainland. Other identities are acquired after birth. These can include those assigned by groups (e.g. a committee member of student association, a member of trade union), from academic or professional qualifications (e.g. a Ph.D. or becoming a medical specialist), and even those acquired by legal provision (e.g. Article 24 of the Basic Law determines whether a person is a permanent resident of Hong Kong). There are many ways to indicate shared identities, including clothing, language, etiquette and even certificates of identity (e.g. a membership card or a passport). As we enter different stages of life and our external environment evolves, we occupy various positions in different social settings, including household, workplace, the society and even the country, resulting in the coexistence of multiple identities.

Building an identity means sharing attributes with other members of a group (e.g. an alma mater, a city of residence or country) and resonating with them on an emotional level that develops a sense of belonging. As a result, identities can be defined objectively, but the transition from identity confirmation to identity building can be a complex and diverse process to accept, approve and identify with a group or groups. This process involves an emotional commitment and is subject to many external factors. These can include race, lineage, system, feelings towards one's place of residence, personal experience and values (e.g. political views and religious beliefs), shared emotions among group members and even the behaviours of group members.

Identity involves different levels, one of which is national identity. This identity involves a number of factors including the country's language, cultural

heritage, history, people's livelihood, governance, overall national strength and international status. At times, the level of sense of identity may vary with changes in the external environment or subjective feelings.

Many Hong Kong people have profound feelings of pride for Hong Kong, the land where they were born and raised, for its way of life and culture. On the other hand, Hong Kong is an inalienable part of China and is closely linked with the nation, so an emphasis on local identity and recognition of the characteristics and strengths of Hong Kong can also be a driving force for Hong Kong people to promote national development and care for the well-being of the whole nation, as well as enhance their personal sense of national identity. Local and national identities simply represent different levels of recognition and they co-exist and promote each other.

### Global Citizens

The concept of global citizens was first put forward by Stoicism philosophers in ancient Greece. The Stoics suggested that every individual belongs to two social communities, the first being the place an individual grows up, the second being the human community in the most general terms. In the context of Greece at that time, it meant that every Greek person was a citizen of his or her city-state, as well as a global citizen<sup>1</sup>.

Since the acceleration of globalization in the 1990s, countries have developed closer relationships between one another. Events happening anywhere in the world, whether in politics, the economy or the environment, would eventually come to affect everyone around the world. As members of such a global community, we should be concerned about the future of the world as much as we are about the development of our own country. Modern technology allows us to be responsible global citizens by connecting with people around the world that share the same beliefs, and hence promoting worldwide actions with global concerns.

Personal identification as a global citizen (i.e. saying that “I am a global citizen”) does not make a true global citizen. Individuals need to acquire certain qualities, emotions and values, as well as knowledge and ability, to contribute as a global citizen. Oxfam suggests that the following qualities are necessary to become a global citizen<sup>2</sup>:

<b>Emotion and Value</b>	Respect different cultures and values, experience the meaning of poverty and injustice, reflect on the relationship between individuals and the world, and contemplate the responsibilities an individual has to the world.
<b>Knowledge and Ability</b>	Understand global interdependence and the relationship between global and local development. Comprehend the causes of poverty and injustice and learn about the importance of sustainable development. Be able to discuss effectively, think critically, appreciate differences, mediate disagreements and disputes and choose suitable action plans.

<sup>1</sup> 張魯寧. “世界公民觀念與世界公民教育”. In *思想理論教育*, Vol 20, 2009.

<sup>2</sup> Oxfam Hong Kong. (2006). *世界公民教育活動手冊*, p.7. Retrieved from <http://www.cyberschool.oxfam.org.hk/resources/179/1-9.pdf>

<b>Action</b>	Walk the talk and be responsible for the impact of personal actions on the world. Be willing to take actions at community and world levels, and contribute to a more equal and sustainable world.
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(For other information about global citizens, please refer to pages 309-312.)

The actions of global citizens can be divided into two categories:

- **“Think globally, act locally”**: This means creating a better world through simple local actions, such as turning off unused appliances, reducing packaging, recycling and reusing materials, reducing pollution, as well as purchasing more Fair Trade products. These actions can become more political, to urge and drive the Government and local commercial organisations to respond proactively towards events of global concerns, such as climate change and sustainable development, as well as valuing and protecting human rights.
- **“Think globally, act globally”**: This is when groups around the world consider issues on a global scale and implement practices to improve them. As globalization expands, these actions are becoming more common, with NGOs the key leaders. They are proactive in working to alleviate poverty and improve healthcare, culture, education, the environment and human rights to create a better world as global citizens.

On the other hand, the identity as a global citizen is subjective on a personal level, and not an identity recognised by law because there does not exist a so-called “global government” to maintain such identity as global citizens. The identity as a global citizen is represented by the voluntary actions an individual takes towards global issues. To promote the concept of global citizenship, many countries have now incorporated this concept into their school curricula to educate students to know about the world, encourage them in civic responsibilities, and equip them with knowledge, abilities and values via different learning experiences. In Hong Kong, a research study indicated that awareness of global citizenship among Hong Kong’s youth was unsatisfactory. The study suggested that they cared little about global events and knew little about their civic duties and roles within a globalised society. They also appeared to be more self-involved and showed a lack of action in promoting the development of society and influencing others. The study called for enhanced education on global citizenship in Hong Kong<sup>3</sup>.

<sup>3</sup> “香港青少年世界公民素養調查”, April 2013, *Chinese YMCA of Hong Kong*. Retrieved from <http://www.ymca.org.hk/files/cymca/Publication/PressRelease/201304/2013-04.pdf>

In conclusion, the self-awareness needed to be a global citizen should be a personal, moral commitment to make a difference in the world and build a better future for the global community.

**B. Relevant Information****The Political Structure of the Hong Kong Special Administrative Region (HKSAR)**

Under the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China ("the Basic Law"), the HKSAR enjoys a high degree of autonomy. The political structure of the HKSAR is stipulated by Chapter 4 of the Basic Law. There are 6 sections in Chapter 4, including the Chief Executive, the Executive Authorities (the Government), the Legislature (the Legislative Council), the Judiciary (various levels of courts), District Organizations (District Councils) and Public Servants.

The political structure of the HKSAR is an executive-led system and the key is that the Chief Executive plays a leading role in the political structure of the HKSAR<sup>1</sup>. The head of the HKSAR is the Chief Executive who represents the HKSAR and is accountable to both the Central People's Government and the HKSAR. The Chief Executive is selected by a broadly representative Election Committee in accordance with the Basic Law, and is appointed by the Central People's Government. The Chief Executive is the head of the HKSAR Government who decides on government policies and issues executive orders, and is also responsible for the implementation of the Basic Law and other laws which, in accordance with the Basic Law, apply in the HKSAR. The Chief Executive nominates and reports to the Central People's Government for appointment the principal officials<sup>2</sup>, and appoints or removes judges of the courts at all levels and holders of public office in accordance with legal procedures. The Executive Council assists the Chief Executive in policy-making and advises the Chief Executive

<sup>1</sup> The concept of executive-led administration was also an important principle underpinning the HKSAR's political structure. Pursuant to the Basic Law, the Chief Executive is the head of the HKSAR and also the head of the Government of the HKSAR. Besides, the executive (government), not the legislature, is responsible for the governance of Hong Kong. According to Article 64 of the Basic Law, the HKSAR Government should be accountable to the Legislative Council in four ways only: it shall implement laws passed by the Council and already in force; it shall present regular policy addresses to the Council; it shall answer questions raised by members of the Council; and it shall obtain approval from the Council for taxation and public expenditure. At the same time, bills proposed by Members of the Legislative Council are restricted by Article 74 of the Basic Law (refer to the document). These restrictions are clearly different from the power of the legislature in other regions. Moreover, pursuant to the Basic Law, the Chief Executive could refuse to sign a bill passed by the Legislative Council and has the power to dissolve the Legislative Council.

<sup>2</sup> According to Article 48 (5) of the Basic Law, the Chief Executive shall exercise the powers and functions "to nominate and to report to the Central People's Government for appointment the following principal officials: Secretaries and Deputy Secretaries of Departments, Directors of Bureaux, Commissioner Against Corruption, Director of Audit, Commissioner of Police, Director of Immigration and Commissioner of Customs and Excise; and to recommend to the Central People's Government the removal of the above-mentioned officials."

on matters relating to the introduction of bills and subordinate legislation. The Executive Council usually meets once a week and the Chief Executive presides over its meetings. The Basic Law stipulates that except for the appointment, removal and disciplining of officials and the adoption of measures in emergencies, the Chief Executive shall consult the Executive Council before making important policy decisions, introducing bills to the Legislative Council, making subordinate legislation, or dissolving the Legislative Council. Expenditure of public funds for policies decided by the Chief Executive in consultation with the Executive Council is subject to such funds being approved by the Legislative Council.

The Administration, the executive arm of the Government, is organised into the Government Secretariat and various departments. Government Secretariat Bureaux are responsible for formulating policies and initiating legislative proposals. Departments are responsible for implementing laws and policies and providing direct services to the community. The HKSAR has an independent judiciary which is responsible for the administration of justice and the adjudication of cases in accordance with laws.

The Legislative Council is the legislature of the Hong Kong Special Administrative Region. The Legislative Council of the HKSAR exercises the following powers and functions: to enact, amend or repeal laws in accordance with the provisions of the Basic Law and legal procedures; to examine and approve budgets introduced by the Government; to approve taxation and public expenditure; to receive and debate the policy addresses of the Chief Executive; to raise questions on the work of the Government; to debate any issue concerning public interests; to endorse the appointment and removal of the judges of the Court of Final Appeal and the Chief Judge of the High Court; to receive and handle complaints from Hong Kong residents. Members of the Legislative Council of the HKSAR may introduce bills in accordance with the provisions of the Basic Law and legal procedures. Bills which do not relate to public expenditure or political structure or the operation of the government may be introduced individually or jointly by members of the Council. The written consent of the Chief Executive shall be required before bills relating to government policies are introduced.

According to the Basic Law, district organisations which are not organs of political power may be established in the HKSAR. Currently, there are 18 district councils, whose main function is to advise on the implementation of policies in their respective areas. Where funds are made available for the purpose, they promote improvement of local environment, recreational and cultural activities, and undertake

community activities within the district.

The judiciary is part of the political structure. The Basic Law ensures that Hong Kong retains the common law system, and the power of final adjudication of the HKSAR shall be vested in the Court of Final Appeal of the HKSAR, which demonstrates that Hong Kong enjoys a high degree of autonomy. The judiciary is independent from the legislature and executive authorities. It exercises judicial power independently, free from any interference. In Hong Kong, the Department of Justice is headed by the Secretary of Justice. The Department of Justice controls criminal prosecutions in the HKSAR. The Courts of Justice in Hong Kong comprise the Court of Final Appeal, the High Court (which includes the Court of Appeal and the Court of First Instance), the District Court (which includes the Family Court), the Lands Tribunal, the Magistrates' Courts (which include the Juvenile Court), the Coroner's Court, the Labour Tribunal, the Small Claims Tribunal, the Competition Tribunal and the Obscene Articles Tribunal. The Chief Justice of the Court of Final Appeal is head of the judiciary. In the trial of a serious criminal offence, the jury expanded by the Court decides whether the accused is guilty or not and a majority vote is required.

Public servants serving in all departments of the HKSAR Government must be permanent residents of the Region, except where otherwise provided for in Article 101 of the Basic Law regarding public servants of foreign nationalities and except for those below a certain rank as prescribed by law. Public servants must be dedicated to their duties and be responsible to the Government of the HKSAR.

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### **Legal System in Hong Kong**

The Basic Law is the constitutional law of the Hong Kong Special Administrative Region (HKSAR). The legal system of the HKSAR is based on the rule of law and the independence of the judiciary. Under the principle of ‘one country, two systems’, the HKSAR legal system, which is different from that of the Mainland, is based on the common law, supplemented by many local laws.

#### **Laws enacted by the HKSAR**

The laws in force in the HKSAR include:

- The Basic Law ;
- National laws listed in Annex III to the Basic Law as applied to the HKSAR;
- Laws, including the common law and the rules of equity, in force before July 1, 1997, except for any part that contravenes the Basic Law;
- Laws enacted by the legislature of the HKSAR.

#### **The Judiciary**

Judicial independence is fundamental to Hong Kong’s legal system. Members of the Judiciary are independent of the executive and legislative branches of the Government. Judges and judicial officers are appointed by the Chief Executive on the recommendation of the Judicial Officers Recommendation Commission. The Commission is an independent statutory body composed of judges, legal professionals and eminent persons from other sectors. The Secretary for Justice is responsible for the conduct of prosecutions in Hong Kong, free from any interference. The functions of the judiciary are as follows:

- The Court of Final Appeal: This is the highest appellate court in Hong Kong. The Court, when sitting, comprises five judges — the Chief Justice, three permanent judges and one non-permanent judge from Hong Kong or another common law jurisdiction.
- The Court of Appeal of the High Court: It hears appeals on civil matters from the Court of First Instance and the District Court, appeals on criminal matters from the Court of First Instance, the District Court and the Magistrates’ Court (some are referred by the Court of First Instance) as well as appeals from the Lands Tribunal, the Competition Tribunal and various

Tribunals and statutory bodies by virtue of the Ordinance. It also makes rulings on questions of law referred by the lower courts.

- The Court of First Instance of the High Court: This court has unlimited jurisdiction in civil and criminal matters. The most serious criminal offences, such as murder, manslaughter, rape, armed robbery, complex commercial frauds and drug offences involving large quantities, are tried by a judge of the Court of First Instance, with a jury of seven or, when a judge so orders, nine.
- The District Court: This court has limited jurisdiction in both civil and criminal matters. In relation to civil actions, the District Court has the jurisdiction over a monetary claim or a recovery action based on contract, quasi-contract, tort, or any enactment which does not exceed \$1 million; a claim for recovery of land or premises where the annual rent or rateable value does not exceed \$240,000; and a claim under equity jurisdiction and where proceedings do not relate to land, the maximum value involved does not exceed \$1 million, and where proceedings do relate to land, the maximum value involved does not exceed \$3 million. In its criminal jurisdiction, the court may try the more serious offences, except murder, manslaughter and rape. The maximum term of imprisonment it may impose is seven years.
- The Magistrates' Courts: These courts exercise criminal jurisdiction over a wide range of offences. Although there is a general limit of two years imprisonment or a fine of \$100,000, certain statutory provisions give Magistrates the power to sentence up to three years imprisonment and to impose a fine up to \$5,000,000.
- The Coroner's Court: This court investigates sudden, unnatural or suspicious deaths occurring in Hong Kong (and deaths occurring outside Hong Kong if the body is brought into Hong Kong).
- The Juvenile Court: This court has jurisdiction to hear charges against children (aged under 14) and young persons (aged between 14 and 16) for any offence other than homicide. Children under 10 are exempted from criminal responsibility. The Juvenile Court also has the power to deal with care and protection cases involving young people aged up to 18.

### **Legal Aid**

Eligible Hong Kong citizens are provided with legal representation from the Legal Aid Department (LAD) depending on their financial circumstances. The Duty Lawyer Scheme provides representation (barristers and solicitors in private practice) to all juveniles (defendants under 16) and to most adult defendants charged in the Magistrates' Courts who cannot afford private representation. The defendants are required to pay a handling charge of \$500 upon granting of Duty Lawyer representation.

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### **Competitiveness in Hong Kong and the Challenges**

Hong Kong has become Asia's world city. This position highlights Hong Kong's major competitive edge. The city is often among the top spots in a number of global rankings of competitiveness, for example:

- In May 2016, Switzerland's International Institute for Management Development released the World Competitiveness Yearbook 2016, providing the rankings of competitiveness of 61 economies. Hong Kong went from second in 2015 to the top spot, followed by Switzerland then the U.S.
- In September 2016, the World Economic Forum published the Global Competitiveness Report 2016-2017, rating the competitiveness of 138 economies. Hong Kong was ranked 9<sup>th</sup> in 2016, with the first place in infrastructure for the seventh consecutive year.
- In February 2017, the Heritage Foundation of the U.S. released the Index of Economic Freedom. The overall rating of Hong Kong in the report was 89.8, which was well above the global average of 60.9 and has increased by 1.2 over the 2016 figure. It was also regarded as the world's freest economy for the 23rd consecutive year.
- In September 2016, Canada's Fraser Institute published the Economic Freedom of the World: 2016 Annual Report. Hong Kong was regarded as the most economically free in the world.
- In October 2016, the World Bank issued the Doing Business 2017. Hong Kong went fourth in the rankings of the ease of doing business, climbing by 1 spot from 2015.

The HKSAR Government has enhanced the competitiveness of Hong Kong in different areas. Post-secondary education provides flexible and diversified pathways with multiple entry and exit points, forming a pool of talent for the future development of Hong Kong. For innovation and technology (I&T), the establishment of the Innovation and Technology Bureau at the end of 2015 provides high-level leadership and policy co-ordination to enhance the competitiveness of Hong Kong in innovation. In addition, the Hong Kong Science and Technology Parks Corporation (HKSTP) set up in May 2001 focuses research and development in areas such as "smart city", "healthy ageing" and "robotics". The HKSTP has incubated more than 400 start-ups to carry out research and development and nurtures talents in innovation and technology. The HKSAR Government also attaches great importance to the diversified development of industries, such as lending support to traditional pillar industries by fostering new growth areas and

exploring new markets. The economic base should be more diversified in order to maintain the competitiveness of Hong Kong.

Hong Kong has always been a highly open city, and the most international city in China. According to the Basic Law, the HKSAR may maintain and develop relations and implement agreements with foreign states, regions and relevant international organisations on its own in the appropriate fields, including economic, trade, financial and monetary, shipping, communications, tourism, cultural and sports sectors. This allows Hong Kong to enjoy dual advantages under the “one country, two systems” policy. In addition, Hong Kong aims at nurturing students to become “bilingual and trilingual”. English is widely used in both the government and the community, and Hong Kong is the society in the world where both Chinese and English are most widely used. All the above factors are conducive to enhancing the competitiveness of Hong Kong.

On the other hand, Hong Kong is coping with both internal and external challenges. Internally, two major factors are restraining Hong Kong’s competitiveness. First, Hong Kong has a shortage of land for development, which hinders the territory’s economic growth. High property prices and rents also affect lives of Hong Kong people. Second, there is an ageing population. Labour force is set to drop after its peak in 2018, which may result in upward pressure on labour costs. Industrial and commercial sectors are hoping that the crunch can be eased by labour import, but workers are of opinion that this move should be carefully considered and handled. From the outside, many Mainland cities are getting close to Hong Kong from behind in terms of competitiveness. According to the Chinese Academy of Social science’s report of competitiveness of Chinese cities, for example, Hong Kong still has a much greater edge over Mainland cities in terms of sustainable competitiveness, while Hong Kong remained top in overall competitiveness for 12 consecutive years, it has been surpassed by Shenzhen for two years since 2015, dropping to the second place. In addition, Shenzhen’s 2016 GDP exceeded HK\$2.2 trillion, very close to Hong Kong’s HK\$2.5 trillion. As for Hong Kong’s contribution to China’s economy, Hong Kong’s GDP accounted for 30% of China’s in 1980, as compared to 3% in 2015. This shows that since China’s reform and opening-up, the country has seen a rapid economic growth and Hong Kong has contributed much less in percentage. Therefore, Hong Kong needs to be more competitive in various areas.

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## **Public Finance and Economic Development in Hong Kong**

### **1. Public Finance in Hong Kong**

The principles underlying the Hong Kong Special Administrative Region (HKSAR) Government's management of public finances are enshrined in the Basic Law, which stipulates that –

- HKSAR shall have independent finances, and shall use its revenues exclusively for its own purposes.
- HKSAR shall practise an independent taxation system, taking the low tax policy previously pursued in Hong Kong as reference.
- HKSAR shall follow the principle of keeping expenditure within the limits of revenues in drawing up the budget, and strive to achieve a fiscal balance, avoid deficits and keep the budget commensurate with the growth rate of the Gross Domestic Product.
- The Legislative Council of HKSAR shall exercise the power to approve taxation and public expenditure.

The HKSAR Government implements these constitutional provisions by maintaining a low and simple tax regime, and exercising fiscal prudence. In compliance with the Public Finance Ordinance (PFO), the Financial Secretary submits to the Legislative Council an annual set of estimates of revenue and expenditure. A government department can only incur expenditure up to the amounts stated in the expenditure estimates and for the purposes approved by the Legislative Council. If during the financial year a department needs to change the expenditure estimates and spend more money, it must obtain authorisation from the Legislative Council or authorities with delegated powers.

According to the 2017-18 budget, the Government's revenue is estimated to be \$507.7 billion with expenditure of \$491.4 billion. The Government expects fiscal reserves of \$935.7 billion by the end of March 2017. The majority of government revenue comes from profits tax, followed by income from land sales, salaries tax and duty. Public spending on infrastructure costs the most, followed by education, health and social welfare.

### **2017-18 Government Revenue and Expenditure Estimates**



## **2. Economic Activities and Development Trends**

The service sector takes up most of the economic activities in Hong Kong and over 90% of the GDP. The four pillar industries are trading and logistics (accounting for 22.2% of the 2015 GDP), financial services (17.6%), professional and producer services (12.4%), and tourism (5.0%). Moreover, Hong Kong strives to promote industries with clear advantages and emerging industries, such as innovation and technology as well as cultural and creative industries. In 2015, the two industries represented 0.7% and 4.7% of the GDP respectively.

Hong Kong's economy maintained a moderate growth in 2016, with a 1.9% real growth in GDP, lower than 2.4% in 2015 and 2.9% in the previous decade. Figures from the International Monetary Fund show that Luxembourg had the world's highest GDP per capita in 2015, which was about US\$103,000, whereas Hong Kong stood at the 19<sup>th</sup> spot with approximately US\$42,000.

### **Major Economic Indicators (2014-2016)**

Economic indicator	Year	2014	2015	2016
GDP (US billion dollars)		291.5	309.4	320.7
Per capita GDP (US dollars)		40,300	42,400	43,700
Real GDP growth (%)		+2.8	+2.4	+1.9
Changes in the Composite Consumer Price Index (CCPI) (%)		+4.4	+3.0	+2.4
Unemployment rate (%)		3.3	3.3	3.4
Growth in tourist arrivals (%)		+12.0	-2.5	-4.5

Hong Kong has seen a moderate economic growth in recent years mostly due to the sluggish global economy and significant volatility in the financial market,

dragging down export in Asia. The number of visitors to Hong Kong also dropped, affecting the performance of retail sales. To boost Hong Kong's economy, the four pillar industries must capitalise on the advantage of "one country, two systems" (e.g. the financial sector striving to strengthen Hong Kong's position as an offshore RMB centre; professional service companies and practitioners developing their businesses in the Mainland through CEPA) while taking opportunities presented by globalisation. Priority and emerging industries, especially innovation and technology, are also the focus of development. Innovation and technology can help to diversify Hong Kong's economic development, make life safer, more comfortable and more convenient, and help Hong Kong become a smart city. In recent years, the government has promoted science, technology, engineering and mathematics (STEM) education to help students develop creative thinking that will meet the global economic, scientific and technological needs, and allow Hong Kong to remain competitive.

### 3. Statistics on the Median Monthly Domestic Household Income

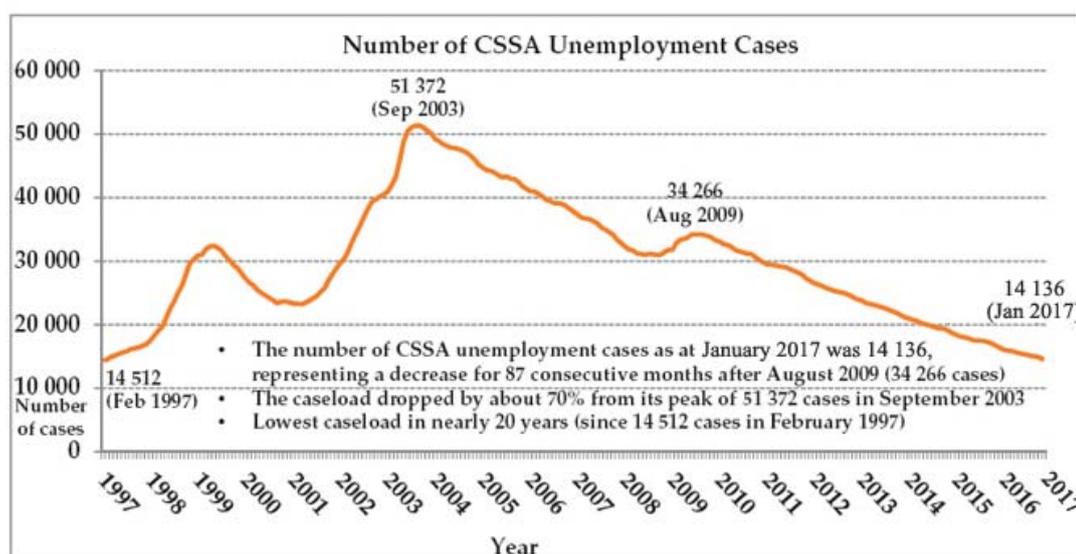
According to the 2016 Population By-census, the median monthly income of domestic households was \$25,000 in 2016, an increase of 44.9% from 2006 and 22.0% from 2011. After discounting the effect of inflation, the median monthly income of households grew approximately 6% over the past 10 years and 3% over the past five years in real terms respectively. The table below shows the median monthly income of domestic households by geographical region according to the 2016 Population By-census findings.

Ranking	District	Median monthly domestic household income (HK dollars)
1	Wan Chai	37,750
2	Central and Western	36,000
3	Sai Kung	32,470
4	Southern	30,000
5	Eastern	29,830
6	Tsuen Wan	28,800
7	Islands	27,700
8	Sha Tin	27,180
9	Tai Po	27,000
10	Kowloon City	25,500
11	Yau Tsim Mong	23,500

12	Yuen Long	23,000
13	Wong Tai Sin	22,000
13	Tuen Mun	22,000
15	Kwai Tsing	21,600
16	North	21,500
17	Kwun Tong	20,160
18	Sham Shui Po	20,000

#### 4. Unemployment Rate and Cases of CAAS for the Unemployed in Hong Kong

Over the past few years there has been full employment in Hong Kong's labour market. Most industries have seen a rise in the number of employed people, whereas salaries and income have improved in general. Hong Kong's unemployment rate stood at a low level of 3.4% in 2016. Moreover, Hong Kong people's inherent spirit of self-reliance can be reflected by the decreased number of CSSA unemployment cases. In January 2017, the number of CSSA unemployment cases was 14,136, a decrease for the 89<sup>th</sup> month in a row since August 2009 and a fall of over 70% from the peak in September 2003 (51,372). This is a new low in nearly 20 years (since February 1997) (refer to the diagram below).



#### 5. Trade Relations of Hong Kong

Hong Kong is a free port which pursues a free trade policy and does not maintain barriers on trade. No tariff is charged on the import or export of goods.

The licensing procedures are as simplified as possible. Hong Kong is a founding member of the World Trade Organization (WTO). From 1 July 1997, Hong Kong has continued its independent membership after return to China in 1997 using the name “Hong Kong, China”. Hong Kong has entered into the Free Trade Agreements with New Zealand, the European Free Trade Association (formed by Iceland, Liechtenstein, Norway and Switzerland) and Chile, and signed the Investment Promotion and Protection Agreements with 19 economies. Hong Kong continues to negotiate with several countries on free trade and investment agreements. In addition, it has entered into Comprehensive Double Taxation Agreements/Arrangement with about 30 jurisdictions and is negotiating with 13 countries/regions in this regard.

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## Demographic Trends in Hong Kong

### 1. Population

Between 1961 and 2016, the population of Hong Kong increased from 3.13 million to 7.34 million, an increase of 4.21 million. From 1961 to 1981, the population rose more rapidly because of a higher fertility rate. Every 1,000 women gave birth to 2,100 babies on average, which is over the replacement level<sup>1</sup>. At the same time, many Chinese mainlanders came to Hong Kong before the cancellation of the Touch Base Policy<sup>2</sup>. From the mid-1980s to the early 1990s, there was a slower population growth year-on-year due to a large number of Hong Kong emigrants. In the middle to late 1990s, some of the early emigrants returned, and as the one-way permit quota increased to 150 per day in 1995, there were more one-way permit holders coming to Hong Kong. The population growth went up again. Since 2001, the fertility rate has turned low at 900 to 1,300, so the population growth has slowed to less than 1% a year.

#### Population and Average Annual Growth Rate (1961 – 2016)

Year	Population	Average annual growth rate over the past 5 years (%)
1961	3,129,648	No data
1966	3,708,920	3.2
1971	3,936,630	1.3
1976	4,402,990	2.1
1981	5,109,812	3.3
1986	5,495,488	1.5
1991	5,674,114	0.6
1996	6,412,937	1.8
2001	6,708,389	0.9
2006	6,864,346	0.4
2011	7,071,576	0.6
2016	7,336,585	0.7

Source: Findings of Population Census and Population By-census

<sup>1</sup> Replacement level refers to the number of children 1 000 women needs to produce for a population to replace itself. Each woman would produce an average of one daughter, who may be said to “replace” her mother in the population. A total fertility rate of 2 100 per 1 000 women is considered to correspond to the replacement level, allowing for such factors as sex differential at birth and infant and childhood mortality.

<sup>2</sup> The Touch Base Policy was adopted from November 1974 to October 1980. Immigrants from the Mainland who reached the urban areas and met their relatives were permitted to stay in Hong Kong. Those who were intercepted in the Closed Area would be repatriated back to the Mainland immediately.

**2. Age Structure**

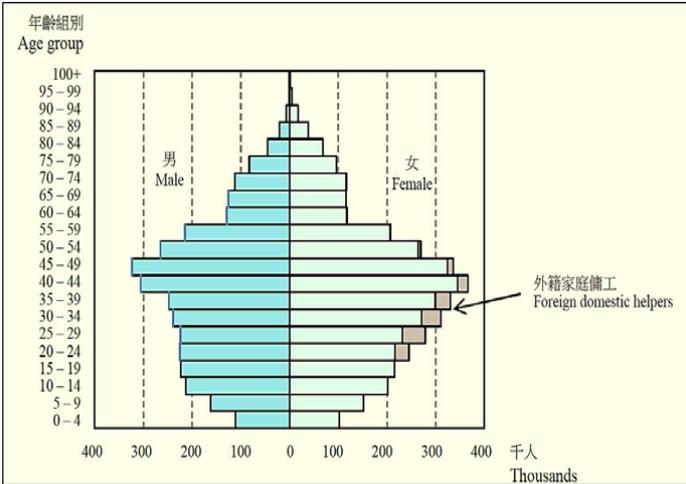
Population ageing has been continuing, at a significantly faster rate over a recent decade (2006 to 2016). The main reason is that the local baby boomers and those who came from the Mainland before the cancellation of the Touch Base Policy begin to age. Excluding foreign domestic helpers, the percentage of the population aged 65 and above increased from 13% of the total in 2006 to 17% in 2016. Projections show that the figure will go further up to 25% in 2026, that is, a jump of eight percentage points in the next 10 years, as against four in the past decade. 30 years later in 2046, one out of three Hong Kong people will be elderly. The median age of the population will also increase from 44.3 in 2016 to 52.9 in 2046.

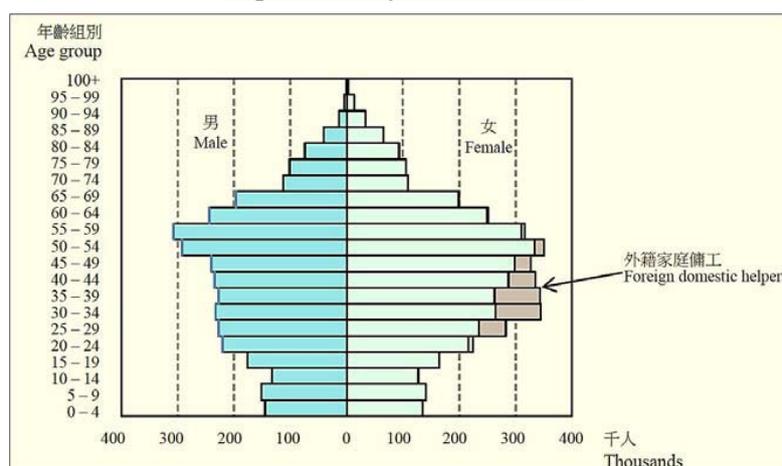
There will be a big number of elderly people aged 65 and above, reaching 2.36 million in 2036 and doubling 2016’s 1.16 million. The problem of ageing population persists. The number of elderly people will continue to exceed 2.3 million for at least 30 years.

In addition, as the birth rate decreased, the proportion of children aged under 15 dropped from 23% in 1986 to 12% in 2016. According to projections, this figure will go further down to 9% in 2064.

A population pyramid can clearly show changes in the population structure in terms of sex and age. Hong Kong’s 1986 population pyramid remained normal with a broad base and narrow top. The ageing population kept moving the broad central part upwards. The shape turned into a rugby ball in 2016.

Population Pyramid in 1986



**Population Pyramid in 2016**

The ageing population can also be reflected by dependency ratio. The figure in 2016 was 231 elderly people to every working age population (aged 15 to 64) of 1,000. This ratio is expected to increase to 585 in 2046 and 658 in 2064. The ageing population will increase the demand for medical services and social welfare significantly. This is not only the result of a sharp growth in elderly population but also the outcome of a longer period of elderly support and services due to a longer life expectancy. According to the Poverty Alleviation and Retirement Protection – Progress and Vision released by the government in January 2017, the government recurrent expenditure on elderly people (excluding public housing) is approximately \$65.8 billion for 2016-17, representing around 20% of the total government recurrent expenditure. The government expects its spending on elderly people in 2064 to be two to four times the current level, if adjusted for elderly population growth and discounted by inflation factors given the unchanged level of services.

**Percentage of Population of Different Age Groups, Medium Age and Dependency Ratio, 1986 - 2064 (excluding foreign domestic helpers)**

Year	Population figures				Population projections				
	1986	1996	2006	2016	2026	2036	2046	2056	2064
Percentage of Population by Age Group									
0-14	23%	19%	14%	12%	12%	10%	9%	10%	9%
15-64	69%	71%	73%	72%	63%	59%	57%	55%	55%
Above 65	8%	10%	13%	17%	25%	31%	33%	35%	36%
Medium age	28.6	34.3	40.1	44.3	47.6	50.5	52.9	52.9	53.5
Dependency ratio*									
Child dependency ratio	336	266	192	165	189	171	165	179	173

Elderly dependency ratio	110	146	175	231	389	524	585	642	658
Overall dependency ratio	446	412	367	397	577	694	751	820	831

\* Child dependency ratio refers to the number of persons aged under 15 per 1 000 persons aged between 15 and 64.

Elderly dependency ratio refers to the number of persons aged 65 and over per 1 000 persons aged between 15 and 64.

Overall dependency ratio refers to the number of persons aged under 15 and those aged 65 and over per 1 000 persons aged between 15 and 64.

Over the past 30 years, Hong Kong has recorded an average economic growth of 4.1%, of which 1.3% is from workforce growth, so an insufficient workforce will lead to a sluggish economy. In addition to locally born babies, one-way permit holding Mainlanders coming to Hong Kong every day will continue to be another major source of population growth. In 2016, for example, the median age of people entering Hong Kong through the One-way Permit Scheme was 32, much lower than that of the total population of 44. Their education level also improved, with 88% of the newcomers aged 15 and above completing at least secondary education. This shows that these newcomers are invaluable human resources which can ease Hong Kong's labour crunch.

In response to the ageing population challenge, the government has introduced a number of measures, including extending the retirement age, encouraging women and elderly people to return to the workforce, better fostering local talents in line with economic development, attracting foreign talents, establishing elderly-friendly communities and improving retirement protection. The challenge comes with opportunities. The new generation of elderly people is more educated and physically stronger. They can continue to contribute to the society in other roles after retirement. With higher financial capability, these people are bringing massive opportunities to the "silver hair" market as well.

### 3. Sex Ratio

The sex ratio (i.e. the number of males per 1 000 females) of the population shows a declining trend. The sex ratio fell noticeably from 1,057 in 1986 to 852 in 2016. There will be variations in the sex ratio by age group. Females outnumbered males aged between 25 and 44. This is attributed to the large inflow of female one-way permit holders from the Mainland joining their husbands in Hong Kong and the importation of a large number of female foreign domestic helpers. In the age

group of 0-14 years, the number of males slightly exceeds females, and is related to a biological phenomenon in that there are more male births than female births. The birth statistics of Hong Kong indicate a consistently moderate rise in baby boys over baby girls. From 1986 to 2016, the annual average sex ratio of babies was 1,093.

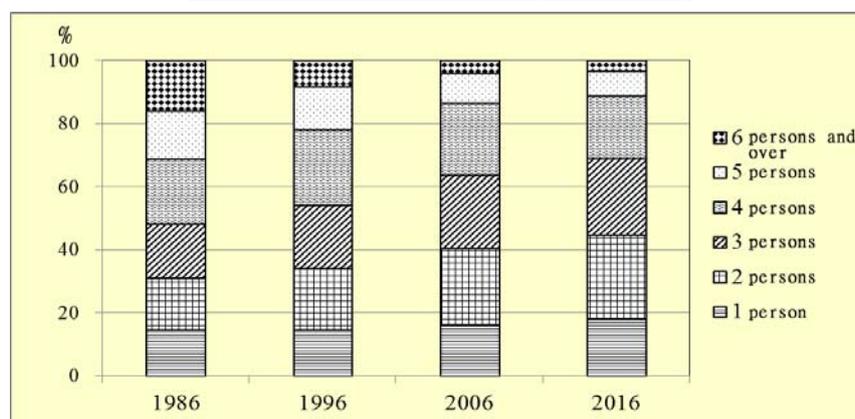
The sex ratio of the population aged 65 and above in 2016 was 876, much lower than 1,000. This was related to the significantly shorter life expectancy of men than women. In 2016, the male life expectancy at birth was 81.3 years, as against 87.3 years for the female. Compared to the figures for 1986, which were 74.1 years and 79.4 years respectively, Hong Kong people tend to live longer in general.

#### 4. Domestic Household Size

The number of Hong Kong domestic households increased from 1.45 million in 1986 to 2.51 million in 2016. According to projections, the figure will further rise to 2.92 million in 2046. In the 30 years between 2016 and 2046, the cumulative increase in the number of domestic households is expected to be approximately 410,000. The average annual growth rate will be 0.5%.

On the other hand, the domestic household size continues to decrease. The average number of people per household fell from 3.7 in 1986 to 3.0 in 2006 and 2.8 in 2016. The proportion of households with one to two members grew from 31.1% in 1986 to 44.8% in 2016. On the contrary, the proportion of households with six members and more dropped from 16.0% in 1986 to 3.3% in 2016 (see the graph below). There are many factors for such decrease, such as more people staying single, a lower fertility rate, children moving away from their parents during adulthood and an ageing population.

Domestic Household Size (1986-2016)



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## **Education and Public Housing in Hong Kong**

### **1. Education in Hong Kong**

The Education Bureau formulates, develops and reviews educational policies from pre-primary to tertiary level, and oversees the effective implementation of educational programmes. The Bureau also monitors the services provided by the University Grants Committee, the Student Financial Assistance Agency, the Hong Kong Examinations and Assessment Authority, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the Vocational Training Council.

Since 1978, the Government has offered 9-year free and universal basic education through public sector primary and secondary schools. From the 2008/09 school year, free education in public secondary schools was extended to senior secondary forms, offering 12-year free education. Full subvention has been provided for full-time courses run by the Vocational Training Council (VTC) for Secondary 3 school leavers. The new academic structure (NAS) has been fully implemented, and the Hong Kong Diploma of Secondary Education (HKDSE) continues to gain international recognition. As of December 2016, over 250 overseas institutions have recognised the HKDSE qualification. The educational level of the Hong Kong population continues to improve. The share of the population with only primary school education or below dropped from 29% in 2001 to 19.1% in 2015, while the percentage of people with tertiary education increased from about 16% in 2001 to 30.4% in 2015.

### **2. Public Housing in Hong Kong**

Housing policy in Hong Kong is currently formulated, co-ordinated and monitored by the Secretary for Transport and Housing. The Housing Department supports the Transport and Housing Bureau in dealing with all housing-related policies and matters. The Hong Kong Housing Authority (HA) is a statutory body established in 1973 responsible for implementing the majority of Hong Kong's public housing programmes.

The provision of assistance to those with genuine housing needs has always been the heart of the Government's housing policy. According to the Government's projection, the housing supply target for the decade from 2017-18 is 460 000 units,

including 200,000 public rental housing (PRH) units and 80,000 subsidised sale flats. According to the figures released by the Census and Statistics Department in the fourth quarter of 2016, about 768,700 households (about 31% of the total households) lived in public rental housing flats, which ranks among the highest in the world. However, Hong Kong's average living space per capita is smaller than 20 square metres, a figure much lower than Singapore, South Korea, Japan and other densely populated developed economies in Asia.

In December 2016, the rent of PRH units was from HK\$346 to HK\$4,690 per month and the average rent was \$1,880, including rates, management fees and maintenance expenses. As stipulated in the Housing Ordinance, the HA is required to conduct a rent review every two years and adjust PRH rent upwards or downwards in accordance with the changes in the overall household income of PRH tenants as reflected by changes in the income index. This mechanism provides a framework that matches rental adjustments to changes in overall PRH household income, reflects tenants' affordability and contributes to the sustainability of Hong Kong's public housing programme.

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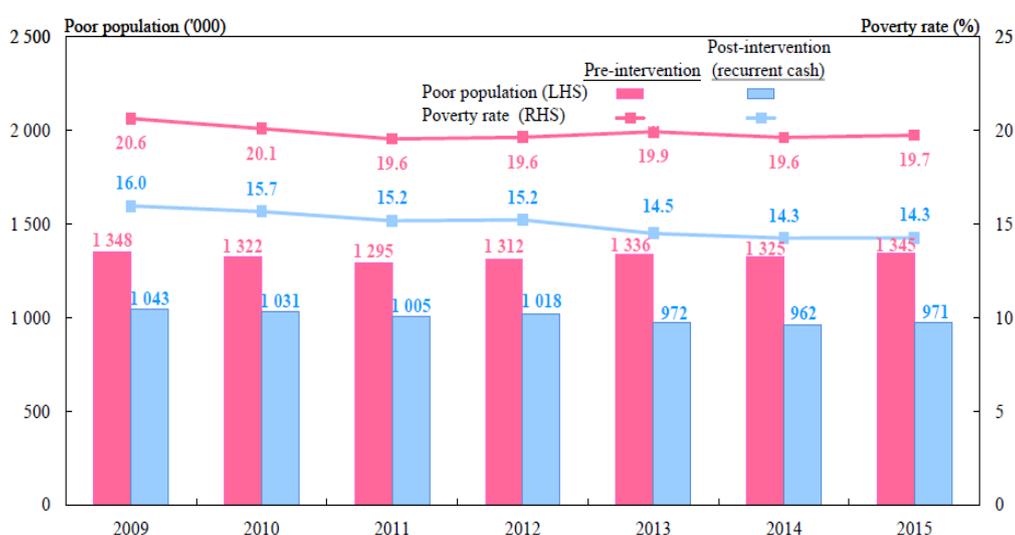
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### **The Poverty Situation in Hong Kong and Government's Work on Poverty Alleviation, Elderly Care and Helping Vulnerable Groups**

The philosophy of poverty alleviation in Hong Kong aims to encourage people capable of working to become self-reliant through employment, while putting in place a reasonable and sustainable social security and welfare system to help those who cannot provide for themselves.

To alleviate poverty, the government must understand Hong Kong's poverty patterns and causes. In September 2013, the government announced its first official poverty line to study poverty through objective and quantitative analysis, develop poverty relief policies and review their effect. The poverty line is set making use of the relative poverty concept, drawn at 50% of the median income before policy intervention (before tax and welfare transfers) by household size. Any household whose income is lower than the poverty line is defined as a poor household, and the people in a poor household are included in the poor population. Hong Kong's poverty has improved in recent years. The poverty line analysis shows that after the recurrent cash policy intervention, including recurrent cash items such as Comprehensive Social Security Assistance, Old Age Living Allowance, Disability Allowance and School Textbook Assistance, Hong Kong recorded a poor population of 970,000 in 2015, lower than one million for three consecutive years. It was a cumulative decrease of more than 70,000 compared to the poor population in 2009 after policy intervention. The poverty rate was 14.3% in 2015, down 1.7 percentage points compared to that in 2009. It was a record low for the past seven years.

#### **Poor Population and Poverty Rate (2009-2015)**



Poverty relief efforts in Hong Kong are put through the collaboration between the government, the general public, social enterprises, the welfare service industry and the commercial sector. Through various cash allowance schemes, the government focuses its resources on helping those in need, taking care of their basic needs and supporting them move “from being helped to helping themselves”. The grassroots can be benefited from public housing, public medical services and free education. Public housing is the most effective measure among all. The 2015 poverty line analysis shows that public housing helped more than 270,000 people out of poverty and lowered the poverty rate by 3.9 percentage points.

The government offers cash allowances to the needy primarily through publicly-funded social security schemes. The Social Welfare Department manages various social security schemes, including Comprehensive Social Security Assistance (CSSA) Scheme, Old Age Allowance under the Social Security Allowance Scheme (including Guangdong Scheme), Disability Allowance and Old Age Living Allowance. The objective of the CSSA Scheme is to provide a safety net of last resort to families that cannot support themselves financially owing to old age, sickness, disability, single-parenthood, unemployment, low earnings, etc. so as to help them meet their basic needs. The 2015 poverty line analysis shows that CSSA helped approximately 200,000 people out of poverty and lowered the poverty rate by 2.8 percentage points. As at the end of January 2017, the number of CSSA cases dropped for 70 months in a row to 236,530 (347,491 recipients), a new low since the end of 2001. The number of cases of low-earnings also decreased for 95 consecutive months to 5,203, a new low since the mid-1998. This shows that Hong Kong people still value the spirit of self-reliance.

Apart from CSSA, the elderly can also apply for Old Age Living Allowance and Old Age Allowance based on their needs. The Old Age Allowance and Disability Allowance do not require financial assessment. Both of them aim to provide a monthly allowance to those who are 70 years of age or above or those who are severely disabled to meet special needs arising from disability or old age. The Old Age Living Allowance, which requires financial assessment, provides a monthly allowance to supplement the living expenses of elderly people aged 65 or above. As at the end of December 2016, there was a total of 1.18 million recipients of the said social security schemes. About 860,000 recipients were elderly people aged 65 or above (accounting for about 70% of the elderly population). According to the 2015 poverty line analysis, the Old Age Living Allowance helped about 120,000 elderly people out of poverty and lowered the poverty rate by 1.7

percentage points. To take care of elderly medical and social welfare needs, the government provides public medical services which are heavily subsidised. It also provides Elderly Health Care Vouchers with a total value of \$2,000 a year. Frail elderly people who need long-term care are provided with a range of community care and residential care services. In addition, the government promotes the message of “promoting active ageing for the elderly” and encourages the elderly to participate in community activities through the Government Public Transport Fare Concession Scheme for Elderly and Eligible Persons with Disabilities.

