

II. INTRODUCTION

Economic and Public Affairs as part of the common core curriculum for junior secondary schools plays a significant part in achieving the general aim of education in preparing students to be well-informed and socially concerned adults. It also has a specific role in helping to produce rational, sensitive and active citizens. A person's rationality, sensitivity and sense of responsibility are meaningless unless when viewed in the context of his/her activities in relation to other people in society. Economic and Public Affairs provides intellectual training especially related to his/her existence in that context. In other words, it provides an education for citizenship, in addition to the basic knowledge of the socio-economic conditions in Hong Kong. The role of the school is therefore to help the students to attain a reasonable degree of awareness about economic and social problems and develop their capacity to think clearly and objectively. Concepts related to these problems can be introduced in simplified forms in the early days of junior secondary education, and gradually developed in Economic and Public Affairs lessons throughout the secondary school course.

The theme that runs through the syllabus is about the individual and his/her society. This theme determines the concepts and learning activities to be selected for the subject matter of Economic and Public Affairs, taking into account the mental maturity and needs of the students.

Different approaches have been used to organise the content , these include

1. a *core approach* in which the basic characteristics of political and economic structures are the focus.

The first three topics in every form (S1-3) are classified as 'core topics' because they are regarded as the foundation on which further study of the subject at a higher level is built. Furthermore, it is one of the main goals of education to foster students' capacity for assuming a responsible role in society, so it is our duty to develop students' understanding of the political and social development of our community. These core topics are thus considered to be important areas and teachers are required to teach them in details.

In teaching the 'optional topics', teachers are required to teach at least TWO topics from the five social issues; with ONE from topics 4 - 6 and ONE from topics 7 - 8. Teachers may choose, according to students' interest and ability, what to be taught and can exercise his/her creativity to implement the curriculum.

2. a *spiralling approach* whereby the core concept is re-introduced at intervals using content of increasing difficulty.

To begin with, students are exposed to the simple and specific information. As they discover relationships among these, they are then taught with higher-level concepts, which include the earlier knowledge.

3. an *activity approach* whereby students' interests and activities provide the basis for what content is selected and taught.

Teachers are reminded that when *debate, role-playing, project-work.....etc.* are taken as teaching methods, this does not imply that teachers need not provide any