To let the elderly age well, it is important to improve retirement protection. The 2017 Policy Address proposed various measures, including enhancing the Old Age Living Allowance, lowering the eligibility age for the Elderly Health Care Vouchers from 70 to 65, gradually abolishing the MPF offsetting mechanism and introducing public pension schemes. The aim is to strengthen the multiple pillars of retirement protection while taking care of financial, medical and other needs of the elderly on different aspects.

As for children and adolescents, reducing intergenerational poverty is a focus of the government. Established in 2008, the Child Development Fund is the collaboration among the public, the business sector and the government to foster the long-term development of children from a disadvantaged background, with a view to alleviating intergenerational poverty. As at April 2017, more than 13,000 youngsters benefited from the fund. Moreover, the government launched the low-income Working Family Allowance in May 2016 to encourage self-reliance of low-income working families through employment. Any applicant who works at least 144 hours per month and meets the limits of household income and assets is entitled to the monthly Basic Allowance of \$600 (full-rate) or \$300 (half-rate). If the working hour threshold of 192 hours is met, the applicant can receive the monthly Higher Allowance of \$1,000 (full-rate) or \$500 (half-rate). In addition, each child of the eligible family can receive the monthly Child Allowance of \$800 (full-rate) or \$400 (half-rate), easing intergenerational poverty.

Ethnic minorities, disabled people, children with special needs, single-parent families and new arrivals to Hong Kong need care of the society. The government provides special support to these groups, e.g. the government introduced the Chinese Language Curriculum Second Language Learning Framework at primary and secondary schools two years ago to support non-Chinese speaking students to learn Chinese at a young age. The government also encourages employers to hire

disabled people with enhanced support to promote disability employment. The Pilot Scheme on On-site Pre-school Rehabilitation Services is in place to provide support for children with special needs during their prime treatment period. Through the Community Care Fund, the government implements a number of flexible assistance programmes and pilot schemes that can effectively plug gaps in the existing system, offering specific support to those who are financially troubled but not able to access the safety net effectively.

For the financial year 2017-18, the budget for social welfare is \$80.5 billion, a significant increase compared to \$45.9 billion for 2012-13. This shows that the government has been determined to improve the lives of the grassroots over the past few years. As the society in Hong Kong is ageing, the expenditure on social welfare will continue to rise. To ensure financial sustainability, the government will adhere to the principle of “spending where appropriate”, providing support in particular for those in need and maximising the use of public resources to alleviate poverty.

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### **Heritage Conservation in Hong Kong**

The Government has adopted relevant, appropriate and sustainable approaches to guide the heritage conservation work. In recent years, public awareness of conservation has improved considerably, and the public is particularly concerned about the demolition of or alterations to historic buildings. This has also prompted the Government to protect, conserve or revitalise historical and heritage buildings and sites. In implementing this policy, due regard is given to developmental needs in the public interest, respect for private property rights, budgetary considerations, cross-sector collaboration and the active engagement of stakeholders and the general public, such as implementing the “Revitalising Historic Buildings Through Partnership Scheme” for Government-owned historic buildings (started in 2008, with batch V of the Scheme launched in 2016), providing economic incentives for the preservation of privately-owned historic buildings, facilitating the maintenance of privately-owned and graded historic buildings, setting up a Commissioner for Heritage’s Office and taking forward heritage conservation and revitalisation projects. In January 2016, the Government announced that HK\$500 million would be earmarked to implement the recommendations of the Antiquities Advisory Board in its review of the built heritage conservation policy to establish a dedicated fund for the conservation of built heritage. The fund will provide subsidies for public education, community involvement and publicity activities and academic research. The fund will also cover some existing government initiatives and activities relating to built heritage conservation.

With regards to the safeguarding of intangible cultural heritage (ICH), the first Hong Kong ICH inventory, containing 480 items, was announced in June 2014 and the relevant information was uploaded to the online Hong Kong ICH Database. The ICH Centre at the Sam Tung Uk Museum, Tsuen Wan was open in June 2016 and it organises related exhibitions and educational activities on a regular basis. As a result of the three applications submitted by the HKSAR Government to the Ministry of Culture of China, ten local ICH items of high cultural value were successfully inscribed onto the national list of ICH, thereby confirming their historical and cultural value. The ten items include Cantonese opera, herbal tea, the Cheung Chau Jiao Festival, the Yu Lan Ghost Festival of the Hong Kong Chiu Chow community and the Tai Hang fire dragon dance, etc. Cantonese opera has even become a world ICH item in 2009. The Government is dedicated to the preservation, promotion and development of Cantonese Opera, including the development of a new wing at the Ko Shan Theatre in 2014 for performance, training and practicing of Cantonese Opera.

Various organisations and members of the public have endeavored to promote and educate the public about the preservation of various cultural heritages. For example, the Hong Kong Academy for Performing Arts has launched the world's first bachelor degree course in Cantonese opera in the 2013/14 school year. The Hong Kong Arts Development Council (HKADC) has continuously subsidised the courses of the Cantonese Opera Academy of Hong Kong. Some agencies and organizations have established cultural platforms, organized a diverse range of "community guided tours", making the public exposed to different community feelings and helping them raise awareness of the local culture through activities. Members of the public have access to conservation information in different ways including the mass media, and participate in the conservation activities, seeking to retain more historical buildings and heritage that carry historical value.

## Sources:

1. "LCQ2: Intangible Cultural Heritage", 2 December 2015, *Press Release of the HKSAR Government*. Retrieved from <http://www.info.gov.hk/gia/general/201512/02/P201512020364.htm>
2. "保育新使命", 13 April 2015, *Sing Tao Daily*.
3. "Chapter 19: Recreation, Sport, Culture and the Arts Religion and Custom" *Hong Kong Yearbook (2014)*. Retrieved from <http://www.yearbook.gov.hk/2014/en/index.html>.
4. "精耕細作--本土文化：盤點與前瞻", 1 December 2012, *Hong Kong Economic Journal Monthly*.
5. "粵港攜手保育文化 塑造提升軟實力", 18 October 2010, *Wen Wei Po*.

### **Assessment of Press Freedom in Hong Kong**

Reporters Without Borders released the World Press Freedom Index in April 2016. Hong Kong climbed one place to 69<sup>th</sup> among 180 countries and regions. The Index is compiled and published by Reporters Without Borders and it ranks the performance of countries according to a range of criteria that include media pluralism and independence, respect for the safety and freedom of journalists, and the institutional and infrastructural environment in which the media operate. The table below shows the ranking of Hong Kong since 2006.

#### **World Press Freedom Index Ranking of Hong Kong**

Year	Ranking of Hong Kong / Number of countries and regions
2006	58 / 161
2007	61 / 164
2008	51 / 168
2009	48 / 170
2010	34 / 173
2011	No data
2012	58 / 178
2013	58 / 178
2014	61 / 180
2015	70 / 180
2016	69 / 180

There are views that the survey has reference value, and can serve as an indicator to the Government and members of the public of changes in the degree of press freedom. However, Hong Kong still safeguards and attaches great importance to freedom of the press. Article 27 in Chapter 3 of the Basic Law also states that Hong Kong residents shall have freedom of speech, of the press and of publication. The Government is also committed to providing a suitable and relaxing environment for the journalism to develop freely with minimal regulation. On the other hand, journalists should also uphold their standards of professional conduct, always seeking to tell the truth to the audience.

Sources:

1. “全球新聞自由度降”, 12 April 2016, *Hong Kong Economic Journal*.
2. Reporters Without Borders. *2015 World Press Freedom Index*. Retrieved from <http://index.rsf.org/#/>

3. Security Bureau and Constitutional and Mainland Affairs Bureau. (May 2014).  
“Motion on “The incident of attack on Mr. Kevin LAU Chun-to, the former chief editor of Ming Pao Daily News” for the Legislative Council meeting of 19 March 2014”. Hong Kong: Legislative Council of the HKSAR. Retrieved from  
<http://www.legco.gov.hk/yr13-14/english/counmtg/motion/cm0319-m5-prpt-e.pdf>

### **The Independent Commission Against Corruption (ICAC)**

The Independent Commission Against Corruption (ICAC) is an independent organization established on 15 February 1974, to tackle corruption, with the enactment of the Independent Commission Against Corruption Ordinance. The ICAC is committed to fighting corruption through a three-pronged strategy of effective law enforcement, prevention and education to maintain Hong Kong as a fair and just society.

The Commission is independent of the civil service and is headed by a Commissioner who is answerable directly to the Chief Executive of the Hong Kong Special Administrative Region. The ICAC comprises three functional departments: Operations, Corruption Prevention and Community Relations.

- The Operations Department is the investigative arm of the Commission. The department is responsible for receiving, considering and investigating reports of alleged offences under the Prevention of Bribery Ordinance, the Independent Commission Against Corruption Ordinance and the Elections (Corrupt and Illegal Conduct) Ordinance.
- The Corruption Prevention Department conducts detailed studies of practices and procedures of public sector organisations, and assists them in the effective implementation of corruption prevention measures. Corruption prevention advice is available to the private sector upon request. The Commissioner is also required by law to provide corruption prevention assistance on request to any member of the public.
- The Community Relations Department disseminates anti-corruption messages across the social spectrum through the mass and new media, educates the public against the evils of corruption, and enlists support in the fight against corruption. To promote ethical business practices with a view to sustaining a level-playing field in Hong Kong, the department conducts talks and seminars for business organisations of different trades and professions. Promoting the moral development of teenagers is also one of the important tasks of the department. Activities were organised for the younger generation, such as organising the “iTeen Leaders” programme for senior secondary students, the ICAC Ambassador Programme and producing books and short videos for parents and children. Besides, the department has launched education and publicity programme for elections, including briefings, production of information booklets and guidelines as well as the provision of an election enquiry hotlines service.

Sources:

1. “Hong Kong: The Facts: ICAC”. The web page of GovHK. Retrieved from <http://www.gov.hk/en/about/abouthk/factsheets/docs/icac.pdf>
2. The official website of ICAC. Retrieved from <http://www.icac.org.hk>

### **Equal Opportunities Commission (EOC)**

The Equal Opportunities Commission (EOC) is an independent statutory body set up in 1996 to implement anti-discrimination ordinances, including the Sex Discrimination Ordinance (SDO), the Disability Discrimination Ordinance (DDO), the Family Status Discrimination Ordinance (FSDO) and the Race Discrimination Ordinance (RDO). The work of the EOC includes investigation and conciliation, education and promotion, research, review of legislation and issuing codes of practice and guidelines:

- **Investigation and Conciliation:** The EOC investigates complaints lodged under the four ordinances and encourages conciliation between the parties in dispute. Where conciliation fails, a complainant may apply to the EOC for other forms of assistance including legal assistance. The EOC also initiates formal investigation into discriminatory practices where appropriate.
- **Education and Promotion:** The EOC is committed to promoting the concept of equal opportunities through education and promotion. The EOC builds partnerships with governmental and non-governmental organisations in working towards the elimination of discrimination. In order to encourage community participation, the EOC also assists community groups in organizing their own activities to promote equal opportunities. Calendar and tailor-made training programmes are conducted to raise awareness of discrimination and harassment within organisations and government departments.
- **Research:** The EOC commissions various research studies and baseline surveys to examine why discrimination takes place, the overall attitudes and perceptions of equal opportunities within the community. These research studies help the EOC to develop its strategy, to monitor any attitude changes and to provide benchmarks for future studies.
- **Review of Relevant Legislation and Issuing Codes of Practice and Guidelines:** The EOC keeps under review the anti-discrimination ordinances and submits proposals for amendments to the Government as it thinks fit. For example, the EOC launched a public consultation of over three months on the discrimination law review in July 2014, with a view

to modernising the anti-discrimination ordinances and enhancing their protection for the public. The EOC also issues codes of practice under the ordinances and other guidelines. The Codes of Practice on Employment are issued to assist employers and employees in understanding their responsibilities under the ordinances and to provide practical guidelines to management on procedures and practices that can help prevent discrimination and other unlawful acts in the workplace.

Sources:

1. “Hong Kong: The Facts: Equal Opportunities Commission”. The web page of GovHK. Retrieved from <http://www.gov.hk/en/about/abouthk/factsheets/docs/eoc.pdf>
2. The official website of Equal Opportunities Commission. Retrieved from <http://www.eoc.org.hk>

## **Part III: Learning and Teaching Exemplars**

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

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

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

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

**Senior Secondary Liberal Studies**  
**“Hong Kong Today” Module**  
**Learning and Teaching Exemplar (1)**

**Understanding “One Country,  
Two Systems”  
and the Basic Law**

## A. Basic information of the exemplar

<b>Topic</b>	Understanding “One Country, Two Systems” and the Basic Law
<b>Relevant modules, themes and issues for enquiry</b>	<p><b>Leading</b> Module 2: Hong Kong Today; Theme 2: Rule of law and socio-political participation</p> <ul style="list-style-type: none"> <li>● What factors determine the level and form of socio-political participation by Hong Kong residents? What is the significance of their participation? Why do they have different demands? What is the impact of their demands?</li> <li>● In what ways does the rule of law protect rights and promote the observance of responsibilities among Hong Kong residents?</li> </ul>
	<p><b>Related</b></p> <p>Module 2 : Hong Kong Today; Theme 1: Quality of Life</p> <ul style="list-style-type: none"> <li>● What are the different opinions of Hong Kong residents on the priorities which constitute the quality of life?</li> <li>● Which aspects of the quality of life are seen to be more important? Which are seen to be immediate needs? Who might make the decisions? Why?</li> </ul> <p>Module 2 : Hong Kong Today; Theme 3: Identity</p> <ul style="list-style-type: none"> <li>● What is the interrelationship of the multiple identities in the local, national and global context?</li> </ul>
<b>Overall design rationale</b>	<p>Since its return to China, Hong Kong has implemented the “one country, two systems” policy and the Basic Law. Therefore, all the issues relating to Hong Kong and its relations with the Mainland in Module 2 and other modules are all expounded within the framework of this policy and the Basic Law.</p> <p>In the <i>Liberal Studies Curriculum and Assessment Guide</i>, the Prologue of Module 2 clearly states that ‘after unification with the motherland under “one country, two systems”, a new set of opportunities and challenges has affected public life and is shaping the development of Hong Kong (P.25)’. Thus, increasing students’ knowledge about the “one country, two systems” policy and the Basic Law will enhance and consolidate their understanding of the various issues they have learnt at the junior secondary level. These may include the relationship between the Central Authorities and the HKSAR, the importance of the Constitution of the country and the Basic Law for Hong Kong residents as well as the sources of</p>

	<p>law in the HKSAR (P.25). Students can apply their knowledge of “one country, two systems” and the Basic Law to give an appropriate response to the issues in class discussion as well as internal and public assessments<sup>1</sup>.</p> <p>“One country, two systems” is the fundamental state policy proposed by the Chinese Government to realise the peaceful reunification of the country. As a constitutional document of the HKSAR, the Basic Law clearly states and implements the basic policy of the Central Government on the HKSAR. This exemplar is designed to help students grasp the concept of “one country, two systems”, and understand how the concept is incorporated in the articles of the Basic Law, and reflected in daily life.</p> <p>Part of the learning and teaching materials used in this exemplar are extracted from the teaching resources about “one country, two systems” and the Basic Law published by the Education Bureau. If these resources have been used in other classes, teachers can consider replacing them with other similar materials. This exemplar aims to help students understand “one country, two systems” and the Basic Law. Teachers may adjust the level of difficulty by adding or deleting the materials and examples in the exemplar.</p>
<b>Time required</b>	2 lessons (40 minutes per lesson), around 80 minutes in total
<b>Teaching objectives</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>● Concept and meaning of “one country, two systems”.</li> <li>● Implementation of “one country, two systems” and the Basic Law in Hong Kong.</li> </ul>

<sup>1</sup> 2015 HKDSE Liberal Studies Paper 2 Q1(a) was about the factors influencing the press freedom in Hong Kong. According to the marking guidelines provided by the HKEAA, one of the examples to respond to the question is Article 27 of the Basic Law which stipulates that the Basic Law safeguards press freedom. Refer to *HKDSE - Subject Examination Report and Question Papers (with Marking Schemes) : Liberal Studies* (P.34). HKEAA, 2015.

	<p>Skills:</p> <ul style="list-style-type: none"> <li>● To make conceptual observations based on the available data in exploring the issues.</li> <li>● To apply relevant knowledge and concepts in studying contemporary issues.</li> <li>● To interpret data from different perspectives.</li> <li>● To elicit impromptu reaction and response to questions.</li> <li>● To communicate effectively in oral, written and visual expression.</li> </ul>
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> <li>● To reflect upon their multiple identities and the development of relevant values.</li> <li>● To appreciate and respect different views in a pluralistic society.</li> </ul>
<p><b>Basic concepts for application</b></p>	<p>“One country, two systems”, the Basic Law, rule of law, equality before the law, judicial independence, identity, quality of life</p>
<p><b>Relevant learning experience at junior secondary levels</b></p>	<p>Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary level are expected to have a general idea about the historical and current development of politics and society in Hong Kong; the relationship between the Central Authorities and the Hong Kong Special Administrative Region (HKSAR); the importance of the Constitution of the People’s Republic of China and the Basic Law of the HKSAR to Hong Kong residents; the sources of law in the HKSAR; the governance of the HKSAR; the identities, rights and duties of Hong Kong residents and the identities of individuals as Hong Kong residents and Chinese citizens. If teachers think that students may lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.</p>

**B. Design of classroom learning and teaching**

Lessons	Learning and teaching strategies and flow
Before Class	<ul style="list-style-type: none"> <li>● Distribute worksheet for lesson preparation (Appendix 1). Ask students to complete the questions by following the instructions on the worksheet, and bring to class for presentation.</li> <li>● Remind students to bring the Basic Law to class or introduce books about the Basic Law to facilitate discussion. Teachers should also bring printed copies of the Basic Law to class and use them for reference during instruction and when summarising class activities.</li> </ul>
1-2	<p><b><u>Presentation of preparation work before class (around 7 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Check the pre-class assignment and invite a few students to report their work. (Decide the number of students depending on the lesson time)</li> <li>● Summarise based on students' answers and personal understanding, for example: <ul style="list-style-type: none"> <li>➤ According to the sources in Appendix 1, in the early 1980s, the development in Hong Kong and the Mainland differed significantly. Since China and the United Kingdom signed the Joint Declaration in 1984, agreeing on the return of Hong Kong to Chinese sovereignty in 1997<sup>2</sup>, many Hong Kong residents became worried about their future. To boost the confidence of Hong Kong residents, the Chinese Government proposed implementing the “one country, two systems” policy after the return of Hong Kong.</li> <li>➤ Hong Kong has been part of the territory of China since ancient times and China initially had the sovereignty over Hong Kong. Although Britain forced the Qing Government to sign three unequal treaties and took over Hong Kong, China still had the sovereignty of the territory. Therefore, Hong Kong's return to the Motherland on 1 July 1997 cannot be regarded as China “taking back” but “resuming the exercise of” its sovereignty.</li> <li>➤ Explain that the “one country, two systems” policy and the Basic Law have been implemented since the return of Hong Kong to China, and Hong Kong residents should enhance their understanding in this regard. In the Liberal Studies curriculum, all the issues relating to Hong Kong and its relations with the Mainland are linked within the framework of “one country, two systems” and the Basic Law.</li> </ul> </li> </ul>

<sup>2</sup> Refer to “The Joint Declaration” for the whole passage. The web page of Constitutional and Mainland Affairs Bureau. Retrieved from <http://www.cmab.gov.hk/tc/issues/jd2.htm>.

Lessons	Learning and teaching strategies and flow
	<p><b><u>Multiple-choice quiz (around 13 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute a quiz to test students’ understanding of the “one country, two systems” policy and the Basic Law (Appendix 2), and ask them to finish 12 brief multiple-choice questions in 8-10 minutes. These multiple-choice questions cover the concept of “one country, two systems”, the relationship between the Central Authorities and the HKSAR, and the interpretation and amendment of the Basic Law. A good understanding of these concepts can help students study each of the themes in this module more effectively.</li> <li>● Consider carrying this as a competition so that students will be more engaged in the activity. Students will need either printed copies of the Basic Law or tablets with an Internet connection (browse the Basic Law website: <a href="http://www.basiclaw.gov.hk/tc/basiclawtext/">http://www.basiclaw.gov.hk/tc/basiclawtext/</a>).</li> <li>● Check the answers and point out the relevance of each question and the articles in the Basic Law. After the lesson, students could think about how the Basic Law provisions in the multiple-choice questions (e.g. Expenditure for the garrison shall be borne by the Central People's Government; the Hong Kong Special Administrative Region’s financial revenues shall not be handed over to the Central People’s Government; the Central People's Government shall not levy taxes in the Hong Kong Special Administrative Region) affect Hong Kong.</li> </ul>
	<p><b><u>Instruction (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute the reference materials for instruction (Appendix 3). With the support of relevant basic concepts (see below), explain to students the idea of “one country, two systems”, and how this concept is illustrated in the Basic Law.</li> <li>● Note the following in teaching various sources in Appendix 3: <ul style="list-style-type: none"> <li>➢ Sources A and B are about the concept of “one country, two systems” and the relationship between the Central Authorities and the HKSAR. Teachers may explain to students by using the basic concepts “<b><u>One Country, Two Systems</u></b>” and “<b><u>The Basic Law</u></b>”. For example: <ul style="list-style-type: none"> <li>■ The Basic Law is distinguished by its illustration of the basic principles of “one country, two systems”. Based on these principles, the HKSAR implements “Hong Kong people administering Hong Kong” and a high degree of autonomy, and retains the existing capitalist system and way of life for 50 years.</li> <li>■ Source B, which includes school scenarios familiar to students,</li> </ul> </li> </ul> </li> </ul>

Lessons	Learning and teaching strategies and flow
	<p>can be used to exemplify the relationship between the Central People’s Government and the HKSAR Government to promote students’ understanding. Please also note that this is just an analogy, but not entirely identical. After that, teachers may ask students to think about the differences. Through comparison of similarities and contrasting the differences, students will gain a deeper understanding of the relationship.</p> <ul style="list-style-type: none"> <li>■ Before students study the socio-political participation of Hong Kong residents, students should become familiar with the background knowledge of the concept of “one country, two systems”, and the application of the concept to the articles of the Basic Law.</li> </ul> <p>➤ Source C shows a photo of the new building of the Hong Kong Court of Final Appeal, as well as a video clip of the speeches given by the incumbent Chief Justice Geoffrey Ma (refer to Appendix 7 for a more detailed text for students’ reading after class). After watching the video clip, teachers may explain to students the importance of the rule of law to Hong Kong using the basic concepts “<b>Rule of Law</b>”, “<b>Equality before the Law</b>” and “<b>Judicial Independence</b>”.</p> <ul style="list-style-type: none"> <li>■ The rule of law features the following aspects: <ul style="list-style-type: none"> <li>◆ The law has the highest status and everyone is equal before the law.</li> <li>◆ The law audits the legality and constitutionality of acts of a government, thereby exerting a binding effect on the power of the Government.</li> <li>◆ The law safeguards human rights.</li> </ul> </li> <li>■ These characteristics are all illustrated in the provisions of the Basic Law<sup>3</sup>, and also in the speech of Chief Justice Geoffrey Ma. He emphasised that “The rule of law provides the social stability that is the foundation of a content and prosperous society.” (refer to Appendix 7 for the speech of Chief Justice Geoffrey Ma)</li> </ul> <p><b><u>Group discussion and student presentation (around 35 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Ask a few students to answer: ‘What examples in our daily life can reflect Hong Kong’s implementation of the “one country, two systems” policy?’</li> </ul>

<sup>3</sup> Refer to Article 24 to 42, Chapter 3 of the Basic Law for the fundamental rights and duties of the Hong Kong residents. Article 25 clearly states that “All Hong Kong residents shall be equal before the law”.

Lessons	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> <li>● Elicit examples, such as Hong Kong using its own local currency, Hong Kong athletes' participation in international sports events in the name of "Hong Kong, China" as well as Hong Kong residents travelling in other countries with HKSAR passports. Teachers may initiate group discussion according to students' answers. Ask them to discuss the implementation of the policy in Hong Kong and its impact on Hong Kong residents' quality of life using daily examples.</li> <li>● Ask students to divide into groups and distribute the worksheet for group discussion (Appendix 4). First ask students to read Source A of the reading worksheet, and then play the video clip. After watching the video clip, students read the rest of the sources in the worksheet and discuss the questions.</li> <li>● Students present the discussion results (Decide the number of presenting groups depending on the lesson time).</li> <li>● Based on students' presentations and with reference to teachers' own knowledge and the sources in Appendix 5, teachers may consider the following: <ul style="list-style-type: none"> <li>➢ Use the basic concept "<b>Identity</b>" to describe the multiple identities of Hong Kong people at different levels (local, national and international), which is reflected in Hong Kong athletes' participation in the Asian Games.</li> <li>➢ To enhance students' understanding, guide them to cite examples in different aspects (e.g. education, religion, medical and health services) which show that Hong Kong has kept the capitalist system and its previous lifestyle. In the discussion of the link between these examples and Hong Kong people's quality of life (using the basic concept "<b>Quality of Life</b>"), please consider the characteristics of Hong Kong and the significance to Hong Kong, such as openness and diversity (cite examples in education and religion), the coexistence of Chinese and Western cultures (cite examples in medicine and public health), and close contact with the outside world (cite examples from Article 149 of the Basic Law).</li> </ul> </li> </ul>
	<p><b>Arrange after-class learning activity (around 5 minutes)</b></p> <ul style="list-style-type: none"> <li>● Distribute after-class reading materials (Appendix 6) to students and ask them to finish reading the materials after class.</li> <li>● Ask students to read the basic concepts "<b>One Country, Two Systems</b>", "<b>The Basic Law</b>", "<b>Rule of Law</b>", "<b>Equality before the Law</b>",</li> </ul>

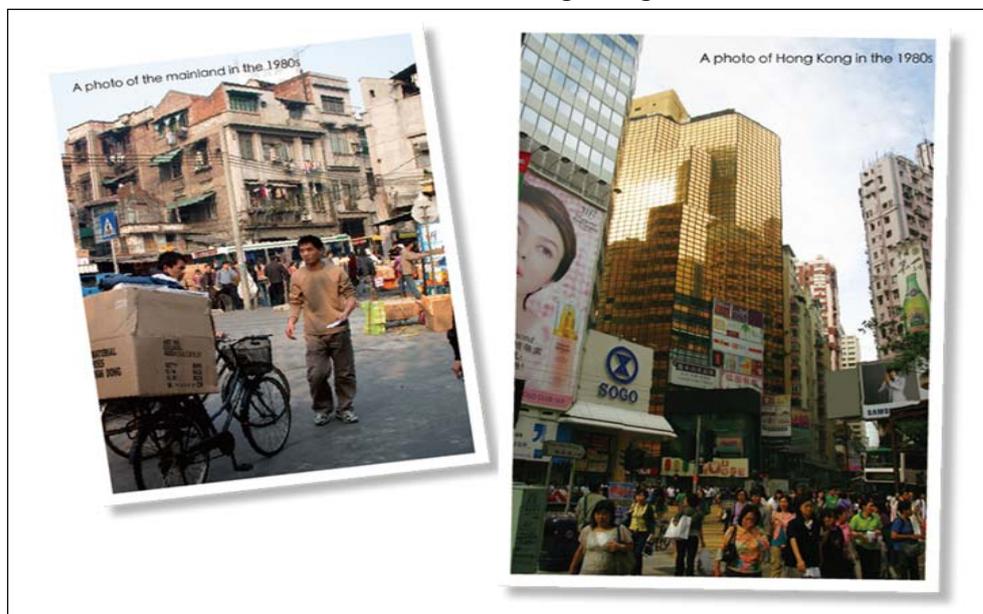
Lessons	Learning and teaching strategies and flow
	<p>“<b>Judicial Independence</b>”, “<b>Identity</b>” and “<b>Quality of Life</b>” to consolidate the knowledge acquired.</p> <ul style="list-style-type: none"> <li>● Ask students to read after-class reading materials (Appendix 7) to further understand the relationship between the Basic Law and rule of law.</li> <li>● Select and adapt materials for use in after-class assignments or internal assessment. Relevant internal assessment items on “one country, two systems” and the Basic Law are available on the Liberal Studies Web-based Resource Platform (<a href="http://ls.edb.hkedcity.net">http://ls.edb.hkedcity.net</a>; Resources → Exemplars of Internal Assessment Items).</li> </ul>

--End of learning and teaching exemplar--

**Appendix 1: Worksheet for Lesson Preparation**

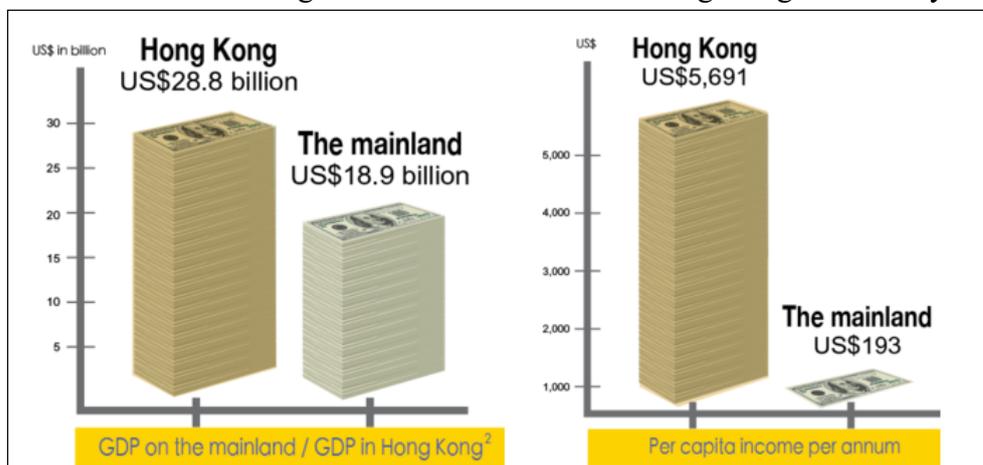
Consider the following sources and video clips, and answer the following questions.

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



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

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



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

Source C

Video clip: 《基本法》的主要精神 (Video length: 1 min 56s)

Web page: <http://basiclawebook.edb.hkedcity.net/bookweb/bl/ch2/s/?page=6> °

(the video clip is available on the web page)



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

1. What are the two systems covered in the “one country, two systems” policy?
  - A. Socialist system, Capitalist system
  - B. Democratic system, Socialist system
  - C. Communist system, Capitalist systemAnswer: \_\_\_\_\_
  
2. What institution is the HKSAR directly under?
  - A. The National People’s Congress of the People’s Republic of China
  - B. The Standing Committee of the National People’s Congress
  - C. The Central People’s Government (CPG)Answer: \_\_\_\_\_
  
3. The CPG is responsible for \_\_\_\_\_ of the HKSAR.
  - A. the foreign affairs and the finance
  - B. the finance and the defence
  - C. the foreign affairs and the defenceAnswer: \_\_\_\_\_
  
4. Who will bear the costs relating to the People’s Liberation Army (PLA) forces based in Hong Kong?
  - A. The HKSAR Government
  - B. The Central People’s Government of the People’s Republic of China
  - C. The Central People’s Government and the HKSAR Government share the costAnswer: \_\_\_\_\_
  
5. Who will appoint the Chief Executive of the HKSAR?
  - A. The Central People’s Government of the People’s Republic of China
  - B. President of the People’s Republic of China
  - C. Legislative Council of the HKSARAnswer: \_\_\_\_\_
  
6. Who will appoint the Chief Secretary for Administration, Financial Secretary, Secretary of Justice and other chief officials for the HKSAR?
  - A. Nominated by the President of the PRC and appointed by the CPG
  - B. Nominated by the Chief Executive of the HKSAR and appointed by the CPG
  - C. Appointed by the Chief Executive of the HKSARAnswer: \_\_\_\_\_

7. Which of the following bodies is responsible for formulating the law of the HKSAR?
- A. The Central People's Government of the People's Republic of China
  - B. The Executive Council of the HKSAR Government
  - C. The Legislative Council of the HKSAR Government
- Answer: \_\_\_\_\_
8. Which of the following bodies has the power of final adjudication within the HKSAR?
- A. The Supreme Court of the People's Republic of China
  - B. The High Court of the HKSAR
  - C. The Court of Final Appeal of the HKSAR
- Answer: \_\_\_\_\_
9. Can the CPG levy taxes in Hong Kong?
- A. Yes, the CPG can levy taxes just like the provinces, cities and autonomous regions in the Mainland
  - B. No, the CPG cannot levy taxes
  - C. Levy tax according to the actual needs
- Answer: \_\_\_\_\_
10. Which of the following bodies issues passports of the HKSAR of the People's Republic of China (PRC)?
- A. The Ministry of Foreign Affairs of the People's Republic of China
  - B. The Ministry of Public Security of the People's Republic of China
  - C. The HKSAR Government
- Answer: \_\_\_\_\_
11. Which of the following bodies has the right to interpret the Basic Law?
- A. The HKSAR Government
  - B. The Standing Committee of the National People's Congress
  - C. The Legislative Council of the HKSAR
- Answer: \_\_\_\_\_
12. Which of the following bodies has the right to amend the Basic Law?
- A. National People's Congress
  - B. The Standing Committee of the National People's Congress
  - C. The Legislative Council of the HKSAR
- Answer: \_\_\_\_\_

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

**Reference answers**

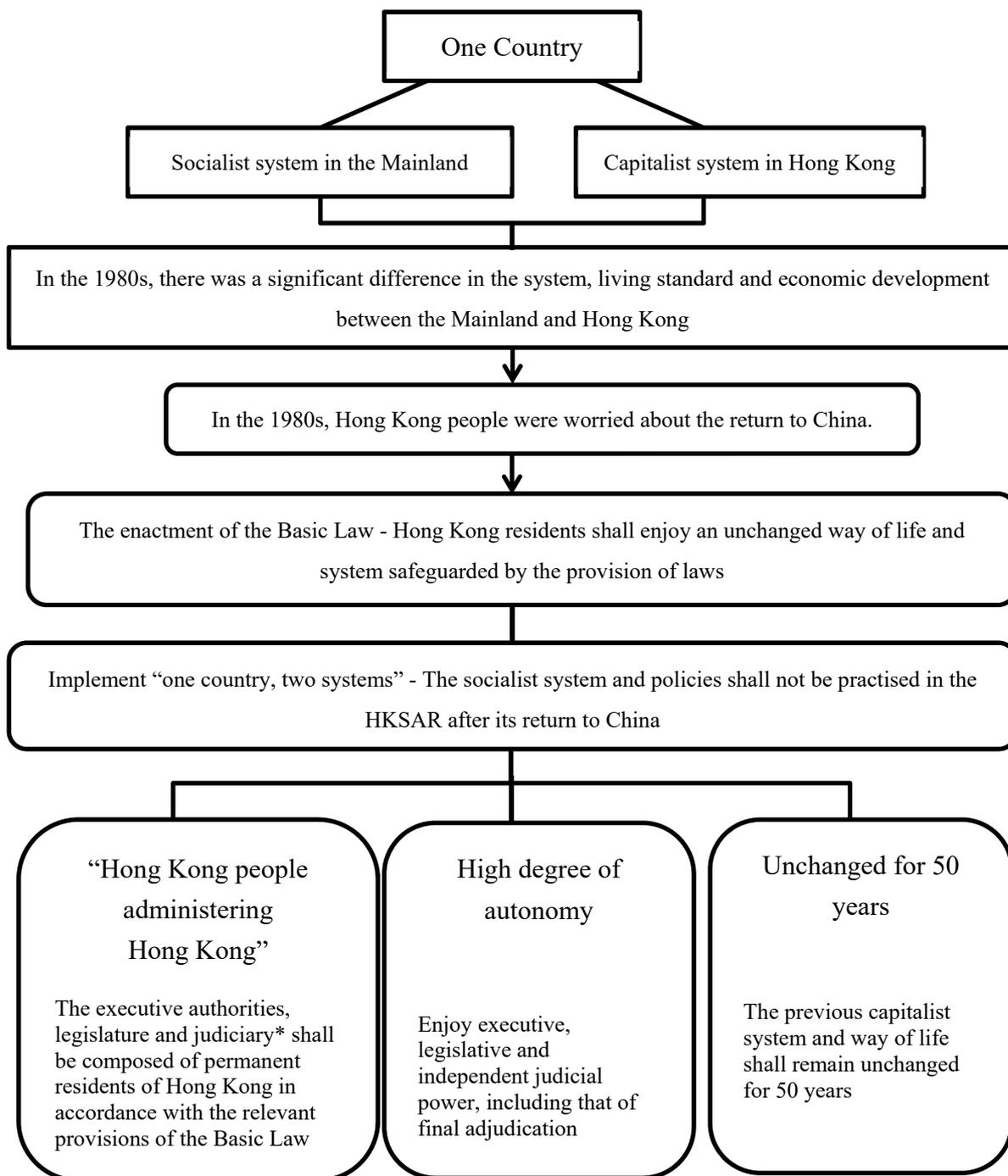
	1	2	3	4	5	6	7	8	9	10	11	12
A	✓				✓							✓
B				✓		✓			✓		✓	
C		✓	✓				✓	✓		✓		

**Corresponding articles in the Basic Law related to the questions**

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

**Appendix 3: Reference Materials for Instruction**

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



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

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

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

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

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

### Source C



The new Court of Final Appeal building opened in September 2015

Video: “法治為穩定社會的關鍵元素” (Part of the voice-over is in English. Chinese subtitles are available. Video length: 1 min 58s)

Website: [http://www.news.gov.hk/tc/record/html/2015/09/20150925\\_173808.shtml](http://www.news.gov.hk/tc/record/html/2015/09/20150925_173808.shtml)

Source: The web page of Hong Kong Court of Final Appeal. Retrieved from [http://www.hkcfaj.hk/tc/about/cfa\\_building/CFAB\\_PhotoGallery/index.html](http://www.hkcfaj.hk/tc/about/cfa_building/CFAB_PhotoGallery/index.html)

#### **Appendix 4: Worksheet for group discussion**

Source A



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

Video clip of the prize giving ceremony: “李慧詩奪亞運爭先賽金牌” (Please watch 9:10 - 9:46)

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

Sources:

1. The photo was extracted from RTHK. Retrieved from [http://www.rthk.org.hk/APSuppicks/mfile\\_55\\_1039878\\_3.jpg](http://www.rthk.org.hk/APSuppicks/mfile_55_1039878_3.jpg)
2. The text was excerpted and adapted from “港隊「雄」「詩」發威獵雙金 「牛女」踩贏爭先賽”, 26 September 2014, *Wen Wei Po*.

Source B

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

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

1. “Visa-free access for HKSAR Passport”. The web page of Immigration Department. Retrieved from [http://www.immd.gov.hk/eng/service/travel\\_document/visa\\_free\\_access.html](http://www.immd.gov.hk/eng/service/travel_document/visa_free_access.html)
2. “Passport Index 2017.” Retrieved from <https://www.passportindex.org/byRank.php>

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

**Article 136**

On the basis of the previous educational system, the Government of the HKSAR shall, on its own, formulate policies on the development and improvement of education, including policies regarding the educational system and its administration, the language of instruction, the allocation of funds, the examination system, the system of academic awards and the recognition of educational qualifications.

Community organizations and individuals may, in accordance with law, run educational undertakings of various kinds in the HKSAR.

**Article 137**

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

**Article 138**

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

**Article 139**

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

**Article 140**

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

**Article 141**

The Government of the HKSAR shall not restrict the freedom of religious belief, interfere in the internal affairs of religious organizations or restrict religious activities which do not contravene the laws of the Region.....

Religious organisations may, according to their previous practice, continue to run

seminaries and other schools, hospitals and welfare institutions and to provide other social services.....

**Article 149**

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

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

Questions for Discussion:

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

	<b>Reflection of the concept of “one country, two systems” and provisions in the Basic Law</b>
<b>Identity and costumes in the games</b>	
<b>Response to the victory</b>	
<b>Flag raised and anthem played at the awards ceremony</b>	

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

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

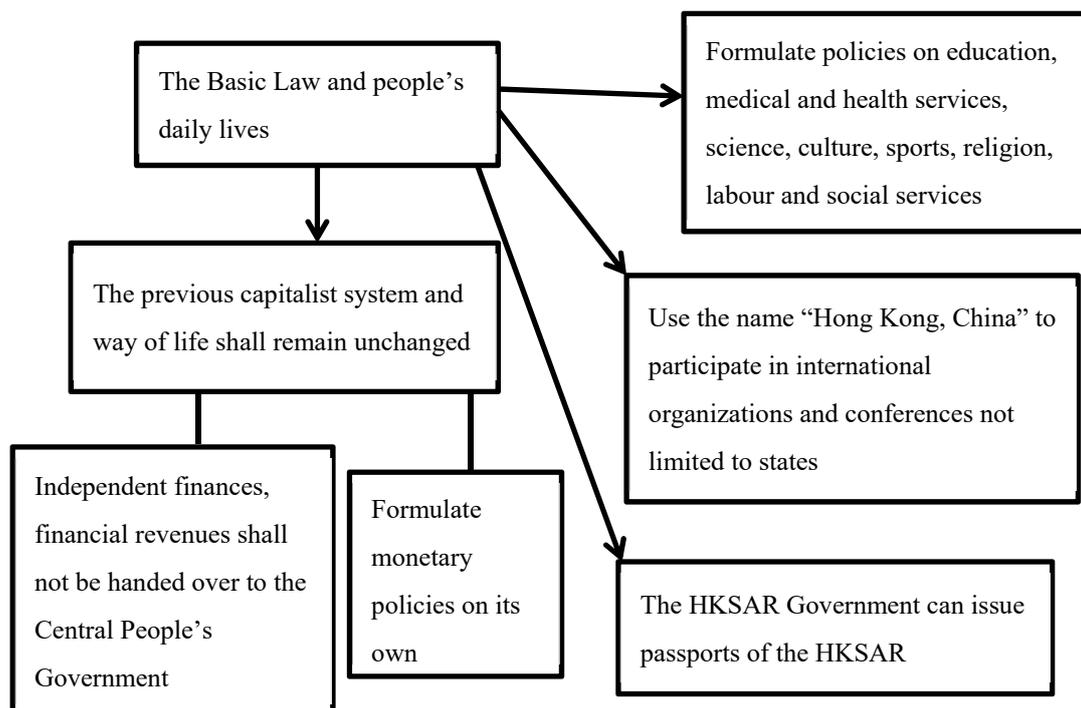
<b>Example 1</b>	
<b>Example 2</b>	

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

	<b>Relationship with the maintenance of the quality of life of Hong Kong people</b>
<b>Example 1</b>	
<b>Example 2</b>	

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

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



- According to the Basic Law, the HKSAR shall retain its original capitalist system and way of life rather than the socialist system and policies, and is entitled to independently devise policies concerning people's livelihood, which indicates the HKSAR Government's high degree of autonomy endowed by the Basic Law and the policy of Hong Kong people administering Hong Kong. The

HKSAR Government may also fine-tune its policies according to different conditions to cater for social development.

- The late President Deng Xiaoping noted that for 50 years spanning across two generations, China would be more well developed in various fields, so the Hong Kong issue would be treated in a more open manner and thus the policy would not necessarily change. If change is needed, it would be carried out without impairing the interests of Hong Kong. (鄧小平文選, volume 3, p.73) Teachers may also refer to the two video clips provided in Module 2 (Video clips 4 and 5) in MCNE Section (活學趣論·基本說法—基本法視像教材套 2015).

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

**Appendix 6:** After-class Assignment

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

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

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

1. “習近平：中央對港三個堅定不移”，23 September 2014, *Wen Wei Po*.
2. “胡錦濤：在慶祝香港回歸 10 周年大會上的講話暨香港特別行政區第三屆政府就職典禮上的講話”. 1 July 2007. The web page of Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region. Retrieved from [http://www.locpg.hk/2015-03/18/c\\_127594820.htm](http://www.locpg.hk/2015-03/18/c_127594820.htm) .
3. “行政長官（梁振英）出席紀念《基本法》頒布二十五周年研討會致辭全文” (Chinese Only), 12 Sept 2015, *Press Release of the HKSAR Government*. Retrieved from

- <http://www.info.gov.hk/gia/general/201509/12/P201509120386.htm>
4. “行政長官（曾蔭權）出席人民幣國債再次在港發行儀式致辭全文”, 30 November 2010.  
*Press Release of the HKSAR Government*. Retrieved from  
<http://www.info.gov.hk/gia/general/201011/30/P201011300177.htm>

#### Questions

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

## **Intention of Assessment**

### *Assessment Focus*

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

### *Expected Student Performance*

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

the greatest proportion, or whether other benefits are equal to or even exceed the economic benefits.

- Skills
  - Showing understanding of the question requirements and basic concepts.
  - Extracting and summarising the key messages conveyed by the textual data.
  - Analysing the impact of “one country, two systems” on Hong Kong from multiple perspectives, using appropriate sources or proposing evidence to support their own arguments.

## **Appendix 7 : After-class Reading Materials**

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

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

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

The maintenance of laws previously in force in Hong Kong, including the common law and rules of equity, is another recurring theme in the Basic Law. The reference to the common law is an important one. The common law, with its emphasis on fairness, justice, and the adherence to legal principle and the spirit of the law, has served Hong Kong well over the years and will continue to do so. Decisions of the courts may sometimes not be to everybody's liking – whether they be private individuals, political and other groups, or even the Government – but it is not the role of the courts to make popular decisions. The function of the courts is to adjudicate on disputes according to the law and its spirit, and judges are to discharge their responsibilities in accordance with their judicial oath, namely, to do

so “honestly and with integrity.....without fear or favour, self-interest or deceit”. The courts and judges also do this openly, with very limited exceptions. Open justice is a key feature in Hong Kong's system of law.....

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

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

-- End of Appendix --

**Senior Secondary Liberal Studies**

**“Hong Kong Today” Module**

**Learning and Teaching Exemplar (2)**

**Exploring the Quality of Life  
of Hong Kong People from the  
Perspective of Cultural  
Diversity and Historical  
Development**

**A. Basic information of the exemplar**

<b>Topic</b>	Exploring the Quality of Life of Hong Kong People from the Perspective of Cultural Diversity and Historical Development
<b>Relevant modules, themes and issues for enquiry</b>	<p>Module 2 : Hong Kong Today ; Theme 1: Quality of life</p> <ul style="list-style-type: none"> <li>● What are the different opinions of Hong Kong residents on the priorities which constitute the quality of life?</li> <li>● Which aspects of the quality of life are seen to be more important? Which are seen to be immediate needs? Who might make the decisions? Why?</li> <li>● How can individuals or organisations contribute to the maintenance and improvement of the quality of life? What are the obstacles to their efforts? Which group of people are most affected if these obstacles are not removed?</li> </ul>
<b>Overall design rationale</b>	<p>The aims of this exemplar are to help students understand the concept of “quality of life”, and how to apply it in the study of relevant issues from multiple perspectives. The quality of life is a far-reaching topic. It is connected to many issues arising in Hong Kong, the Mainland and the rest of the world. The quality of life is therefore a basic concept which can be applied in different exemplars in other modules. This exemplar focuses on Hong Kong and students are guided to explore the quality of life in Hong Kong, mainly from the perspectives of cultural diversity and historical development.</p> <p>Lessons 1 and 2 introduce students to the definition of quality of life and some indicators and perspectives used to measure it. The lessons use a variety of activities and materials. Then, from a multicultural perspective, students are required to analyse the relationship between the multicultural characteristics of Hong Kong people and their quality of life. Lessons 3 and 4 shift to the perspective of historical development with the study of the development of public housing in Hong Kong. Students are expected to realise that the quality of life of Hong Kong people today has been achieved gradually through painstaking effort. The study also involves concepts of collective memory and heritage conservation. The “Lion Rock spirit” (Lesson 4) and the revitalisation programme of Mei Ho House in Shek Kip Mei (field trip) are used as examples in the exemplar. The field trip is designed to help students to verify and extend what they learnt in class. Teachers may refer to the suggestions in the guidelines for the field study (Appendix 9). They may</p>

	<p>also ask students to read relevant reference materials in preparation for the trip so that they may not feel disoriented upon arrival at the House. Teachers may determine the activity details according to the actual situation, or still turn back to the form of classroom learning to deal with the focus of the activity.</p> <p>Finally, the enquiry activities in the exemplar involve values and attitudes. In using the exemplar, teachers need to draw students' attention to those elements and encourage them to do further reflection and practice. This will help them gradually develop positive values and attitudes.</p>
<b>Time required</b>	4 lessons (40 minutes per lesson), around 160 minutes in total and field trip (around half to one day)
<b>Teaching objectives</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>● Meaning of and evaluation criteria for the quality of life.</li> <li>● Relationship between cultural diversity and quality of life.</li> <li>● Development of Hong Kong public housing and improvement of residents' quality of life.</li> <li>● Concepts of collective memory and revitalisation of heritage and historic buildings.</li> </ul>
	<p>Skills:</p> <ul style="list-style-type: none"> <li>● To make conceptual observations based on data available.</li> <li>● To apply relevant knowledge and concepts in the study of contemporary issues.</li> <li>● To interpret data from different perspectives.</li> <li>● To put forward feasible suggestions and personal views.</li> <li>● To communicate in oral and written expression.</li> <li>● To elicit impromptu reaction and response to questions.</li> <li>● Field observation and organisation of relevant data.</li> </ul>
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> <li>● To adopt an open-minded and tolerant attitude towards other people's views and values.</li> <li>● To appreciate and respect diversity in cultures and views in a pluralistic society.</li> <li>● To develop a sense of belonging towards the community and Hong Kong.</li> <li>● To show gratitude and appreciation for the achievements of older generations, and strive for future development.</li> </ul>
<b>Basic concepts</b>	Quality of life, culturally diverse society, collective memory, social mobility, heritage conservation

<b>for application</b>	
<b>Relevant learning experience at junior secondary levels</b>	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary levels are expected to have a general understanding of the needs and problems of Hong Kong society, the historical and current development of the Hong Kong economy, respect for others who hold different values and lifestyles, communicating and getting along with others in the community. Students should also have basic ideas about Hong Kong public housing in daily life. If teachers think that students lack basic knowledge, teachers are advised to make a brief introduction to students before using this exemplar.

## B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
Before class	<ul style="list-style-type: none"> <li>● Distribute worksheet for lesson preparation (Appendix 1). Ask students to follow the instructions and answer the questions. They should bring it to class for presentation.</li> <li>● Explain to students that the preparation work aims to review their personal satisfaction with life. Reassure students that they will not be asked to disclose private details in class, so they can answer the questions based on their genuine feelings.</li> </ul>
1-2	<p><b><u>Students report their preparation work (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Check students' preparation work and invite a few to report to the class (Decide the number of presenting students depending on the lesson time).</li> <li>● Do not ask students to answer Question 1 in the preparation work to avoid invading their privacy or causing embarrassment. For Question 2, they are only required to identify which factor affects their life satisfaction most and to offer a brief explanation. A detailed account of personal experiences or feelings is not needed.</li> <li>● Teachers may consider offering their own personal feelings towards level of life satisfaction to facilitate interaction with students. They can give a more detailed response after the group discussion.</li> </ul> <p><b><u>Group discussion and student presentation (around 25 minutes)<sup>1</sup></u></b></p> <ul style="list-style-type: none"> <li>● Divide students into groups and distribute the group discussion worksheet (Appendix 2). The discussion will be in two parts. After completing the first part, students give a presentation and teachers make a summary. Then the second part will follow. If teachers think that it is better to conduct the group discussion all in one go, adjustment can be made.</li> <li>● Group discussion: Part 1 <ul style="list-style-type: none"> <li>➤ Based on the preparation work and earlier reports, students write down factors influencing life satisfaction in the circle in Question 1 on the worksheet.</li> <li>➤ Then roughly categorise these factors into those relating to “material life” (generally, the life achieved through wealth), e.g. clothing, food, housing, transportation, income and consumption power, and those relating to “non-material life” (generally, the life achieved not</li> </ul> </li> </ul>

<sup>1</sup> The idea and materials used for the group discussion is with reference from the teaching materials developed by Hong Kong Youth Hostel Association. “Unit 3 Quality of Life: Material Possessions and Spirits”. *Jockey Club Mei ho House Hong Kong Spirit Learning Programme*. The web page of Hong Kong Youth Hostel Association. Retrieved from <http://www.yha.org.hk/learning/tc/page/VIEW/14/%E9%AB%98%E4%B8%AD%E6%95%99%E6%9D%90%E5%8F%8AIES%E6%8C%87%E5%BC%95.html>

Lesson	Learning and teaching strategies and flow
	<p>through wealth), e.g. freedom, human rights, culture, art, family, friendship and environment. Give examples for illustration if students need help to grasp the difference between these two types of factors.</p> <ul style="list-style-type: none"> <li>➤ Students present their discussion results (Decide the number of presenting groups depending on the lesson time).</li> <li>➤ Make a summary based on students' presentation and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>■ Everyone is satisfied with their life to a different degree, and this is measured by different factors. Some factors are quantitative (such as income level and the indicators of health), while others are hard to measure in a quantitative way (such as relationship with their families and pressure in work or study). Even for quantitative factors, people can have different feelings. For example, the noise level can be measured in decibels (dB), but the tolerance of each person is different. Quantifiable factors are generally classified as objective, while non-quantifiable factors are generally classified as personal subjective feelings.</li> <li>■ In addition to quantifiable and non-quantifiable features, these factors are associated with a person's material and non-material lives. Which is more important also varies from person to person.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Group discussion: Part 2 <ul style="list-style-type: none"> <li>➤ Following on from the summary in Part 1, show the video clip related to Question 3 on the worksheet. Students discuss the rest of the questions in groups after watching.</li> <li>➤ Students present their discussion results (Decide the number of presenting groups depending on the lesson time).</li> <li>➤ Make a summary based on students' presentation and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>■ The mother and daughter in the video interview once lived poorly in Shek Kip Mei Estate. But they are optimistic about their lives and have made efforts to build harmonious family relations, rather than pursuing luxurious enjoyment, so this poverty-stricken family lives happily.</li> <li>■ Although wealth may to a certain extent add satisfaction and happiness to our lives, the sense of happiness is also about personal subjective feelings, values and our future outlook, and does not necessarily positively correlate with wealth.</li> </ul> </li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> <li>● Group discussions will highlight different factors influencing life satisfaction, and categorise them broadly. This is a basis for the study on the quality of life of Hong Kong people.</li> <li>● Remind students that the relevant information “Happiness Index of Adolescents” in the <i>Resources Booklet: Personal Growth and Interpersonal Relationships</i> focuses on the problems faced by adolescents and the relationship between children and their parents. The sense of happiness in this Module focuses on the overall satisfaction of Hong Kong people with their lives, thereby covering a broader area than Module 1.</li> </ul> <p><b><u>Instruction (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute reference materials for instruction (Appendix 3). Explain the basic concept “<b><u>Quality of Life</u></b>” and the relevant knowledge about this concept, e.g.: <ul style="list-style-type: none"> <li>➢ Meanings of quality of life <ul style="list-style-type: none"> <li>■ As a complex and pluralistic concept, quality of life, in a broad sense, refers to people’s satisfaction with their lives in different aspects of life.</li> <li>■ Different from living standards, which are more material oriented, quality of life concerns both material and non-material lives.</li> <li>■ Quality of life is affected by many factors, such as economic, political, environmental and other objective living conditions, and it often varies between individuals.</li> <li>■ The social environment, cultural background, and even personal beliefs all play a role in people’s understanding of the quality of life.</li> </ul> </li> <li>➢ Examples of surveys on quality of life in Hong Kong and other regions <ul style="list-style-type: none"> <li>■ Sources A to C are surveys conducted in other regions. Notably, the <i>Human Development Index</i> in particular drew attention around the world. In the three surveys, Hong Kong ranked highly in the <i>Human Development Index</i> which focuses on objective data. In contrast, Hong Kong scored relatively low in the rankings of the <i>World Happiness Report</i> and <i>Happiness Planet Index (HPI)</i> which are more subjective. Teachers may ask students what can be inferred from the different rankings.</li> <li>■ Source D is a local survey. Students may be asked to describe the changes in the indexes over years and use their own</li> </ul> </li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>knowledge to explain the reasons for these trends.<sup>2</sup></p> <ul style="list-style-type: none"> <li>➤ Different perspectives for measuring the quality of life <ul style="list-style-type: none"> <li>■ Source E is quoted from the Explanatory Notes of the <i>Liberal Studies Curriculum and Assessment Guide</i> and the perspectives mentioned are just examples, not covering all perspectives. Teachers may prompt students to think up perspectives other than those specified in the guide during lessons.</li> <li>■ Source F and Source G include data on Hong Kong’s economic development, which can be used to analyse the quality of life of Hong Kong people from an economic perspective. Ask students to make comments on these data. For example, economic growth may contribute to the quality of life, but the gap between the rich and the poor may be widened.</li> </ul> </li> <li>● Keep in mind the following two points when teaching the relevant information about quality of life: <ul style="list-style-type: none"> <li>➤ Do not elaborate on the details of the surveys. Instead, emphasise that when it comes to quality-of-life-related issues, indexes with different aspects can be selected for analysis. Therefore, survey findings may vary.</li> <li>➤ Explain to students from an economic point of view as an example, and help them analyse Hong Kong people’s quality of life from the cultural perspective in subsequent group discussions.</li> </ul> </li> </ul>
	<p><b><u>Group discussion and student presentation (around 25 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Ask students to sit in groups and distribute the group discussion worksheet (Appendix 4). Students read all the sources and discuss the questions.</li> <li>● Students present their discussion results (Decide the number of presenting groups depending on the lesson time).</li> <li>● Make a summary based on students’ presentations, the basic concept “<b><u>Culturally Diverse Society</u></b>” and teachers’ own knowledge. For example: <ul style="list-style-type: none"> <li>➤ As a racially diverse city, Hong Kong is home to different cultures and customs. Hong Kong has inherited Chinese traditional culture and absorbed foreign cultures. All cultures integrate with each other in Hong Kong.</li> <li>➤ Diverse cultures flourish in Hong Kong, but there are also</li> </ul> </li> </ul>

<sup>2</sup> Teachers may refer to Publications and Reports. The Centre for Quality of Life, Hong Kong Institute of Asia-Pacific Studies, CUHK. Retrieved from <http://www.cuhk.edu.hk/hkiaps/qol/ch/pbr.html>

Lesson	Learning and teaching strategies and flow
	<p>inadequacies. Regardless of how students comment on the viewpoints in Source C, guide them to further reflect on how Hong Kong deepens its understanding of Chinese and foreign cultures and avoid superficial and formalistic approaches.</p> <p>➤ From the perspective of improving our personal quality of life by broadening our horizons, enriching our daily cultural and recreational lives and offering variety to the public, guide students to explore the contribution of diverse cultures to the quality of material and non-material lives of Hong Kong people. Also, through the group discussion, encourage students to show openness, appreciation and respect towards interaction with people from ethnic minorities or other cultural backgrounds.</p> <p><b><u>Arrangement of after-class learning activities (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute the after-class assignment (Appendix 5) and ask students to finish it after class. The assignment is extracted from the 2015 rankings of global liveable cities. Students need to apply the concept of quality of life taught in class to similar topics to extend their knowledge.</li> <li>● Ask students to read the basic concepts “<b><u>Quality of Life</u></b>” and “<b><u>Culturally Diverse Society</u></b>” to consolidate learning.</li> <li>● Distribute the worksheet for lesson preparation (Appendix 6). Ask students to answer the questions according to the instructions on the worksheet and report back in the next lesson.</li> </ul>
3-4	<p><b><u>Lead-in and supplementing background information (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Check students’ preparation work and invite a few students to present it. (Decide the number of presenting groups depending on the lesson time).</li> <li>● In addition, students who live in public housing (if any) may make comparisons between the first batch of resettlement blocks shown in the video and their own public housing. Supposing students lived in such resettlement blocks, what impact would that have on their lives and what feelings would they have? If there is no student living in public housing, students living in private housing can be asked to share their feelings. If there are teachers who once lived or are now living in public housing, they may also share their feelings.</li> <li>● Based on students’ presentations and sharing, as well as their level of understanding, add more background information on public housing in</li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>Hong Kong<sup>3</sup>, e.g.:</p> <ul style="list-style-type: none"> <li>➤ Outline the development history of public housing in Hong Kong and changes in the appearance of buildings and public facilities.</li> <li>➤ Point out that each period generated a different set of housing needs and problems. Compared to the squatter areas and resettlement blocks of earlier years in Shek Kip Mei, most Hong Kong people’s living conditions have significantly improved, reflecting changes in the quality of life of Hong Kong people. On the other hand, many people living in shabby resettlement blocks with poor facilities managed to overcome difficulties with strong willpower. Their boldness, later made into a drama series by Radio Television Hong Kong (RTHK), became part of the collective memory of Hong Kong people.</li> <li>➤ Point out that this lesson starts with life in old public housing, and it studies the changes in quality of life from a historical development perspective, with discussion of the issues of collective memory and heritage conservation.</li> </ul>
	<p><b><u>First group discussion and student presentation (around 30 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Divide students into groups and distribute the group discussion worksheet (Appendix 7). Students read the sources carefully and discuss the questions.</li> <li>● This worksheet provides materials on three aspects: living conditions, neighborhoods and education opportunities. It gives a textual and graphical presentation of the facilities and life in old public housing. If teachers think that it is difficult for students to understand, they can ask students to read the materials and teachers may give a brief explanation before students discuss.</li> <li>● Students present their discussion results (Decide the number of presenting</li> </ul>

<sup>3</sup> Teachers may refer to the books and teaching resources below to understand the development of Hong Kong public housing:

- 楊汝萬、王家英合編(2003)《香港公營房屋五十年：金禧回顧與前瞻》。Hong Kong: The Chinese University Press. (Hong Kong Public Libraries Call Number: 542.609391 2389)
- 香港建築師學會“Topic 02 Public Housing – Improvement in Quality of Life”. *Architecture in Hong Kong: Teaching Kit for the Appreciation of Architecture in Secondary School Curriculum*. The web page of HKedcity. Retrieved from [http://minisite.proj.hkedcity.net/hkiakit/cht/LS/lesson\\_2.html](http://minisite.proj.hkedcity.net/hkiakit/cht/LS/lesson_2.html)
- Teaching materials developed by the Hong Kong Youth Hostel Association. “Unit 1 Policies on Public Housing”. Jockey Club Mei ho House Hong Kong Spirit Learning Programme. The web page of Hong Kong Youth Hostel Association. Retrieved from <http://www.yha.org.hk/learning/en/page/VIEW/14/Lesson%20plans%20for%20senior%20secondary%20students.html>
- 鮑潔 “從香港公共房屋的發展探究香港人生活素質的轉變”, Liberal Studies Web-based Resource Platform. Retrieved from <http://ls.edb.hkedcity.net/> (Resources→Teaching and Learning Resources→Teaching Packages)

Lesson	Learning and teaching strategies and flow
	<p>groups depending on the lesson time).</p> <ul style="list-style-type: none"> <li>● Make a summary based on students' presentation and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>➤ From the sources, the middle parts of resettlement blocks were used as public bathrooms and washing places, and corridors were used to house different objects and kitchen cabinets for cooking. These architectural characteristics enhanced interaction and understanding among residents and helped create a neighbourhood. (Teachers can add that this also may have caused inconvenience for residents, as the sharing of sanitary facilities may trigger conflicts and disputes). The open space served as places for children to play and rest. Children enjoyed a limited number of simple facilities and developed deep friendships with their playmates with fond memories. When it comes to <b>quality of life</b>, despite a poor material life, residents obtained comfort from non-material factors (e.g. families, friendships, and neighbourhoods) by helping each other, and remained happy despite facing poor material conditions.</li> <li>➤ From the sources, in the short run, residents in public housing in the old days actively looked for jobs to make a living. For example, many small and medium-sized factories outsourced part of their production processes to individuals, many of whom were living in public housing. They brought the outsourced work home and encouraged their family members to get involved in it to make money. Teacher may supplement information on the economic development of Hong Kong at that time to enrich students' knowledge. In the long term, many families wanted their next generations to acquire knowledge through schooling and get ahead in the future, believing that "knowledge changes fate (知識改變命運)". Although the rooftop schools had inadequate teaching facilities and the learning environment was poor, students valued their opportunity to study at schools and studied very hard<sup>4</sup>. Teachers may also introduce the basic concept "<b>Social Mobility</b>" and explain to students that education is key to promoting social mobility. The younger generations living in public housing at that time were desperate for education opportunities, wishing for higher social status in the future and a better life for themselves and their families. In terms of social mobility, this was the phenomenon of intergenerational upward</li> </ul> </li> </ul>

<sup>4</sup> Teachers may refer to *美荷樓記* written by 張帝莊 (2013). Hong Kong: Joint Publishing Hong Kong. (Hong Kong Public Libraries Call Number: 739.189 1104). One of the articles in the book titled "將相本無種" (pp. 172-180) is about how the interviewee, who grew up and studied in Shek Kip Mei, became a Senior Counsel after graduating from the Law School at the University of Hong Kong. Another article is titled "苦難中磨煉" (pp. 148-155). The interviewee, an ex-principal of the Shek Kip Mei Government Primary School, talks about her education philosophy and shares her experience as the principal. It can help to deepen our understanding of how students learn and the teacher-student relationship.

Lesson	Learning and teaching strategies and flow
	<p>mobility.</p> <ul style="list-style-type: none"> <li>➤ From a historical perspective, the material quality of life of Hong Kong people has improved. (Use Hong Kong's economic growth in Source F of <b>Appendix 3</b> as an example). Yet their non-material life (e.g. neighbourhood relations) seems to be worsening. However, no matter what views students hold, teachers may encourage them to reflect upon their mindset in learning and the motivation behind their ambitions, as well as their determination to rise up to challenges in the face of adversity.</li> </ul> <p><b><u>Second group discussion and student presentation (around 28 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● After the first group discussion, teachers can use the materials relating to the basic concept "<b><u>Collective Memory</u></b>" to demonstrate that the developments in Hong Kong today should be attributed to the painstaking efforts of the older generations. The older generations' enterprising spirit should also form an integral part of the collective memory. To set up this second group discussion, teachers may brief students on the meaning of collective memory, and give some background for the discussion materials. For example: <ul style="list-style-type: none"> <li>➤ Collective memory refers to people's memory of natural and cultural landscapes (including historic buildings) as well as their way of life and major events in the past, and their wishes to retain and carry forward these memories of different forms.</li> <li>➤ The incorporation of the enterprising spirit into collective memory can be traced back to the TV series <i>Below the Lion Rock</i> and its theme song. This TV series depicts the unremitting efforts of residents in resettlement areas. Therefore, the "Lion Rock spirit" is almost synonymous with the enterprising spirit of Hong Kong people. (Students with knowledge about the TV series and its theme song can be invited to introduce and share their feelings.)</li> </ul> </li> <li>● Distribute the worksheet for group discussion (<b>Appendix 8</b>). Play the song in Source A of the worksheet. Besides the lyrics, students should also pay attention to the images and description. Students may be invited to join in the chorus to liven up the atmosphere if it does not interfere with other classes. Students can then study the remaining sources, and discuss according to the questions of the worksheet.</li> <li>● Students present their discussion results. (Decide the number of presenting groups depending on the lesson time).</li> <li>● Make a summary based on students' presentation and teachers' own knowledge. For example:</li> </ul>

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> <li>➤ Tell students that the “Lion Rock spirit” covers positive values and attitudes such as strong will power, boldness, optimism in the face of adversity, sense of responsibility, and caring for others. These are surely favourable to Hong Kong people’s pursuit of material life, thus improving their livelihood and social status. More importantly, they remind Hong Kong people that even in times of adversity and poor material conditions, they can retain mental wealth, and face up to difficulties with strong willpower and clear objectives, as well as the support of family and friends.</li> <li>➤ Today the difficulty in promoting the “Lion Rock Spirit” lies in its conjunction with social situations. Contemporary Hong Kong is a prosperous society with a high level of human development, as shown by the <i>Human Development Index</i> (can refer to Source A of Appendix 3), and its social environment is different to that of earlier years. It is difficult to make the spirit resonate with the new generation. To overcome this, avoid approaches overflowing with nostalgia and emotion, and add examples of young people’s bold spirit to produce better results.</li> <li>➤ Restate that the concept of collective memory involves abstract or subjective memories and memories triggered by tangible objects such as historical architecture. So, collective memory is relevant to the concept of “<b>Heritage Conservation</b>”.</li> </ul>
	<p><b><u>Arrangement of after-class learning activities (around 7 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Ask students to read the two basic concepts “<b><u>Social Mobility</u></b>” and “<b><u>Collective Memory</u></b>” to consolidate learning.</li> <li>● Distribute the guidelines and worksheets for the field study (Appendix 9). Introduce the purpose of this activity (Item A on the worksheet), details and follow-up works.</li> <li>● Remind students to prepare for the activities, and watch the video and read reference materials in Part B. These materials highlight what Mei Ho House used to be and various opinions on its revitalisation and utilisation, together with other examples of revitalisation of historical architecture in other cities. This will enrich students’ background knowledge and provide reference material for assignments. Besides, since this field trip involves issues of heritage conservation, students also need to read the basic concept “<b><u>heritage conservation</u></b>” (in the <i>Resources Booklet Series: Modern China</i>).</li> </ul>

Lesson	Learning and teaching strategies and flow
Field Study	<ul style="list-style-type: none"> <li>● In this field study, students conduct a field trip to Mei Ho House in Shek Kip Mei to help them understand the approach of revitalising historical architecture in Hong Kong and to review its effectiveness from the perspective of <b><u>heritage conservation</u></b>.</li> <li>● During the trip, students search for details and make records according to the questions in Part C of the worksheet. An item in Part C has been briefly mentioned in class. Students can verify what they have learned in class in order to deepen the impression.</li> <li>● For Part C, students need to take photos for comparison, as well as making written records. Teachers should remind students to bring cameras or camera phones before heading to the site. In addition, teachers may point out that if students adopt a non-written approach in their Independent Enquiry Study, photos should be attached as important presentation materials.</li> <li>● After the field trip, students complete the assignments in Part D of the worksheet to sort, review and apply what they have learned from it.</li> </ul>

--End of learning and teaching exemplar--

**Appendix 1: Worksheet for Lesson Preparation**

Are you satisfied with your life? Please answer the questions according to your personal life and feelings.

1. There are 3 choices for each question in the following table. Please use “✓” to mark the one you agree with most.

	Very satisfied	Generally satisfied	Not satisfied
a. Are you satisfied with your psychological health (e.g. sense of well-being, positive or negative feelings, study pressure) ?			
b. Are you satisfied with your health?			
c. Are you satisfied with your relationship with family members?			
d. Are you satisfied with your relationship with friends?			
e. Are you satisfied with your living environment (e.g. pollution level, noise level, space, view) ?			
f. Are you satisfied with the convenience of how you receive information daily?			
g. Are you satisfied with your material life (e.g. daily necessities, pocket money)?			

2. Which one of the above has the greatest impact on your life satisfaction? Why?

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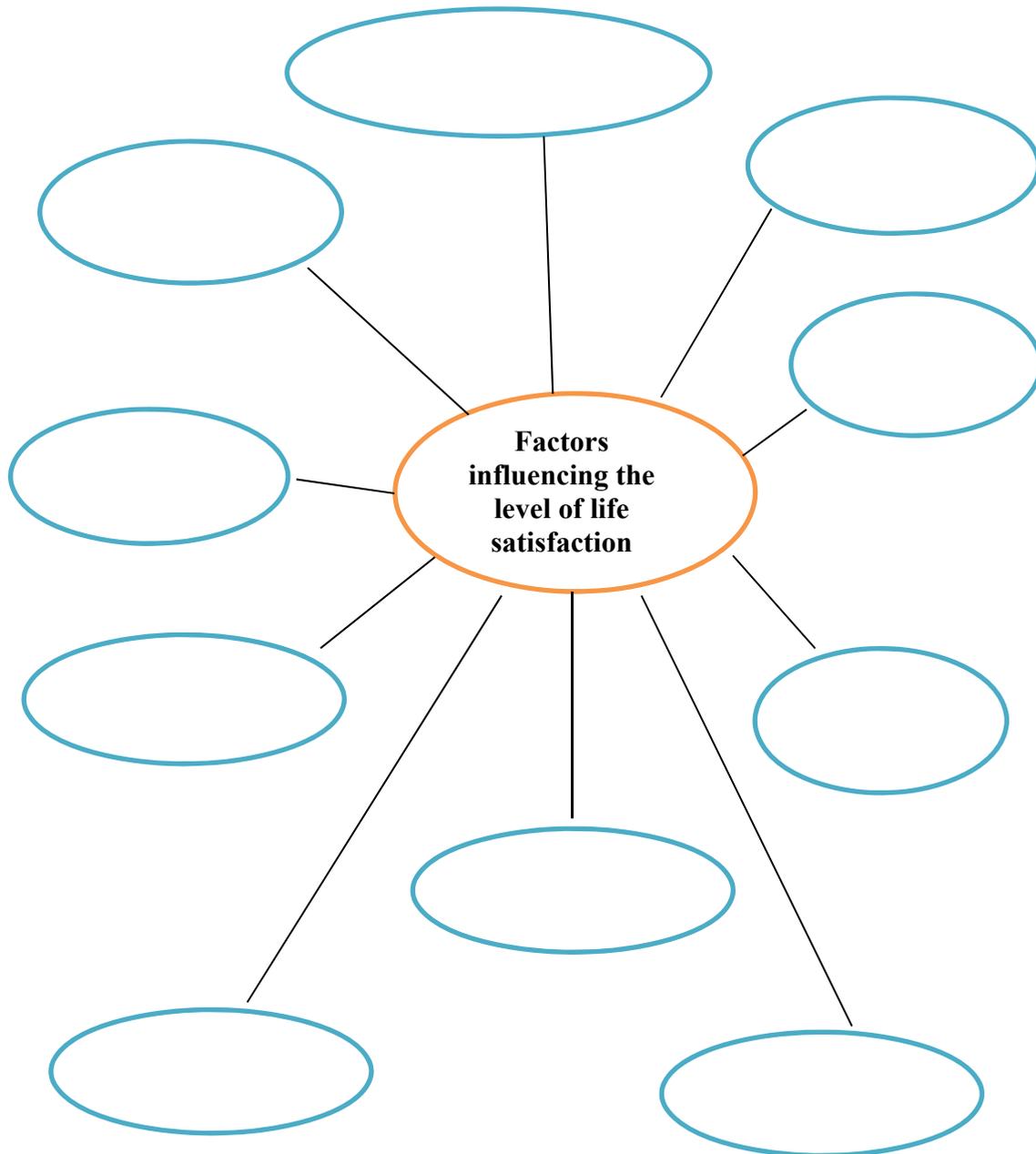
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**Appendix 2: Worksheet for Group Discussion**

1. Discuss with other members in your group and write down as many factors influencing life satisfaction (e.g. environment and education) as possible.



2. Classify these factors as “relating to material life” or “relating to non-material life”, and put them in the table below.

Relating to material life	Relating to non-material life

3. Watch this video and answer the questions.

Video: “香港故事 09：我們在石硤尾長大” (Please watch 17:05-19:40)

Website: <https://www.youtube.com/watch?v=C8PwqCid15g>

- a. How were the living conditions for the mother and the daughter interviewed in the video clip when they lived in Shek Kip Mei Estate? Explain with two examples from the video.

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**Appendix 3: Reference Materials for Instruction**

Source A: Human Development Index (HDI)

The Human Development Index (HDI) is a composite index developed by the United Nations. It measures the state of human development of countries and regions around the world using three basic dimensions: **a long and healthy life, being knowledgeable and having a decent standard of living**. The HDI is categorised as very high (over 0.800), high (0.711-0.799), medium (0.535-0.710) or low (below 0.535). The rankings for a number of countries and regions in 2014 are given below.

HDI rank	Country/Region	HDI 2014
1	Norway	0.944
2	Australia	0.935
3	Switzerland	0.930
4	Denmark	0.923
8	The United States	0.915
11	Singapore	0.912
12	Hong Kong, China	0.910
14	The United Kingdom	0.907
17	South Korea	0.898
20	Japan	0.891
50	Russia	0.798
67	Cuba	0.769
75	Brazil	0.755
90	The Mainland of China	0.727
104	The Maldives	0.706
115	The Philippines	0.668
121	The Republic of Iraq	0.654
130	India	0.609
132	Bhutan	0.605
145	Kenya	0.548
171	Afghanistan	0.465
187	The Republic of the Congo	0.350
188 (lowest ranking)	Niger	0.348

Source: *Human Development Report 2015*. pp.47-50. Retrieved from [http://hdr.undp.org/sites/default/files/2015\\_human\\_development\\_report.pdf](http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf)

Source B: *The World Happiness Report*

Since 2012, the United Nations has published the World Happiness Report each year, ranking the happiness of 158 countries and regions worldwide. The report uses six factors to measure the happiness of a country or a region: **GDP per capita**, **healthy life expectancy**, **social support**, **generosity** (levels of volunteering from people or organisations in difficult times), **freedom to make life choices** and **perceptions of corruption**. The highest score is 10 points, indicating a place where everybody is happy. The lowest score is 0, meaning that no one is happy in this place.

According to the 2015 survey, Switzerland ranked 1<sup>st</sup> (7.587), Iceland 2<sup>nd</sup> (7.561) and Denmark 3<sup>rd</sup> (7.527). The bottom three countries were Syria (156<sup>th</sup>, 3.006), Burundi (157<sup>th</sup>, 2.906) and Togo (158<sup>th</sup>, 2.839). Hong Kong's ranking moved down eight places to 72<sup>nd</sup> (5.474) from 2014, hitting a record low. The Mainland jumped up nine places to 84<sup>th</sup> (5.140).

One of the editors of the report noted that economic crises or natural disasters do not necessarily destroy a society's sense of well-being. He believes that happiness involves many factors. It is true that many countries with high happiness indexes are relatively affluent, but wealth is not the dominant contributor to happiness. Namely, social mutual trust and a clean government play crucial roles as well.

Source: Excerpted and adapted from the following reports and articles:

1. *World Happiness Report 2015* [http://worldhappiness.report/wp-content/uploads/sites/2/2015/04/WHR15\\_Sep15.pdf](http://worldhappiness.report/wp-content/uploads/sites/2/2015/04/WHR15_Sep15.pdf)
2. “聯合國世界調查 六因素量度「快樂」”, 9 June 2015, *Ta Kung Po*.
3. “全球快樂榜 港跌兩岸升”, 25 April 2015, *Wen Wei Po*.
4. “「公屋私樓冇我份」港人不快樂 全球排名跌落第 72 位”, 25 April 2015, *Sing Pao*.
5. “港快樂指數急跌 8 位 遠遜星台日韓 全球排 72”, 25 April 2015, *Hong Kong Daily News*.

## Source C: Global Well-being Index

The Global Well-being Index was devised by the consultant company Gallup of the United States, using five indexes (**purpose**, **social**, **financial**, **community** and **physical well-being**) to measure people's well-being in the survey. The degree of well-being is divided into three levels (high, medium and low). The research organisation ranks the countries or regions based on the percentages of their residents that are thriving in three or more of these well-being elements.

In 2014, over 146,000 people aged over 15 from 145 countries and regions were interviewed. Panama topped the Global Well-being Index for the second year in a row,

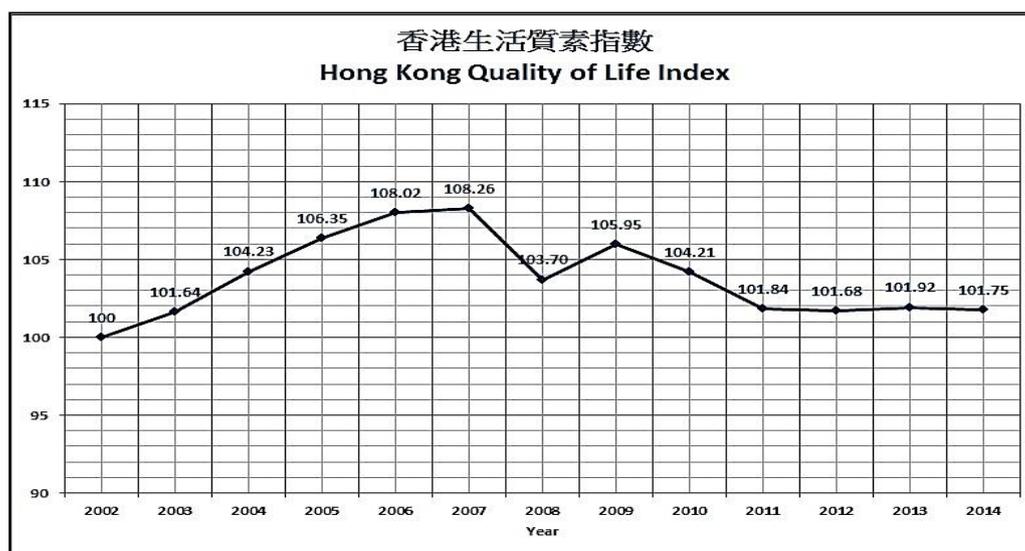
followed by Costa Rica, Puerto Rico, Switzerland and Belize. Afghanistan ranked the lowest. The index compilers said Panamanians claimed to enjoy numerous joyful things and moments and are free of worry every day. With a population of only 4 million, Panama is the fastest-growing economy with the highest per capita consumption level in Central America. Overall, Hong Kong scored poorly at 120<sup>th</sup>, 7 places higher than the Mainland, and with only 8.6% of residents satisfied in three indexes. Despite securing 23<sup>rd</sup> spot in terms of economic indexes, Hong Kong lagged well behind 100<sup>th</sup> place in other indexes. In particular, health and life goals trailed far behind at 140<sup>th</sup>.

Source: Excerpted and adapted from the following reports and articles:

1. *2014 Country Well-Being Rankings*, <http://www.well-beingindex.com/>
2. “不丹不再快樂”, 11 July 2015, *Hong Kong Daily News*.
3. “港人幸福感排 120 名 遜星台日列全球低位”, 26 June 2015, *Ming Pao*.
4. “幸福指數排全球 120 港人「不幸福」”, 26 June 2015, *Sky Post*.

Source D: The CUHK Hong Kong Quality of Life Index

The CUHK Hong Kong Quality of Life Index consists of 23 indicators that are grouped into five sub-indices: **Health**, **Social**, **Culture and Leisure**, **Economic**, and **Environmental**. The indicators are selected according to the coverage, measurability, representativeness and importance to the quality of life in Hong Kong. The higher the score, the better the performance. From 2003, the Centre for Quality of Life started to release index data and relevant reports in the middle of each year. The following figure shows changes in the data over the years:



Source: Text and graph adapted from the web page of Centre for Quality of Life, HKIAPS, CUHK <http://www.cuhk.edu.hk/hkiaps/qol/ch/index.html>

## Source E

Possible perspectives from which to measure the quality of life according to objective criteria or subjective judgment might include:

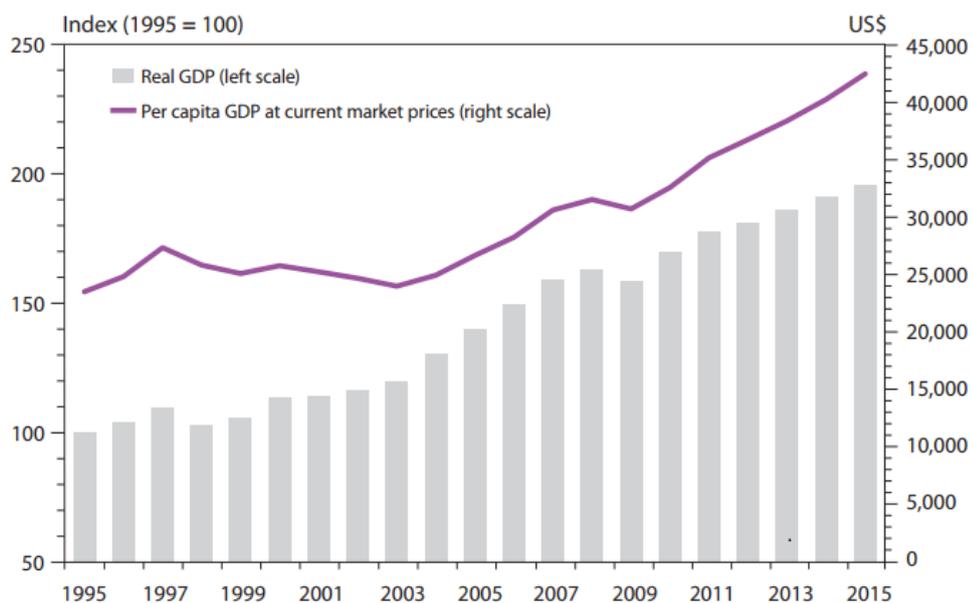
- Economic perspective (e.g. unemployment rate, per capita gross domestic product, real wages, the disparity between the rich and poor)
- Social perspective (e.g. the level of medical and health care, access to education and its level, equal opportunities)
- Cultural perspective (e.g. diversity, heritage)
- Political perspective (e.g. human rights and rule of law, freedom of the press, the Government's performance)
- Environmental perspective (e.g. level of pollution, development of environmental protection and conservation)

(Reflection: Are there any other perspectives apart from the above?)

Source: Excerpted from *Liberal Studies Curriculum and Assessment Guide* (2015 updated edition), p.21. Retrieved from [http://334.edb.hkedcity.net/doc/eng/curriculum/LS%20C&A%20Guide\\_updated\\_e.pdf](http://334.edb.hkedcity.net/doc/eng/curriculum/LS%20C&A%20Guide_updated_e.pdf)

## Source F

Over the past two decades, the Hong Kong economy grew by an average of 3.4% in real terms, consistently faster than most high-income economies. Over the same period, Hong Kong's per capita GDP rose by about 65% in real terms, with an average annual growth rate of 2.5%. Hong Kong's per capita GDP at current market prices reached US\$42,400 in 2015, one of the highest in the region and the world.

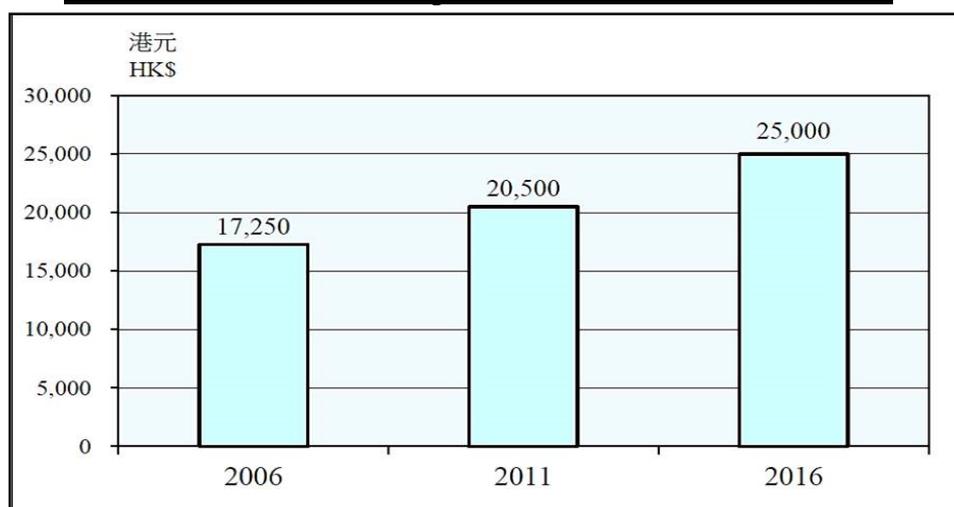


Source: Text and graph adapted from *Hong Kong Year Book* (2015), p.37. Retrieved from <http://www.yearbook.gov.hk/2015/en/index.html>

## Source G

The median monthly domestic household income in 2016 was \$25,000. This represents an increase of 44.9% over that in 2006, and an increase of 22.0% when compared with 2011. After discounting the effect of inflation, median monthly domestic household income recorded increases of about 6% over the past 10 years and 3% over the past 5 years respectively.

**Median household income per month in 2006, 2011 and 2016**

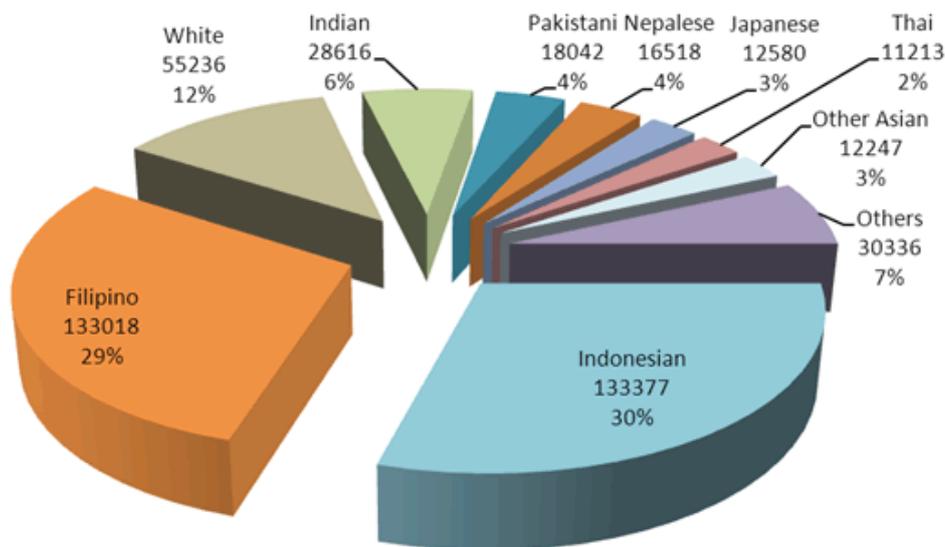


Source: Census and Statistics Department. *2016 Population By-census: Summary Results*. The web page of Census and Statistics Department. Retrieved from <http://www.statistics.gov.hk/pub/B11200942016XXXXB0100.pdf>

**Appendix 4: Data Sources for Group Discussion**

## Source A

Hong Kong is largely a mono-ethnic society, with approximately 94% of its population of Chinese origin (Han Chinese). According to the 2011 census, about 451,000 people in Hong Kong were non-Chinese, accounting for around 6% of the total population. Below are the numbers and percentages of the non-Chinese population.



Source: “The Demographics : Ethnic Groups”. The web page of Race Relations Unit, Home Affairs Department. Retrieved from [http://www.had.gov.hk/rru/tc\\_chi/info/info\\_dem.html](http://www.had.gov.hk/rru/tc_chi/info/info_dem.html)

## Source B

Hong Kong people are mostly Chinese, but there are many other nationalities and ethnic groups. Hong Kong is Asia’s most ethnically diverse area, with people of different races regarding Hong Kong as their home and contributing to the city’s integration and symbiosis of diverse cultures. Festivals of different religions and ethnic groups are celebrated in Hong Kong, such as Buddha’s Birthday in Buddhism, Christmas in Christianity, and Diwali across multiple ethnic groups in India. Chinese traditional festivals are also popular in Hong Kong, such as the Tomb-Sweeping Day and Mid-Autumn Festival. These well reflect Hong Kong’s rich and diverse cultures and also constitute Hong Kong people’s distinctive identity – rooted in Chinese traditional culture, integrated with local culture, incorporating the essence of Western culture and having a global vision.

Source: Excerpted and adapted from 曾德成 “香港展現多元文化”. Home Affairs Department. Retrieved from [http://www.hab.gov.hk/tc/about\\_us/from\\_the\\_desk\\_of\\_secretary\\_for\\_home\\_affairs/shaArticles77.htm](http://www.hab.gov.hk/tc/about_us/from_the_desk_of_secretary_for_home_affairs/shaArticles77.htm)

## Source C

The Hong Kong-style teahouse (Cha Chan Teng, 茶餐廳) is a place for many Hong Kong people to consume their three meals a day cheaply. From the point of view of fast-food culture across the globe, the wide range of drinks and food served by such teahouses in Hong Kong is really worth writing about. Beverages include coffee, milk tea, Ovaltine, red bean ice and even “Yuanyang” (a mixture of coffee and milk tea), which is seldom found outside Hong Kong. Food served in these teahouses includes various sandwiches, Western-style noodles, Western-style grilled meat, Chinese-style barbecued meat, and Chinese-style noodles, congee and rice. There is even so-called stewed spaghetti, which is a typical example of Western food cooked in the Chinese way and is rarely seen in restaurants in foreign countries. Besides, the egg tarts loved by Hong Kong people can be traced back to restaurants in Guangzhou in the 1920s. They became popular in cake shops in Hong Kong around the 1940s and were later served as part of an afternoon tea set in teahouses.

In essence, Hong Kong’s food culture has not only inherited Chinese traditions but also bears the hallmarks of cross-cultural exchanges. It combines Chinese and Western cultures while constantly reinventing itself, which is another embodiment of multicultural Hong Kong.

Source: Excerpted and adapted from the following books and articles:

1. 吳昊 (2000) 香港萬花筒. Hong Kong : South China Morning Post, p.184.
2. 吳燕和 (July 2001). “港式茶餐廳—從全球化的香港飲食文化談起” In 廣西民族學院學報 (哲學社會科學版), 第 23 卷, volume 4.
3. 白頌麒 (September 2007). “香港「街頭小食」與香港文化認同”. In 文化研究@嶺南, volume 7. Retrieved from [http://www.ln.edu.hk/mcsln/7th\\_issue/feature\\_04.shtml](http://www.ln.edu.hk/mcsln/7th_issue/feature_04.shtml)

## Source D:

## Observation about Diverse Culture in Hong Kong by an Arrival from the Mainland

I left my hometown in the Mainland and studied in Hong Kong, and worked here after graduation. When I first arrived, I was captivated by the diversity of information, and the diverse and inclusive cultural climate. At that time, I was impressed by the exotic freshness, thinking that Hong Kong was not a cultural desert as I had heard before. But over time, as I have adapted to the way of life in Hong Kong, I came to realise that Hong Kong’s culture and art is void of rich content.

In many ways and forms of artistic presentation, artists or writers from the Mainland may not be as aggressive and bold as their Hong Kong counterparts. However, the Mainland cultural and artistic presentation conveys feelings of depth





**Appendix 5: After-class Reading Materials**

A British survey agency published rankings of liveable cities around the globe for 2016, listing the top three as Melbourne, Vienna and Vancouver. Melbourne topped the list for the sixth time, while Libya's capital Tripoli and Syria's capital Damascus ranked the bottom two due to the ongoing civil wars in recent years. Hong Kong's ranking rose from 46<sup>th</sup> in 2015 to 43<sup>rd</sup> place, being the most liveable city in the Greater China Region. The ranking list was based on a survey of 140 cities worldwide, scoring and ranking the cities by more than 30 items in the following five categories: **social stability**, **medicine and health**, **culture and environment**, **education** and **infrastructure**.

2016 Global Liveability Ranking of Selected Countries

Cities	Ranking	Score (Full score 100)
Melbourne, Australia	1	97.5
Vienna, Austria	2	97.4
Vancouver, Canada	3	97.3
Tokyo, Japan (Highest in Asia)	13	94.7
Hong Kong, China	43	88.8
Singapore	46	88.7
Beijing, China	73	74.9
Tripoli, Libya	139	35.9
Damascus, Syria (the bottom)	140	30.2

Sources: Excerpted and adapted from the news from 18 to 19 August 2016.

## Questions

- (a) According to the above source, what factors would you consider to decide whether a city is liveable? List three factors and explain their relationships with the liveability of a city. (Hint: you may consider the indicators in the source or put forward your own ideas. In explaining the factors, you may use cities shown in the source other than Hong Kong as an example to avoid repetition of what is involved in Question (b).)
- (b) Among the three factors you listed in the previous question, **which one** do you think is the most important considering **the current situation in Hong Kong**? Explain your argument based on the impact of this factor on **the quality of life of Hong Kong people**. (Note that your answer should closely follow the requirements that are underlined in this question).

## Intention of Assessment

### *Assessment Focus*

The source of the assessment items shows the 2015 Global Liveability Ranking of selected countries. Students are expected to identify the factors they will consider in determining whether a city is livable, and the impact of these factors on the quality of life of Hong Kong people. Students should apply different aspects of the concept “quality of life” and explain their viewpoints based on their understanding and analysis of cities in the ranking list. For the assessment of enquiry skills, students should be able to interpret textual and statistical data, analyse factors and evaluate their importance.

### *Expected Student Performance*

- Knowledge
  - For question (a), students can refer to the five indicators involved in the ranking (social stability, medicine and health, culture and environment, education and infrastructure) or propose any other factors that determine a city’s liveability in their understanding. To explain these factors, students may cite their importance to the quality of life as a reason. For example, students may argue that “social stability” is an important factor, because if a society is suffering turbulence, any drive for a better quality of life would become unfeasible. As the ranking shows, the societies of the bottom two cities are very unstable. That reflects the importance of social stability to a city’s liveability.
  - For question (b), students need to select one of the three factors they listed in question (a) that is most important given Hong Kong’s current situation. Students must present their argument in the context of Hong Kong. If culture is listed in question (a) and is regarded as the most important factor for Hong Kong in question (b), the student needs to closely follow the latest cultural development of Hong Kong and its impact on quality of life to develop an argument (e.g. emphasise that cultural diversity can enrich daily life).
  
- Skills
  - Applying knowledge and concepts in the analysis of ranking data.
  - Extracting and interpreting key messages in textual data and supporting explanations of it with relevant examples.
  - Choosing the most important factor by comparing the importance of various factors from multiple perspectives.

**Appendix 6 : Worksheet for Lesson Preparation**

Watch this video and answer the questions for lesson preparation.

Video: “香港歷史系列 III：安居屋簷下” (Please watch from 5:12-10:04)  
Website: <https://www.youtube.com/watch?v=kuUETs8xqNs>

1. Why did Hong Kong face the problem of a population boom after World War II? Did the Government adopt any relevant housing policy to deal with this issue? Why?

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2. What events caused the Government to change its housing policy and turn to building resettlement blocks? What alternative measures did the Government initially consider but later give up before it decided to build resettlement blocks? Why?

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3. Describe the conditions of the first batch of resettlement blocks according to the video in the following table.

<p><b>Unit Area and Number of Occupants</b></p>	
<p><b>Living Conditions</b></p>	
<p><b>Public Health Facilities</b></p>	

**Appendix 7 : Worksheet for Group Discussion**

## Source A

Due to the small unit area in old-style public housing in the 1950s-1960s, the occupants extended their living space to the public corridors outside. Cooking stoves, clothing racks, canvas beds and other daily necessities were all placed outdoors. Women chatted while washing clothes in the middle washing room. In the evening, each household cooked in the corridors, sometimes asking for a little salt and sugar from their neighbours and sometimes sharing a meal. Sometimes when one household stewed soup, all of the others living on the same floor could take a sip. At night, the residents set up canvas beds in corridors and courtyards, staring at stars before sleep. Neighbours trusted each other as if living under the same roof.



Early resettlement blocks were not equipped with private kitchens and toilets, so the occupants had to wash clothes in public space and cook in the corridors.

## Sources:

- Text excerpted and adapted from
  1. Hong Kong Local Records Foundation Limited (2014) *我們在石硤尾長大* Hong Kong : Hong Kong Youth Hostels Association, pp.40-41.
  2. 劉智鵬 (2010). *我們在蘇屋邨長大*. Hong Kong : Chung Hwa Book Co., pp.152-153.
  3. 朱淑芬等 (2009). *回憶·情—在牛頭角下邨的共同歲月* Hong Kong : Hong Kong Sheng Kung Hui Welfare Council, Hong Kong Housing Authority, pp.15-16.
- Photos excerpted from the web page of Housing Authority. Retrieved from <https://www.housingauthority.gov.hk/tc/about-us/publications-and-statistics/housing-dimensions/article/20120210/fun-deck1.html>

## Source B

The children living in public housing at that time enjoyed their childhood even though their material life was poor. For example, they used glass powder to make glass-coated kite lines or rolled paper into a ball and kicked it as a football on the stairs. They also played the simplest game of jumping from higher to lower stairs. They climbed to the back of a mountain to catch insects as well. As the occupants often kept their doors open, children felt free to find playmates at any time. Televisions were a new technology and very rare. When one household installed a TV, all children would gather in the doorway.



Children's playground at Shek Kip Mei Estate in the 1960s

During festivals, the housing estate was filled with a strong festive atmosphere. At Lunar New Year, neighbours greeted each other early in the morning holding candies in their hands. At Mid-Autumn Festival, kids would hold lanterns and play in the public space in the middle of each floor, just like brothers and sisters. In the past, children made a lot of friends, and were ready to be sharing, cooperative, supportive, harmonious and compliant with each other.



The distribution center for outsourced plastic flowers in the Tai Wo Hau Estate in 1964

In those days, no one would say that poor academic performance deserved death. Instead, people believed that they could find their own path in other ways. A lot of people took home work outsourced by factories. The most common work was assembling plastic flowers, making full use of the labour of housewives and even of children without any skills.

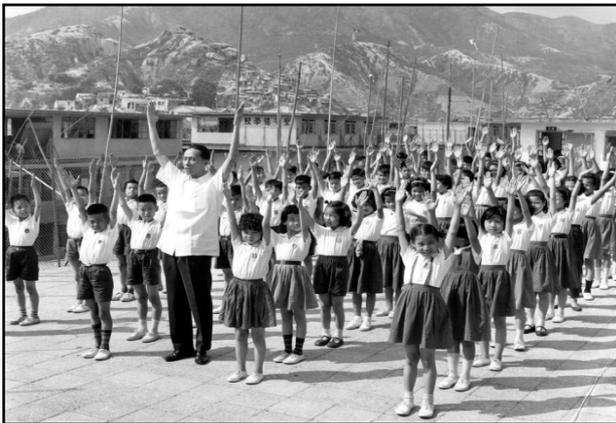
## Sources:

- Text excerpted and adapted from
  1. 張帝莊 (2013). *美荷樓記* Hong Kong : Joint Publishing HK, pp.55-56, 71.
  2. 劉智鵬 (2010) *我們在蘇屋邨長大* Hong Kong : Chung Hwa Book Co., pp.53-54,81-82,97-98
  3. 麥耀光 “情繫明華：童樂”，18 June 2014, *Sing Tao Daily*.
  4. 蔡利民 (2009) *踏着回憶走過來--從明華大廈開始* Hong Kong : Step Forward Multi Media, pp.32-34.

- Photos excerpted from
  1. Top: Photos of the Mei Ho House Exhibition.
  2. Bottom: The web page of Hong Kong Memory. Retrieved from [http://www.hkmemory.hk/collections/public\\_housing/all\\_items/images/201307/t20130702\\_61583\\_cht.html](http://www.hkmemory.hk/collections/public_housing/all_items/images/201307/t20130702_61583_cht.html)

## Source C

In the 1950s-60s, because of a shortage of places in public schools, more than half of students attended private schools, but the tuition fees of the latter were unaffordable for residents living in resettlement blocks, so many children had to drop out. Some non-governmental organisations opened schools on the rooftops of resettlement blocks, only charging low tuition fees, which provided children there with education opportunities and helped them find decent jobs when they grew up. Apart from classrooms and school offices, these rooftop primary schools were scant in terms of the facilities found in modern schools, such as music rooms, medical rooms and auditoriums. Although the conditions of these rooftop schools were poor, students were well aware that opportunities did not come easily, so they cherished the chance and studied very hard, striving to stand out in the future.



Block 8 rooftop primary school of Shek Kip Mei Estate in 1964



A rooftop primary school in 1966



## Source:

- Text excerpted and adapted from Hong Kong Local Records Foundation Limited (2014) *我們在石硤尾長大* Hong Kong : Hong Kong Youth Hostels Association, pp.23-24.
- Photos extracted from:
  1. Top: The web page of Hong Kong Memory. Retrieved from [http://www.hkmemory.hk/collections/public\\_housing/all\\_items/images/201307/t20130702\\_61584\\_cht.html](http://www.hkmemory.hk/collections/public_housing/all_items/images/201307/t20130702_61584_cht.html)
  2. Bottom: Government Records Service. Retrieved from [http://www.grs.gov.hk/ws/tc/resource/Education/primary\\_and\\_secondary\\_education/Education\\_11.html](http://www.grs.gov.hk/ws/tc/resource/Education/primary_and_secondary_education/Education_11.html)





**Appendix 8: Worksheet for Group Discussion**

## Source A

Video clip: “《獅子山下》電視劇主題曲” (length: 3 minutes 43 seconds)

Website: <https://www.youtube.com/watch?v=Kt7m4FjiT80>

(Students should pay attention not only to the lyrics but also the images and descriptions while watching the video)

## Source B

Each city has a theme, which is usually represented by a place of interest, a river or a mountain. The theme of Hong Kong from its inception has been “survive against adversity, gather with wisdom and effort”, which is represented by the Lion Rock. The 1960s-70s were a hard but vibrant period for Hong Kong. At that time, most of the residents of resettlement blocks, public housing, and wooden houses lived at the foot of the Lion Rock. *Below the Lion Rock*, a TV series filmed by RTHK, described life in the Tiger Rock (now known as Lok Fu) resettlement estate and the enterprising spirit of Hong Kong people. The theme song of the TV series with the same name is still popular today. Some scholars noted that Cantonese pop songs tend to accurately capture the social mindset of the time, which has been embedded in the collective memory of every generation of citizens. The theme song of *Below the Lion Rock* is a case in point.

Source : Excerpted and adapted from the following articles and books:

1. “獅子山下 經典重溫”. The web page of RTHK. Retrieved from <http://programme.rthk.hk/rthk/tv/programme.php?name=tv/belowthelionrockclassics>
2. 朱耀偉 (2009) *歲月如歌—詞話香港粵語流行曲* Hong Kong : Joint Publishing HK, p.53-57.

## Source C

Wong Yan-lung, former Secretary of Justice of the HKSAR, said that he lived in Wan Chai when he was small. He was brought up in a poor family and his father supported the entire family by selling ice-cream. After school, he often helped his father do business. His teacher once came across him pushing a cart while selling ice cream. Later the teacher gave him a pair of sports shoes, which made him feel the warm care of others. He and his classmates got along well and helped each other in those days. Talking about the “Lion Rock spirit”, Mr. Wong stressed that the success of Hong Kong cannot rely on individuals’ hard work alone, but on a collective effort.

On the other hand, some sociologists have pointed out that people of different ages have different understandings of the “Lion Rock spirit” because each kind of spirit originates in a specific environment. In today’s social and economic context, many Hong



## **Appendix 9: Guidelines and Worksheets for the Field Study**

### **A. Forms and themes for the field study**

Divide students into groups of four. Then conduct the field study for half a day under the instruction of teachers. Alternatively, ask students to go to Mei Ho House in Shek Kip Mei on their own and conduct an on-site field study. For the enquiry topic, students should clearly understand the changes in the quality of life of Hong Kong people from the perspective of historical development. They should also study the revitalisation and conservation methods of Mei Ho House and their effectiveness.

### **B. Preparation for the field study**

Before heading to the site, students need to watch the video and read reference materials to enhance their knowledge of the site and get a preliminary idea of its revitalisation and conservation.

### **C. Video**

Video 1 : “石硤尾的歲月”(length: 7 minutes 17 seconds (Part 1) and 2 minutes 54 seconds (Part 2))

Website : <http://www.youtube.com/watch?v=edO5QzKdg3Y> (Part 1)  
<http://www.youtube.com/watch?v=toevm6icue0> (Part 2)

Video 2 : “屋邨博物館為誰開” (Please watch 0:01 - 1:10 and 1:51 - 2:12)

Website : <http://hk.apple.nextmedia.com/supplement/special/art/20131028/18481923>

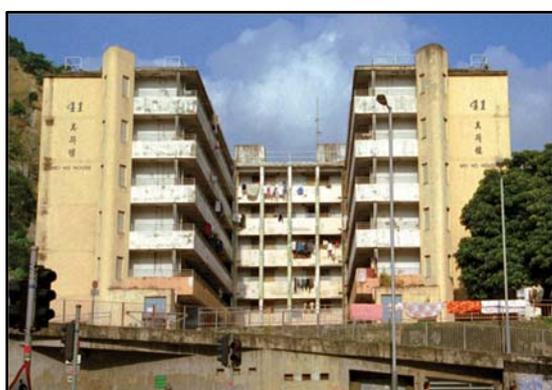
Video 3 : “‘美荷樓’ 變身城市旅舍”(Please watch 0:10 - 5:35)

Website : <https://www.youtube.com/watch?v=b6NXAk0jBWI>

## References

### Source A

From its construction in 1954, Mei Ho House was used as public housing until 2006. It underwent renovation in the 1970s. Specifically, two units were connected to expand indoor space, and public corridors facing streets were included as part of the flat. Thus independent kitchens, toilets and terraces were built and the original public space for washing and bathing in the middle of the two wings was changed into small residential units. Shek Kip Mei Estate was rebuilt in 2000, and Mei Ho House was preserved as the only H-shaped resettlement building in Hong Kong. It is now classified as a Grade 2 historical building. In February 2009, the Hong Kong Youth Hostel Association was selected as a partner under the “Revitalising Historic Buildings Through Partnership Scheme” to oversee the conservation and development of Mei Ho House. The association renovated it into a non-profit youth hostel and set up the Heritage of Mei Ho House Museum for public visitors. The museum showcases photos and physical exhibits to redisplay the living conditions in public housing during the 1950s-70s, allowing visitors to experience the lives and the close relationships between people in the old days.



Mei Ho House before revitalisation



Mei Ho House after revitalisation

#### Sources:

- Text excerpted and adapted from 張帝莊. (2013). *美荷樓記*. Hong Kong : Joint Publishing HK, pp.219-222.
- Photos extracted from
  1. Left: The web page of Conserve and Revitalise Hong Kong Heritage. Retrieved from <http://www.heritage.gov.hk/images/rhbt/7.jpg>
  2. Right: Photo taken by the resources developer.

Source B: Thoughts shared by a newspaper columnist after visiting Mei Ho House

Mei Ho House was revitalised as a youth hostel and heritage museum. One day, I took my daughter for a visit there. As well as broadening her horizons, the visit took me back to my childhood days when I saw the museum's collection.

The visit reminded me of the dramatic changes of era and it increased my awareness of the importance of treasuring what we have today while reminiscing about the past. A society with proper cultural and historical conservation is sufficient to remind us to cherish the happiness we often take for granted. With the development of Hong Kong, we may not be able to preserve every memorable item, but thanks to the conservation-minded enthusiasts in society, we can make our due contributions to the effort to retain important memories of each era in different ways. Therefore, revitalization projects for historic buildings are rewarding attempts from the HKSAR Government. If such programmes are used as themes for promotional activities to develop collective memory among the public, people will be more united.

Source: Excerpted and adapted from “美荷樓更能凝聚民心” by 徐緣, 14 November 2013, *Apple Daily*.

Source C:

Thoughts shared by a former District Council Chairman after visiting Mei Ho House

When historical architecture is revitalised, the most common method is to do additional construction. And after revitalisation, it is a common criticism that not many places are open to the public. I once visited two historic buildings through the “Revitalising Partnership Scheme”: One is Tai O Heritage Hotel, which added a rooftop restaurant, and the heritage open to visitors who do not eat in the restaurant covers only a little more than 300 sq ft. The second is Lui Seng Chun, with its distinctive arcade blocked when viewed from the street. If you would like to visit the upstairs section, you have to make an online booking.

Yesterday, I went to Mei Ho House, another historic building under revitalisation and conservation. Earlier I heard from my friends that many residents are dissatisfied with the revitalised appearance. I agreed with them and also felt sad after my visit. I found a new building with reflective glass installed and the windows of the partial arcade blocked. This hides Mei Ho House's characteristics of the first batch of public housing.

There are different levels of revitalisation. Two count most: the first is to respect historic buildings and try not to change design details, so that future generations are able to understand their historical features and experience their past usage. The second is community engagement. Since the buildings are renovated with public funds, there should be spaces offering high accessibility to and interaction with the community.

Source: Excerpted and adapted from “活化的意義” by 黃英琦, 25 March 2014, *am730*.

Source D: Thoughts shared by an artist after visiting Mei Ho House

In recent years, many old buildings have raised common concerns among the general public. Because of their historical value, social connections or human affection, they can be retained and revitalised to a certain extent. However, if the buildings are altered inside and outside to look like new ones, disconnecting them from the original network of relationships, that makes little sense.

I vaguely remembered that Mei Ho House was an old building on the mountainside, only six or seven storeys high. Its original profile should remain visible after reconstruction. Yet, what I saw recently in the same location is a bright orange building, with all its windows replaced with mirror-like glass. Viewed from its side, it feels very strange, rather like a new modern building. From the outside, its identity has been completely reshaped. Then what is the objective of such revitalisation? Why not dismantle and rebuild it, if it takes on a new look and provides totally different functions?

Revitalisation paints a beautiful picture, as old buildings can be retained and refurbished with new functions. But is the word “revitalisation” really right when a building is turned into another thing inside and outside, leaving behind only a faint connection with its past? It seems that “specimen” is more appropriate for the process.

Source: Excerpted and adapted from “活化了的建築 活化了的標本” by 謝諾麟, 6 September 2013, *Wen Wei Po*.

## Source E: Examples of revitalisation of historic buildings in other cities

Example 1: Taipei Story House in Taipei

In 1913, a Taipei tea merchant surnamed Chen constructed a British Tudor-style building in Taipei's Yuanshan district and used it as a meeting place to entertain Taiwanese gentry, politicians and tea merchants from various countries. After the death of the tea merchant in 1923, the House



changed hands several times and experienced transformation as well. In December 1987, the house was handed over to the Taipei Fine Arts Museum and in 1998 was designated as a historic building, followed immediately by repairs. Guided by the principle of reusing heritage sites, in 2003, members of the public took over the house and founded the Taipei Story House, displaying Taiwanese lifestyle and culture to the public. In May 2015, the House continued its business under the Cultural and Educational Foundation established by a non-governmental legal body. It centred on clothing, food, shelter, transportation and entertainment. It organised relevant art and culture exhibitions and activities. It also integrated with local communities, people and social resources in the education work on the protection of heritage sites and the promotion of the conservation of cultural assets to extend the history of this century-old house.

Example 2: Tate Modern

The Tate Modern Art Gallery, formerly known as Bankside Power Station, is located on the South Bank of the River Thames in London. It was built in 1947 and officially put into operation in 1952.

The plant was designed by a famous architect, Giles Gilbert Scott from the United Kingdom, who cleverly infused classic style

into the industrial structure. In 1981, the power plant had to close down under the pressure of rising fuel prices. A charity, the Tate Gallery, purchased and revitalised it as a museum in 1994. The original architectural structure of the power plant was retained to the maximum extent, with only internal modifications made to enable it to function as a museum. The turbine room in the center of the power plant was converted into a cathedral-like hall. A two-storey glass canopy was added to the top of the main building, bringing plenty of natural light into the gallery. The external architectural

form and proportion of the power plant have not been significantly changed, thus retaining the original landscape in the area.

## Sources:

- Text excerpted and adapted from the following web page and teaching resources:
  1. Official website of 台北故事館. Retrieved from <http://www.taipeistoryhouse.org.tw/pageview.asp?pageno=1>
  2. Antiquities and Monuments Office (2010) “Conserve and Revitalise@Hong Kong Heritage: Liberal Studies Teaching Kit”, Section 3, Chapter 2, p.56. Retrieved from <http://www.amo.gov.hk/b5/teachingkit/rom/link/ch2/ch2.3.pdf>
- Both photos taken by the resources developer in Taipei and London.

### C. Worksheet for the Field Study

#### Enquiry item 1: Comparison of the quality of life in the past and present

1. During the field study, by referring to the exhibits in the Heritage of Mei Ho House Museum, complete the middle column in the following table, and leave the rightmost column blank until you have collected relevant materials after the visit.

Focus of Enquiry	Conditions in the 1950s-70s	Present Conditions
Living conditions and facilities, e.g.: <ul style="list-style-type: none"> <li>● What are the differences between the flats before and after reconstruction?</li> <li>● How did these differences improve the residents’ quality of life?</li> </ul>		Hint: consider the appearance, flat design and ancillary facilities of current public housing
Furniture and electrical appliances inside the flats, e.g.: <ul style="list-style-type: none"> <li>● How did the furniture and electrical appliances reflect residents’</li> </ul>		Hint: compare it with your own home.

Focus of Enquiry	Conditions in the 1950s-70s	Present Conditions
<p>quality of life at that time?</p> <ul style="list-style-type: none"> <li>● There are sewing machines in many of the flats. Why?</li> </ul>		
<p>Children's leisure activities and recreational facilities, e.g.:</p> <ul style="list-style-type: none"> <li>● What leisure activities were there for children?</li> <li>● How about the recreational facilities at that time?</li> </ul>		<p>Hint: consider teenagers' extra-curricular activities, leisure facilities ...</p>
<p>Commercial activities and commodity prices, e.g.:</p> <ul style="list-style-type: none"> <li>● What business models did the shops adopt? How about their relationships with customers?</li> <li>● How about commodity prices in those years?</li> </ul>		<p>Hint: consider convenience stores, supermarkets...</p>

<b>Focus of Enquiry</b>	<b>Conditions in the 1950s-70s</b>	<b>Present Conditions</b>
Other (Please state)		
Other (Please state)		

2. According to the key points of the field study in Question 1 (select four items), select photos representative of the past conditions and compare them with the photos in the present to shed light on the differences between past and present. Also, talk about what you think of these changes. (Photos of the 1950s-70s conditions can be taken during the visit and photos of current conditions can be taken in your daily life).

Focus of enquiry (specify):
Photo in the 1950s-70s
Current photo
Reflection

Focus of enquiry (specify):

Photo in the 1950s-70s

Current photo

Reflection

Focus of enquiry (specify):

Photo in the 1950s-70s

Current photo

Reflection

Focus of enquiry (specify):

Photo in the 1950s-70s

Current photo

Reflection

**Enquiry item 2: Revitalisation of Mei Ho House**

According to what you see during the field visit and the leaflets provided by the staff or person in charge of the site, outline the overall revitalising conditions of Mei Ho House in the following three aspects:

	<b>Brief Introduction*</b>
<b>Heritage of Mei Ho House Museum</b>	Description (hint: consider purpose of establishment, list of exhibits, opening hours, target visitors...):
	Photo:

	<b>Brief Introduction*</b>
<b>Cafes and Stores</b>	Description (hint: compare them with the teahouses near Mei Ho House with regard to purpose of establishment, goods for sale and their characteristics, food prices, environment...)
	Photos:

<b>Brief Introduction*</b>	
<b>Hostel Rooms</b>	Description (hint: consider number of rooms, prices of rooms, facilities, space for tourists...):
	Photos (If visiting inside the hostel rooms is not allowed, take photos of their outside appearance.)

\* Students can watch the video clip “YHA Mei Ho House Youth Hostel 1” first to get a glimpse and then fill in the table above according to what they have learnt from the visit



**Senior Secondary Liberal Studies**  
**“Hong Kong Today” Module**  
**Learning and Teaching Exemplar (3)**

**Socio-political Participation  
of Hong Kong Citizens and  
how the Government  
Conducts Public Consultation**

## A. Basic information of the exemplar

<b>Topic</b>	Socio-political Participation of Hong Kong Citizens and how the Government Conducts Public Consultation
<b>Relevant module, themes and issues for enquiry</b>	<p><b>Leading</b> Module 2: Hong Kong Today; Theme 2: Rule of Law and Socio-political Participation</p> <ul style="list-style-type: none"> <li>● What factors determine the level and form of socio-political participation by Hong Kong residents? What is the significance of their participation? Why do they have different demands? What is the impact of their demands?</li> <li>● How does the Government respond to the demands of different social groups? What is the impact of the responses on the governance of Hong Kong, the safeguarding of the rule of law and the promotion of socio-political participation among Hong Kong residents? Why?</li> </ul> <hr/> <p><b>Related</b></p> <p>Module 2: Hong Kong Today; Theme 1: Quality of Life</p> <ul style="list-style-type: none"> <li>● How can individuals or organisations contribute to the maintenance and improvement of the quality of life? What are the obstacles to their efforts? Which groups of people are most affected if these obstacles are not removed?</li> </ul> <p>Module 2: Hong Kong Today; Theme 2: Rule of Law and Socio-political Participation</p> <ul style="list-style-type: none"> <li>● In what ways does the rule of law protect rights and promote the observance of responsibilities among Hong Kong residents?</li> </ul> <p>Module 6: Energy Technology and Environment; Theme 2: The Environment and Sustainable Development</p> <ul style="list-style-type: none"> <li>● How do the living styles of people and social development affect the environment and the use of energy?</li> <li>● What responses could be made by different sectors of the society, governments and international organization regarding the future of sustainable development?</li> </ul>
<b>Overall design rationale</b>	This exemplar helps students learn about the socio-political participation of Hong Kong citizens as well as the means of public consultation by the Government. The exemplar includes an on-site field study to help students gain a deeper understanding of environment and ecological issues. Generally speaking, the in-class learning and teaching activities are designed for the enquiry

	<p>questions of Theme 2 in Module 2, while the field study touches on the learning of Theme 2 in Module 6.</p> <p>In addition to introducing the concept of “civic consciousness and civic participation”, Lesson 1 in the exemplar also offers explanations using daily-life examples to strengthen students’ basic knowledge and prepare them for further enquiries. Lessons 2 and 3 first give an introduction to factors affecting Hong Kong citizens’ involvement in socio-political affairs. Then, they focus the enquiry on the means and channels of participation, as well as the manner in which an individual’s right to participation is protected. In the enquiry, the exemplar also involves relevant articles of the Basic Law and the impact of internet development on civic participation. Using the specific example of the Lung Mei beach, Lessons 4 and 5 require students to analyse how Hong Kong residents express their demands, and whether the means and channels employed by the Government can serve the purpose of gathering opinions from the public.</p> <p>The field study is an extension of class learning. In addition to switching the learning environment to an outdoor setting, it also represents a shift in the enquiry focus, i.e. from Module 2 to Module 6. Teachers may determine the details of these activities based on actual circumstances, or otherwise guide students through the enquiry focus in class.</p>
<b>Time required</b>	5 lessons (40 minutes per lesson), around 200 minutes in total, a field study (around half to one day)
<b>Teaching objectives</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>● Significance, ways, means and levels of socio-political participation.</li> <li>● Factors affecting Hong Kong residents’ socio-political participation.</li> <li>● Current ways and channels of public consultation in Hong Kong.</li> <li>● The balance between economic development and environmental conservation.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>● To make conceptual observations based on the available data.</li> <li>● To apply relevant knowledge and concepts in the study of contemporary issues.</li> </ul>

	<ul style="list-style-type: none"> <li>● To interpret sources from multiple perspectives.</li> <li>● To summarise the requirements of the issue enquiry and apply it to other issues.</li> <li>● To communicate in oral and written expression.</li> <li>● To elicit impromptu reaction and response to questions.</li> <li>● Field observation and interview.</li> </ul>
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> <li>● To treat the opinions and values of others in an open and accommodating way.</li> <li>● To appreciate and respect different cultures and opinions in a pluralistic society.</li> <li>● To express views and demands in a fair, reasonable and legitimate way.</li> <li>● To care for and protect the natural environment.</li> <li>● To conduct interview properly and politely.</li> </ul>
<b>Basic concepts for application</b>	The Basic Law, civic consciousness and civic participation, judicial review, sustainable development, biodiversity, waste management
<b>Relevant learning experiences at junior secondary levels</b>	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students are expected to have developed a general understanding of the following issues: historical and current development of politics and society in Hong Kong; the importance of the Basic Law of the HKSAR of the People’s Republic of China to Hong Kong residents; the governance of the HKSAR; the identities, rights and duties of Hong Kong residents; the participation in social and political affairs of Hong Kong residents, etc. If teachers think that students lack basic knowledge, a brief introduction should be made before using this exemplar.

**B. Design of classroom learning and teaching**

Lesson	Learning and teaching strategies and flow
1	<p data-bbox="391 344 774 383"><b><u>Lead-in</u></b> (around 5 minutes)</p> <ul data-bbox="391 394 1366 667" style="list-style-type: none"> <li data-bbox="391 394 1366 524">● Ask students if they have participated in activities such as charity flag selling and volunteer services. Invite those who have to share their experience and feelings with the class.</li> <li data-bbox="391 535 1366 667">● After that, point out that there is a range of scopes, levels and degrees of socio-political participation, and that activities such as charity flag selling and volunteer services are examples of such participation.</li> </ul> <p data-bbox="391 678 837 716"><b><u>Instruction</u></b> (around 15 minutes)</p> <ul data-bbox="391 728 1366 2000" style="list-style-type: none"> <li data-bbox="391 728 1366 857">● Distribute the materials for instruction (Appendix 1). Explain the concept of “<b><u>Civic Consciousness and Civic Participation</u></b>” with your own knowledge to consolidate students’ basic knowledge.</li> <li data-bbox="391 869 1366 2000">● It is advisable to use daily-life examples that students are familiar with. For example: <ul data-bbox="454 969 1366 2000" style="list-style-type: none"> <li data-bbox="454 969 1366 1480">➤ Using Source A (Appendix 1), point out that citizens are motivated by their own civic consciousness to engage and participate in various forms of public and social activities, an approach that helps build a society of openness, diversity and mutual respect. A demonstration of this is the fact that students not only have the right to vote for members of the class association, but they are also entitled to make suggestions on a number of internal affairs including trip arrangements, notice board designs and the class association’s financial income and expenditure, therefore contributing to the creation of a good learning environment.</li> <li data-bbox="454 1491 1366 2000">➤ Use Source B (Appendix 1) and real-life examples to help students understand the breadth and depth of civic participation. For example, browsing information about volunteer services on the Internet or “liking” relevant activities on social websites are participation to a certain degree, which can be categorized as observation or expression of opinion. If people form groups on social websites to look for volunteer opportunities and take concrete action to offer their services afterwards, it is participation to the degree of execution. The scope of participation depends on the coverage of volunteer services, whether on the scale of a neighbourhood, a community or a district. There is no absolute</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>categorisation of participation by scope, level or degree, as certain activities may involve a number of different participation levels, and are therefore not easily categorised.</p> <ul style="list-style-type: none"> <li>➤ Tell students that they are currently transitioning from adolescence to adulthood, with a view to becoming members of society, they need to keep equipping themselves and broadening their horizons. To this end, besides taking care of their daily lives and studies, students should also show concern and care for society and engage and participate in different activities.</li> </ul>
	<p><b><u>Group discussion and student presentation (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Divide students into groups and distribute the worksheets for group discussion (Appendix 2). Ask students to read the five examples and discuss the questions.</li> <li>● Students present their discussion results (Decide the number of presenting groups depending on the lesson time).</li> <li>● Integrate personal understanding and Source B (Appendix 1) to review whether students can explain different social and political activities Hong Kong residents engage in by applying the knowledge learnt in class. For example: <ul style="list-style-type: none"> <li>➤ The participation in Example 2 is carried out in the scope of a district, on the social level, and to the degree of execution. The participation in Example 4 is carried out in the scope of a city, on the political and economic level, and to the degree of expression of opinion.</li> </ul> </li> </ul>
	<p><b><u>Arrangement of after-class learning activity (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Divide students into two groups and distribute the worksheets for lesson preparation (Appendix 3). Randomly (or otherwise) assign students to collect information about two of the four factors on the worksheet that affect the current degree of socio-political participation among Hong Kong residents. Ask students to organise and write their findings in relevant blocks on the worksheets and bring them back to present in the next lesson.</li> <li>● Give a concise explanation of the worksheet appropriate to students' ability level. Alternatively, ask students to complete this preparation work individually or in groups (allowing students to decide the number of group members), with a view to catering for learner diversity.</li> <li>● Ask students to read the basic concept "<b><u>Civic Consciousness and</u></b></li> </ul>

Lesson	Learning and teaching strategies and flow
	<b><u>Civic Participation</u></b> ” to consolidate learning.
2-3	<p><b><u>Students report their preparation work (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Check students’ preparation work. Then invite them to give presentations (the number of presenting students or groups depending on the time available) and add suggestions in respect of each factor that affects the socio-political participation of Hong Kong residents. At least two students (or groups) should present on each factor.</li> <li>● Summarise what the students have learnt based on their discussion results and teachers’ own knowledge. For example: <ul style="list-style-type: none"> <li>➤ <b>Composition of the population:</b> Based on information from the 2011 Population Census, more than 60% of local residents were born in Hong Kong<sup>1</sup>. Being born and raised in Hong Kong, they have a strong sense of belonging to Hong Kong, which in turn becomes a motivating factor for participation in socio-political affairs.</li> <li>➤ <b>Language and education:</b> Hong Kong’s official languages are Chinese and English. Therefore, the majority of government documents are available in bilingual format. Setting “Moral and Civic Education” as one of the “Four Key Tasks”, the Education Bureau actively drives its promotion by encouraging students to care for society and adopt positive values and attitudes in their lives. The Education Bureau also advises schools to arrange experiential learning experiences to guide students towards taking up responsibilities and understanding others’ needs through observing, analysing and completing different tasks<sup>2</sup>. Some scholars consider the emphasis on participatory civic learning as one of the unique features of Hong Kong’s civic education<sup>3</sup>.</li> <li>➤ <b>Means of participation:</b> All members of the Legislative Council are either directly elected or elected from functional constituencies. The District Council eliminated all government-appointed seats in 2016. Hong Kong residents would have more</li> </ul> </li> </ul>

<sup>1</sup> “Demographic Characteristic - Population in domestic households by sex, age group and type of housing”. The web page of Census and Statistics Department. Retrieved from [http://www.censtatd.gov.hk/hkstat/sub/gender/demographic/index\\_tc.jsp](http://www.censtatd.gov.hk/hkstat/sub/gender/demographic/index_tc.jsp)

<sup>2</sup> Refer to the curriculum resources and teaching materials in the web page of Moral, Civic and National Education Section. Hong Kong: Education Bureau. Retrieved from <http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/index.html>

<sup>3</sup> Refer to 王世偉、黃巖 (August 2010). “參與式公民學習－香港公民教育政策的新動向”, In 清華大學教育研究, 31 卷 volume 4.

Lesson	Learning and teaching strategies and flow
	<p>channels to participate in council elections.</p> <ul style="list-style-type: none"> <li>➤ <b>Political organisations:</b> Hong Kong is home to a large number of political parties and groups. Therefore, Hong Kong residents can choose to join political organisations that match their ideologies and express their views on governmental policies through a variety of channels.</li> <li>● Apart from the factors in Appendix 3, consider teaching students about the impact of China’s traditional political direction on the political participation of Hong Kong residents<sup>4</sup>, and the trends and examples of Hong Kong’s civic participation in recent years<sup>5</sup>. This is to strengthen students’ understanding of the subject, and can take into account the students’ level of knowledge and how much lesson time is available.</li> </ul> <p><b><u>Instruction (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute the reference materials for instruction (Appendix 4). Explain the rights and duties of Hong Kong residents as stated in the Basic Law, different forms and levels of civic participation, and the impact of internet development on civic participation.</li> <li>● Note the following when teaching: <ul style="list-style-type: none"> <li>➤ Source A sets out the articles of the Basic Law that are closely related to socio-political participation. Explain them to students using real-life examples and point out the provisions relating to the basic rights and obligations of Hong Kong residents. For details, refer to Chapter 3 of the Basic Law.</li> <li>➤ Sources B and C provide information about the concepts of “<b><u>Civic Consciousness and Civic Participation</u></b>”. Students may use relevant information to identify channels involved in civic participation (both institutional and non-institutional) and the degrees of participation associated with different levels (A Ladder of Citizen Participation<sup>6</sup>). Teachers may skip the theory in Source C if it is too complex, focusing instead on explaining the different participation channels in Source B.</li> </ul> </li> </ul>

<sup>4</sup> See 關信基、劉兆佳 (April 2001). “中國傳統政治取向與政治參與”, in *二十一世紀雙月刊*, volume 64. Retrieved from <http://www.cuhk.edu.hk/ics/21c/media/articles/c064-200101038.pdf>

<sup>5</sup> See 朱健剛 (2014). “香港公民參與新趨向” in *當代港澳研究*, series 2. 呂烈丹 “不再在精英的口袋裏—利東街運動對文物保育概念的啟示”, 7 February 2007, *Ming Pao*.

<sup>6</sup> The American scholar Sherry R. Arnstein proposed the theory of the “Ladder of Citizen Participation”. For details, please refer to her essay entitled “A Ladder of Citizen Participation.” Retrieved from <http://www.participatorymethods.org/sites/participatorymethods.org/files/Arnstein%20ladder%201969.pdf>

Lesson	Learning and teaching strategies and flow
	<p data-bbox="459 248 1364 808">➤ Source D elaborates on teenagers’ Internet use. Point out that development of the Internet and social media in recent years has expanded people’s network and connectivity. Citizens can hold discussions and organise activities conveniently and efficiently in a virtual space, so their contact with society has also been increased substantially. This makes the Internet an important channel to express opinions on social and political affairs. On the other hand, the so-called digital gap<sup>7</sup> in our society may cause inequality in citizens’ socio-political participation in favour of those with higher incomes and better digital skills, allowing citizens with economic and cultural capital to make up the majority of participation groups<sup>8</sup>.</p> <p data-bbox="392 824 1267 860"><b><u>Group discussion and student presentation (around 35 minutes)</u></b></p> <ul data-bbox="392 875 1364 1816" style="list-style-type: none"> <li data-bbox="392 875 1364 1003">● Divide students into groups and distribute the worksheet for group discussion (Appendix 5). Ask students to read the data sources and discuss the questions.</li> <li data-bbox="392 1019 1364 1099">● Students present their discussion results. (Decide the number of presenting groups depending on the lesson time).</li> <li data-bbox="392 1115 1364 1816">● Summarise what the students have learnt based on their discussion results and teachers’ own knowledge. For example: <ul style="list-style-type: none"> <li data-bbox="459 1211 1364 1525">➤ For Question 1, Sources A and B can be categorized as institutional participation. Sources C and D can be categorised as non-institutional participation. Teachers may also consider using articles of the Basic Law to point out that all participation activities mentioned in the Sources are protected by the Basic Law, and that Hong Kong residents are required to comply with their legal obligations when taking part in such activities.</li> <li data-bbox="459 1541 1364 1816">➤ For Question 2, teachers may use the examples on the worksheet or give other similar ones to draw the conclusion, e.g.: <ul style="list-style-type: none"> <li data-bbox="520 1637 1364 1816">■ Through a variety of institutional and non-institutional channels, Hong Kong residents have participated in many social and political affairs in recent years and shown wide range of concerns. Hong Kong residents not only involve</li> </ul> </li> </ul> </li> </ul>

<sup>7</sup> Digital gap is also known as digital divide. The term refers to the inequality existing in any society with regard to the access to and use of digital products and technologies among people of different genders, ages, ethnic groups, education backgrounds, incomes and statuses.

<sup>8</sup> Refer to *Understanding the digital generation and digital divide in education* from the Faculty of Education, the University of Hong Kong (2015). Retrieved from [http://www.hku.hk/press/press-releases/detail/c\\_12504.html](http://www.hku.hk/press/press-releases/detail/c_12504.html).

Lesson	Learning and teaching strategies and flow
	<p>themselves in matters related to political debates, but they also play an active part in caring for vulnerable groups and even protecting animal rights, all of which are signs of higher civic consciousness.</p> <ul style="list-style-type: none"> <li>■ The Government actively promotes moral and civic education via different channels (e.g. major commercial campaigns, inviting celebrities to film promotional videos) to increase the willingness of Hong Kong residents to participate in socio-political affairs.</li> <li>■ The traditional media and emerging (e.g. web-based) media extensively report social and political issues, and this has caught the eye of the general public. Technological advancements have enabled the rapid transmission of information possible. Many groups and organisations are now using the Internet to encourage group participation.</li> </ul> <p><b><u>Arrangement of after-class assignment (around 10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute the after-class assignment (Appendix 6). Ask students to complete it after class.</li> <li>● Distribute the worksheet for lesson preparation (Appendix 7). Ask students to complete the questions on it by following the instructions and to bring it to the next lesson. Teachers may inform students that they will study whether the Lung Mei beach in Tai Po should be developed into an artificial bathing beach. The worksheet is to help students understand the background to the issue.</li> <li>● If students lack knowledge about the Lung Mei beach in Tai Po District, teachers may guide them to finish Question 2 from the Appendix first before dismissing the class. The aim of this is to give students an initial idea of the development plan and current situation of the Lung Mei beach before they finish the remaining questions after class.</li> <li>● Ask students to read the basic concepts “<b><u>The Basic Law</u></b>” and “<b><u>Civic Consciousness and Civic Participation</u></b>” to consolidate learning.</li> </ul>
4-5	<p><b><u>Students report their preparation work (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Check students’ preparation work. Invite a few students to present. (Decide the number of presentations depending on the lesson time).</li> <li>● Make a summary based on students' presentations and their personal understanding. For example: <ul style="list-style-type: none"> <li>➤ Guide students to apply the concept “<b><u>Biodiversity</u></b>” in order to</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>strengthen their understanding of the ecological value of the Lung Mei beach. A relationship of mutual influence exists among all life forms on Earth; humans are therefore responsible for biodiversity and obliged to maintain it. In this regard, no matter whether or how the Lung Mei beach is developed, its ecological value remains an important factor to consider.</p> <ul style="list-style-type: none"> <li>➤ Guide students to use the concept “<b>Sustainable Development</b>” to analyse whether and how various stakeholders should develop the Lung Mei beach. Teachers may point out that while different stakeholders may take into consideration both environmental protection and economic development, they may not use the same evaluation criterion for striking the balance between them; parties therefore tend to have varying views and take different actions.</li> <li>➤ Works on the Lung Mei Bathing Beach project had once been suspended because of an environmental group’s appeal against the result of a previous judicial review. In March 2016, the Court of Appeal dismissed the environmental group’s application for a judicial review<sup>9</sup>. Teacher may indicate that the concept “<b>Judicial Review</b>” will be applied in subsequent lessons to discuss the socio-political participation of Hong Kong residents.</li> <li>● Point out that the subsequent class activity will take the development of the Lung Mei beach as an example to explore and study the socio-political participation of Hong Kong residents. Environmental issues related to the beach development will be dealt with in the field study and subsequent exercises. (If the field trip is not conducted, consider adding environmental protection issues to the class session or make other arrangements for such issues to be dealt with as part of other topics.)</li> </ul> <p><b><u>First group discussion and student presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Divide students into groups and distribute the worksheet for the first group discussion (Appendix 8). The sources on the worksheet give a general description of the development of the Lung Mei beach. Students should study the sources in detail, in connection with the discussion questions as preparation for the lesson.</li> <li>● Students present their discussion results. (Decide the number of</li> </ul>

<sup>9</sup> “「守護龍尾」再上訴遭駁回”, 5 March 2016, *Sing Pao*. Teachers may adjust the teaching content depending on the judgment of the Court of Appeal and the development of the issue.

Lesson	Learning and teaching strategies and flow
	<p>presenting groups depending on the lesson time).</p> <ul style="list-style-type: none"> <li>● Make a summary based on students' presentations and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>➤ There are many ways for citizens to voice their opinions, including conducting and participating in volunteer surveys, forming concern groups, launching signature collections and petitions, expressing views through the District Council and applying for judicial reviews.</li> </ul> <p>The Government can also respond in many forms, including revising environmental impact assessment reports, amending development plans and explaining its standpoints and actions to the District Council and Legislative Council.</p> <ul style="list-style-type: none"> <li>■ To define and explain a judicial review in greater detail, refer to the basic concept “<b>Judicial Review</b>” when summarising the lesson. Consider emphasising the specific principles of the system of judicial review, which is the right of the court to contradict acts of the Government and legislative bodies by amending or even abolishing any policies and laws violating requirements under the Constitution, thereby ensuring that citizens can execute their rights as protected by the Constitution. On the other hand, the court should have the responsibility of preventing abuses of judicial review.</li> </ul> <li>➤ Hong Kong residents may encounter the following difficulties when voicing their views and needs: the participation may be time-consuming (e.g. preparing for activities, conducting surveys); organising and mobilising people may be demanding; Council members may not listen to their needs or fail to report their views and financial difficulties precisely.</li> </li></ul> <p><b><u>Instruction (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● To facilitate the second round of group discussion, ask students to stay sitting with their group members.</li> <li>● Distribute the materials for instruction (Appendix 9). Explain the system of advisory bodies in Hong Kong and the procedures of policy consultation with their knowledge and the materials.</li> <li>● Note the following when teaching: <ul style="list-style-type: none"> <li>➤ Source A is Article 65 of the Basic Law. Teachers may add that many advisory bodies set up by the former British government in</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>Hong Kong before the handover have become one of the channels to gather public opinions. Remaining unchanged after the handover, the advisory bodies has also been stipulated in the Basic Law<sup>10</sup>.</p> <p>➤ Consider using authentic advisory committees as examples to help explain the system, when explaining Source B to Source D. As the Advisory Council on the Environment is closely connected with the development of the Lung Mei beach, it is a pertinent example<sup>11</sup>. Another possible example is the Antiquities Advisory Board, whose works and grading decisions on historic buildings would be mentioned<sup>12</sup> several times in the lesson for the connection with the topic of heritage conservation in Module 2. Using the Antiquities Advisory Board as an example can help strengthen students' understanding of heritage conservation.</p> <p><b><u>Second group discussion and student presentation (around 25 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute the worksheet for the second group discussion (<b>Appendix 10</b>). Ask students to read the sources and discuss the questions.</li> <li>● Students present their discussion results (Decide the number of presenting groups depending on the lesson time).</li> <li>● Summarise what the students have learnt based on their discussion results and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>➤ To examine whether there is room for improvement in governmental consultation and response to public opinion, consider the following areas: <ul style="list-style-type: none"> <li>■ The entire consultation procedure for the development of the Lung Mei beach</li> <li>■ Actions taken in response to the environmental impact assessment report (e.g. changing the development plan, minimising impact on marine ecosystems during the project period)</li> <li>■ Whether the needs of local residents are taken into account</li> <li>■ How the Government responds to the questions and petitions of environmental groups.</li> </ul> </li> </ul> </li> </ul>

<sup>10</sup> 關於香港的諮詢制度發展及運作情況，可參考黃湛利（2015）《香港政府諮詢委員會制度》，香港：中華書局。（香港公共圖書館索書號：574.391 4432）

<sup>11</sup> Refer to the web page of Advisory Council on the Environment. [http://www.epd.gov.hk/epd/tc\\_chi/boards/advisory\\_council/maincontent.html](http://www.epd.gov.hk/epd/tc_chi/boards/advisory_council/maincontent.html).

<sup>12</sup> Refer to the web page of Antiquities Advisory Board. <http://www.aab.gov.hk/index.php>.

Lesson	Learning and teaching strategies and flow
	<p>➤ Recommendations for improvement and optimisation include amending consultation processes and engaging more stakeholders. This is to help the Government balance the interests of different parties in a more meticulous and thorough manner. Unofficial members of any advisory committee should include representatives from a wider range of sectors to enable the committee to reflect diversified opinions in society.</p> <p><b><u>Arrangement of after-class learning activity (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute the after-class assignment (Appendix 11). Ask students to complete it after class. Questions in this assignment are about the “3+1” (3 landfill site extensions and 1 incinerator construction) plan of the HKSAR Government. Students are expected to apply what they have learnt in class to deal with similar issues, thereby developing their skills to transfer what they have learnt. Consider giving a brief introduction or background to the “3+1” plan, taking into account students’ level of knowledge about it. Alternatively, remind students of the channels to collect relevant information to help them learn more about the topic and complete the after-class assignment.</li> <li>● Ask students to read the basic concepts “<b><u>Judicial Review</u></b>”, “<b><u>Biodiversity</u></b>” and “<b><u>Sustainable Development</u></b>” to consolidate learning. Teachers may also highlight that the last two concepts are related to the field study. (There is no need to mention these particularly if there is no field trip or if other arrangements will be made.)</li> </ul>
Field Study	<ul style="list-style-type: none"> <li>● While Lessons 1 to 5 are focused on helping students understand the socio-political participation of Hong Kong residents, this field study aims at allowing students to explore and study the ecological value of the Lung Mei beach through a field trip and to judge whether Lung Mei is a suitable location to be developed into an artificial bathing beach.</li> <li>● Distribute the field study guidelines (Appendix 12) to students before the trip. Explain the activity details as well as the follow-up work (refer to Appendix 12 in accordance with the school context).</li> <li>● Ask students to complete the assignment after the field study (Part D of Appendix 12) to help them organise, reflect on and apply their field study findings. Remind students to make good use of the information collected in the field and apply concepts such as “<b><u>Biodiversity</u></b>” and “<b><u>Sustainable Development</u></b>” in their analysis.</li> </ul>

-- End of Learning and Teaching exemplar --

## **Appendix 1: Reference Materials for Instruction**

### Source A

Civic consciousness refers to people’s self-awareness of their position within society and country, and their willingness to carry out their obligations and responsibilities while enjoying their personal rights. Civic participation is when residents take the initiative to participate in various public and social activities and express their concerns over matters of public interest out of their own civic consciousness, in the hope of affecting policy-making of the government and driving social development. In summary, civic consciousness is the foundation that drives civic participation, while civic participation is the concrete exercise of civic consciousness.

Source: Excerpted and adapted from “Basic concept: Civic Consciousness and Civic Participation”. *Liberal Studies Curriculum Resources Booklet Series – Module 2: Hong Kong Today* (p.33). Hong Kong: the Curriculum Development Institute of the Education Bureau.

### Source B

The following is a brief summary of the different scopes, levels and degrees involved in civic participation:

First, with regard to the scope of participation, it can be roughly categorised into neighbourhood, community (e.g. constituency areas of any District Council), district (e.g. each District Council), city, country, etc. Large numbers of groups are involved in different scopes of participation. For example, a neighbourhood may only involve correlations among several dozen households, but the range of groups involved would naturally be much wider for an entire city or country.

Second, regarding the level of participation, it is mainly classified as participation on a political, social, cultural or economic level. Participation varies with each different level and its specific issues, as citizens express their views with the aim of improving the situations or affecting the Government’s policy-making.

Third, the degree of participation means the manifestation of a participant’s involvement. Mere participation (i.e. as an observer that does nothing) is the minimum degree of participation. A more active degree of participation involves expressing one’s opinions on certain matters. Taking it further means engaging in the execution

of work with a certain group or organisation. A degree higher would be participation in management work of the group or organisation. Holding a decision-making position naturally involves the highest degree of participation, as the participant is entitled to make policy decisions regarding the overall development of an organisation.

To conclude, all three aspects should be considered when discussing the participation activity of an individual in order to gain a thorough understanding of the breadth and depth of his or her participation.

Source: Excerpted and adapted from 莫泰基(1995).*公民參與：社會政策的基石*. Hong Kong : Chung Hwa Book Co. pp.4-8.

**Appendix 2: Worksheet for Group Discussion**

Examples of Hong Kong citizens' socio-political participation:

<p><b>Example 1</b></p>	<p>Paying attention to current affairs and actively joining in class discussions.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Sources:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.nipic.com/show/2/73/7349143kd0ec64db.html">http://www.nipic.com/show/2/73/7349143kd0ec64db.html</a></li> <li>2. <a href="http://deckmond.blog.163.com/blog/static/1142846052012921049369/">http://deckmond.blog.163.com/blog/static/1142846052012921049369/</a></li> </ol>
<p><b>Example 2</b></p>	<p>Responding to calls from non-governmental organisations to volunteer for beach clean-up work.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Source: 8 August, 2012, <i>The Sun</i>.</p> </div> </div>
<p><b>Example 3</b></p>	<p>Participating in charity flag sales.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Sources:</p> <ol style="list-style-type: none"> <li>1. The official website of the Tung Wah Group of Hospitals <a href="http://www.tungwah.org.hk/fund-raising/fr-introduction/">http://www.tungwah.org.hk/fund-raising/fr-introduction/</a></li> <li>2. The official website of the Hong Kong Red Cross <a href="https://www.redcross.org.hk/flagday/2012/">https://www.redcross.org.hk/flagday/2012/</a></li> </ol>

<p><b>Example 4</b></p>	<p>Attending consultations organised by the Government and expressing one's views by sending emails or faxes to various Government websites.</p> <div data-bbox="497 376 1109 719" style="text-align: center;"><p>2015年施政報告與 2015-16年度財政預算案公眾諮詢 Public Consultation for 2015 Policy Address and 2015-16 Budget</p></div> <p>Source:<a href="http://www.policyaddress.gov.hk/consultation14/images/landing.jpg">http://www.policyaddress.gov.hk/consultation14/images/landing.jpg</a></p>
<p><b>Example 5</b></p>	<p>Expressing opinions on social affairs by attending City Forum.</p> <div data-bbox="496 913 1118 1328" style="text-align: center;"></div> <p>Source: The official website of Radio Television Hong Kong. <a href="http://app3.rthk.org.hk/special/cityforum/index.php">http://app3.rthk.org.hk/special/cityforum/index.php</a></p>

Question for Discussion:

With reference to Source B in Appendix 1, identify and briefly explain the scope, level and degree of participation of Hong Kong citizens in each of the five examples in the table below.

	<b>Scope of Participation</b>	<b>Level of Participation</b>	<b>Degree of Participation</b>
<b>Example 1</b>			
<b>Example 2</b>			
<b>Example 3</b>			

	<b>Scope of Participation</b>	<b>Level of Participation</b>	<b>Degree of Participation</b>
<b>Example 4</b>			
<b>Example 5</b>			

**Appendix 3 : Worksheet for Lesson Preparation**

In the table below, some factors suggested by scholars as causes of indifference among Hong Kong residents towards socio-political participation before the 1970s are listed in the left column. Follow your teacher’s instructions about how to collect relevant information, and point out how these factors have changed in the current social setting. Then evaluate the effect(s) of these changes on Hong Kong residents’ degree of socio-political participation.

	<b>Hong Kong before the 1970s</b>	<b>Hong Kong Nowadays</b>
<b>Composition of the Population</b>	<p>In the aftermath of the civil war between the Chinese Communist Party and the Nationalist Party, the majority of Hong Kong residents came from the Mainland. Since they did not have a sense of belonging to Hong Kong, civic consciousness was very low.</p> <p>In the mindset of these “refugees”, not much went beyond living in a place of social order and public security; they were therefore not very interested in participating in political and social affairs.</p>	
<b>Language and Education</b>	<p>The official language of the Government was English at that time, so it was difficult for the general public to gain any advanced understanding about political and social affairs. On the other hand, the Government did not take the initiative to develop civic awareness among students and promote the importance of political participation. There was a common lack of interest among the general public in political participation.</p>	
<b>Means of Participation</b>	<p>Very limited opportunities were made available by the government for such participation, most members of</p>	

	<b>Hong Kong before the 1970s</b>	<b>Hong Kong Nowadays</b>
	<p>the Executive Council and Legislative Council were appointed by the Governor; Hong Kong residents were not allowed to vote for members that represented their best interests. While some Hong Kong residents could participate in the Urban Council Election, the participation rate remained low due to complicated processes in respect of eligibility and registration, as well as an underpowered Urban Council.</p>	
<b>Political organisation</b>	<p>Due to a limited number of political parties and social groups in Hong Kong in those days, the public could not express their opinions on governmental policies by joining these organisations; on the other hand, it was unrealistic for the society to monitor government acts in an empowered and organised manner.</p>	

Source: Excerpted and adapted from 鄭宇碩 “香港政治的現代化” In 鄭宇碩、雷競璇(Editors)(1995) 香港政治與選舉. Hong Kong : Oxford University Press, pp.38-53.

#### **Appendix 4 : Reference Materials for Instruction**

Source A : Some Articles in the Basic Law about the rights and duties of Hong Kong residents

- Article 26 : Permanent residents of the Hong Kong Special Administrative Region shall have the right to vote and the right to stand for election in accordance with law.
- Article 27 : Hong Kong residents shall have freedom of speech, of the press and of publication; freedom of association, of assembly, of procession and of demonstration; and the right and freedom to form and join trade unions, and to strike.
- Article 42 : Hong Kong residents and other persons in Hong Kong shall have the obligation to abide by the laws in force in the Hong Kong Special Administrative Region.

Source: *The Basic Law of the Hong Kong Special Administrative Region of the People*. (July 2012). Hong Kong : Constitutional and Mainland Affairs Bureau, HKSAR Government, pp.8-9.

Source B

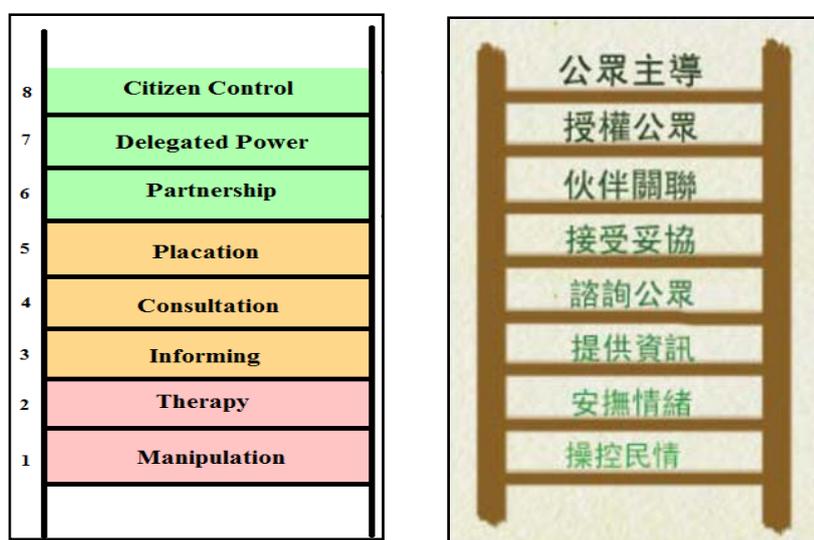
The channels of civic participation can be categorised into two types, namely institutional and non-institutional channels. Institutional channels include casting votes on council members, attending public consultations, drafting written replies to government consultation documents, standing for election as council members, as well as joining the government to be directly involved in its policy-making processes. Examples of non-institutional channels include joining political groups or parties, publishing one's views via media, organising or supporting signing campaigns, joining public petitions, as well as participating in protests and civil disobedience. In addition, a number of other actions that are also considered non-institutional channels, including affecting the decision-making, execution and evaluation of public affairs by lobbying the government or various councils; initiating two-way communication with organisations responsible for public services (e.g. electric companies, public transport companies) through different methods, with a view to enhancing the management at these organisations and improving their services.

Source: Excerpted and adapted from "Civic Consciousness and Civic Participation". In Resources Booklet p.26.

## Source C

Every citizen should have the right and duty to participate in the process of social development and decision-making. The concept of “citizen participation” is to encourage policy makers and the public to seek consensus on social development issues in order to achieve harmonious sustainable development.

The level of public participation can be indicated by Sherry Arnstein’s theory of “A Ladder of Citizen Participation”. There are 8 levels of citizen participation ranging from “Manipulation” (Level 1) to “Citizen Control” (Level 8) as shown in the diagram below:



With the development of society, higher level of citizen participation in the process allows more public participation. The following principles should be taken into account:

- Participants communicate in a two-way, interactive and equal relationship.
- Able to eliminate controversies.
- Participants develop a greater sense of belonging.
- Participants have more communication with decision-making bodies.
- Respond to the public opinions swiftly.

Sources: Extracted and adapted from the following teaching package and web page:

1. “在香港推行可持續發展教育學習教材套”. The web page of Education Bureau. Retrieved from [http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/Newwebsite/flash/ESD/ESD\\_newtopic07.html](http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/Newwebsite/flash/ESD/ESD_newtopic07.html)
2. <https://biol420eres525.files.wordpress.com/2014/05/ladder-of-citizen-participation.png>

Source D

According to the results of a territory-wide youth poll published in August 2014, among the more than 520 teenagers aged between 10 and 24 interviewed, 77% admitted to caring more about the Hong Kong society because of the online community. 74.3% admitted to feeling more connected with the Hong Kong society because of the online community. Many teenagers interviewed would take the initiative to participate in social affairs via the Internet, including 34.4% who registered as volunteers online, 27.4% who voiced their views to the government online and 19.3% who gave charity donations online. The survey also found out that 68.0% of teenagers interviewed mainly used the Internet to stay informed of current social affairs, with the majority being news related to political system (50.7%), followed by education information (32.0%).

Source: Excerpted and adapted from “A Survey of Online Social Participation by Youth”, 5 August 2014, Youth Research Centre, HKFYG. Retrieved from <http://yrc.hkfyg.org.hk/news.aspx?id=c05840c2-da0d-4161-9fd9-57db0e6ee25c&corpname=yrc&i=4908>

## Appendix 5 : Worksheet for Group Discussion

Source A: Registration as voters



Video: “2016 Voter Registration (1)” (Video length: 30 seconds)

Website: <http://www.voterregistration.gov.hk/eng/publicity.html>

Source: The web page of Voter Registration, HKSAR Government. Retrieved from <http://www.voterregistration.gov.hk/eng/publicity.html>

Source B: Voting in Legislative Council election



Video: “Voter turnout. Vote for Your Choice” (Video length: 15 seconds)

Website: <http://www.elections.gov.hk/legco2016/eng/publicity.html>

Source: The web page of Legislative Council Election 2016. Retrieved from <http://www.elections.gov.hk/legco2016/eng/index.html>

## Source C: Participating in activities like parades and petitions



## Sources:

1. The web page of Boxun.com. Retrieved from <http://www.boxun.com/news/gb/taiwan/2015/07/201507012132.shtml#.VhPtQmChdLM>
2. The web page of RTHK. Retrieved from <http://programme.rthk.hk/rthk/tv/programme.php?name=tv/hkcc&p=858&pid=91522&m=photo&e=227324>

## Source D: Citizens form various organisations voluntarily, playing a part in the society and participating in different activities.

Even in the dark, a group of self-claimed “fools” with warm hearts still offer caring words and a helping hand to the homeless and the underprivileged. Through simple things like food and clothes, they get their message across to the public, a message about caring for others. As a non-governmental organisation, Equal Share Movement (平等分享行動) has been spreading the message about love and care at various districts of Hong Kong ever since its establishment in mid-2012.

Mr. Benson Tsang is the founder of the movement. He calls himself a “fool” and firmly believes in equality for all. After receiving the HK\$6,000 governmental handout in 2012, Benson found a few friends to initiate the Equal Share Movement on a social networking website, sharing this unexpected fortune with the homeless and the underprivileged old people in Sham Shui Po. Mr. Tsang emphasises that Equal Share Movement is neither a charitable organisation nor a volunteer group, stating that the sole aim is to bring resources to local communities through equal sharing. Event-goers get together on an irregular basis and finance collectively to support activities from Sham Shui Po to Yau Tsim Mong, Kwun Tong, San Po Kong and the North District.

“Equal Share Movement is not a volunteer activity. We are not doing charity works, nor are we offering our help. What we do is nothing like the meal-serving, care-giving and social-caring activities organised by the regular groups, so the

concept of offering and taking does not apply to us. Our event-goers merely visit communities to share their things, food and time with others. The homeless are our neighbours. How can it be called volunteer service when all you do is visiting friends with some souvenirs?” Mr. Benson Tsang said.

Source: Extracted and adapted from the articles below

1. “平等分享行動遍地開花 一群「傻瓜」為無家者添溫暖” 13 March 2013, *Sky Post*.
2. “WE CARE, WE SHARE! 聖誕禮讚：分享”, 22 December 2012, *Ming Pao Weekly*, No. 2302.

#### Questions for Discussion:

1. Are the participation activities in Sources A to D institutional or non-institutional? How are personal rights of Hong Kong residents reflected in the activities from the above Sources? Refer to the reference materials for instruction (Appendix 4) and your knowledge, complete the table below.

<b>Source A</b>	
<b>Source B</b>	
<b>Source C</b>	
<b>Source D</b>	



**Appendix 6: After-class Assignment**

Read the following source and answer questions.

According to a research survey on “Altruism and Civic Participation” (利他精神與公民參與研究) carried out by a youth organization from November 2012 to June 2013, 81.1% of the 1,004 teenagers interviewed felt that the atmosphere in society is unharmonious while 89.9% claimed to be willing to do their part in social development. In addition, 66.8% of teenagers thought they were capable of participating in social affairs, a figure that was 24.7% higher than that reported in similar research studies in 2007.

Regarding altruism, the term means the practice of putting the interests of others ahead of one’s own, and includes the elements of sympathy and sacrifice. According to the survey results, teenagers generally have the spirit of altruism to a certain extent. For example, 94.3% of teenagers felt that being able to do things for others was in itself a blessing. 79.1% of teenagers were willing to help strangers fight for rights they were entitled to. When having to choose between one’s own interest and that of others, 68.5% of teenagers were willing to sacrifice their interests in order to help others. According to the person responsible for this survey, the Government should actively develop and promote altruism among teenagers, because this practice supports civic participation in the entire society.

Source: Extracted and adapted from the report and article below:

1. Breakthrough. (2013). “香港青少年具利他精神 八成不滿社會現況仍積極公民參與”. Retrieved from [https://www.breakthrough.org.hk/ir/Research/49\\_Atruism\\_and\\_Civic\\_Participation/](https://www.breakthrough.org.hk/ir/Research/49_Atruism_and_Civic_Participation/)
2. “近九成青年願獻力發展社會”, 20 July 2013, *Wen Wei Po*.

**Questions**

- (a) Why does the active development and promotion of altruism among teenagers support civic participation for the entire society? Explain with reference to the above source and your own knowledge.
- (b) Assume you are the head of the survey mentioned in the source, what advice would you give the Government to nurture and encourage altruism? Give two suggestions and explain them.

## **Intention of Assessment**

### *Assessment Focus*

The source provided for this question includes statistics from “Research on Altruism and Civic Participation” as well as the correlation between altruism and civic participation. Students are expected to analyse the factors of how altruism promotes civic participation with reference to the source and Hong Kong’s actual circumstances, and advise the Government on the development and promotion of altruism. Students should apply and analyse the concept “civic consciousness and civic participation”. For the assessment focus of students’ enquiry skills, students should be able to interpret statistical data, analyse factors, think from multiple perspectives and give suggestions.

### *Expected student performance*

- Knowledge
  - For question (a), students may quote the source to indicate that altruism means “putting the interests of others ahead of one’s own, which includes the elements of sympathy and sacrifice”, and then explain that altruism is one of the key conditions that drive civic participation. In the absence or a lack of altruism, citizens may not be willing to invest time and energy to participate in socio-political affairs; and even if they were to engage in certain activities, they may do it out of self-interest, and would therefore be unlikely to put the welfare of others first. Besides, Hong Kong’s teenagers are highly altruistic, as reflected from the source. Through proper training and encouragement, altruism among the young may be extended to other social groups, thereby enhancing the degree of civic participation for the entire society.
  - For question (b), students may propose to develop and promote altruism on the educational level. For example, teaching students about examples related to altruism in civic education lessons, or encouraging schools to provide students with relevant learning activities. For societal promotion, promotional videos about altruism can be made to be played via different media; praise people and events that embody altruism through various channels to inspire others.

- Skills
  - Applying the knowledge and concepts in analysing the phenomenon in the sources.
  - Extracting and interpreting the key messages in the textual data with the support of relevant examples.
  - Giving feasible suggestions from multiple perspectives based on the authentic context.

**Appendix 7 : Worksheet for Lesson Preparation**

1. Collect one photo from newspapers or the Internet that demonstrates the ecological value of the Lung Mei beach, post it in the box below and give a brief explanation.

I think this photo shows that the Lung Mei Beach is a place of ecological value because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Browse the web pages of the Civil Engineering and Development Department about the Lung Mei beach, and then complete the following table based on information available. (Website: <http://www.cedd.gov.hk/tc/projects/major/nt/5258rs.html>)

Scope of the project		
Budget :		Current progress :

3. Watch the two videos and briefly summarise the opinions of different stakeholders on the development of the Lung Mei beach in the table below.

<ul style="list-style-type: none"> <li>● <b>Video 1:</b> “按計劃改造龍尾灘為泳灘” (Video length: 3 minutes 30 seconds) <a href="https://www.youtube.com/watch?v=YWdfISQyKk">https://www.youtube.com/watch?v=YWdfISQyKk</a></li> <li>● <b>Video 2:</b> “龍尾灘發展要叫停？（一）” (Please watch from 0:01 to 1:18) <a href="http://cablenews.i-cable.com/webapps/program_video/index.php?video_id=12140265">http://cablenews.i-cable.com/webapps/program_video/index.php?video_id=12140265</a></li> </ul>	
	<b>Opinions</b>
<b>Officials from the Environmental Protection Department</b>	
<b>Residents Living near the Lung Mei Beach</b>	
<b>Tai Po District Councilors</b>	
<b>Environmental Groups</b>	
<b>Secretary for Home Affairs</b>	

**Appendix 8 : Data Sources for the First Group Discussion****Major Events about the Development of Lung Mei Beach**

Date	Event
May 1998	The ex-Provisional Regional Council proposed to develop a bathing beach at Lung Mei, Tai Po because it was considered that only one swimming complex in Tai Po is insufficient. There is also no beach facility in the eastern region of the New Territories, except in the Sai Kung District, which is very far from Tai Po District.
Apr-Jul 2004	The Legislative Council requested the Government to accord priority to this project. Tai Po District Council also urged for early implementation of the project.
Oct 2005	Listed as one of the 25 priority projects in the Chief Executive's Policy Address.
May 2006	Civil Engineering and Development Department (CEDD) initiated the Environmental Impact Assessment (EIA) process as the project proponent
Nov 2007	The Government published the citizen's report and sought citizens' opinions.
Dec 2007	<ul style="list-style-type: none"> <li>● Members of Hong Kong Wildlife.Net Forum voluntarily carried out surveys to check the biodiversity of the intertidal zone at Lung Mei. 106 species, which is 4 times more than those recorded in the EIA conducted by the consultants, were found.</li> <li>● Hong Kong Wildlife.Net objected to the development of a Bathing Beach through various media and sent letters to the head of the Environmental Protection Department claiming that the EIA had undervalued the ecological value of Lung Mei.</li> <li>● The Advisory Council on the Environment (ACE) deferred their decision on the acceptance of the EIA report.</li> </ul>
Oct -Nov 2008	<ul style="list-style-type: none"> <li>● Results of the additional field survey were published and submitted to ACE and 139 species were found in two visits.</li> <li>● With five additional environmental protection conditions, the EIA report was accepted by the ACE members according to the poll result (6:5).</li> </ul>
April 2010	The Director of Environmental Protection (DEP) accepted the revised project plan to reduce the size of the car park and an Environmental Permit (EP) was issued. (According to the EIA Ordinance, in order to minimize the adverse impact of the project on the environment, the environmental permits should be applied before the project starts.)
Apr	The Legislative Council Home Affairs Panel approved the development

Date	Event
-Aug 2012	project of Lung Mei Beach in April. The Public Works Subcommittee supported the project in May. Meanwhile the Finance Committee approved funding in July and commenced the formal tendering process to invite engineering contractors for the Project.
Oct -Nov 2012	<ul style="list-style-type: none"> <li>● Before the end of the tendering period, environmental concern groups approached the Government with several alternative proposals to replace the building of artificial beach on 8 October.</li> <li>● On 25 October, the Government announced the “Ting Kok Coastal Conservation Plan” which includes a 3-km Ting Kok coastline and the public beach at Lung Mei.</li> <li>● Over 10 cross-sector organisations set up the Save Lung Mei Alliance. This organization initiated actions against the building of the artificial beach, such as assemblies and petitions.</li> <li>● The Save Lung Mei Alliance set up the “Safeguarding team of the ecology in Lung Mei Beach (龍尾生態守護隊)” and organised the “Lung Mei College (龍尾學堂)” to remind tourists of the importance of treating the living organisms well and teach them knowledge on marine ecology.</li> <li>● The Tai Po District Council passed a motion supporting the development of Lung Mei artificial beach.</li> </ul>
Jan 2013	According to the CEDD, once the tendering process is completed, pre-construction works such as translocation of marine animals will be implemented. The estimated completion of the project will be the end of 2014, and the beach is expected to open to the public in April 2015.
Mar 2013	An environmental protection group conducted tests on water samples collected at Lung Mei Beach and the results revealed that the water quality in that area is very poor. It was demanded that the Environmental Permit of the Lung Mei Project should be withdrawn.
Jun 2013	<ul style="list-style-type: none"> <li>● According to the Secretary for the Environment, having considering the opinions of various parties involved, the Executive Council meeting decided not to revoke the environmental permit for the Lung Mei project. The Secretary said it was made clear after the granting of the environmental permit that a professional team would be appointed to monitor all works during the construction period. If other protected species are discovered, the parties responsible would be able to lower the impact of the project and make the necessary compensation. While promising to enhance conservation for Ting Kok East, the Secretary also</li> </ul>

Date	Event
	<p>stressed that the Government would try its best to strike a balance between development and conservation.</p> <ul style="list-style-type: none"> <li>Members of the Save Lung Mei Alliance stated in a public forum that water quality of Lung Mei was unsuitable for swimming, and that the development works would damage the habitats of many rare species e.g. spotted seahorses. The President of Tai Po District Residents Association supported the construction of the artificial bathing beach. He said that the local residents had been fighting for the construction for years, and that the bathing beach would only take up a small portion of coastline in the Tolo Harbour. He also stressed that construction of the beach should not be suspended, citing the fact that other coasts in the Tolo Harbour were also suitable to become habitats for these rare species.</li> </ul>
Aug 2013	The Save Lung Mei Alliance filed a judicial review with the High Court, requesting the environmental permit for the bathing beach project be revoked.
Aug 2014	The High Court reached a verdict against the Save Lung Mei Alliance members' application for judicial review, citing a lack of evidence that the construction of an artificial bathing beach would cause severe damage to ecosystems, nor that the Lung Mei beach was the only habitat for spotted seahorses.
Feb 2015	The Save Lung Mei Alliance announced that its members had been granted legal aid by the Legal Aid Department and appealed to the High Court to revoke the environmental permit for works of the artificial bathing beach in Lung Mei. The artificial bathing beach and other relevant conservation works would remain suspended until the judicial review was decided.
Mar 2016	The judicial review proposed by the Save Lung Mei Alliance was dismissed by the Court of Appeal.
Jan 2017	It was reported that the initially approved budget of around \$200 million is insufficient for the construction of all facilities, due to delay in construction. In response to media enquiries, the government said the project had yet to commence and the cost was being assessed, and that there were no plans for additional funding or any reduction in project size.

Source: Extracted and adapted from teaching resources and articles below:

1. The Kardoorie Centre, The University of Hong Kong. (2013). “龍尾灘考察及相關學與教策略教材”, 25 April, 1 November & 15 November 2013. SS Enriching Knowledge for the Liberal Studies Curriculum: Sustainable Development and Public Engagement in Hong Kong and China. Liberal Studies Section, EDB
2. Summaries of the news articles about Lung Mei from March 2013 to January 2017.

Questions for Discussion:

1. With reference to the above sources and your preparation before lesson, how did citizens express their opinions on the development of the Lung Mei beach (whether for or against)? Give three ways and elaborate.

<b>Way 1</b>	
<b>Way 2</b>	
<b>Way 3</b>	

2. With reference to the previous question, what do you think are the difficulties encountered by the citizens in using these ways to express their opinions or demands? Explain in the following table.

	<b>Possible Difficulties Encountered</b>
<b>Way 1</b>	
<b>Way 2</b>	
<b>Way 3</b>	

## **Appendix 9 : Reference Materials for Instruction**

Source A: An article in the Basic Law

Article 65: The previous system of establishing advisory bodies by the executive authorities shall be maintained.

Source: *The Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China*. (July 2012). Hong Kong : HKSAR Government Home Affairs Bureau, p.14.

Source B

It is the Government's established policy to be open, transparent and accountable to the public. To this end, we, the HKSAR Government, consider it essential to respond in a timely manner to public demands and to take public opinion into account when formulating public policies and programmes. The following key principles should be taken into account in order to ensure effective public consultation:

- **Timeliness** : The public should be consulted on a subject at as early a stage as possible, so as to give them a reasonable period of time to air their views.
- **The purpose of consultation** : The purpose of consultation exercise, the options available and the Government's preferred option, if any, should be set out clearly.
- **The scope of consultation** : Depending on the nature of the subject, the scope of consultation should be as wide as possible. Special efforts should also be made to ensure that those parties directly affected by a proposal are consulted as far as possible.
- **Presentation of all relevant information** : The public should be presented with comprehensive information relating to the subject, including the background and all relevant factors considered in drawing up the proposal.
- **Consultation period** : Sufficient time should be allowed for the public and interested parties to study the consultation document and prepare their submissions.
- **Publicity** : Adequate publicity should be given to the consultation exercise, including its scope and the deadline by which comments should be made.

- **Consultation report** : The public should also be informed of the results of the consultation exercise. In cases where the opinion of certain sectors of the community cannot be fully adopted, a clear explanation should be given of the reasons for this.

Source: *Guidelines on Public Consultation* ( LC Paper No. CB(2)337/03-04(02). The web page of Legislative Council. Retrieved from <http://www.legco.gov.hk/yr03-04/english/panels/ca/papers/ca1117cb2-337-2e.pdf>

#### Source C

Advisory and statutory bodies give advice to the Government or perform public functions which otherwise would be performed by government departments. Government officials and members of the public are represented on these bodies. As of September 2015, about 4,100 members of the public have been appointed to serve on some 470 bodies, and some serve on more than one. The Government appoints individuals to advisory and statutory bodies based on the merit of individuals concerned. In so doing, they take into account a candidate's ability, expertise, experience, integrity and commitment to public service. At the same time, the Government pays due regard to the statutory provisions of statutory bodies, functions and the nature of business of the bodies concerned to ensure that members of the public have equal opportunities to participate in public affairs through service on such bodies.

Source: Extracted and adapted from "Advisory and Statutory Bodies". Home Affairs Bureau, HKSAR Government. Retrieved from [http://www.hab.gov.hk/tc/policy\\_responsibilities/District\\_Community\\_and\\_Public\\_Relations/advisory.htm](http://www.hab.gov.hk/tc/policy_responsibilities/District_Community_and_Public_Relations/advisory.htm)

#### Source D

The following is a brief summary of the manner in which the Government used to impose governance and carry out consultation: Before making any policy-related decision, the Government would first collect information from a variety of channels to form a first draft, which would then be sent to groups and individuals concerned for consultation. Subsequent to listening to and consolidating different advices, the Government would make a final decision and go on to develop and implement the policy. However, this approach, which the Government has been so familiar with, may have become obsolete nowadays.

First, engaging a large number of stakeholders nowadays is in itself an overwhelming task. What is more troubling is that the composition of these stakeholders often changes so fast that it leaves no time for one to react. Someone who is not a stakeholder today may become the most substantial stakeholder tomorrow. As a result, it is quite possible that issues already discussed in the previous consultation period will be suspected of receiving “zero consultation” later on. The cause of this particular phenomenon is the lifespan of any given policy, which could easily cover a period of several years; the views reflected in the current consultation period are in fact fixed within a specific space and timeframe. In the event of significant changes in future social settings, or otherwise when the policy suddenly goes under public scrutiny due to certain reasons, findings from previous consultations would certainly be unsatisfactory. Perfect examples of this are the recent doubts of lacking consultation cast on the construction of an artificial bathing beach in Lung Mei, Tai Po District, as well as the North East New Territories New Development Plan proposed by the Government.

In addition, according to the results of a survey conducted by an academic group in 2013 on 185 advisory committees, 50% of 2,534 unofficial members came from industry and commerce sectors, with 417 being appointed to serve at two or more of the above advisory committees at the same time. The majority of these 417 “duplicate members” also came from industry and commerce sectors. According to scholars in charge of this survey, the larger share of industry and commerce practitioners in advisory committee members makes it difficult to reflect the increasingly diverse social makeup.

Source: Extracted and adapted from the articles below

1. “諮詢失效 古牆無語時”, 8 November 2014, *Ming Pao Weekly*, No. 2400.
2. “政策諮詢方式要與時並進” by 蘇錦文, 21 October 2014, *Oriental Daily*.
3. “管治和諮詢方法失效” by 吳大琪, 29 September 2007, *Apple Daily*.

### **Appendix 10 : The Second Group Discussion**

Source A: The Government spokesperson's reply in response to the project of Lung Mei Beach in Tai Po

The Lung Mei Beach works project was launched in response to the recommendation of the Tai Po District Council and to meet the needs of local residents. Since 2005, the Government consulted the Tai Po District Council, the Advisory Council on the Environment (ACE) and environmental concern groups during different stages of the project. The Government also carried out a thorough Environmental Impact Assessment of the project and the project was issued with an Environmental Permit by the EPD in 2010. In 2012, the Government consulted the Legislative Council's Panel on Home Affairs and the Public Works Subcommittee and funding approval was obtained from the Finance Committee in July the same year.

The Government attaches great importance to the ecological impact of the construction works. That is why the Government conducted ecological surveys as recommended by the ACE and revised the beach design by reducing the reclamation area. Mitigation measures will be taken during the implementation of the project to minimise adverse effects that the construction works may cause to the marine environment. In addition, relevant departments will also conduct surveillance and assessment in the peripheral areas during and after the implementation of the project.

Currently, the Tai Po area is served only by the Tai Po Swimming Pool. There is no public beach swimming facility in the area nor the adjacent North District area. The nearest public beach is Silverstrand Beach at Sai Kung, which is about 17 kilometres from Tai Po. For this reason, the local community is supportive of the Lung Mei Beach works project and looks forward to the early materialisation of the project to meet local demand for a public beach swimming facility.

The Lung Mei Beach works project has gone through years of planning as well as consultations. The project has been scrutinised and approved in accordance with the statutory procedures by the ACE, Town Planning Board and Legislative Council on various aspects of the project including ecological environment, transportation, town planning and funding. The Government had also made a number of revisions to the project and put in place mitigation measures to address various concerns. The project also received overwhelming support from the local community and the Tai Po District Council. Relevant departments are inviting tenders for the project now in accordance with the project plan submitted to the Legislative Council.

Source: Excerpted and adapted from "Government's response on Tai Po Lung Mei Beach works project", 8 October 2012, press release of the HKSAR Government. Retrieved from <http://www.info.gov.hk/gia/general/201210/08/P201210080606.htm>

Source B: Opinion of the Save Lung Mei Alliance (守護龍尾大聯盟) on the governmental reply

Despite the Government saying that residents of East New Territories support the construction of an artificial bathing beach in Lung Mei, Tai Po, there is no concrete evidence to support such a claim. On the other hand, the Save Lung Mei Alliance has drawn very different conclusions from its survey on public opinion conducted with the help of the University of Hong Kong. Of the 1,010 citizens interviewed throughout Hong Kong, more than 60% were of the view that the Government should immediately suspend the plan to build the artificial bathing beach in Lung Mei, Tai Po in order to preserve the existing environment; while 75% of the interviewees even thought that it was necessary for the Government to call off the plan and initiate another round of public consultation. Interviewees from East New Territories shared similar views, indicating a social consensus among citizens against the plan. The Government should listen to public opinions and either call off the plan or otherwise start public consultation anew of its own accord.

The disputes over the Lung Mei project arose from its ludicrous Environmental Impact Assessment report, whose mistakes clearly indicated that the consulting firm, which was employed by sponsors of the project (Civil Engineering and Development Department), was strongly motivated to underestimate Lung Mei's ecological value in its report in an effort to satisfy this particular "customer". It is made clear that the current system of environmental impact assessment can no longer serve to protect the environment, judging from the fact that among the 444 applications for environmental permits, 427 were granted; 14 were voluntarily withdrawn, and only 2 were denied. The Save Lung Mei Alliance strongly demanded reforms to Hong Kong's environmental assessment system, calling for an independent body or fund responsible for the environmental assessment, where the sponsor would only be allowed to make payments to the fund, and for all environmental impact assessment reports to be prepared by a consulting firm employed by the independent fund.

Source: Excerpted and adapted from "大聯盟批評：政府及大埔區議會製造假民意", 17 December 2012, *Inmediahk net*. Retrieved from <http://www.inmediahk.net/node/1015007>.

Source C

Based on government processes, construction of the bathing beach was indeed a district project whose procedures only required public consultation conducted by the Tai Po District Council. However, as the Lung Mei beach involved environmental conservation and the ecosystem, it became a heated topic in Hong Kong. Even if the project did comply with the required procedures, many conservationists still found it difficult to accept, believing the Government had overlooked public opinions in its response.

Hong Kong citizens' awareness of conservation is increasing, and they are likely to pay greater attention to conservation polices and relevant actions taken by the Government. In order to avoid being challenged by the public in the future for carrying out similar works, the Government is advised to show greater concern for changes in public opinion, consider expanding the scope of its consultation and be more open to the views of citizens.

Source: Excerpted and adapted from “龍尾「搶灘」保育掀攻防戰” 26 October 2012, *Hong Kong Economic Times*.

Questions for Discussion:

1. With reference to the above source and class teaching (Appendix 9), is there any room for improvement in the Government's works in respect of consultation and response to public opinions during the development of the Lung Mei beach?

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**Appendix 11: After-class Assignment**

In 2013, the HKSAR government consulted the public about its plan to extend the three landfills located in Tseung Kwan O, Ta Kwu Ling and Tuen Mun, and to build a waste incinerator in Shek Kwu Chau. These were together known as the “3+1” plan. Its grant application for this plan was approved by the Legislative Council Finance Committee at the beginning of 2015. As reiterated by Secretary for the Environment after the grant was approved, with a comprehensive blueprint for waste disposal, the Government would adopt a multi-pronged approach to tackle the waste crisis in Hong Kong. Looking back at the period during which the “3+1” plan was undergoing public consultation and its grant application was being considered, society had diverse views. Listed below are some examples from both pro and con groups.

- A political party randomly interviewed 2,187 citizens from various districts in Hong Kong on the phone. Approximately 68% of interviewees agreed on funding the Tseung Kwan O landfill extension; 72% agreed on funding the Ta Kwu Ling landfill extension; 67% agreed on studying and funding the Tuen Mun extension; while 82% agreed on funding the construction of the Shek Kwu Chau incinerator.
- According to members of the Sai Kung District Council, the council has been receiving an increasing number of complaints from local residents about bad odours. The council was worried that once the landfill had been extended, the growing numbers of heavy vehicles would only make the situation worse. In their answer to the call of District Council members, about 10 residents of Tseung Kwan O protested in front of the Tseung Kwan O Government Complex against the Legislative Council Public Works Subcommittee’s decision to approve the grant application for the Tseung Kwan O landfill extension.
- Appointed by an environmental group, a university carried out a random telephone interview that involved 1,005 citizens. According to its findings, more than 50% of interviewees supported the “3+1” plan, with the majority favouring the incinerator for its far-away location and the likelihood of causing the least negative impact. The survey also found out that only 20.9% of citizens were aware that Hong Kong’s landfills would start to become saturated from 2015. Still fewer (6.6%) knew that construction of the incinerator would take 8 years. The survey results reflect the lack of understanding about waste management among Hong Kong citizens.

- The Legislative Council held a public hearing in respect of the “3+1” plan, at which more than 140 groups and individuals expressed their views. Approximately 70% of speakers opposed or questioned the plan, the majority of whom were residents from areas affected and environmental groups who had campaigned for the method of “reducing waste at the source”. About 30% of speakers supported the plan, including foreign business alliances and certain scholars.

Source: Extracted and adapted from the articles below

1. “Transcript of remarks by SEN”, 19 January 2015, *Press Release of the HKSAR Government*.
2. “民記：逾八成人反拉布挺撥款”, 6 December 2014, *Wen Wei Po*.
3. “西貢區會一面倒反擴建 炎熱大雨 堆填區溢惡臭”, 23 May 2014, *Hong Kong Daily News*.
4. “逾半受訪者撐擴建堆填區環團公布調查促延廢處設施壽命”, 27 March 2014, *Ta Kung Po*.
5. “三堆一爐公聽反對者多”, 23 March 2014, *Ming Pao*.

### Questions

- (a) Identify and explain the available channels and ways for Hong Kong residents to express their opinions.
- (b) Why does the local community have such different views on the “3+1” plan? Explain with reference to the above source and your own knowledge.

## Intention of Assessment

### *Assessment Focus*

By analysing the supporting and opposing views after the Government proposed the “3+1” plan, students are expected to explain the channels and ways Hong Kong residents express their opinions, and explain why society holds diverse views. They should make reference to these sources. Students’ application of concepts/knowledge such as “civic awareness and civic participation”, “quality of life”, “sustainable development”, “waste management”, “pollution” and “green lifestyle”, and so on, will be assessed. Moreover, students should be able to demonstrate skills like considering multiple perspectives, analysing and summarizing data sources.

### *Expected Student Performance*

- Knowledge
  - For question (a), students may point out that Hong Kong residents can choose the following channels and methods to express their opinions: accepting the invitation to be interviewed by outside bodies (political groups, non-governmental organisations); joining political groups; reporting to the District Council and Legislative Council members; initiating or participating in petitions and protests; attending public hearings held by the Legislative Council; standing for election as councillors.
  - For question (b), students may point out that different stakeholders of the local community tend to argue over waste management. In addition to safeguarding the quality of life for citizens, this issue also urges the society to find a solution to the crisis of Hong Kong becoming “a city besieged by waste” as a result of its increasing volume of waste. Disputes over the “3+1” plan among community members may have arisen from the following:
    - Residents from different districts have varying views about the “3+1” plan because the degree to which they are affected by the plan differs.
    - The disparity in their understanding about waste management, as well as Hong Kong’s current environmental issues, makes it difficult for citizens to reach an agreement on how waste should be managed.
    - While the Government believes a multi-pronged approach to be the solution to Hong Kong’s waste crisis, environmental groups are of the view that only “waste reduction at the source” can solve the problem for good.

- Skills
  - Analysing the phenomenon in the data sources by applying knowledge and concepts.
  - Summarising and generalizing ideas, and conceptualising the sources provided.
  - Identifying the stances and values of various stakeholders for one of the supporting evidences in explaining factors.

## **Appendix 12: Guidelines for the Field Study**

### **Field study at Lung Mei beach**

#### **A. Method and objective of the field study**

Divide students into groups of four and engage in an on-site field trip and interview at the Lung Mei beach either under teachers' guidance or by themselves. The visit aims to study the ecological value of the Lung Mei beach and decide whether it should be developed into an artificial bathing beach.

#### **B. Preparation for the field study**

- Read documents prepared by Research and Library Services Division of the Legislative Council and collect relevant information from other channels, especially information dated 2013 onwards, to learn about different views regarding developing an artificial bathing beach at the Lung Mei beach.
  - Document: *Background information on the Lung Mei Beach Project at Tai Po and concerns on the Project raised by the people of Hong Kong* (Web page of the Legislative Council, Chinese only)  
<http://www.legco.gov.hk/yr12-13/chinese/sec/library/1213fs16-c.pdf>
- Draft interview questions for different interviewees.

#### **C. Focus work and key points on the day of the field study**

- Record and note down conditions of the Lung Mei beach (such as the local topographic conditions, natural environment, habitation of different species, local residents, public infrastructure and tourism activities).
- If you come across eco-tourism tours during the field study, and the tour guide and tourists are willing to be interviewed, consider inviting the tour guide to introduce tour details and the tourists to talk about their aims and feelings regarding taking part in the tour.
- Key points
  - As the ecosystem of coastlines is affected by tidal changes, the ideal time to find more species is when the tides recede. Participants should refer to the designated web page of the Hong Kong Observatory for tidal predictions (Tai Po Kau) (<http://www.hko.gov.hk/tide/cTPKtide.htm>).
  - Participants need to walk through water at the Lung Mei beach. Therefore,

they should wear trousers with legs that can be rolled up and wear water shoes. In addition, as the Lung Mei beach is filled with mud and protruding rocks, they should pay extra attention during the trip to avoid falling and getting hurt.

- Always ask for interviewees' permission before interviewing them. Watch the expressions and tones during the interview and always be polite. Thank the interviewees when the interview ends or even if they decline to be interviewed.
- The field study should not negatively affect the natural ecosystems; behaviours of tourists as shown in the following video **should be avoided**:  
Name of the Video: “龍尾灘遊人增加危害生態” (Video Length: 1 minute and 47 seconds. Website: [http://cablenews.i-cable.com/webapps/news\\_video/index.php?news\\_id=394980](http://cablenews.i-cable.com/webapps/news_video/index.php?news_id=394980))

#### D. Assignment after the field study

Select one from the following two suggestions.

##### **Suggestion 1**: Individual writing

- Writing topic:
  - “According to the reading materials and the field visit, do you agree that Hong Kong should develop the Lung Mei beach into an artificial bathing beach?”
  - or**
  - “Give suggestions for the development of the Lung Mei beach with a view to striving a balance between economic development and environmental conservation.”
- Requirement: 600 to 800 words, with photos taken during the field study attached for explanation.

##### **Suggestion 2**: Short writing in groups and class presentation

- Students exchange views with their group members first and work together to come up with a topic for Suggestion 1. The requirement for this writing may be the same as the first. The word count requirement may be increased from 800 to 1,000 words.
- Invite a few groups to present in a 40-minute lesson and ask other groups to comment on their presentations.

-- End of Appendix --

**Senior Secondary Liberal Studies**  
**“Hong Kong Today” Module**  
**Learning and Teaching Exemplar (4)**

**From Global Trend to Local  
Implementation: Reflections  
on the Introduction of  
Paternity Leave**

### A. Basic information of the exemplar

<b>Topic</b>	From global trend to local implementation: reflections on the introduction of paternity leave
<b>Relevant module, themes and issues for enquiry</b>	<p><b>Leading</b> Module 2 : Hong Kong Today; Theme 1: Quality of life</p> <ul style="list-style-type: none"> <li>● What are the different opinions of Hong Kong residents on the priorities which constitute the quality of life?</li> <li>● Which aspects of the quality of life are seen to be more important? Which are seen to be immediate needs? Who might make the decisions? Why?</li> <li>● How can individuals or organisations contribute to the maintenance and improvement of the quality of life? What are the obstacles to their efforts? Which group of people are most affected if these obstacles are not removed?</li> </ul>
	<p><b>Related</b> Module 2 : Hong Kong Today; Theme 2: Rule of law and socio-political participation</p> <ul style="list-style-type: none"> <li>● What factors determine the level and form of socio-political participation by Hong Kong residents? What is the significance of their participation? Why do they have different demands? What is the impact of their demands?</li> <li>● How does the Government respond to the demands of different social groups? What is the impact of the responses on the governance of Hong Kong, the safeguarding of the rule of law and the promotion of socio-political participation among Hong Kong residents? Why?</li> </ul>
	<p><b>Related</b> Module 4: Globalization</p> <ul style="list-style-type: none"> <li>● How do people from different parts of the world react to globalization? Why?</li> </ul>
<b>Overall design rationale</b>	<p>This exemplar aims at guiding students to understand the relationship between the introduction of paternity leave and the quality of life of Hong Kong people, the socio-political participation channels for Hong Kong citizens through the local legislation process, and to investigate various factors that need to be considered in the legislation for a particular policy. In Lessons 1 and 2, the exemplar first introduces the global trend that advocates work-life balance, enabling students to learn about the background of the issue and understand the influence of this global trend all around the world from a macro perspective. Subsequently, the exemplar shifts its focus</p>

	<p>to family-friendly policies and their promotion in Hong Kong, taking the concept of quality of life as the enquiry focus. Lessons 3 and 4 further explore paternity leave issues closely related to family-friendly policies. In addition to exploring and studying the respective standpoints adopted by employers, employees and the Government, these two lessons focus on the socio-political participation channels of Hong Kong citizens in the local legislation process. Lesson 5 mainly requires students to summarise factors that the Government needs to consider in the legislation of a particular policy, thereby helping them develop the skill of transferring and applying knowledge.</p> <p>The rationale of the exemplar is to help students understand that different parts of the world respond differently to global trends (e.g. various rules governing paternity leave are in place all around the world) through enquiry from macro (global trend) to micro (legislation for paternity leave in Hong Kong) perspectives, using paternity leave as a specific case study. More importantly, the exemplar helps students develop the skills to summarising factors that should be considered, as well as understanding how to transfer and apply their findings to other similar issues. This is the objective of the learning and teaching activities and after-class assignments in Lesson 5, and one of the key skills that students should master in Liberal Studies.</p>
<b>Time required</b>	5 lessons (40 minutes per lesson), around 200 minutes in total
<b>Teaching objectives</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>● Origin of the family-friendly policy and the categories of relevant measures.</li> <li>● The relationship between the family-friendly policy and the quality of life.</li> <li>● The process of the legislation of paternity leave and different factors to be considered.</li> <li>● Different factors to be considered when the Government promotes a policy via legislation.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>● To make conceptualised observation using the data obtained through issue enquiry.</li> </ul>

	<ul style="list-style-type: none"> <li>● To apply relevant knowledge and concepts when studying contemporary issues.</li> <li>● To interpret data from different perspectives.</li> <li>● To summarise the requirements for issue enquiry and apply in other similar issues.</li> <li>● To communicate in oral and written expression.</li> <li>● Impromptu response to questions.</li> </ul>
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> <li>● To adopt an open and tolerant attitude towards other people's views and values.</li> <li>● To appreciate and respect diversity in cultures and views in a pluralistic society.</li> <li>● To strike a balance between study and life and arrange time in daily life properly.</li> <li>● To care for the lives of Hong Kong's grassroot workers and their family members</li> </ul>
<b>Basic concepts for application</b>	Quality of life, civic consciousness and civic participation, globalization, economic integration, global culture and local culture
<b>Relevant learning experiences at junior secondary levels</b>	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary level are expected to have a general idea about the needs and problems of Hong Kong society; the functions of the Government and the services provided by it; respect for others who hold different values and lifestyles; the importance of participation in local affairs, etc. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

**B. Design of classroom learning and teaching**

Lesson	Learning and teaching strategies and flow
Before class	<ul style="list-style-type: none"> <li>● Distribute worksheet for lesson preparation (Appendix 1). Ask students to answer the questions according to the instructions on the worksheet and report in the lesson.</li> <li>● If students have already learnt the concept “<b>Quality of Life</b>”, remind students to refer to this concept and answer the questions on the worksheet for lesson preparation.</li> </ul>
1-2	<p><b><u>Lead-in (around 10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Check students’ preparation work and invite a few students to present. (Decide the number of presenting groups depending on the lesson time).</li> <li>● May invite students to share their experience in arranging time for study and family life.</li> <li>● Summarise what the students have learnt based on their discussion results and teachers’ own knowledge. For example: <ul style="list-style-type: none"> <li>➤ Point out that the cartoon conveys a message that explains the importance of balancing work and life, and that the development of one should not be achieved at the expense of the other.</li> <li>➤ Work-life imbalance will harm one’s health and cause failures in taking on the responsibilities of different roles in one’s life. Taking family life for example, one may not have enough time to take care of children.</li> <li>➤ Point out that work-life balance is closely related to the <b>quality of life</b>. For example, the satisfaction and dissatisfaction derived from family life, family relations, personal health, leisure and entertainment, and work environment impact on the quality of life for individuals and even the whole society.</li> </ul> </li> </ul> <p><b><u>Instruction (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute reference materials for instruction (Appendix 2). Explain the basic knowledge relating to “work-life balance” with teachers’ own knowledge. For example: <ul style="list-style-type: none"> <li>➤ Use Sources A and B in Appendix 2 to introduce the background of the “work-life balance” issue and the relationship between this issue and the concepts “<b>Globalization</b>” and “<b>Economic Integration</b>” (in the <i>Resources Booklet Series: Globalization</i>). Point out that driven by globalization, the integration of the</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>global economy has been accelerating and that fierce competition faced by enterprises leads to heavier workloads and extended working hours for their employees, which in turn affects their family lives.</p> <ul style="list-style-type: none"> <li>➤ Using Sources B and C in <b>Appendix 2</b>, further point out the impacts of work-life imbalance (Source B is a summary while Source C delivers a focused explanation of local cases in Hong Kong). Highlight that this is one of the trends in globalization and largely arises from changes in socio-economic factors. The power of individual employees is not enough to solve this problem, and its solution lies in the collaboration among different members of society<sup>1</sup>.</li> <li>➤ Using Sources C and D in <b>Appendix 2</b>, point out that one of the HKSAR Government’s measures is to encourage employers to implement family-friendly policies following the global trend of valuing worker welfare, rights and benefits. The teacher may briefly introduce the details and respective impact of the measures to help students gain a basic understanding of the topic for the group discussion.</li> <li>● Ask questions during instruction and encourage students to present their preliminary thoughts on the following: In the face of an imbalance between work and life, do they have to pick one over the other, or is there a way to address the needs of both?</li> <li>● In order to enable students to further understand the concepts of <b>globalization</b> and in particular, <b>economic integration</b>, it is advisable to emphasise that work-life balance, as a global trend, will inevitably influence Hong Kong, an international city.</li> </ul>

<sup>1</sup> Refer to 趙永佳、尹寶珊 “失衡的工作與家庭關係”. In 趙永佳、丁國輝、尹寶珊 (Editors). (2015) *家在香港*. Hong Kong : Hong Kong Institute of Asia-Pacific Studies, P.159-183. It can be downloaded from the web page of Central Policy Unit, HKSAR Government. Retrieved from [http://www.cpu.gov.hk/doc/tc/research\\_reports/hong\\_kong\\_families.pdf](http://www.cpu.gov.hk/doc/tc/research_reports/hong_kong_families.pdf), P.134-150.

Lesson	Learning and teaching strategies and flow
	<p><b><u>Group discussion and student presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Divide students into six groups (the number of which is related to the subsequent case study analysis), and then distribute group discussion worksheets (Appendix 3) and play the video (refer to Source B in Appendix 3 for the website). Students read the rest of the data sources on the worksheet after watching the video, and discuss the enclosed questions.</li> <li>● Remind students that the focus of the group discussion is to consider different aspects involved in the concept of <b>quality of life</b> using the example of work-life balance. Students should therefore try their best to find the connection between the examples provided in the sources and the concept of quality of life.</li> <li>● Students present the discussion results. (Decide the number of presenting groups depending on the lesson time).</li> <li>● Summarise based on students' presentations and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>➤ Increased workplace stress leads to exhaustion, damaging one's health.</li> <li>➤ Failure to find a new job soon after leaving one's job or reduced wages from a new job may lower a family's quality of material life.</li> <li>➤ Decreased life satisfaction lowers one's quality of spiritual life.</li> <li>➤ Elise's work conditions have improved the quality of her spiritual life, which is reflected in her satisfaction with work and life. The flow chart can also largely describe her feelings about work (Consider giving further explanation in conjunction with the video).</li> </ul> </li> </ul>
	<p><b><u>Case study and student presentations (around 30 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Point out that since the issue of work-life balance has been explored during the first group discussion, the subsequent case study analysis will narrow down the discussion scope and focus on the Hong Kong-based scenarios. Starting with family-friendly policies, the analysis will help students further understand what policies employers can set up to enable employees to balance work and life without harming corporate interests.</li> <li>● Distribute the case studies worksheet (Appendix 4). Ask each group to read one of the case studies by lot or other means. (If the whole</li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>class is divided into six groups, consider asking every two groups to read one case, and then discuss the questions).</p> <ul style="list-style-type: none"> <li>● All case studies are extracted from a booklet produced by the Labour Department in 2009 (<i>Family-friendly Employment Practical Guidelines</i><sup>2</sup>), aiming at promoting successful cases of enterprises implementing good human resources management practices and family-friendly employment practices, and encouraging employers to follow the good cases. Remind students to pay attention to the original intentions of enterprises for introducing these measures, their impact on employees and the enterprises themselves, as well as the attitudes of corporate management towards their employees. Students should read Source D in <b>Appendix 2</b> to understand the details of the family-friendly policies before the discussion.</li> <li>● Students present the discussion results. (Decide the number of presenting groups depending on the lesson time).</li> <li>● Summarise based on students' presentations and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>➤ For employees and their families, these family-friendly policies help employees balance their time spent at work and at home, in particular, by allowing them to spare some time to take care of family members in need (e.g. children, pregnant women and the elderly).</li> <li>➤ For employers, the implementation of these policies can boost the morale and sense of belonging of employees and uplift the image of the enterprises.</li> <li>➤ For the whole society, these family-friendly policies improve employees' work conditions so as to guarantee their physical and mental health, which helps maintain and even increase the overall health level of society.</li> <li>➤ Regarding the difficulties in implementing these family-friendly policies, employers may worry about the increased costs (small and medium-sized enterprises in particular) and a lack of resources to set up facilities in the workplace to support these family-friendly policies. Government efforts include actively promoting successful cases, providing preferential tax treatment</li> </ul> </li> </ul>

<sup>2</sup> The booklet is downloadable from the web page of the Labour Department.  
<http://www.labour.gov.hk/tc/public/wcp/FamilyCasebook.pdf>

Lesson	Learning and teaching strategies and flow
	<p>and formulating relevant policies.</p> <p><b><u>Arrange after-class learning activities (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute after-class assignment (Appendix 5) and ask students to complete after class.</li> <li>● Ask students to read the basic concepts “<b><u>Quality of Life</u></b>”, “<b><u>Globalization</u></b>” and “<b><u>Economic Integration</u></b>” to consolidate learning.</li> </ul>
3-4	<p><b><u>Lead-in (around 10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Review “work-life balance” and the “family-friendly policies” at the beginning of the lesson. Explain that in this lesson, students will learn about paternity leave which is closely related to what they have learnt in the previous lessons. They will learn about the controversy provoked by paternity leave in the legislation process and how Hong Kong citizens expressed their demands via different channels.</li> <li>● Point out that while many countries around the world have introduced paternity leave, the length of the leave and the amount of wages paid during leave vary due to the conditions in different countries.</li> <li>● Play a video about civil servants being entitled to five days of paternity leave since April 2012 (refer to Source A of Appendix 6 for the website), the objective of which is to help students gain a preliminary understanding of paternity leave. After watching the video, emphasise that before relevant laws formally came into force in February 2015, with the exception of governing bodies, other enterprises only offered paternity leave to employees in unregulated forms, and some of them even failed to do that. Therefore, many were of the view that Hong Kong should follow the examples of other countries and introduce paternity leave through legislation. However, some people thought that legislation for paternity leave was unnecessary, claiming that enterprises should be allowed to deal with the issue flexibly. The above background information can guide students to understand the major disputes among different stakeholders on the legislation of paternity leave.</li> </ul> <p><b><u>Giving individual response and presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute worksheet for individual response (Appendix 6). Ask students to answer the questions according to the video they watched (Source A in Appendix 6) and the sources on the worksheet.</li> <li>● Invite students to present their answers (Decide the number of</li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>presentations depending on the lesson time).</p> <ul style="list-style-type: none"> <li>● Summarise based on students' presentations and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>➤ Paternity leave is an important component of “family-friendly policies” since it aims at protecting male employees' rights and benefits as well as demonstrating their roles and responsibilities in the family.</li> <li>➤ Countries around the world generally take the following factors into consideration when introducing paternity leave: culture (requirements of different gender roles, family roles of males...), society (pressure from the public, calls for gender equality...), economy (impact of paternity leave on corporate operations, the financial condition of the country...), politics (governmental policies on social welfare, the attitudes of councilors involved in the legislation process...).</li> </ul> </li> <li>● Emphasise that even it is one of the global trends to guarantee workers' rights and benefits through the introduction of paternity leave, these trends are not implemented in the same manner throughout the world. Regardless of the actual place of implementation, all such trends have to be adjusted in accordance with local circumstances. This reflects the relationship of beneficial interaction between <b><u>global culture and local culture</u></b>.</li> </ul> <p><b><u>Group discussion and student presentation (around 40 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● After learning that paternity leave is a global trend, guide students to explore the legislation process of paternity leave in Hong Kong and the channels through which the public express their views.</li> <li>● Distribute worksheet for group discussion (Appendix 7) and give time for students to read Sources A and B in the Appendix. If students find it difficult to understand the stance of the HKSAR Government on introducing paternity leave as well as the organization and terms of reference of the Labour Advisory Board<sup>3</sup>, explain using Source B.</li> <li>● Play a video about the Legislative Council passing the bill for paternity leave (refer to Source C in Appendix 7 for the website). Ask students to pay special attention to speeches delivered by the four members of the Legislative Council in the video (this is one part of the</li> </ul>

<sup>3</sup> Refer to the web page of Labour Department. Retrieved from <http://www.labour.gov.hk/tc/rbo/LAB.htm>

Lesson	Learning and teaching strategies and flow
	<p>subsequent group discussion) and the replies of the Secretary for Labour and Welfare (supplement the information in Source B). Pause for a while after playing the video clip of each speaker, using hints in the worksheet, and ask students to note down these speeches for question 1 in the worksheet. After playing the whole video, divide students into groups and discuss the remaining part of question 1. If it is not necessary to give hints before discussing question 2 below, students may present after discussing all the questions.</p> <ul style="list-style-type: none"> <li>● Students present the discussion results (Decide the number of presenting groups depending on the lesson time).</li> <li>● Summarise based on students' presentations and own knowledge. For example: <ul style="list-style-type: none"> <li>➤ The first and second Legco members argued over whether the introduction of paternity leave can be justified by considering its impacts on small and medium-sized enterprises.</li> <li>➤ The third and fourth Legco members agreed on the necessity of introducing paternity leave. However, they argued over whether the Government's proposed length of paternity leave and amount of wages payable during leave should be accepted.</li> <li>➤ Based on these Legco members' speeches and students' knowledge, students can present the standpoint(s) they relatively agree with.</li> </ul> </li> <li>● Give a few hints to students about (or recall) the socio-political participation of Hong Kong citizens, and ask students to match the public participation channels with the examples about introducing paternity leave. After giving hints, students can discuss question 2 in the worksheet.</li> <li>● Students present the discussion results (Decide the number of presenting groups depending on the lesson time).</li> <li>● After the presentation, teachers may summarise based on the students' discussion results, the basic concept "<b><u>Civic Consciousness and Civic Participation</u></b>" and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>➤ Civic participation means the public is clear about the rights and benefits that they are entitled to, and that the people are concerned about public affairs. This approach can avoid excessive concentration of political power and help foster a society of openness, diversity and mutual respect. In addition,</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>governmental policies are related to the long-term development of our society, and involve the rights and benefits of different sectors. As a result, by expressing their views to the Government through different channels, not only are citizens defending their own rights, they are also fulfilling their civil responsibilities.</p> <ul style="list-style-type: none"> <li>➤ Channels for Hong Kong citizens to express demands include: <ul style="list-style-type: none"> <li>■ Publishing articles via various media and the Internet.</li> <li>■ Expressing views through various advisory bodies established by the Government.</li> <li>■ Joining non-governmental organisations and political parties that share their beliefs.</li> <li>■ Standing for election as District Council members, members of the Legislative Council in direct geographical constituency elections and functional constituencies elections.</li> <li>■ Petitioning government officials, organising protests.</li> </ul> </li> </ul> <p><b><u>Arrange after-class learning activity and brief the learning focus in the subsequent lessons (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute after-class assignment (Appendix 8) and ask them to finish after lesson.</li> <li>● Ask students to read the basic concepts “<b><u>Civic Consciousness and Civic Participation</u></b>” and “<b><u>Global Culture and Local Culture</u></b>” to consolidate learning.</li> <li>● Brief students that the learning focus of the next lesson is to study the factors considered by the government in introducing a policy from the legislation process of paternity leave.</li> </ul>
5	<p><b><u>Lead-in (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Taking the introduction of paternity leave as an example, ask several students about the difference between the execution through legislation and the voluntary execution of enterprises by offering incentives.</li> <li>● Further explain the 2 major functions of legislation according to students’ answers: <ul style="list-style-type: none"> <li>➤ Universal implementation: enabling all citizens to enjoy equal rights.</li> <li>➤ Enforcement: anyone who obstructs or fails to execute relevant rights must be held legally responsible.</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> <li>● Emphasise that the Government must consider various factors carefully if it intends to implement certain policies, promote certain measures of social welfare, or prohibit certain acts through legislation.</li> </ul> <p><b><u>Group discussion and student presentation (around 18 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Divide students into groups and distribute worksheet for group discussion (Appendix 9). Using the example of paternity leave legislation and based on what they have learnt, ask them to summarise the factors to consider if the Government responds to public demand via legislation.</li> <li>● Students present the discussion results. (Decide the number of presenting groups depending on the lesson time).</li> </ul> <p><b><u>Teacher summary (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute the chart showing the factors to consider in formulating laws (Appendix 10). Based on students' presentations, their own knowledge and the chart, sum up the following factors to consider on whether to support legislation or not: <ul style="list-style-type: none"> <li>➤ Values and beliefs: It is necessary to consider whether the values and beliefs involved in the legislation can be justified. For example, whether they are of a global trend, whether they complement Chinese culture or the values of the Hong Kong people. <ul style="list-style-type: none"> <li>■ Rather than dealing with the pressure of childbearing alone, women need the company of their husbands. Therefore, paternity leave should be regarded as a basic benefit for workers and has become one of the global trends. Chinese culture also attaches great importance to family members taking on their responsibilities.</li> </ul> </li> <li>➤ Necessity: It is necessary to consider the feasibility of methods other than legislation; whether the circumstances are urgent or serious enough to call for legislation. <ul style="list-style-type: none"> <li>■ Judging by the fact that only a small number of enterprises voluntarily offered paternity leave to their employees before the legislation came into force, it is clear that the territory-wide implementation of paternity leave cannot be achieved through promotion and encouragement. Legislation is therefore considered the most effective approach.</li> </ul> </li> <li>➤ Social consensus: It is necessary to consider whether various</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>stakeholders in society have reached a preliminary consensus; whether there is strong opposition to the legislation, and whether their rationale is reasonable; as well as the likelihood of the legislation being passed by legislative bodies.</p> <ul style="list-style-type: none"> <li>■ Before the legislation came into force, representatives of employees and employers reached an agreement in the Labour Advisory Board after many rounds of discussion. This indicates that the legislation has popular support. Not only had many labour organisations been vigorously fighting for the introduction of paternity leave, some members of the Legislative Council also supported this demand. It is clear that there is consensus on this issue in society.</li> </ul> <p>➤ Benefits and impact: Consider the benefits that can be brought after passing legislation (individual and society; short-term and long-term), and the impact on different stakeholders (positive or negative; remedy to the shortcoming).</p> <ul style="list-style-type: none"> <li>■ In the short term, male employees can spare time to take care of families. In the long run, not only can the introduction of paternity leave increase the sense of belonging among employees, it also boost corporate images. Although paternity leave might lead to temporary staff shortage, its overall impact on enterprises is not significant. (According to government estimates, the full implementation of statutory paternity leave in Hong Kong will only increase labour cost for employers by 0.02% to 0.04%). Given the decline in Hong Kong’s birth rate, which dropped from 12.6 babies per 1,000 population in 2010 to 8.6 per 1,000 population in 2014<sup>4</sup>, the likelihood of a large number of employees applying for paternity leave is extremely small in the short term. Therefore it should not disturb the operation of enterprises.</li> </ul> <p>➤ Definition and enforcement: It is also necessary to consider whether the acts restricted by the legislation are readily definable; as well as the difficulty of execution for law enforcers.</p>

<sup>4</sup> Refer to “Population - Hong Kong :The Facts”. The web page of GovHK. Retrieved from <http://www.gov.hk/en/about/abouthk/factsheets/docs/population.pdf>

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> <li>■ According to the law, the requirements and procedures for applying paternity leave are not complicated. As long as employers perform verification in accordance with present regulations, it is unlikely that employees will be granted paternity leave with false documents<sup>5</sup>.</li> <li>● Except legislation for paternity leave, similar issues that involve the necessity of legislation could also take these factors as the starting point for further consideration. (Refer to the last part of Appendix 10). Emphasise that factors mentioned above do not include all the factors that need consideration. Therefore, in addition to adding or removing factors, transferring and applying them depending on the actual issues to be studied, students are also required to present relevant information to support their opinions.</li> </ul> <p><b><u>Arrange after-class learning activity</u></b> (around 2 minutes)</p> <ul style="list-style-type: none"> <li>● Distribute after-class assignment (Appendix 11) and ask students to complete after class. The theme of the assignment is whether standard working hours should be regulated by legislation. Students may transfer the factors for consideration in formulating laws to other similar issues to consolidate and extend their learning.</li> </ul>

--End of learning and teaching exemplar--

<sup>5</sup> Refer to “Statutory Paternity Leave”. The web page of Labour Department. Retrieved from <http://www.labour.gov.hk/tc/news/EAO2014.htm>





**Appendix 2: Reference Materials for Instruction**

## Source A

Since the 1970s, driven by globalization and informatization, European and American countries have been undergoing the transition from industrial society to post-industrial society, along with subsequent transformations in their economic, political, cultural, family and population structures. The emergence of the issue of work-life balance was one of the outcomes, and aroused widespread concerns.

From the 1970s to the early 1990s, scholars had been using the term “work-family conflict”. In the late 1990s, scholars realised that the responsibilities and activities of employees of a non-work nature could take a variety of forms and were not limited to the household. As a result, they started using the term “work-life balance” extensively and defined it as “a state of equilibrium achieved between an individual’s work and life needs”, which meant the situation where one was able to allocate the amount of time to work and life in a balanced way. For example, one could fulfil his/ her roles requirements both as a worker and a family carer.

Source: Extracted and adapted from the following articles

1. 何勤 (2014). “國際比較視域下工作家庭平衡問題研究”. In *中國人力資源開發*, volume 3.
2. 張雯、李立 (2006). “中國員工「工作 / 生活平衡」的理論框架”. In *現代管理科學*, volume 5.

## Source B

Owing to factors like the acceleration in global economic integration, the development in information technology and the diversification of work environment, modern enterprises are forced to compete in wider and more complicated market settings. The resulting competitive pressure has been passed on to their employees, shown by prolonged working hours and increased workplace stress. While modern technologies allow employees to finish their work in a more flexible and convenient manner, it also means increased likelihood of employees’ private time being taken over by work, and an increasingly blurred line between work and life. In terms of their effects on family life, employees tend to bring all the stress, negative emotions and negative behaviours from work into their family lives, damaging their relations with family members and even causing disharmony for the entire family. Since factors causing the conflicts between work and life stem from the changes in social and economic conditions, it is therefore obvious that an

individual cannot deal with such challenges. The solution therefore, lies in the collaboration among all society members, namely governing authorities, enterprises, families and other organisations.

Source: Extracted and adapted from 岳經綸、顏學勇 (2013). “工作—生活平衡：歐洲探索與中國觀照”. In *公共行政評論*, volume 3.

#### Source C

According to clinical psychologists, when parents are exhausted at work and seldom communicate with their children, their children’s emotions, academic performance and self-management skills may be negatively affected, at times even causing delay in language development. Scholars believe that a lack of communication between parents and children leads children to develop a sense of insecurity. Moreover, since children lack the skills to express their discontent with words, they may seek attention from their parents through bad behaviours, including crying, screaming, poor academic performance and throwing tantrums. Scholars remind parents that it is essential to communicate with their children more often. Ideally, parents should spend 2 to 3 hours of quality time with their children during schooldays, and 7 to 8 hours during the holidays. Moreover, parents should ensure the quality of communication, for example, by using the time for storytelling, playing and comforting children instead of merely helping them with homework. Having expressed their concerns over a decline in family cohesion in Hong Kong, members of the Legislative Council proposed a bill to the Legislative Council, urging the Government and the business sector to actively promote family-friendly policies, with a view to enhancing family cohesion and individual resilience, as well as restoring mutual love among family members.

Source: Extracted and adapted from the following articles

1. “民建聯倡增家庭議會職能”, 28 May 2013, *Ta Kung Po*.
2. “少溝通 損孩子情緒礙發展”, 10 May 2013, *Hong Kong Economic Times*.

Source D

It is one of the trends under globalization today to value workers' welfare and the rights and benefits that they are entitled to. The HKSAR Government encourages employers to implement family friendly policies, such as helping employees balance their work and family responsibilities. Family-friendly employment practices may comprise the following measures:

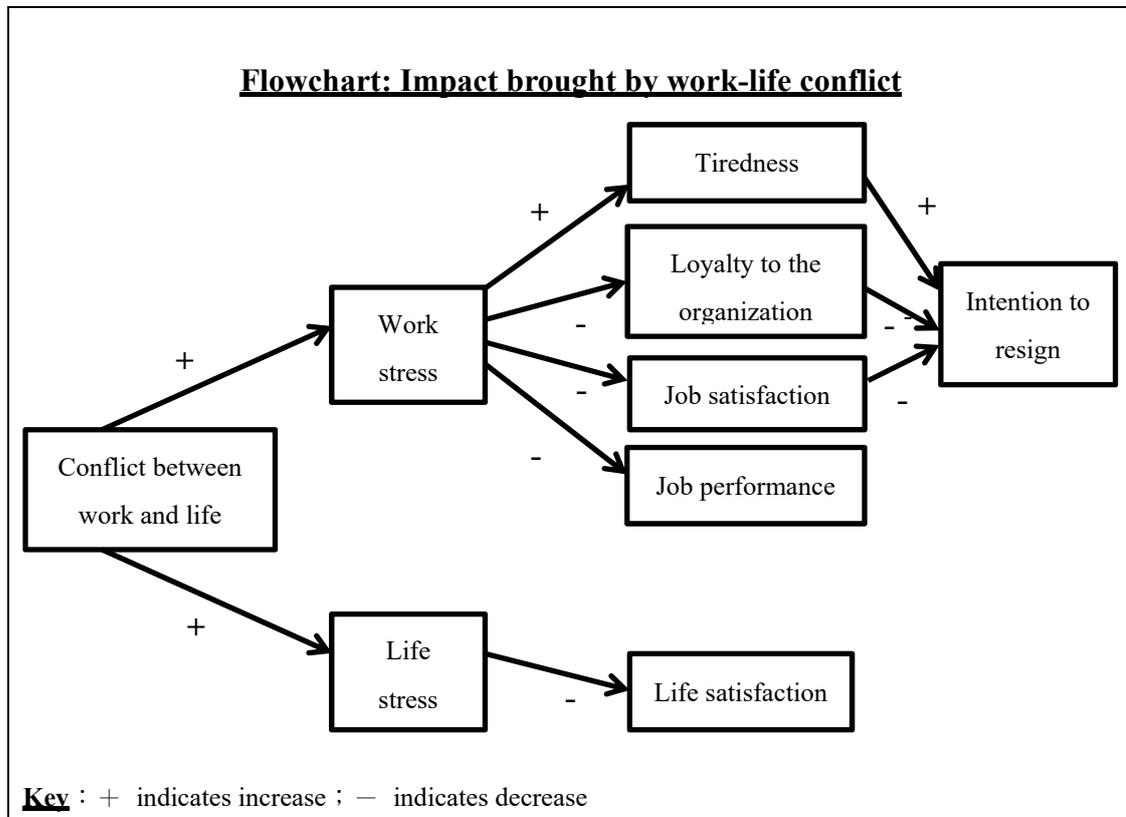
- Family leave benefits, such as marriage leave, parental leave, compassionate leave, special casual leave and special long leave.
- Flexible work arrangements, such as five-day workweek, flexible working hours and home-based work.
- Employee support schemes, such as medical protection to employees and their family members, child care services, counselling services on stress or emotional management, setting up work-place breastfeeding rooms and organising family recreational activities.

The Government considers that when employees are relieved of the pressure of family caring, they can work wholeheartedly with their mind at peace. In a supportive working environment, employees will appreciate that they are valued and cared for and employers in return will benefit enhanced productivity and work performance and a positive corporate image. This will enhance the company's ability to attract talents and sustain long-term development.

Source: Excerpted and adapted from "Family-friendly Employment Practices". The web page of GovHK. Retrieved from <http://www.gov.hk/tc/residents/employment/recruitment/familyfriendly.htm>

**Appendix 3: Worksheet for Group Discussion**

Source A



Source: 岳經綸、顏學勇 (2013) “工作－生活平衡：歐洲探索與中國觀照”. In 公共行政評論, volume 3.

Source B

Video: “新聞透視：準時收工” (Please watch 19:20-21:03)

Website: <https://www.youtube.com/watch?v=cdtEnMo8JIU>



**Appendix 4: Case Studies Worksheets** (Read the case for discussion according to the teachers' arrangement)

Case 1

Mr Yuen, the executive director and general manager of Hotel A, says that many enterprises adopt quantity-oriented systems and stringent management these days. Nonetheless, to him, the Chinese people are more sentimental, and enterprises should make corresponding adjustments on the ground of humanity. For example, to encourage its staff to show filial piety, the hotel has introduced “filial leave” (敬孝假). Employees can take a half-day leave twice a year to celebrate with their parents'/senior family members' birthdays. In addition, the hotel has introduced the “Most Filial Employee Award” (敬孝獎選舉) as further commendation for filial piety. Employees can nominate themselves or be recommended by their supervisors for the Award.

Mr Yuen stresses that to achieve enhanced operational efficiency of an enterprise, the first step is for a company and its staff to have a common philosophy, shared goals and a sense of belonging. Mr Yuen points out that employees give their best when they feel the sincerity of the company. Our survey shows an average score of over 80 in staff satisfaction for the hotel and its turnover rate is very low. Apart from compassionate leave, marriage leave, maternity leave and sick leave, the hotel also gives red packets and festival gifts to its staff during the holidays. The hotel also provides an assistance fund and life insurance to staff in need.

Case 2

Company B engages in the sales of luxurious food ingredients. According to Ms. Chan, its Administrative Manager, “the five-day workweek policy was not a hasty decision. It was adopted for phased implementation after thorough consideration and detailed planning. Under the five-day workweek policy, staff can have more time for rest and family gatherings, thus relieving their work pressure and improving their quality of life”. In order to give employees longer rest time, shop supervisors also arrange for the weekly rest day and the day-off for family, rest and study to be taken consecutively as far as possible.

A five-day workweek has always been a “mission impossible” in the retail industry. Ms. Chan recounts her concerns over the possible difficulties in staff

deployment in the initial plan. However, after thorough consideration, the company decided to go through with the implementation, taking into account the small impact on its overall operation and the support given by its staff in general. There has been no significant increase in costs though additional staff members have been recruited to enhance the flexibility of manpower deployment. Meanwhile, the review conducted by the company showed that improvements were seen in both staff morale and business performance since the implementation of a five-day workweek. After a good rest, “employees are more energetic at work and have actively proposed workflow improvements to enhance operational efficiency. Employees have a stronger sense of belonging to the company, and are more willing to join training programmes. All these are intangible benefits.”

### Case 3

According to Dr Huen, Chief of Service of Department of Paediatrics and Adolescent Medicine of Hospital C, breastfeeding speeds up a new mother’s recovery, and continuous breastfeeding for six months strengthens the infant’s health. To enable breastfeeding mothers to express milk at work and bring it home to feed their babies, the hospital set up a nursing room and employees are free to use it during working hours. Ms. Lui, the Ward Manager of Tseung Kwan O Hospital said that with the opening of the nursing room, breastfeeding employees no longer needed to rush home to nurse their babies. The rate of late arrival or early leave among female employees could be reduced. “Sometimes the fathers come with the babies so that the mothers can breastfeed their infants on the spot. This helps strengthen the parent-child relationship.”

Although breastfeeding is beneficial to the health of mothers and babies, it is still not very popular in Hong Kong. Dr Huen pointed out that a nursing room is in fact similar to a staff lounge. A comfortable high-back chair and a washing basin are all it needs. Dr Huen hoped that enterprises would help promote breastfeeding by setting up nursing rooms for their staff. More importantly, everyone within an enterprise should adopt an understanding and considerate attitude towards colleagues who choose to breastfeed their babies. To do so, enterprises can lower the turnover rate of working mothers, enhance staff morale, promote harmonious labour relationship and establish a positive corporate image.

Source: Case 1 to 3 are extracted and adapted from Labour Department. (2009). *Good People Management and Family Friendly Employment Practice*, Retrieved from <http://www.labour.gov.hk/tc/public/wcp/FamilyCasebook.pdf>





**Appendix 5: After-class Assignment**

Source A: A self-description of a working mother

Both my husband and I have to work under pressure to make a living. My daughter will not do her homework or have dinner until I get home at 7:30 p.m. That means we have to cram in talking about school, doing homework, having a bath and getting ready for bed in the next two hours. My husband works even longer hours than I do and he usually returns home after 10 p.m. It is the time of day when I feel most tired after I return home....

Source: Extracted and adapted from “Balancing Life and Work”. The web page of Hong Kong Christian Service. Retrieved from <http://eds.hkcs.org/leap/leap0502/leap0502e2.html>

Source B: Three research reports on work-life balance

- In the second quarter of 2014, the Public Opinion Programme (POP) at the University of Hong Kong interviewed 508 working people in Hong Kong aged between 20 and 55 in a telephone survey. In a work-life balance measurement where 10 is the highest, the average score of the interviewees was 5.8, reflecting an imbalance between work and life. Three out of every four interviewees worked over time, reporting they worked an average of 47 hours on a weekly basis, 18% higher than the 40-hour workweek recommended by the International Labour Organisation.
- The Hong Kong Institute of Education carried out an interview sampling 1,005 working people over 25 through home visits from July to October 2014. According to the findings, approximately 49% of employees worked five days every week, making five-day workweek the most common family-friendly practice in Hong Kong. However, it was also found that fewer than 30% of employees were entitled to other family-friendly practices, such as flexible shift working, flexitime and paternity leave.
- The Hong Kong Research Association interviewed 1,092 local citizens aged above 15 in April 2015. Approximately half of the interviewees would handle work-related matters using instant messaging tools like WhatsApp and WeChat after work, 40% of these admitted to feeling pressured over their workload. In addition, 50% of interviewees said they worked 1-2 hours overtime on a daily basis and 60% of them claimed not to be paid.

Source: Extracted and adapted from the articles below

1. “四打工仔三 OT 港媽被迫轉行 日做 12 個鐘難照顧子女”, 11 November 2014, *Sky Post*.
2. “教院研究：提供家庭友善措施並不等於會使用”, 13 January 2015, Hong Kong Education Institute. Retrieved from <http://www.ied.edu.hk/web/news.php?glang=tc&id=20150113>
3. “半數上班族 放工後仍要辦公”, 30 April 2014, *Hong Kong Economic Times*.

## Questions

- (a) According to the above sources, what cause the work-life imbalance among Hong Kong employees?
- (b) Through which channel(s) can employers and the Government allow employees to benefit from more family-friendly practices? Give two examples and explain.

### Intention of Assessment

#### *Assessment Focus*

Using the case studies and the research result of academic institutions, students' understanding of family-friendly policies is assessed. Students need to integrate their knowledge with what they learnt in lessons in order to analyse the sources and propose their own ideas. For the assessment focus of students' enquiry skills, students should be able to interpret the message of the sources and give suggestions.

#### *Expected student performance*

- Knowledge
  - For question (a), students can integrate the two sources and their own knowledge to identify the following reasons leading to imbalance between work and life. For example:
    - There are many dual-income families that both parents have to work full-time in Hong Kong. Their livelihood depends on having two jobs with long working hours.
    - Employers make demands on their staff. Some even require their staff to handle work-related matters using instant messaging tools after work, resulting in an overwhelming amount of pressure on their employees.
    - There is a lack of family-friendly practices implemented by employers.
  - For question (b), students may give suggestions from the following perspectives. For example:
    - Employers
      - ◆ Allow employees to choose from more family-friendly practices based on actual operations of the business while referring to information provided by the Government and good practices of other enterprises.
      - ◆ Prevent excessive working hours for employees and avoid

- overtime as far as practicable.
- ◆ Employers should not regularly ask employees to work outside of business hours without compensation.
- Government
  - ◆ Collect information about best corporate practices and promote such practices through different channels.
  - ◆ Provide aid e.g. money, facilities, tax waivers to enterprises that implement family-friendly practices.
  - ◆ Submit applications to the Legislative Council to be resolved after a preliminary consensus has been reached in society through extended consultation, using legislation to require enterprises to offer specific family-friendly practices to their employees e.g. paternity leave and a five-day workweek.
- Skills
  - Giving appropriate responses with the support of relevant examples.
  - Analysing the phenomenon in the sources using the learnt knowledge and concepts learnt.
  - In view of the situation of employers and the Government, proposing feasible suggestions for employees to enjoy more family-friendly practices.

**Appendix 6: Worksheet for Individual Response**

## Source A

Video: “公務員自 2012 年 4 月起有五天侍產假” (Video Length: 1 minute and 35 seconds)

Website: [https://www.youtube.com/watch?v=TYejAi\\_mImg](https://www.youtube.com/watch?v=TYejAi_mImg)

## Source B

According to the Secretary for Labour and Welfare, in its long-standing commitment to improving welfare for women, the HKSAR government has been promoting family-friendly employment practices on both policy and educational levels, an example of which is its effort to provide three days' paternity leave as a statutory benefit.

Source: Excerpted and adapted from “政府推家庭友善 侍產假周三首讀”, 16 March 2014, *Wen Wei Po*.

## Source C: Legislation for paternity leave in some countries

Country	Legislation for Paternity Leave
Sweden	Among the total of 16 months' paid paternity leave that a couple is entitled to, 3 months are mandatory leave for the mother, 2 months are for the father, and the remaining months are to be freely taken up. The country is now proposing to extend the mandatory paid paternity leave for males to 3 months from 2016, the same as that for females.
Norway	From 2014, a couple can apply for a total of 49 weeks of fully paid paternity leave, or the new parents may choose to take 59 weeks of paternity leave at 80% of their normal wages. Among the above, the fathers must apply for at least 14 weeks of leave; failing to do so would be treated as waiving such rights.
China	While a husband's right to paternity leave is not stipulated in the current <i>Labour Law</i> of China, many provinces, cities and autonomous regions have set relevant regulations to allow couples that comply with the one-child policy to enjoy paternity leave as a form of compensation. For example, the Guangdong Province and the city of Shenzhen allow 10 days and 15 days of paternity leave respectively.
Korea	5 days' paternity leave consisting of 3 days of full pay and 2 days of no-pay leave.
Japan	5 days' paternity leave on full pay
Singapore	Employees who have been working for their employers for at least 3 consecutive months are entitled to 1 week of paternity leave. Their

	wages are paid by the Government, with a cap at SGD 2,500 (around HK\$14,000).
Tanzania	5 days of paid paternity leave.
Canada	5 days of paternity leave (2 days of full pay and 3 days of no-pay leave).
Argentina	2 days of paid paternity leave.

Source: Extracted and adapted from the articles below

1. “瑞典男士有薪侍產假擬增至 3 個月”, 29 May 2015, *Ming Pao*.
2. 劉家莉 “鼓勵父親多參與照顧小孩男士侍產假成全球趨勢” 13 March 2015, *Ta Kung Po*.
3. 唐芳 (2012) “從獎勵到權利—生育護理假的正當性論證”. In *中華女子學院學報*, volume 1.

### Questions

1. With reference to Sources A and B, what do you think is the relationship between the introduction of paternity leave and family-friendly employment practices?

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2. As seen in Source C, rules on paternity leave vary according to countries. In your opinion, what factors should a country take into account when setting up its rules on paternity leave?

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**Appendix 7: Worksheet for Group Discussion**

## Source A: Background information of Paternity Leave

- From 1 April 2012, eligible Government employees will enjoy 5 working days of paternity leave on full pay on each occasion of childbirth. (Refer to Source A of Appendix 6).
- Through various channels, social groups have been urging the Government to introduce paternity leave through legislation as soon as practicable.
- The Government estimates that the annual expenditure for providing 3 to 5 days of paternity leave ranges between HK\$140 million and HK\$240 million, representing 0.02% to 0.04% of total wages.
- According to estimates of the Hong Kong Confederation of Trade Unions, assuming a company employs 10 staff at an average monthly wage of HK\$15,000; its additional annual cost arising from paternity leave is HK\$240.

Source: Extracted and adapted from the articles below

1. “Paternity leave to be provided to government employees”. The web page of Civil Service Bureau. Retrieved from [http://www.csb.gov.hk/tc\\_chi/info/2244.html](http://www.csb.gov.hk/tc_chi/info/2244.html)
2. “團體促增侍產假”, 20 May 2014, *Apple Daily*.
3. “Study on Legislating for the Provision of Paternity Leave in Hong Kong”. Legislative Council. Retrieved from <http://www.legco.gov.hk/yr11-12/english/panels/mp/papers/mp0620cb2-2353-3-e.pdf>
4. “瑞士父母誕子後享 480 日假”, 9 December 2014, *Apple Daily*.

## Source B: Government standpoints on paternity leave

I (Secretary for Labour and Welfare Cheung Kin-chung) understand that a few Legislative Council members would like to propose amendments to increase the suggested paternity leave from 3 days to 7 days. Regarding the wages, the pay will increase from a daily rate of four-fifths of the employee’s average daily wages to full pay. We have repeatedly emphasized that this is only the starting point since these proposals are the consensus reached by the Labour Advisory Board\* (LAB) after rounds of deliberation and detailed discussion. If LegCo members insist on making amendments, we will surely withdraw the recommendations and start to discuss again in the LAB to take into account the impacts and benefits in different aspects. If the proposals are taken forward, the Government will review the implementation of the enacted legislation one year after it comes into operation.

\* The Commissioner for Labour is the chairman of the Labour Advisory Board (LAB). The LAB has 12 unofficial members, six representing employers and six representing employees. The LAB advise the Commissioner for Labour on labour matters.

Source: Extracted and adapted from the articles below

1. “勞工及福利局局長就榮昌邨男孩和侍產假立法與傳媒談話內容”, 9 June 2014, *Press Release of the HKSAR Government*. Retrieved from <http://www.info.gov.hk/gia/general/201406/09/P201406090509.htm>
2. “Introduction - Labour Advisory Board”. Labour Department. Retrieved from [http://www.labour.gov.hk/tc/rbo/content1\\_1.htm](http://www.labour.gov.hk/tc/rbo/content1_1.htm)





2. From the legislation process of paternity leave, in what ways can Hong Kong citizens reflect their demands? With reference to **Appendix 6** and **Appendix 7 and your own knowledge**, explain in the following table. Add more if there are more than four ways.

	<b>Examples and explanations from the sources</b>
<b>Way 1</b>	
<b>Way 2</b>	
<b>Way 3</b>	
<b>Way 4</b>	

**Appendix 8: After-class Assignment**

## Source A

Matthew Cheung Kin-chung, the Secretary for Labour and Welfare, attended a function in early February 2015 and said that the introduction of the 3-day paternity leave and allowing employers to take the leave at 80% of their normal wages was a “substantial breakthrough”. However, he did acknowledge that the current plan was conservative and promised that it would be reviewed in a year. On the day the legislation of paternity leave officially came into force (27 February 2015), labour groups were seen petitioning the Chief Executive at government headquarters, demanding the authority to extend the paternity leave to seven days during its review in a year and require employers to allow employees full pay leave.

Source: Extracted and adapted from the articles below

1. “工聯促檢討侍產假增至 7 日”, 28 February 2015, *Wen Wei Po*.
2. “張建宗：三天侍產假「零突破」”, 7 February 2015, *The Sun*.

## Source B

Video: “男士法定侍產假今日生效”(Video length: 1 min 53s)

Website: [http://cablenews.i-cable.com/webapps/news\\_video/index.php?news\\_id=452925](http://cablenews.i-cable.com/webapps/news_video/index.php?news_id=452925)

**Assessment item**

The Government said that the legislation of paternity leave would be reviewed a year after its implementation. With reference to the above sources and your own knowledge, submit your writing as a citizen to a newspaper to voice your opinions on paternity leave (Number of words: 400-600). Writing hints are listed below:

- Explain the significance of introducing paternity leave from the perspective of a global trend.
- Analyse responses of the Government and councilors to public opinions, and then point out areas that require attention and improvement when reviewing the legislation of paternity leave.
- Review the length of paternity leave and the amount of wages payable by employers to their employees based on Hong Kong’s actual circumstances. (This part is the focus of discussion.)
- Others

## **Intention of Assessment**

### *Assessment Focus*

Aiming to evaluate students' skills to apply the concepts and knowledge learned in class to express their opinions on reviewing paternity leave legislation, this assessment item requires students to read the information and watch the video provided first, and then assume a specific identity (a Hong Kong citizen) to submit a writing to a newspaper. Moreover, students should be able to demonstrate skills like integrating textual and visual data to complete the questions with their personal understanding, integrating and analysing information, giving comments and making suggestions.

### *Expected Student Performance*

- **Knowledge:** Students may refer to the hints of the questions and show their mastery of the following knowledge. For example:
  - As a growing global trend, the introduction of paternity leave should not be overlooked by an international city like Hong Kong.
  - Comment on the appropriateness of government standpoints and rationales, point out part(s) in the legislation that should be kept, and those that need to be amended. Reflect on whether there are reasonable suggestions made by councilors not accepted during the process, which would deserve serious consideration after the legislation came into force to serve as future reference for evaluation.
  - Make reasonable suggestions on the length of paternity leave and the amount of wages based on Hong Kong's actual circumstances (i.e. benefits already enjoyed by the working class, difficulties and limitations faced by local enterprises) while referring to the relevant experience of other places.
  - Other relevant ideas.
- **Skills**
  - Showing a clear understanding of the roles in the question and giving personal opinions.
  - Extracting key messages from the textual and visual data with the support of relevant examples.
  - Applying acquired knowledge and concepts to analyse the phenomenon shown in the question and the source.
  - Evaluating the paternity leave policy with positive and active attitude.

**Appendix 9: Worksheet for Group Discussion**

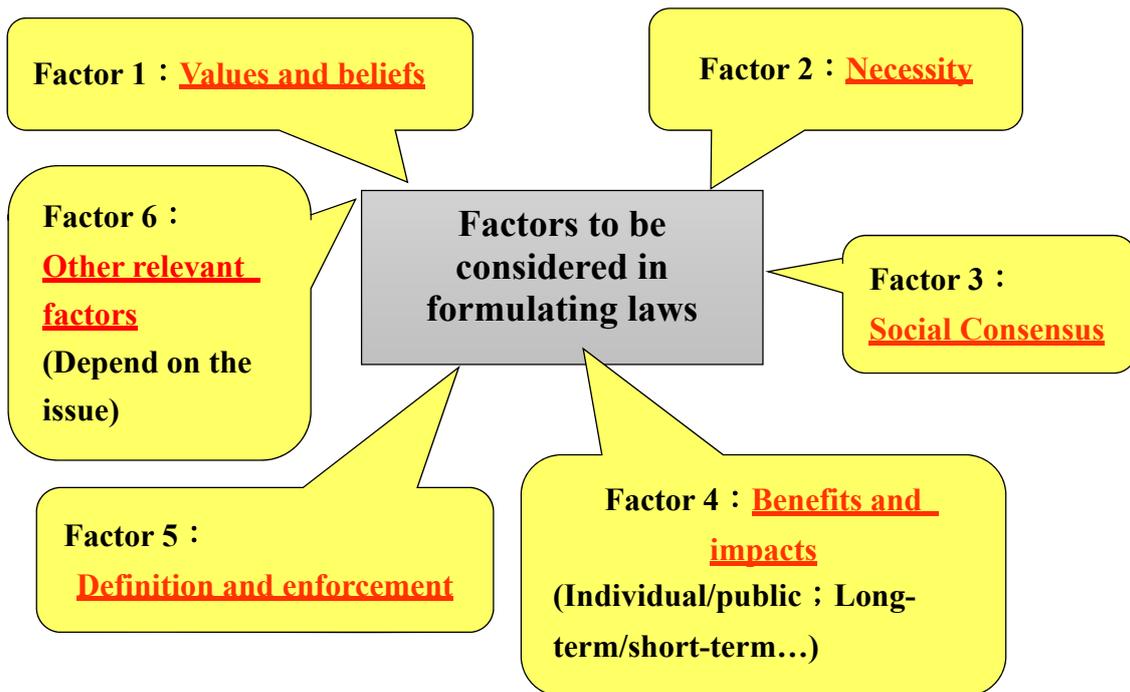
Questions for Discussion: Taking the legislation of paternity leave as an example, what factors do you think the Government should consider if it intends to respond to public opinions through legislation? Why? Complete the following table by **integrating what you have learned from previous lessons** with your own knowledge. Add additional factors if you think there are more than five factors to consider.

	<b>Reasons why this factor should be considered</b>
<b>Factor 1</b>	
<b>Factor 2</b>	

	<b>Reasons why this factor should be considered</b>
<b>Factor 3</b>	
<b>Factor 4</b>	
<b>Factor 5</b>	

**Appendix 10: Factors to consider in formulating laws**

The following chart sets out some factors that the Government considers when deciding “whether to set up laws for the implementation of certain policies/ promotion of certain measures of social welfare/ prohibition of certain acts”. Remember that **these factors are not of equal importance**; their weightings depend on actual issues to be discussed.



**In addition to paternity leave, list a few other issues that may require setting up legal requirements:**

- Setting up standard working hours. (Refer to Appendix 11)
- Implementing a 5-day workweek
- Requiring children to support their parents
- Prohibiting smoking in all public places
- Recognising children’s right to play
- .....

## **Appendix 11: After-class Assignment**

### Source A

A labour organization pointed out the challenges commonly faced by less-advantaged families in Hong Kong:

- Low wage: Two years after the implementation of the statutory minimum wage, the minimum wage has only increased by HK\$2 to HK\$30 per hour, an increment so marginal that it is nowhere near enough to help battle inflation.
- Long working hours: Excessive working hours and high workplace stress have negatively affected family relationships.
- High rents: With more than 200,000 applicants on the waiting list for public rental housing, the yearly supply for the next five years remains at 15,000 units, far under the actual demand. Added to the absence of rent control, it is extremely difficult for grassroot workers to make ends meet.
- Difficulties in taking care of children: On top of being understaffed and overpriced, neighbourhood projects for child care also fail to provide adequate day-care services for children aged between 6 and 12, making it difficult for dual-career, working-class families to take care of their children and work at the same time.
- Increase in expenditure: While most schools are promoting the “One-life-one-art/sports Scheme (一生一體藝)”, students from less-advantaged families, however, do not have allowance for extra-curricular activities. As a result, they can only participate in school-based after-class learning support programmes, which have very few places and a limited choice of activities.

Based on the above issues, this organisation requested the Government to set up 7 days’ paternity leave on full pay through legislation and set a standard number of working hours as soon as practicable, to allow grassroot workers a reasonable amount of time for work and rest.

Source: Excerpted and adapted from “和諧家庭老闆要負責 落實七天全薪侍產假！”. Inmediak.net. Retrieved from <http://www.inmediak.net/node/1029707a>

## Source B

Mr Lau, Chairman of the Federation of Hong Kong Industries (FHKI), said that if the Hong Kong society progresses towards ‘welfarism’, investor confidence is likely to take a hit, scaring away foreign funds. When no one is willing to invest and expand their businesses in Hong Kong, there will inevitably be fewer jobs for the working class. Due to the labour shortage in Hong Kong, now it is not the right time to set up standard working hours, nor is there any real need to do so. He made the position of the FHKI very clear: Unless relevant parties could prove that setting up standard working hours would have no adverse effects on Hong Kong’s business environment, the FHKI would oppose any legislation of standard working hours. However, the FHKI agreed on the necessity for employers and employees to define working hours and overtime compensation clearly in their contracts.

Mr Lau said, “Western countries like Greece and Spain have taught Hong Kong alarming lessons. If Hong Kong continues down the path to welfarism, we may have to deal with debt issues similar to those faced by Greece right now. While efforts of trade unions and labour members to fight for shorter working hours, higher wages and longer vacations for employees are admirable, they would not bring Hong Kong any benefit. Hong Kong’s business sector has made many compromises in recent years, including setting up minimum wages, introducing paternity leave and allowing traditional Chinese medicine doctors to issue sick leave certificates.

Source: Extracted and adapted from “劉展灝憂香港泛福利化步希臘後塵”, 24 July 2015, *Hong Kong Commercial Daily*.

## Source C

Experience in other places shows that setting up standard working hours may have the following implications for the labour market, work culture and economic development:

<b>Pros</b>	<b>Cons</b>
<p><b><u>Safeguarding employees' occupational safety and health</u></b></p> <p>Setting up of a reasonable standard working hours limit and/or a maximum working hours limit reduces the risk of accidents arising from fatigue due to working long hours and hence safeguards employees' occupational safety and health.</p>	<p><b><u>Affecting labour supply</u></b></p> <p>Implementation of a working hours limit may reduce labour supply, which, coupled with an ageing population, will worsen the labour shortage situation and affect long-term economic development.</p>
<p><b><u>Reducing uncompensated overtime work</u></b></p> <p>Providing reasonable compensation for employees' overtime work may help enhance staff morale.</p>	<p><b><u>Affecting some employees' income</u></b></p> <p>Facing increased labour costs, employers may reduce the overtime work of employees by employing more part-time workers and substituting labour with machinery. Some employees may find themselves working shorter hours and receiving less income, particularly lower-skilled workers in unskilled job.</p>
<p><b><u>Promoting work-life balance</u></b></p> <p>Employees would have more time for family care, social gatherings and leisure activities. This would help employees achieve better work-life balance, reduce family and social problems, and foster social harmony.</p>	<p><b><u>Difficulty in substantially improving the long working hours situation</u></b></p> <p>The issue of long working hours may relate to economic structure, labour market, and social and cultural factors, hence regulating working hours may not substantially reduce actual working hours. Moreover, some employees may wish to work longer to earn more.</p>
<p><b><u>Enhancing employees' sense of belonging and job satisfaction</u></b></p> <p>Flexible arrangements for addressing seasonal fluctuation of work may help reduce work pressure and meet needs of staff for flexible working time,</p>	<p><b><u>Working hours legislation is prone to leading to disputes</u></b></p> <p>Due to different work patterns and arrangements, implementation of working hours legislation (e.g. definition of working hours and exemption criteria) could be contentious, leading to increased employment disputes.</p>

Pros	Cons
contributing to enhanced work autonomy, sense of belonging and job satisfaction.	
<p><b><u>Facilitating employees' further education</u></b></p> <p>Employees could make better use of their off-duty time to pursue further education, and raise their skills and work competencies. This will be conducive to the business growth of employers, Hong Kong's overall competitiveness and her development of a knowledge-based economy.</p>	<p><b><u>Increasing businesses' operational expenses</u></b></p> <p>The great bulk of enterprises in Hong Kong are small and medium-sized enterprises (SMEs) which employ about half of the working population. Owing to their relatively limited financial and manpower resources, regulating working hours may increase the labour costs of SMEs. Some of them may be forced to close down, so affecting Hong Kong's economy.</p>
<p><b><u>Creating employment opportunities</u></b></p> <p>Following regulation of working hours, employers may need to raise their headcount, in particular part-time or casual posts. The shorter work durations and greater flexibility of these posts may attract more housewives and the elderly to join the labour market. This would increase labour force participation and labour supply.</p>	<p><b><u>Fragmentation of work</u></b></p> <p>In a bid to lower salary costs, employers may reduce full-time posts of longer working hours and resort to employment of more part-timers or casual workers, resulting in fragmentation.</p>
<p><b><u>Improving living standard</u></b></p> <p>Increased income brought about by remuneration for overtime work will raise employees' purchasing power and living standard.</p>	<p><b><u>Impact on operational flexibility of businesses</u></b></p> <p>The services sector is a pillar industry of Hong Kong and some of its employees need to work long hours for operational needs. Regulating working hours may affect the operational flexibility of businesses, in particular those in the service sector.</p>
<p><b><u>Driving the local economy</u></b></p> <p>More leisure time for spending will help boost the businesses of the retail, catering and service industries. This helps enhance the growth of the local economy.</p>	<p><b><u>Inducing inflation</u></b></p> <p>As employers may transfer additional costs arising from the implementation of working hours to their customers, inflation may increase and affect the purchasing power of the grassroots.</p>

Source: Extracted and adapted from the web page of Standard Working Hours Committee. Retrieved from <http://www.swhc.org.hk/en/issues/index.html>

## Question

With reference to Sources A to C, Appendix 10 and the sources you have collected, analyse whether the Government should enact legislation to formulate standard working hours. Complete the table below, propose your judgment and explain.

<b>Factors to be considered</b>	<b>Explanation</b>
<b>Values and beliefs</b>	
<b>Necessity</b>	
<b>Social Consensus</b>	

Factors to be considered	Explanation
<b>Benefits and impacts</b>	
<b>Definition and enforcement</b>	
<b>Other relevant factors</b>	(This part can be deleted if there are no other relevant factors)



## **Intention of Assessment**

### *Assessment Focus*

This assignment focuses on setting up standard working hours through legislation. Students are expected to first read on all sources provided, explain factors that should be considered for each legislation in a structured table, and then integrate these factors to judge whether each legislation is justified. Students should transform and apply the knowledge learnt in class and their own understanding of standard working hours to demonstrate their skills to integrate and analyse information as well as to make judgments.

### *Expected Student Performance*

- Knowledge
  - The question provides some information about setting up standard working hours through legislation (opinions of employers and employees, pros and cons of the legislation) for students' reference. To substantiate the answers, students are required to collect additional information, such as relevant statistics, survey reports, and opinions of stakeholders other than the employers and employees, as well as lessons from the implementation of standard working hours in other parts of the world.
  - Students should explain various factors to consider using the information available. Taking "social consensus" for example, students should point out in detail the opinions held by different stakeholders of our society, and then judge whether society has reached a preliminary consensus, or is still split over the issue based on these opinions.
  - Students should be able to make judgments after integrating all factors and explain their rationales. Students may first explain the more-important factors among those they have considered, and then clarify that their judgments were made after thoroughly considering the pros and cons/ weights/ trends.
  
- Skills
  - Giving appropriate response with the support of relevant examples.
  - Applying knowledge and concepts in analysing the phenomenon in the sources.
  - Making personal judgments and supporting arguments in the context of Hong Kong while considering various factors.

-- End of Appendix --

**Senior Secondary Liberal Studies**  
**“Hong Kong Today” Module**  
**Learning and Teaching Exemplar (5)**

**Sense of Belonging to Hong  
Kong, Affection for the Nation,  
Holistic View of the World**

**A. Basic information of the exemplar**

<b>Topic</b>	Sense of Belonging to Hong Kong, Affection for the Nation, Holistic View of the World
<b>Relevant modules, themes and issues for enquiry</b>	<p>Module 2 : Hong Kong Today; Theme 3: Identity</p> <ul style="list-style-type: none"> <li>● To what extent do Hong Kong residents regard themselves as local, national and global citizens? How are their identities shaped? In what ways have their different identities affected their daily lives?</li> <li>● What is the interrelationship of the multiple identities in the local, national and global context?</li> <li>● What is the significance of multiple identities to Hong Kong residents?</li> </ul>
<b>Overall Design Rationale</b>	<p>The exemplar “Sense of Belonging to Hong Kong, Affection for the Nation, Holistic View of the World” demonstrates the multiple identities of Hong Kong residents, as well as relevant values, attitudes and behaviours. It helps students to develop a sense of belonging to Hong Kong, show affection for the nation, and possess a holistic global view. This aims to bring into play the advantages of the multiple identities of Hong Kong people. As part of the nation, students may reflect upon how they can contribute to Hong Kong, the nation and even the world.</p> <p>With different information and learning and teaching activities, this exemplar allows students to grasp the significance of the concept “identity”. Personal identity is generally defined according to objective conditions and students could understand and master the concept more easily. Therefore, this exemplar arranges more lesson time for students to study the issue of sense of identity, which involves more subjective and emotional elements.</p> <p>Lessons 1 and 2 in this exemplar start from awareness of identity and then introduce a sense of identity. Video clips and written materials are used for students to understand the process of Hong Kong residents building up their sense of local identity and review how this process has been influenced by developments in the Mainland and Hong Kong. Lesson 3 focuses on the study of national identity, particularly the analysis of national identity among Hong Kong teenagers and ways to enhance their sense of identity. Lesson 4 considers the issues of global citizenship. Students should be able to understand the concept of global citizenship and the qualities required for global citizens. It also suggests how to enhance Hong Kong students’ interest in international events.</p> <p>The exemplar is supported by an extended learning activity, requiring</p>

	students to read books relating to identity, and to write down their thoughts and comments. This is intended not only to increase their understanding of the teaching issues, but also to create a reading atmosphere and help students develop reading habits.
<b>Time required</b>	4 lessons (40 minutes per lesson), around 160 minutes in total. An extended learning activity is included.
<b>Overall design rationale</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>● Significance of identity, as well as the complexity of their implications.</li> <li>● Factors affecting Hong Kong residents' sense of belonging and sense of identity.</li> <li>● Hong Kong residents' national identity and ways to promote their national identity.</li> <li>● Qualities required for global citizens and ways to enhance students' understanding of and concerns about current international situations.</li> </ul>
	<p>Skills:</p> <ul style="list-style-type: none"> <li>● To collect data from different sources and make generalisations.</li> <li>● To make conceptual observations based on data available in exploring the issues.</li> <li>● To apply relevant knowledge and concepts in studying contemporary issues.</li> <li>● To interpret data from different perspectives.</li> <li>● Impromptu reaction and response to questions.</li> <li>● To communicate in oral and written expression.</li> </ul>
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> <li>● To adopt an open and tolerant attitude towards other people's views and values.</li> <li>● To appreciate and respect diversity in cultures and views in a pluralistic society.</li> <li>● To reflect on and develop their multiple identities, responsibilities and commitments as citizens in their community, country and the world.</li> </ul>
<b>Basic concepts for application</b>	“One country, two systems”, the Basic Law, identity, global citizens, quality of life
<b>Relevant learning experiences</b>	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary level are expected to have a general idea about the historical and current

<b>at junior secondary levels</b>	development of politics and society in Hong Kong; the relationship between the Central Authorities and the Hong Kong Special Administrative Region (HKSAR); the identities, rights and duties of Hong Kong residents; the identities of individuals as Hong Kong residents and Chinese citizens; awareness and concern for local, national and global communities; the emergence of a global identity in an interdependent world, etc. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.
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**B. Design of classroom learning and teaching**

Lesson	Learning and teaching strategies and flow
1-2	<p data-bbox="405 344 799 383"><b><u>Lead-in</u></b> (around 15 minutes)</p> <ul style="list-style-type: none"> <li data-bbox="405 394 1410 667">● Distribute worksheets for class activities (Appendix 1) and then ask students, “What category do you belong to in terms of identity?” Ask them to answer question 1 on the worksheet. Students may give any answers. For example, some students may claim to be “men of the earth” or “men of the universe”, but they need to explain briefly why, on the worksheet.</li> <li data-bbox="405 678 1410 1099">● Invite a few students to share their answers and ask other students to pay attention to how these answers reflect the answerers' understanding about identity. For example: <ul style="list-style-type: none"> <li data-bbox="469 824 1410 958">➤ A student may say “Hakka” because he or she can speak the Hakka dialect. This means that the language plays a key role in his or her understanding of identity.</li> <li data-bbox="469 969 1410 1099">➤ A student chooses “men of the earth” because he or she lives on earth. This means that place of residence is a factor he or she considers important.</li> </ul> </li> <li data-bbox="405 1111 1410 1245">● Ask students to complete the rest of the questions. Then invite a few students to report their answer. (Decide the number of presenting students depending on the lesson time).</li> <li data-bbox="405 1256 1410 1677">● Summarise based on students’ presentations and their knowledge. For example: <ul style="list-style-type: none"> <li data-bbox="469 1352 1410 1487">➤ After students finish questions 2 and 3, it is expected that in question 4, most of them will give different answers to the question “Who am I?” in different situations.</li> <li data-bbox="469 1498 1410 1677">➤ According to the explanations given by students, point out that a person will consider different factors when deciding his or her identity. The importance of such factors varies and may have different expressions due to different situations and objects.</li> </ul> </li> </ul> <p data-bbox="405 1688 847 1727"><b><u>Instruction</u></b> (around 15 minutes)</p> <ul style="list-style-type: none"> <li data-bbox="405 1738 1410 2056">● Distribute worksheet for instruction (Appendix 2) and teach the basic knowledge related to the concept “<b><u>Identity</u></b>” using the Basic Concept. For example: <ul style="list-style-type: none"> <li data-bbox="469 1883 1410 2056">➤ A person has different identities in different groups. Some identities inherently exist while others are acquired after birth. However, whether inherent or acquired, identities are objective and can be expressed in different ways. Different ways can be used to show or</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>prove that people belong to the same identity.</p> <ul style="list-style-type: none"> <li>➤ The sense of identity means that an individual is convinced that he or she shares features with other members of the group to which he or she belongs, and resonates with other members in thoughts and emotions, so as to develop a sense of belonging. The development of identity is a process that consists of subjective emotional elements.</li> <li>➤ Using Source A in Appendix 2, point out that identity and sense of identity are judged according to different factors. The sense of identity consists of subjective emotional elements, not only objective facts. For example, a Chinese-American, despite his or her United States passport, may identify himself or herself as Chinese, not an American from cultural perspective. Numerous factors influence sense of identity, and culture is just one of them. Students argued their identities from different perspectives at the beginning of the class, which involved considerations of the sense of identity.</li> <li>➤ Using Source B and C of Appendix 2, brief students on the definition of Chinese citizens and Hong Kong residents in the <b>Basic Law</b> and explain that this is an example of defining the identity of a person from a legal point of view.</li> </ul>
	<p><b><u>Group discussion and presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Point out that given the unique historical background of Hong Kong, local people have a diversified sense of identity.</li> <li>● Divide students into groups and distribute worksheets for group discussion (Appendix 3). The discussion consists of two parts. After completing Part 1, students present their work first and the teacher summarises. Then they may go to Part 2.</li> <li>● Show the video clips in Source A. Please show the two video clips one by one according to the instructions on the worksheet to facilitate students' discussions. After watching the first video clip, discuss question 1. After completing question 1, read Source B and discuss question 2.</li> <li>● Students present the discussion results. (Decide the number of presenting groups depending on the lesson time).</li> <li>● Summarise based on students' presentation and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>➤ When it comes to changes in the <b><u>quality of life</u></b>, Hong Kong residents lived a poor material life in the 1950s, such as cramped living conditions and serious unemployment of people at the</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>grassroots level. In the video, there are people who do not speak Cantonese. Possibly they are immigrants from places outside Guangdong Province. In the late 1960s, the economy of Hong Kong started to grow and Hong Kong residents saw improvements in their quality of life.</p> <ul style="list-style-type: none"> <li>➤ Hong Kong residents who arrived before 1949 mostly came from the Mainland and do not have a strong sense of belonging to Hong Kong. Hong Kong residents born in Hong Kong in the 1960s and 1970s witnessed Hong Kong’s economic boom, so these Hong Kong residents have a stronger sense of belonging to Hong Kong.</li> <li>➤ The development of sense of identity is a self-development process. As a result, the place of residence, local development (for example, economic development has improved the quality of life), lifestyle and habits, and personal growth are all closely linked with the development of sense of identity.</li> </ul>
	<p><b><u>Group discussion and presentation (around 25 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Point out that the first part of the group discussion will highlight the sense of identity with Hong Kong of Hong Kong residents between 1950s and 1970s. The Sino-British negotiations on the future of Hong Kong began in 1982, the Sino-British Joint Declaration was signed in 1984 and it was confirmed that Hong Kong returned to China in 1997. Hong Kong residents’ sense of identity and their understanding of the relationship between Hong Kong and the Mainland varied due to different external political situations. Since the return to China, Hong Kong people have lived directly within the framework of “one country, two systems” and the Basic Law.</li> <li>● Show the two video clips in Source C. If lesson time allows, students could be invited to share feelings after watching the video clips. This arrangement is related to subsequent discussion topics and will boost the atmosphere of group discussion. Teachers may select part of the video clips in Source E depending on the lesson time. After watching, students read the sources carefully and discuss the questions.</li> <li>● Students present the discussion results (Decide the number of presenting groups depending on the lesson time).</li> <li>● Summarise based on students’ presentation and teachers’ own knowledge. For example: <ul style="list-style-type: none"> <li>➤ The university professor in Source D felt unaccustomed mainly because the objects served by the Chief Executive and the used</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>language revealed the major transformation of his identity, and this change also affected his sense of identity. (Draw students' attention to the politics and language as important factors in developing a sense of identity).</p> <ul style="list-style-type: none"> <li>➤ In Source E, some songs reflect the views of Hong Kong residents about the Mainland. For example: <ul style="list-style-type: none"> <li>■ Hong Kong people do not need to distinguish from the Mainland people. All Chinese people should be united, help the world know China, and think about the issue of sense of identity in terms of race, nationality and history.</li> <li>■ Due to the economic boom of the Mainland, business opportunities are everywhere. If Hong Kong residents seek development in the Mainland, they can expect great success.</li> </ul> </li> <li>➤ In Source E, some songs convey the strong identity with Hong Kong and the sense of belonging embraced by Hong Kong residents. This is related to when the songs are written. For example: <ul style="list-style-type: none"> <li>■ In the early 1990s, many Hong Kong residents were concerned that the return to China would change their lifestyle and a wave of emigration started. At that time, some songs called people not to immigrate to foreign countries to become “second-class citizens”.</li> <li>■ In recent years, there have been differing views on issues such as politics and people's livelihood. Thus the Government staged a “<i>Hong Kong, Our Home</i> (家是香港)” campaign in 2013, aiming at encouraging solidarity and harmony among citizens. The campaign's theme song conveys the idea that all people should feel united and support one another.</li> </ul> </li> <li>● Teachers are advised to summarise learning and teaching activities in the two lessons from the following two perspectives: <ul style="list-style-type: none"> <li>➤ Emphasise that the factors that constitute the sense of identity should be understood from multiple perspectives. After the sense of identity is established, an ‘exclusive mindset’ may appear separating “I” and “you”. Prompt students to empathise and treat others with tolerance and respect.</li> <li>➤ Point out that with sentiments for their home country, Hong Kong people will care for each other and will help create an environment of mutual respect, mutual acceptance and inclusion. This would be favourable to preserving Chinese culture and enhancing the quality</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>of life.</p> <p><b><u>Arrangement of after-class learning activity (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute after-class assignment (Appendix 4) and ask students to complete after class.</li> <li>● Ask students to read the basic concepts “<b>Identity</b>”, “<b>Quality of Life</b>”, “<b>One Country. Two Systems</b>” and “<b>The Basic Law</b>” to consolidate learning.</li> <li>● Distribute worksheet for lesson preparation (Appendix 5). Ask students to answer the questions by following the instructions on the worksheet, and report in the lesson.</li> <li>● The preparation worksheet lists eight items, one of them determined by students, requiring them to choose two that are likely to raise their sense of national identity. From the images and related text on the worksheet, students may get an overview of the coverage of the items. Tell students that these images are only examples of these items and should not affect their impression of the items. For example, if a student does not appreciate the examples of poems of Tang and Song dynasties in Item 5, this should not affect his or her evaluation of China’s great literary works. If teachers think students might not be familiar with certain items (such as item 6 “Belt and Road Initiative”), either explain them briefly or replace the examples according to students’ conditions.</li> <li>● Teachers may give hints and let students know that citizens belonging to a country generally possess that country’s national identity. In simple terms, “recognition of national identity” means recognizing and expressing their emotions and sense of belonging to the country.</li> </ul>
3	<p><b><u>Lead-in and supplement background information (around 18 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Check students’ preparation work and invite a few students to present. (Decide the number of presentations depending on the lesson time).</li> <li>● Supplement and summarise what the students have learnt based on their discussion results and their own knowledge. For example: <ul style="list-style-type: none"> <li>➢ National identity is a reflection of a person’s feelings towards the state and sense of belonging to the state. These may cover different aspects, such as the official language, culture heritage, history, people’s livelihood, governance, achievements in different areas, overall national strength and international status.</li> <li>➢ Different people’s senses of national identity are not the same due to differing priorities. Using the worksheet for lesson preparation (Appendix 5), teachers can point out that some students take pride</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>in China's long-standing culture while other students feel proud because China successfully hosted international events.</p> <ul style="list-style-type: none"> <li>➤ Emphasise that coexistence and mutual enhancement of national identity and local identity can be achieved.</li> <li>➤ Suggest to students that the perception of Mainlanders living in Hong Kong towards Hong Kong people and their identity presents another perspective for reflection. Hong Kong people's development of identity may affect other people's feelings and their comments on Hong Kong<sup>1</sup>.</li> </ul> <ul style="list-style-type: none"> <li>● To enhance students' understanding and remind them of the focuses, consider the following strategies when summarising: <ul style="list-style-type: none"> <li>➤ The worksheet requires students to pick out the items, which will raise their sense of national identity. You could ask them to talk about which items (these may not be included in the worksheet) reduce their sense of national identity. They might compare the items with those that improve their sense of national identity to see which items exert greater influence on their overall sense of national identity. Prompt students to pay attention to the fact that in general, positive and negative situations in a country may both affect a person's sense of national identity at the same time; the relative extent of the impact may vary along with different situations and events.</li> <li>➤ When students mention items with negative effects on their sense of national identity, teachers may prompt students to start from a positive attitude, taking into account the development and current situation of the country to enhance their understanding towards the country.</li> </ul> </li> </ul>
	<p><b><u>Group discussion and student presentation (around 17 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Divide students into groups and distribute worksheet for group discussion (Appendix 6). Students discuss the data sources on the worksheet carefully and discuss the questions. Students present the discussion results. (Decide the number of presenting groups depending on the lesson time).</li> <li>● Summarise what the students have learnt based on their discussion results and their own knowledge. For example: <ul style="list-style-type: none"> <li>➤ Teachers may evaluate the effect of service learning mentioned in</li> </ul> </li> </ul>

<sup>1</sup> 趙永佳, 張歡華, 劉翠珊, 周冰超 (2014). “港漂大學生：求學擇業及生活感受”. In 港澳研究, volume 2. Retrieved from: <http://www.liangansidi.org/articleDetail.asp?cid=80&bID=8>

Lesson	Learning and teaching strategies and flow
	<p>Source A on enhancing national identity, and emphasise that there are multiple ways to understand the country. Learning in class and reading books are important alongside experiential learning. They provide real-life experience for the participants. Both are complementary to each other. If there are any students in the class who have been involved in service-learning activities in the Mainland, or been part of exchange study groups of the Mainland, invite them to share their feelings.</p> <ul style="list-style-type: none"> <li>➤ Tell students that national identity lies in individuals' affections, respect and love for the nation, as well as the resulting sense of belonging and corresponding behaviours. For example, many Hong Kong people were excited and cheered for the athletes of China when they achieved good results in international competitions. They also actively made generous relief donations for the natural disasters in China and even took part in the rescue actions in China. These examples illustrate the profound feeling and sentiment for the country. Everyone in the country shares joys and sorrows with each other. Whether teaching liberal studies or other subjects, teachers should encourage students to understand national conditions from different perspectives, adopt a proactive and positive attitude to explore the opportunities and challenges that the country encounters during its development, and build up their sense of national identity through critical thinking.</li> </ul> <p><b><u>Arrange after-class learning activity (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute worksheet for pre-class preparation (Appendix 7). Briefly introduce the people (Source A) and awards (Source B) on the worksheet depending on the situation. For the concept "<b><u>Global Citizens</u></b>" (Source C), teacher may allow students to read materials and build up their own understanding. It does not matter if they are unable to fully grasp the materials because there will be follow-up activities in class.</li> <li>● Ask students to follow the worksheet instructions and answer the questions. Report in the next lesson.</li> </ul>
4	<p><b><u>Lead-in and instruction (around 17 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Check students' work and invite a few students to present. (Decide the number of presentations depending on the lesson time).</li> <li>● Summarise what the students have learnt based on their presentations and their own knowledge. For example: <ul style="list-style-type: none"> <li>➤ The figures mentioned in the preparation work shared the same</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>concerns, which is, going beyond national boundaries. Their work is not something individuals can shoulder independently, so they try to magnify the impact and role of their efforts by setting up foundations and voluntary teams, or joining non-governmental organisations.</p> <ul style="list-style-type: none"> <li>➤ Students may briefly explain that the figures they have chosen bear civic responsibility for the global community and link the explanation to “International horizons, knowledge and capabilities” stated in Source C on the worksheet.</li> <li>● If there are any students in the class who have joined voluntary services or activities of non-governmental organisations, invite them to share their experience and feelings.</li> <li>● Distribute reference materials for instruction (Appendix 8). Using the basic concept “<b>Global Citizens</b>”, worksheet for lesson preparation (Appendix 7) and their own knowledge, explain to students the relevant basic knowledge. For example: <ul style="list-style-type: none"> <li>➤ The concept of global citizenship appeared as early as ancient Greek times, but in the current era of globalization, we need to take civic responsibility for the global community (Source C, Appendix 7). However, global citizenship is not an identity defined and recognised by law, so it can only be considered as the responsibility that an individual is willing to take for the world.</li> <li>➤ When it comes to global citizenship, an individual's self-identification alone is not enough. It should be combined with emotions and values, knowledge and skills, and actions. Teachers may cite figures and their deeds to show how they carried out the concept of global citizenship through different participatory actions (Source A, Appendix 8). Teachers may use the historical events of people (Source A, Appendix 7) to explain that they put the concept “global citizens” into practice.</li> <li>➤ Cultivate students’ qualities required for global citizenship through global citizenship education, which has become a trend in international education (Source B, Appendix 8).</li> </ul> </li> <li>● Play video clips (Source C, Appendix 8) and encourage students to realise that they can keep an eye on global major events through various channels even as secondary school students, and even participate in activities relating to global citizenship as far as they are able.</li> </ul>
	<p><b><u>Group discussion and student presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Divide students into groups and distribute worksheet for group discussion</li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>(Appendix 9). Students read different sources on the worksheet and discuss the enclosed questions.</p> <ul style="list-style-type: none"> <li>● Students present the discussion results (the number of presentations varies depending on the lesson time).</li> <li>● Summarise based on students' presentation and teachers' own knowledge. For example: <ul style="list-style-type: none"> <li>➤ According to the sources, Hong Kong students have inadequate awareness of and response to international events. Their knowledge, skills, attitudes, and participation are not regarded as satisfactory. Students may turn to their learning and personal experience, the rationale of curriculum design in Hong Kong, and their observations of Hong Kong young people's social and political involvement to show whether they agree with what is mentioned in the materials.</li> <li>➤ Students can give advice on how to raise Hong Kong students' awareness of international events<sup>2</sup> by referring to curriculum design, learning and teaching activities in class, daily contacts and activities they participated in, and provision of teacher training.</li> </ul> </li> <li>● Summarise the entire issue. For example: <ul style="list-style-type: none"> <li>➤ Point out that Hong Kong residents possess different identities that are local, national and global. Among these identities, some are clearly defined by law, such as "permanent residents". In contrast, other identities, such as "global citizens", are just subjective identities rather than identities defined and recognised by law.</li> <li>➤ Identities of different levels are influenced by numerous considerations, not only objective circumstances but also subjective emotional elements. Moreover, each individual holds different senses and degrees of identity.</li> </ul> </li> </ul>
	<p><b><u>Arrange after-class learning activity (around 3 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute after-class assignment (Appendix 10). The assignment comprises four parts, requiring students to use different forms (writing stories, creating poems, writing new lyrics for old songs and designing emblems) to reflect on their learning experience relating to global citizenship or to express their understanding of this concept. Students only need to select one from them. The four parts are designed to cater to the needs of students with different learning styles and competence so that they can choose an ideal way to express their views.</li> </ul>

<sup>2</sup> Teachers may refer to 李榮安、古人伏(Editors)(2004). *世界公民教育：香港及上海中學狀況調查研究*. Hong Kong:Oxfam, pp.104-106. (Hong Kong Public Libraries Call Number: 528.3 4687)

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> <li>● Students should read the materials of the basic concept “<b>Global Citizens</b>” after class to consolidate learning.</li> </ul>
Extended learning activity	<ul style="list-style-type: none"> <li>● Ask students to finish the extended learning activity (Appendix 11) during long holidays. As well as boosting students' understanding of the identity of Hong Kong people, this activity will also promote reading in school.</li> <li>● Appendix 11 lists eight books with different lengths and levels of difficulty, and perspectives for observing and commenting on the identity. Teachers may guide students to read these books according to their own understanding and the conditions of students. If necessary, consider designing reading worksheets to help students understand the contents of the books and write book reviews or comments.</li> </ul>

--End of learning and teaching exemplar--

**Appendix 1: Worksheet for Instruction**

1. As far as identity is concerned, I am \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Suppose you met a friend from Shanghai not long ago. When he introduced himself, **do you think** he would say he was from Shanghai or China? Why?  
I expect him to say he was from \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Some may say that “In the eyes of foreigners, we are Chinese, no matter whether we are from Hong Kong, Guangzhou, Shanghai or Beijing.” Do you agree? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Would you give different answers to the question “Who am I?” in different situations? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Appendix 2: Worksheet for Class Teaching**

### Source A

The identity of a person can be judged by objective conditions, such as origin, colour, place of birth, legal status and nationality. Some of these conditions constitute facts that cannot be changed. Other conditions, such as nationality, can be changed but such changes should follow legal and administrative procedures. In comparison, identity relates to personal experience, belief or political orientation and many other inclinations, and cannot rely solely on objective factors.

Source: Excerpted and adapted from 鄭宏泰、尹寶珊 (2014). “香港本土意識初探：身份認同的社經與政治視角”. In *港澳研究*, volume 3.

### Source B

Where a Hong Kong resident is of Chinese descent and was born in the Chinese territories (including Hong Kong), or where a person satisfies the criteria laid down in the Nationality Law of the People’s Republic of China for having Chinese nationality, he is a Chinese national.

Source: *The Basic Law of the Hong Kong Special Administrative Region of the People’s Republic of China*. (July 2012)(See Instrument 15). Hong Kong: Constitutional and Mainland Affairs Bureau, HKSAR Government, p.75.

### Source C: Article 24 of the Basic Law

Residents of the Hong Kong Special Administrative Region (“Hong Kong residents”) shall include permanent residents and non-permanent residents.

The permanent residents of the Hong Kong Special Administrative Region shall be:

(1) Chinese citizens born in Hong Kong before or after the establishment of the Hong Kong Special Administrative Region;

(2) Chinese citizens who have ordinarily resided in Hong Kong for a continuous period of not less than seven years before or after the establishment of the Hong Kong Special Administrative Region;

\* (3) Persons of Chinese nationality born outside Hong Kong of those residents listed in categories (1) and (2);

(4) Persons not of Chinese nationality who have entered Hong Kong with valid travel documents, have ordinarily resided in Hong Kong for a continuous period of not less than seven years and have taken Hong Kong as their place of permanent residence before or after the establishment of the Hong Kong Special Administrative Region;

(5) Persons under 21 years of age born in Hong Kong of those residents listed in

category (4) before or after the establishment of the Hong Kong Special Administrative Region; and

(6) Persons other than those residents listed in categories (1) to (5), who, before the establishment of the Hong Kong Special Administrative Region, had the right of abode in Hong Kong only.

The above-mentioned residents shall have the right of abode in the Hong Kong Special Administrative Region and shall be qualified to obtain, in accordance with the laws of the Region, permanent identity cards which state their right of abode.

The non-permanent residents of the Hong Kong Special Administrative Region shall be persons who are qualified to obtain Hong Kong identity cards in accordance with the laws of the Region but have no right of abode.

\* Refer to "The Interpretation by the Standing Committee of the National People's Congress of Articles 22(4) and 24(2)(3) of the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China" (Adopted at the Tenth Session of the Standing Committee of the Ninth National People's Congress on 26 June 1999) (See Instrument 17) (For details, please refer to p.83-85 of the source below)

Source: *The Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China*. (July 2012). Hong Kong: Constitutional and Mainland Affairs Bureau, HKSAR Government, p.7.

**Appendix 3: Worksheet for Group Discussion****Part 1: Discussion Materials**

## Source A

Video: “光影中的香港（1941-1969）” (Please watch from 3:56 to 5:07 ; 8:34 to 9:30)

Website: <https://www.youtube.com/watch?v=I3JM918JrRo>

## Source B

Many scholars of local culture and identity coincidentally agree that Hong Kong is a society composed of immigrants. Before 1949, people could freely move across the border between the Mainland and Hong Kong almost without any restriction and the borders were also unclear. It was common that people from the Mainland came to Hong Kong to do business, or residents of Hong Kong returned to their hometowns to visit their relatives in the Mainland on important days. Most immigrants in Hong Kong earned a living in Hong Kong, and then remitted money back to their homes to support their families, buy land or build houses. Therefore, Hong Kong is regarded as “a transient place away from home” where they stayed only a short span of period. In their later years, they would choose to leave this place and return to their hometown to spend the rest of their life.

The economic boom of Hong Kong in the 1960s and 1970s was accompanied by the emergence of a local population. Remarkably different from the generation of refugees, the new generation who were born locally received education in schools, played ball games on the courts provided by the Government and watched entertainment programmes for free at home. This sense of co-presence and community contributed to the establishment of their identity and a clear distinction appeared between the Chinese and Hong Kong people. Undoubtedly, the generation of people growing up in Hong Kong after the War shared many similarities in life, work, entertainment, and recreation, which had a direct impact on Hong Kong people's self-identity. The newly-born generation had no knowledge and feelings about China. Coupled with negative reporting on China by the mass media, the new generation defined their identity as “Hong Kong people” more than “Chinese”.

Sources: Extracted and adapted from the following books and articles:

1. 鄭宏泰、黃紹倫 (2004) *香港身份證透視*. 香港：三聯書店，第 140 頁。
2. 鄭宏泰、黃紹倫 (2002) “香港華人的身份認同：九七前後的轉變” In *二十一世紀* Volume 7. Retrieved from <http://www.cuhk.edu.hk/ics/21c/supplem/essay/0207038.htm>

**Part 1: Discussion Questions**

1. As shown in the first video clip in Source A (3:56-5:07), how was the quality of life of Hong Kong people in the 1950s? What examples can display the lives of immigrants from the Mainland in Hong Kong at that time? What changes can be seen in the quality of life of Hong Kong people in the 1960s from the second video clip (8:34-9:30)?

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2. With reference to Source B, why did Hong Kong people before 1949, and those in the 1960s and 1970s have different feelings about Hong Kong? How do these differences influence their identity as “Chinese” or “Hong Kong people”? Explain with reference to Sources A and B.

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## Part 2: Discussion Materials

### Source C

Video clip 1: “香港回歸交接儀式” (Please watch from 6:27 to 9:00)

Website: [https://www.youtube.com/watch?v=C\\_aPZGS3CH4](https://www.youtube.com/watch?v=C_aPZGS3CH4)

Video clip 2: “第一任香港行政長官宣誓儀式” (Putonghua voice-over) (Video length: 1 minute 24 seconds)

Website: <https://www.youtube.com/watch?v=gYg85k2gz24>

Source D: A university professor recalled how he felt at the inauguration of the first Chief Executive of the HKSAR.

I was born in Guangzhou and then moved to Hong Kong with my family in the late 1940s when I was two years old. Since then, I have been studying and working in Hong Kong. On the day of returning to China, when Tung Chee-hwa was sworn in as the first Chief Executive of the HKSAR on stage, I felt a bit unaccustomed. When the Hong Kong Governors of the last two terms took office, I was also honoured to attend the ceremony. The oath administrator was the Judge at that time owing allegiance to Queen of the United Kingdom. The Chief Executive pledged allegiance to the People’s Republic of China and the English language used in the ceremony was replaced by Putonghua. By then, I started to realise that my identity had changed.

Source: Excerpted and adapted from 周永新. (2015). *香港人的身份認同和價值觀*. Hong Kong: Chung Hwa Book, p8.

### Source E

Some well-known pop songs written since the 1980s and 1990s reflect the mentality of Hong Kong people before and after the return of Hong Kong to China as well as their recognition of local and national identities. *Hong Kong is My Heart* (we are on the same boat) “香港是我心（同舟共濟）”, *Chinese* “中國人” and *Queen's Road East* “皇后大道東” vividly depict the discomfort and concern of Hong Kong people about the return to China in 1997. The outbreak of the SARS epidemic in 2003 and the subsequent financial crisis plunged the whole society into a terrible mood. A significant number of renowned song writers created songs in the hope of uniting Hong Kong people or taking depression relief as themes. The song *Hong Kong Heart* “香港心” aiming to fight against SARS is an example. Attracted by the Mainland’s

economic boom, many Hong Kong people flooded to the Mainland to look for jobs. The pop song *Hong Kong Tsai* “香港仔” expressed the minds of Hong Kong people. The pop song *Sail On* “同舟之情” was the theme song of the *Hong Kong, Our Home* “家是香港” campaign in 2013, symbolising that Hong Kong people were on the same boat, encouraging and helping each other.

These show that pop songs are one of the important products of mass culture. The study on lyrics of pop songs in different ages can let us gain insight into the lives of Hong Kong people at different times and their views on identity.

The following are excerpts from the lyrics of pop songs referred to earlier:

- 「香港是我家 怎捨得失去它 實在極不願 移民外國做二等公民」  
〈香港是我心 (同舟共濟)〉  
(video website : [https://www.youtube.com/watch?v=LSRLHBI\\_P-E](https://www.youtube.com/watch?v=LSRLHBI_P-E))
- 「五千年的風和雨啊 藏了多少夢 黃色的臉黑色的眼 不變是笑容 手牽着手不分你我 昂首向前走 讓世界知道我們都是中國人」  
〈中國人〉  
(video website : [https://www.youtube.com/watch?v=\\_7r-bt2w6gM](https://www.youtube.com/watch?v=_7r-bt2w6gM))
- 「這個正義朋友面善又友善 因此批准馬匹一週跑兩天……知己一聲拜拜 遠去這都市 要靠偉大同志搞搞新意思」〈皇后大道東〉  
(video website : <https://www.youtube.com/watch?v=KUzrp5MzZII>)
- 「似應戰要應變合作還合群 香港心 顆顆打滿分」〈香港心〉  
(video website : <https://www.youtube.com/watch?v=y3DtwcxAK6M>)
- 「貿易巨大效應 服務業又大勝 地大物博定要遠征」〈香港仔〉  
(video website : <http://www.tudou.com/programs/view/uYf0fxOka14>)
- 「交織了笑和淚 這小島走下去 獅子山中見證人群裏 失散團聚 一家親親到有時矛盾 不必以敵人自居」〈同舟之情〉  
(video website : <https://www.youtube.com/watch?v=q1LG826einA>)

Sources: Extracted and adapted from the following articles:

1. “香港流行曲歌詞中的「香港」本地意識” by 朱耀偉 In 吳俊雄、張志偉編 (2001) *閱讀香港普及文化 1970-2000 (修訂版)* Hong Kong : Oxford University Press, P.255.
2. “《同舟之情》唱出香港精神”. Retrieved from <http://www.chinanews.com/ga/2013/06-30/4984450.shtml>

**Part 2: Discussion Questions**

1. With reference to Sources C and D, why did the university professor in Source D feel unaccustomed? What change in his identity did he realise?

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2. Referring to Source E and your own knowledge, discuss the following questions:
- A. How do the pop songs in Source E convey the views of Hong Kong people about the Mainland? Select two of them and explain. Do you agree to the views they convey? Why?

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- B. How do the songs in Source E describe people's sense of local identity? Choose two of them (at least one should be different from the songs chosen in Question A) and refer to the time when the songs were composed (or other factors) to illustrate why there was such a sense on local identity.

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**Appendix 4: After-class Assignment**

Read the self-description of the three Hong Kong residents below and answer questions.

<b>Ms. A</b>	I was born in the mid-1980s. As a Chinese, I was born and grew up locally in Hong Kong. Frankly speaking, I was not exposed too much to the British colonial influence before the return, and I spoke English with a strong Hong Kong accent. Despite Hong Kong’s return to China, I still know little about Chinese culture and cannot speak fluent Mandarin, so it is hard for me to cultivate a sense of identity, just like a “rootless” freak.
<b>Mr. B</b>	I came from Canada, and have worked and lived in Hong Kong for 43 years. My children have lived in Hong Kong since birth and have only visited relatives in Canada a few times. I don’t have black hair or yellow skin. But living in Hong Kong and developing my career here, I have fully adapted to the lifestyle in Hong Kong. Therefore, I regard myself as part of the Hong Kong people, and Hong Kong as my home.
<b>Mr. C</b>	I am a Pakistani, but I was born and educated in Hong Kong, and can speak fluent Cantonese. I hold a permanent HKSAR identity card, but I am not eligible to apply for an HKSAR passport* in accordance with the Basic Law, which has greatly impaired my sense of local identity. Lots of people say that the HKSAR passport is just a travel document to facilitate travelling or working overseas, but I don’t agree with such a simple argument because it is a symbol of our identity, showing that we are Hong Kong residents.

\* According to Article 154 of the Basic Law, “The Central People’s Government shall authorize the Government of the Hong Kong Special Administrative Region to issue, in accordance with law, passports of the Hong Kong Special Administrative Region of the People’s Republic of China to all Chinese citizens who hold permanent identity cards of the Region...” As Mr. C is not a “**Chinese citizen**” defined in the provisions, he is not entitled to a HKSAR passport.

Source: The experience of the above three people are based on dialogues with the interviewees in the RTHK programme “Hong Kong Stories: 何來香港人”. (Broadcast date: 22 September 2014)

**Questions**

- According to the source, what factors did the three people take into account in considering their identity?
- Based on the previous question, which factor do you think is most important in shaping a person’s identity?

## Intention of Assessment

### *Assessment Focus*

The source gives self-description of three people of different races but all living in Hong Kong. Students are expected to analyse the factors in affecting the sense of identity of the three people, and then justify the most important factor that shapes a person's identity from their own understanding. Students need to express their views using different facets of identity. For the assessment focus of students' enquiry skills, students should be able to demonstrate skills like interpreting textual data, analysing factors and evaluating importance.

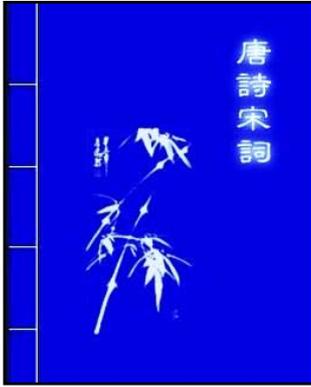
### *Expected Student Performance*

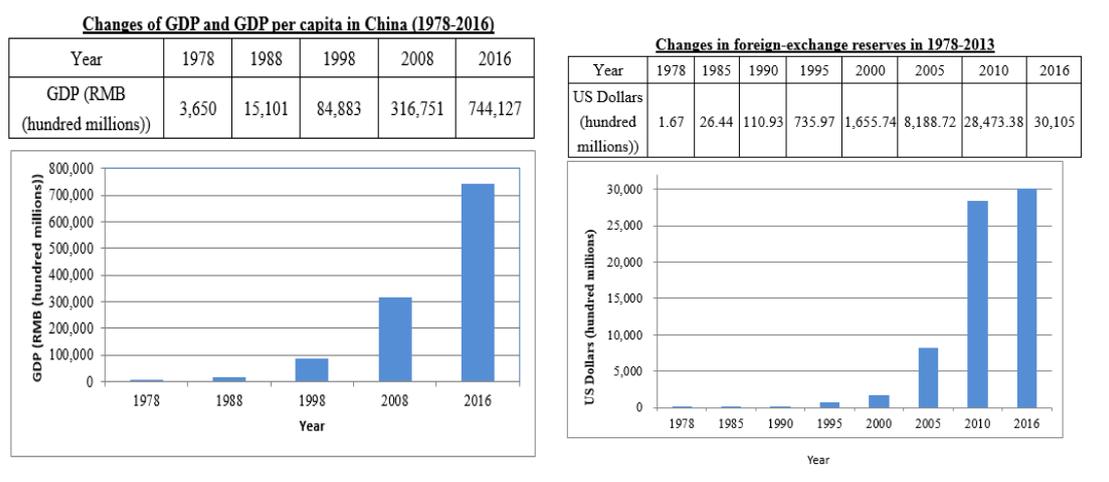
- **Knowledge**
  - For question (a), according to the self-description, Ms. A selected culture and language in considering her identity, thinking that she lacked an in-depth understanding of Chinese and British cultures, and was not fluent in English and Mandarin even though she was born and brought up in Hong Kong. She therefore felt puzzled about her origin. Mr. B took place of residence (a geographical factor) in considering his identity, thinking that he has lived in Hong Kong for a long time, is now working here, and has adapted to the local lifestyle. Mr. C took legal definition in considering his identity, believing that it is very important to possess a passport to show one's nationality because a passport involves extensive relevant rights and facilitates travelling or working overseas.
  - For question (b), students should select one factor among the factors that can most affect one's sense of identity from the three factors listed in Question (a): culture and language, place of residence and legal definition. Whichever factor they choose, students should make an argument and give specific examples to support their views and apply the implications of the concept "identity" to assist their explanations. For example, if he or she thinks culture is the most important factor, he or she should argue that culture can help establish common values in a community, and cultivate a sense of being part of that community. Culture is thus conducive to establishing a sense of identity among community members.
- **Skills**
  - Analysing the factors related to identity from the source with the application of knowledge and concepts.
  - Extracting and interpreting the key messages of the textual source with the support of relevant examples.
  - Comparing the importance of various factors from multiple perspectives, choosing the most important one.

**Appendix 5: Worksheet for Lesson Preparation**

Which two of the following eight items (You may provide Item 8) can most enhance your sense of national identity? List them in the table on the next page and explain.

Note that the pictures below the items are only examples for these items. In addition, in this activity, students only need to list two items and provide explanations, rather than comparing them with other items or prioritising them by their importance.

<p><b>Item 1: China's achievement in science and research</b></p>	<p><b>Item 2: China hosting international events</b></p>
	
<p><b>Item 3: China's major historical events</b></p>	<p><b>Item 4: China's cultural heritage</b></p>
	
<p><b>Item 5: China's famous literature</b></p>	<p><b>Item 6: China's participation and contribution in international affairs</b></p>
	

**Item 7: Economic achievement since reform and opening-up**

Note:

- Item 1: Tu Youyou received an international medical award. She is best known for discovering artemisinin and has saved millions of lives.
- Item 3: 70th anniversary of the victory of the Chinese people's war of resistance against Japanese aggression.
- Item 4: The Terracotta Warriors and Horses
- Item 5: Chinese Poems of the Tang and Sung Dynasties
- Item 6 (from left to right): Silk Road Economic Belt, Prosperous economies in different countries, The Belt and Road initiative, Regional economic co-operation, 21<sup>st</sup> Century Maritime Silk Road

Sources:

- Item 1: 中國日報新聞網. Retrieved from [http://www.chinadaily.com.cn/micro-reading/china/2015-10-06/content\\_14235103.html](http://www.chinadaily.com.cn/micro-reading/china/2015-10-06/content_14235103.html)
- Item 2: 搜狐網. Retrieved from <http://sports.sohu.com/00/07/news211770700.shtml>
- Item 3: The web page of RTHK. Retrieved from <http://news.rthk.hk/rthk/ch/news-feature/news-feature-detail.htm?nfid=261>
- Item 4: The photo was taken by the resources developer
- Item 5: 搜狗網. Retrieved from <http://baike.sogou.com/v850442.htm>
- Item 6: 人民網. Retrieved from <http://finance.people.com.cn/n/2015/0409/c1004-26816844.html>
- Item 7: National Bureau of Statistics of the People's Republic of China. (Data → Annual Data) Retrieved from <http://www.stats.gov.cn/tjsj/>. The 2 graphs can also be found in the *Liberal Studies Curriculum Resources Booklet Series - Modern China*, p.71-72.

The items below are provided by **students**

**Item 8 (please specify):**

Stick photos relating to the item in the box or draw pictures by yourself.

Describe the two items that can enhance your sense of national identity most in the following table:

The first item is \_\_\_\_\_ because...

The second item is \_\_\_\_\_ because...

## **Appendix 6: Worksheet for Group Discussion**

### Source A

As a philosophy and practice method combining learning and teaching, “service learning” allows students to learn and grow through active involvement in organised services and systematic reflection. The practice will help students effectively acquire knowledge and experience that almost certainly cannot be gained in class.

Service learning also enables students to gain deeper insight into their national identity. Students can better understand our nation, including its geography, climate, land and resource distribution as well as its culture, folk customs, people’s livelihood and current situation. Through personal visits, service offering, and contacts and exchanges with the public, students are able to further strengthen their sense of national identity and their deeply-rooted emotions as described by “I am Chinese”.

Source: Excerpted and adapted from Moral, Civic and National Education, Education Bureau. “服務學習與國民身份認同” Retrieved from [http://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/newwebsite/servicelearning/service\\_national.doc](http://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/newwebsite/servicelearning/service_national.doc)



**Appendix 7: Worksheet for Lesson Preparation**

Read the following sources and watch the relevant video clips. Answer the questions.

## Source A



Hello, I'm Bill Gates, I am a U.S. entrepreneur and also a software engineer. My fortune has come out top. In 1996, my wife and I established the Bill & Melinda Gates Foundation to work towards reducing the uneven distribution of resources and improving the life of human beings. I devote myself to charity work because the poverty of Africans really shocked me when I travelled there with my wife and other people in the past. This prompted me to establish the Bill & Melinda Gates Foundation which endeavours to improve the health of poor people in the least developed countries, allowing those infected with diseases such as AIDS and pulmonary tuberculosis to be treated by medication. We know that health problems make people poorer, and poverty will in turn worsen people's health. We hope to stop the vicious circle which force people to live with illness and in poverty.

Source: Excerpted and adapted from Personal, Social and Humanities Education (PSHE) Section (2010). "Core Module 29: Global Citizenship and Humanitarian Work" *Learning and Teaching Materials of the Research and Development Project on the Life and Society Curriculum Resources*, P.5.

## Source B

The Hong Kong Humanity Award is co-organized by the Hong Kong Red Cross (HKRC) and Radio Television Hong Kong (RTHK). Launched in 2007, it is the very first award of its kind in Hong Kong. It aims to pay tribute to those who live up to and put into practice the spirit of humanity. In recognition of awardees, more people will learn about the universal value of humanity and will be motivated to join the humanitarian force. The following videos introduce two of the winners:

Video 1 : “香港人道年獎 2015 得獎者：趙汗青醫生”(Video length: 1 min 51 s)

Website: <https://www.youtube.com/watch?v=hrMx7aNR7Ow>

Video 2 : “香港人道年獎 2013 得獎者：麥耀陽先生” (Video length: 2 min 8 s)

Website: <https://www.youtube.com/watch?v=YHeVsA2MdT0>

Source: Excerpted and adapted from “香港人道年獎 2015”. The web page of Hong Kong Awards. Retrieved from <http://www.hongkongawards.com/award/detail/233>

## Source C

The concept of global citizenship was first proposed by Stoicism philosophers from ancient Greece. The scholars of this school pointed out that each of us belongs to two social communities at the same time: one is the place where one grows while the other is the universal human community. In other words, each of us is not only a citizen of a specific country, but also a citizen of the same world. But in an era of globalization, a global citizen should not only possess international perspective, knowledge and capabilities, but also the willingness to shoulder civic responsibilities for the global community.

Source: Excerpted and adapted from 張魯寧 (2009). “世界公民觀念與世界公民教育” In *思想理論教育* Volume 20.

## Questions for lesson preparation:

1. What are the concerns of Bill Gates and the two winners of the Hong Kong Humanity Award? What efforts have they made to these? Explain briefly by completing the following table in point form:

<b>Bill Gates</b>	
<b>Dr Chiu</b>	
<b>Mr Mak</b>	



## **Appendix 8: Reference Materials for Instruction**

### Source A

Global citizens should have the qualities of understanding the world, respecting diversity, upholding universal values, and caring about and participating in global affairs to assist the development of the world.

1. Understanding the world: Global citizens should care about events that take place around the world to understand the living conditions of different people and the problems facing them.
2. Respecting diversity: We should respect the diversity between different cultures, accept diverse cultures, and ensure that people from different cultural backgrounds can get along harmoniously.
3. Upholding universal values: As global citizens, we should uphold universal values such as justice, equality, freedom and human rights to ensure that people from different parts of the world are treated fairly to improve the lives of human beings.
4. Caring about and participating in world affairs: Starting from oneself, a global citizen has a responsibility to actively participate in and care about global affairs. One should encourage oneself and others to care about the people around us.

Source: Extracted and adapted from Personal, Social and Humanities Education (PSHE) Section (2010). “Core Module 29: Global Citizenship and Humanitarian Work” Learning and Teaching Materials of the Research and Development Project on the Life and Society Curriculum Resources, P.8.

### Source B

The purpose of Global/World Citizenship Education is to cultivate citizens from different countries into global citizens, guiding them to understand the world, assume civil responsibility as members of the global village, and master relevant knowledge, abilities and values. The primary goals of Global/World Citizenship Education are to develop young people's global perspective, and encourage them to care about local, national and global poverty and development issues, and to bear the civil responsibilities for the global community, to devote themselves to eradicating poverty, and to create a world of justice, peace and sustainable development. Global/World Citizenship Education has become an international trend in the education arena.

Source: Adapted and excerpted from 宋強 (2015). “誰來賦予我們「世界公民」資格？----世界公民教育的合理性反思”. In *Studies In Foreign Education*, vol 3.

Source C

Video: “中學特備節目：世界公民”(Please watch 17:45-19:41)(Chinese only)

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

**Appendix 9: Worksheet for Group Discussion**

## Source A

Since the beginning of the 21st century, the curriculum of schools and colleges in Hong Kong have displayed more international perspectives. These include appreciating human civilisations and the diversity of the world, and understanding the concepts of the global village, global citizenship and the rights and responsibilities of individuals in the world. Students are asked to discuss and analyse global events, such as the environment, peace, and allocation of international resources. Yet, research studies have shown that students in Hong Kong are not very enthusiastic about international events, cultures of other countries or donations to needy people in different parts of the world. Some students admit that they lack interest in international events, but they are fans of football games of many European countries and NBA games.

Source: Excerpted and adapted from 劉麗娟 (2010). “借鑒與啟示：香港和上海的公民教育比較”. In *現代教育論叢*, Volume 12.

## Source B

From January to March 2013, the Chinese YMCA of Hong Kong conducted a survey to discover how much Hong Kong students knew about the concept of global citizenship, and their capabilities and actions in this regard. The survey was carried out among eight youth service units under the YMCA, and 17 secondary schools. 3,459 questionnaires were collected. The survey found that young respondents did not perform as well as expected in terms of their understanding of the qualities of global citizens. 52% of respondents regularly make donations to the poor, while only 32% often or occasionally participate in poverty-relief campaigns. Young people were relatively poor in international knowledge and responsiveness to global issues, and lacked knowledge of world history and the development background of different countries. Some 30% did not know how to respond to the poverty and labour issues, nor to religion, gender and racial inequalities. 73% never or rarely submitted their comments on environmental protection and poverty alleviation to the Government.

Source: Excerpted and adapted from “關心社會 青年少講少做”, 21 April 2013, *Hong Kong Daily News*.

Source C: Seven Learning Goals of the Senior Secondary Curriculum Framework  
(seven learning goals in total, two of which are below)

The Senior Secondary curriculum framework is designed to enable students to attain the following learning goals for whole-person development and stretch the potential of each student:

1. ....
2. Acquire a broad knowledge base, and be able to understand contemporary issues that may impact on daily life at personal, community, national and global levels
3. Be an informed and responsible citizen with a sense of global and national identity.....

Source: Excerpted from Curriculum Development Council. *Senior Secondary Curriculum Guide The Future is Now: from Vision to Realisation (Secondary 4-6)*, Booklet 1, P.2. ◦ Retrieved from [http://cd1.edb.hkedcity.net/cd/cns/sscg\\_web/html/english/main00.html](http://cd1.edb.hkedcity.net/cd/cns/sscg_web/html/english/main00.html)

Questions for Discussion:

1. With reference to Sources A and B, how would you describe Hong Kong students' awareness of and responses to international events?

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2. Based on the previous question, to what extent do you agree with the views in Sources A and B? Why? Explain with reference to the above sources.

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3. What suggestions would you make to raise Hong Kong students' awareness of international events? Make two suggestions and explain why they can be effective.

<b>Suggestion 1</b>	
<b>Suggestion 2</b>	

**Appendix 10: After-class Assignment**

Answer **one question** from the following four questions.

1. Continue the text below (around 400-500 words), reviewing and reflecting on your learning experience that helped you understand global citizenship (such as learning in class and different extra-curricular activities).

My understanding of and reflections on global citizenship originate from

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2. Someone once said, “If everyone can fulfil their duty as global citizens, we can expect a better world!” Write a poem below describing your expectations for such a wonderful world.

Title of my poem:

My poem:

3. Someone once said, “If everyone fulfils their duty as global citizens, we can expect a better world!” Select a song and then write new lyrics for this song in the following table describing your expectations for such a wonderful world:

Name of the original song:

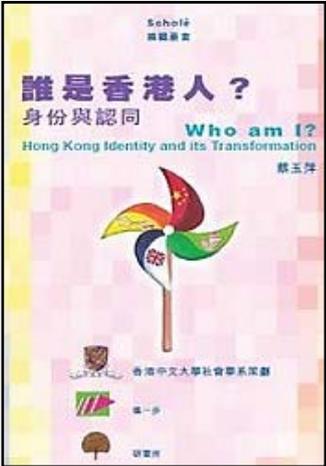
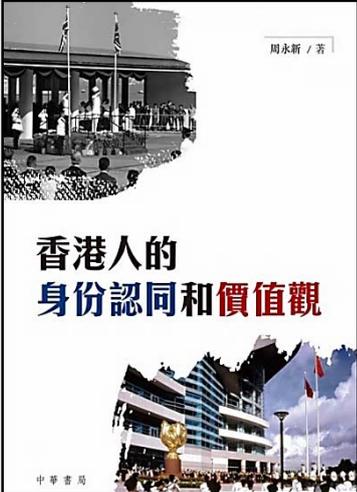
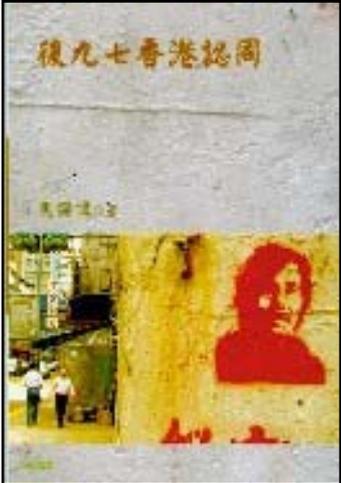
Name of the new song:

Lyrics:



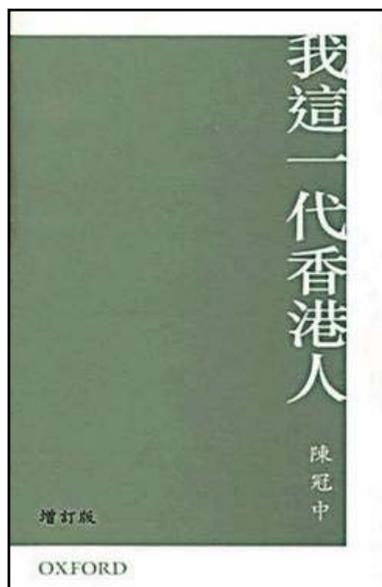
**Appendix 11: Extended Learning Activity**

Select one book from the following list and read it carefully. Then follow instructions from your teacher (teachers need to give directions according to circumstances of their respective schools) and write reading reports.

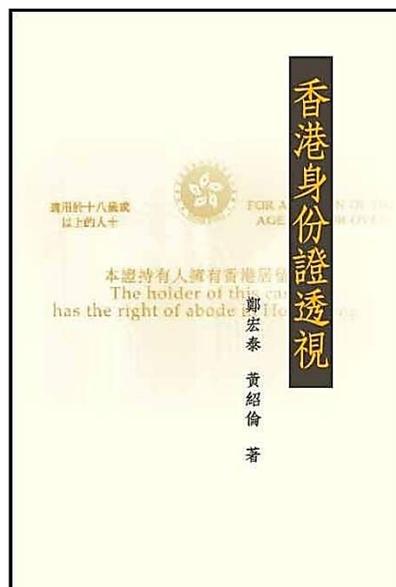
Books	
<p>蔡玉萍 (2010)《誰是香港人？身份與認同》，香港：進一步多媒體有限公司。(全書 52 頁。香港公共圖書館索書號：535.7391 4414)</p> 	<p>呂大樂 (2007)《四代香港人》，香港：進一步多媒體有限公司。(全書 68 頁。香港公共圖書館索書號：541.42391 6042)</p> 
<p>周永新 (2015)《香港人的身份認同與價值觀》，香港：中華書局。(全書 160 頁。香港公共圖書館索書號：543.391 7730)</p> 	<p>馬傑偉 (2007)《後九七香港認同》，香港：Voice Publishing Corp。(全書 171 頁。香港公共圖書館索書號：541.20391 7122)</p> 

## Books

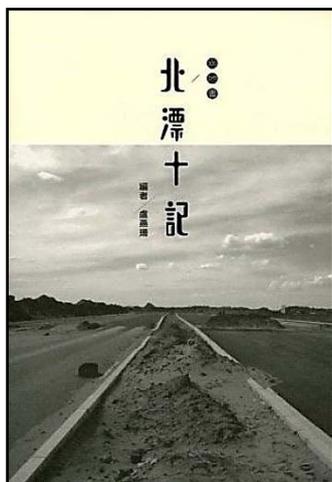
陳冠中(2007)《我這一代香港人》，香港：牛津大學出版社。(全書 319 頁。香港公共圖書館索書號：856.9 7535)



鄭宏泰、黃紹倫(2004)《香港身份證透視》，香港：三聯書店。(全書 204 頁。香港公共圖書館索書號：574.3912 8735)



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陳國賁主編(2010)《港國鏡：內地留學生看香港》，香港：中華書局。(全書 203 頁。香港公共圖書館索書號：529.209391 3680)



-- End of Appendix --

## **Part IV: Extended Reading and Reference Materials**

This part provides teachers with extended reading and reference materials relating to the curriculum in this module, which are divided into Categories A and B for teachers' choice.

Part A is a reference list of publications which consists of the learning and teaching focuses in this module for teachers' reference in lesson preparation, and for teachers to gain a more in-depth understanding of the theoretical basis and trends associated with the issues for enquiry. Specific examples are also provided to enrich classroom learning and teaching. Publications for student reading are underlined. Teachers may encourage students to read these publications in accordance with their levels. Publications available from public libraries are also accompanied by call numbers to assist teachers and students.

Part B consists of learning and teaching resources available on the “Web-based Resource Platform for Liberal Studies” (<http://ls.edb.hkedcity.net/>) and are relevant to this module. These resources can be used for teachers' reference in lesson preparation, and some of them can be adapted for use in worksheets, after-class assignments or internal assessment. Teachers who have registered as members of the Hong Kong Education City are entitled to view and download resources after logging in the section for teachers and using personal passwords.

Teachers should note that all materials recommended in this part are for reference only and they are not designated readings. Please choose any and use them according to your school context.

**A. Publications and Websites** (Publications for student reading are underlined, the public library information are updated as at March 2017)

Burns, B. J. (2004). *Government capacity and the Hong Kong civil service*. New York: Oxford University Press. (Hong Kong Public Libraries call number: 352.005 BUR )

Chan, C. K. (2011). *Social security policy in Hong Kong: From British colony to China's special administrative region*. Lanham: Lexington Books. (Hong Kong Public Libraries call number: 361.95125 CHA)

Chan, M., & Lee, L. F. (2013). *Media and politics in post-handover Hong Kong*. London: Routledge. (Hong Kong Public Libraries call number: 323.445095125 MED)

Chiu, S., & Lui, T. L. (2009). *Hong Kong: Becoming a Chinese global city*. London: Routledge. (Hong Kong Public Libraries call number: 338.95125 CHI)

Chiu, S., & Wong, S. L. (eds.). (2012). *Repositioning the Hong Kong government: Social foundations and political challenges*. Hong Kong: Hong Kong University Press. (Hong Kong Public Libraries call number: 320.95125 REP)

Erni, J. N., & Leung, Y. M. (2014). *Understanding South Asian minorities in Hong Kong*. Hong Kong: Hong Kong University Press. (Hong Kong Public Libraries call number: 305.891405125 ERN)

Fu, H. L., Harris, L., & Young, S. N. M. (eds.). (2009). *Interpreting Hong Kong's Basic Law: The struggle for coherence*. New York: Palgrave Macmillan. (Hong Kong Public Libraries call number: 342.5125 INT )

Gittings, D. (2013). *Introduction to the Hong Kong Basic Law*. Hong Kong: Hong Kong University Press. (Hong Kong Public Libraries call number: 342.5125 GIT)

Ip, E. (2014). *Law and justice in Hong Kong 2014*. Hong Kong: Hong Kong University Press. (Hong Kong Public Libraries call number: 347.9095125 IPE)

Land, K. C., Michalos, A.C., & Sirgy, J. (2011). *Handbook of social indicators and quality of life research*. London: Springer Science & Business Media. (Hong Kong Public Libraries call number: 306.072 HAN)

- Lo, S. H. (2010). *Competing Chinese political visions: Hong Kong vs. Beijing on democracy*. Santa Barbara: Praeger Security International. (Hong Kong Public Libraries call number: 320.95125 LOS)
- Lui, H. L. (2013). *Widening income distribution in post-handover Hong Kong*. London: Routledge. (Hong Kong Public Libraries call number: 339.2095125 LUI)
- Mathews, G., Ma, K. W., & Lui T. L. (2008). *Hong Kong, China: Learning to belong to a nation*. London: Routledge. (Hong Kong Public Libraries call number: 951.25 MAT )
- Scott, I. (2010). *The public sector in Hong Kong*. Hong Kong: Hong Kong University Press. (Hong Kong Public Libraries call number: 352.05125 SCO)
- Sing, M. (2009). *Politics and government in Hong Kong: Crisis under Chinese Sovereignty*. London: Routledge. (Hong Kong Public Libraries call number: 320.95125 POL)
- Sussman, M. N. (2010). *Return migration and identity: A Global phenomenon, A Hong Kong case*. Hong Kong: Hong Kong University Press. (Hong Kong Public Libraries call number: 304.85125 SUS )
- Wong, Y. L. (2012). *Social mobility in post-war Hong Kong: After getting ahead*. New York : Nova Science Publishers. (Hong Kong Public Libraries call number: 305.513095125 WON)
- Yu, G. (2015). *Hong Kong's legislature under China's sovereignty: 1998-2013 Chinese and comparative law series*. Boston: Brill Academic Publishers.
- 丁新豹主編 (2008) 《香港歷史散步》, 香港: 三聯書店。 (香港公共圖書館索書號: 739.189 2375)
- 王振民 (2014) 《中央與特別行政區關係: 一種法治結構的解析》, 香港: 三聯書店。 (香港公共圖書館索書號: 581.391 1057)
- 王國華主編 (2014) 《香港文化導論》, 香港: 中華書局。 (香港公共圖書館索書號: 541.209391 2302)

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朱耀偉主編 (2016) 《香港研究作為方法》香港：中華書局。(香港公共圖書館索書號：541.209391 2313)

李浩然 (2015) 《以法達治》，香港：三聯書店。(香港公共圖書館索書號：574.391 4032)

吳俊雄等編 (2011) 《香港·生活·文化》，香港：牛津大學出版社。(香港公共圖書館索書號：541.209391 2323)

法蘭克·韋爾許 (Frank Welsh) 著，王皖強、黃亞紅譯 (2015) 《香港史：從鴉片戰爭到殖民終結》。香港：商務印書館。(香港公共圖書館索書號：739.11 5479)

林中偉 (2015) 《建築保育與本土文化》，香港：中華書局。(香港公共圖書館索書號：739.189 4452)

林健忠主編 (2016) 《「一帶一路」與香港》，香港：三聯書局。(香港公共圖書館索書號：552.391 1416)

呂大樂 (2015) 《香港模式：從現在式到過去式》，香港：中華書局。(香港公共圖書館索書號：541.42391 6042)

呂大樂 (2007) 《四代香港人》，香港：進一步多媒體有限公司。(香港公共圖書館索書號：541.423916042)

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香港大律師公會編 (2001) 《侃侃論法》，香港：香港大律師公會。(香港公共圖書館索書號：580.19 2203)

高寶齡等主編 (2015)《發現香港：文化·社區·機遇》，香港：中華書局。（香港公共圖書館索書號：541.209391 1123）

馬傑偉 (2007)《後九七香港認同》，香港：Voice Publishing Corp。（香港公共圖書館索書號：541.203917122）

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高馬可 (John M. Carroll) 著，林立偉譯 (2013)《香港簡史：從殖民地至特別行政區》，香港，中華書局。（香港公共圖書館索書號：739.1 2077）

梁永健 (2016)《城市發展的爭議：城市、可持續發展與生活素質》，香港：花千樹。（香港公共圖書館索書號：545.1 3332）

張志義 (2007)《圖說香港文化通識》，香港：一點文化有限公司。（香港公共圖書館索書號：739.13 1148）

陳弘毅、張增平等主編 (2015)《香港法概論 (第三版)》，香港：三聯書店。（香港公共圖書館索書號：583.391 2334）

陳弘毅 (2014)《一國兩制下香港的法治探索 (增訂本)》，香港：中華書局。（香港公共圖書館索書號：583.391 7510）

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陳曙峰 (2011)《香港政制常識解難》，香港：商務印書館。（香港公共圖書館索書號：574.391 7562）

陳麗君 (2015)《香港社會關係與矛盾變化研究》，香港：中華書局。（香港公共圖書館索書號：571.7 7511）

陳麗君等著 (2011)《香港人價值觀念研究》，北京：社會科學文獻出版社。（香港公共圖書館索書號：165 2382）

莫泰基 (1995) 《公民參與：社會政策的基石》，香港：中華書局。(香港公共圖書館索書號：571.6 4454)

曾仲榮 (2007) 《香港，誰邊緣化了妳？上海、新加坡步步進逼》，香港：經濟日報出版社。 (香港公共圖書館索書號：550.7 8029)

黃洪 (2015) 《「無窮」的盼望：香港貧窮問題探析 (增訂版)》，香港：中華書局。 (香港公共圖書館索書號：551.84 4434)

葉國華 (2008) 《新香港人》，香港：中華書局。 (香港公共圖書館索書號：573.07 4464)

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劉兆佳 (2015) 《一國兩制在香港的實踐》，香港：商務印書館。(香港公共圖書館索書號：574.391 7232)

劉瀾昌、何亦文編著 (2016) 《一帶一路：香港再起飛的最後一次機會？》，香港：香港城市大學出版社。(香港公共圖書館索書號：552.391 7236)

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羅慶鴻 (2010)《政經建築觀：香港都市發展實例反思》，香港：商務印書館。(香港公共圖書館索書號：445.109391 6003)

**Websites**

網 址	網 頁 名 稱
<a href="http://www.basiclaw.gov.hk/en/index/index.html">http://www.basiclaw.gov.hk/en/index/index.html</a> <a href="http://www.basiclaw.gov.hk/tc/index/index.html">http://www.basiclaw.gov.hk/tc/index/index.html</a>	The Basic Law of the HKSAR of the PRC 中華人民共和國香港特別行政區政府基本法
<a href="http://www.gov.hk/en/residents/">http://www.gov.hk/en/residents/</a> <a href="http://www.gov.hk/tc/residents/">http://www.gov.hk/tc/residents/</a>	GovHK 香港政府一站通
<a href="http://www.doj.gov.hk/eng/">http://www.doj.gov.hk/eng/</a> <a href="http://www.doj.gov.hk/chi/">http://www.doj.gov.hk/chi/</a>	Department of Justice, The Government of the HKSAR 香港特別行政區政府律政司
<a href="http://www.censtatd.gov.hk/home/index.jsp">http://www.censtatd.gov.hk/home/index.jsp</a> <a href="http://www.censtatd.gov.hk/home/index_tc.jsp">http://www.censtatd.gov.hk/home/index_tc.jsp</a>	Census and Statistics Department of the HKSAR 香港特別行政區政府統計處
<a href="http://www.cpu.gov.hk/en/home/index.html">http://www.cpu.gov.hk/en/home/index.html</a> <a href="http://www.cpu.gov.hk/tc/home/index.html">http://www.cpu.gov.hk/tc/home/index.html</a>	Central Policy Unit, The Government of the HKSAR 香港特別行政區政府中央政策組
<a href="http://www.legco.gov.hk/index.html">http://www.legco.gov.hk/index.html</a> <a href="http://www.legco.gov.hk/cindex.html">http://www.legco.gov.hk/cindex.html</a>	Legislative Council of the HKSAR of the PRC 中華人民共和國香港特別行政區政府立法會
<a href="http://www.povertyrelief.gov.hk/eng/welcome.html">http://www.povertyrelief.gov.hk/eng/welcome.html</a> <a href="http://www.povertyrelief.gov.hk/chi/welcome.html">http://www.povertyrelief.gov.hk/chi/welcome.html</a>	Commission on Poverty 扶貧政策委員會
<a href="http://www.eoc.org.hk/eoc/GraphicsFolder/default.aspx">http://www.eoc.org.hk/eoc/GraphicsFolder/default.aspx</a> <a href="http://www.eocdlr.org.hk/en/index.html">http://www.eocdlr.org.hk/en/index.html</a>	Equal Opportunities Commission 平等機會委員會
<a href="http://civic-exchange.org/en/">http://civic-exchange.org/en/</a> <a href="http://civic-exchange.org/tc/">http://civic-exchange.org/tc/</a>	Civic Exchange 思匯政策研究所
<a href="http://www.cuhk.edu.hk/hkiaps">http://www.cuhk.edu.hk/hkiaps</a> <a href="http://www.cuhk.edu.hk/hkiaps/">http://www.cuhk.edu.hk/hkiaps/</a>	Hong Kong Institute of Asia Pacific Studies 香港亞太研究所

網 址	網 頁 名 稱
<a href="http://www.hkpri.org.hk/en/">http://www.hkpri.org.hk/en/</a> <a href="http://www.hkpri.org.hk/cn/">http://www.hkpri.org.hk/cn/</a>	Hong Kong Policy Research Institute 香港政策研究所
<a href="http://www.bauhinia.org/index.php">http://www.bauhinia.org/index.php</a> <a href="http://www.bauhinia.org/index.php/zh-HK">http://www.bauhinia.org/index.php/zh-HK</a>	Bauhinia Foundation Research Centre 智經研究中心
<a href="http://www.octs.org.hk/e_index.htm">http://www.octs.org.hk/e_index.htm</a> <a href="http://www.octs.org.hk/index.htm">http://www.octs.org.hk/index.htm</a>	One Country Two Systems Research Institute 一國兩制研究中心
<a href="http://www.savantas.org/?lang=en">http://www.savantas.org/?lang=en</a> <a href="http://www.savantas.org/">http://www.savantas.org/</a>	Savantas Policy Institute 滙賢智庫
<a href="http://www.synergynet.org.hk/en/">http://www.synergynet.org.hk/en/</a> <a href="http://www.synergynet.org.hk/">http://www.synergynet.org.hk/</a>	Synergynet 新力量網絡
<a href="http://www.com.cuhk.edu.hk/ccpos/en/index.html">http://www.com.cuhk.edu.hk/ccpos/en/index.html</a> <a href="http://www.com.cuhk.edu.hk/ccpos/b5/index.html">http://www.com.cuhk.edu.hk/ccpos/b5/index.html</a>	Centre for Communication and Public Opinion Survey 傳播與民意調查中心
<a href="https://www.hkupop.hku.hk/english/index.html">https://www.hkupop.hku.hk/english/index.html</a> <a href="https://www.hkupop.hku.hk/chinese/">https://www.hkupop.hku.hk/chinese/</a>	HKU Public Opinion Programme Site 香港大學民意網站
<a href="http://www.hkcss.org.hk/e/">http://www.hkcss.org.hk/e/</a> <a href="http://www.hkcss.org.hk/c/">http://www.hkcss.org.hk/c/</a>	The Hong Kong Council of Social Service 香港社會服務聯會
<a href="https://www.breakthrough.org.hk/index?lang=en">https://www.breakthrough.org.hk/index?lang=en</a> <a href="https://www.breakthrough.org.hk/index?lang=zh">https://www.breakthrough.org.hk/index?lang=zh</a>	Breakthrough 突破機構

## **B. Relevant resources on the Web-based Resource Platform for Liberal Studies**

### **1. Teaching Packages**

- 從香港公共房屋的發展探究香港人生活素質的轉變
- 利用實地考察構思探究題目：以考察天后廟為例
- 從文化層面看香港的生活素質
- 保育與活化歷史建築：以香港三棟屋及北京四合院為例
- 法治和社會政治參與
- 香港人的身份認同：香港市民、中國國民、世界公民
- 生活素質與社區生活之關係：以市區重建為例

### **2. Publicised Resources**

- 教育局通識教育組（2010）《基本法與一國兩制》

### **3. Resource Sheets**

- 工作與生活的平衡：訂立侍產假後的檢討
- 香港的競爭力及優缺點：不同機構關於香港的排名報告
- 使用能源對環境的影響：香港「空氣質素健康指數」
- 可持續發展的實踐：香港生態足印
- 世界公民：世界公民素養與援助災民
- 香港少數族裔面對的難題：以學習中文為例
- 衡量生活素質的指標：以「中大生活質素指數」及外國類似調查為例

### **4. Exemplars of Internal Assessment**

<b>Data-response Questions</b>	<b>Extended-response Questions</b>
● Minimum Wage	● Social Harmony Survey
● National Identity	● Scheme \$6,000
● Mainland Mothers Coming to Hong Kong to Give Birth	● Hong Kong's Competitiveness
● Legislation on Standard Working Hours	● Filling Vacancies in the Legislative Council
● Unauthorized Building Works in Village Houses	● Collective Memories
● Middle Class Families	● Heritage Conservation

Data-response Questions	Extended-response Questions
● Old Age Living Allowance	● Secondary Creation
● North East New Territories New Development Areas	● Lung Mei Man-made Bathing Beach
● Housing Problems facing Young People	● The World's Freest Economy
● Paternity Leave	● The Labour Force of Hong Kong
● Study on "The Identity and National Identification of Hong Kong People"	● Developing Country Parks
	● The Happiness Index of the Youths in Asia

## 5. Learning Objects

- 南港島線東段落成啟用與香港鐵路網絡規劃
- 香港的非物質文化遺產
- 昔日香港公共屋邨的生活
- 香港歷史建築的活化
- 人口老化與跨代共融
- 重建衙前圍村
- 從貪腐印象指數探討內地與香港的貪腐情況
- 香港人的國民身份認同
- 快樂地球指數與香港人生活素質
- 香港對於非物質文化遺產的保育
- 少數族裔
- 活化歷史建築物
- 石硤尾邨舊土多結業
- 荃灣市區重建一瞥
- 經濟增長與生活素質國際比較

## 6. Professional Development Programmes: Knowledge Enrichment Series

- 2016/17 學年（截至 2017 年 5 月）
  - 趙永佳教授：「一帶一路倡議與通識教育科：全球化與香港視角」
  - 李志苗女士：「《香港 2030+》：跨越 2030 年的規劃遠景與策略」
  - 黃浩潮先生：「美荷樓的歲月－香港五、六十年代的民生」

- 2015/16 學年
  - 符肇廉先生「實地導賞：中上環老區新活遊」
  - 劉智鵬教授：「美荷樓年代的香港日常生活」
  - 李浩然博士：「《基本法》與生活素質的關係：從旅遊到改制發展」
  
- 2014/15 學年
  - 趙永佳教授、李鏗先生：「『民意調查』的基礎理解及其於通識教育科的應用」
  - 符肇廉先生：「市區更新帶動可持續發展」
  - 黎萬寬女士：「九龍東、動起來」
  - 香港建築師學會：「實地導賞：油麻地地區建築」、「實地導賞：中區建築」、「實地導賞：濕地公園」、「實地導賞：三棟屋博物館」
  
- 2013/14 學年
  - 李浩然博士：「文物建築保育與集體回憶」
  - 羅惠儀博士：「香港及中國的可持續發展及公眾參與」
  - 盧惠玲女士：「探究香港非物質文化遺產：以潮人盂蘭勝會為例」
  - 王維仁教授：「香港的城市空間與建築肌理」
  
- 2012/13 學年
  - 呂大樂教授：「年青一代所面對的機會結構：轉變及其含意」
  
- 2011/12 學年
  - 伍世良教授：「富裕生活等同生活素質嗎？」
  - 鄭宏泰博士：「身份證背後的香港人身份認同」
  
- 2010/11 學年
  - 魏美梅女士：「從『八十後』看青少年的身份認同和社會政治參與」
  - 方志恒博士：「香港的政黨與政治參與」
  - 陳弘毅教授：「『一國兩制』下香港的改制發展與人權保障」
  
- 2009/10 學年
  - 譚惠珠女士：「《基本法》解碼：內地與香港的法制磨合」
  - 黃紹倫教授：「社會指標及人口政策對香港居民生活素質的啟示」

- 2008/09 學年
  - 宋慧娟女士、何健中先生及張慧德女士：「香港的家庭及兒童福利服務與生活素質」
  - 劉礎慊先生：「全球化對香港經濟及文化的影響」
  
- 2007/08 學年
  - 劉佩瓊教授：「改革開放三十年的國情變遷與香港角色」
  - 游子安教授：「宗教信仰、習俗與現代社會：以香港道教為例說明」
  
- 2006/07 學年
  - 王磊教授：「從內地的角度看『一國兩制』的實踐」

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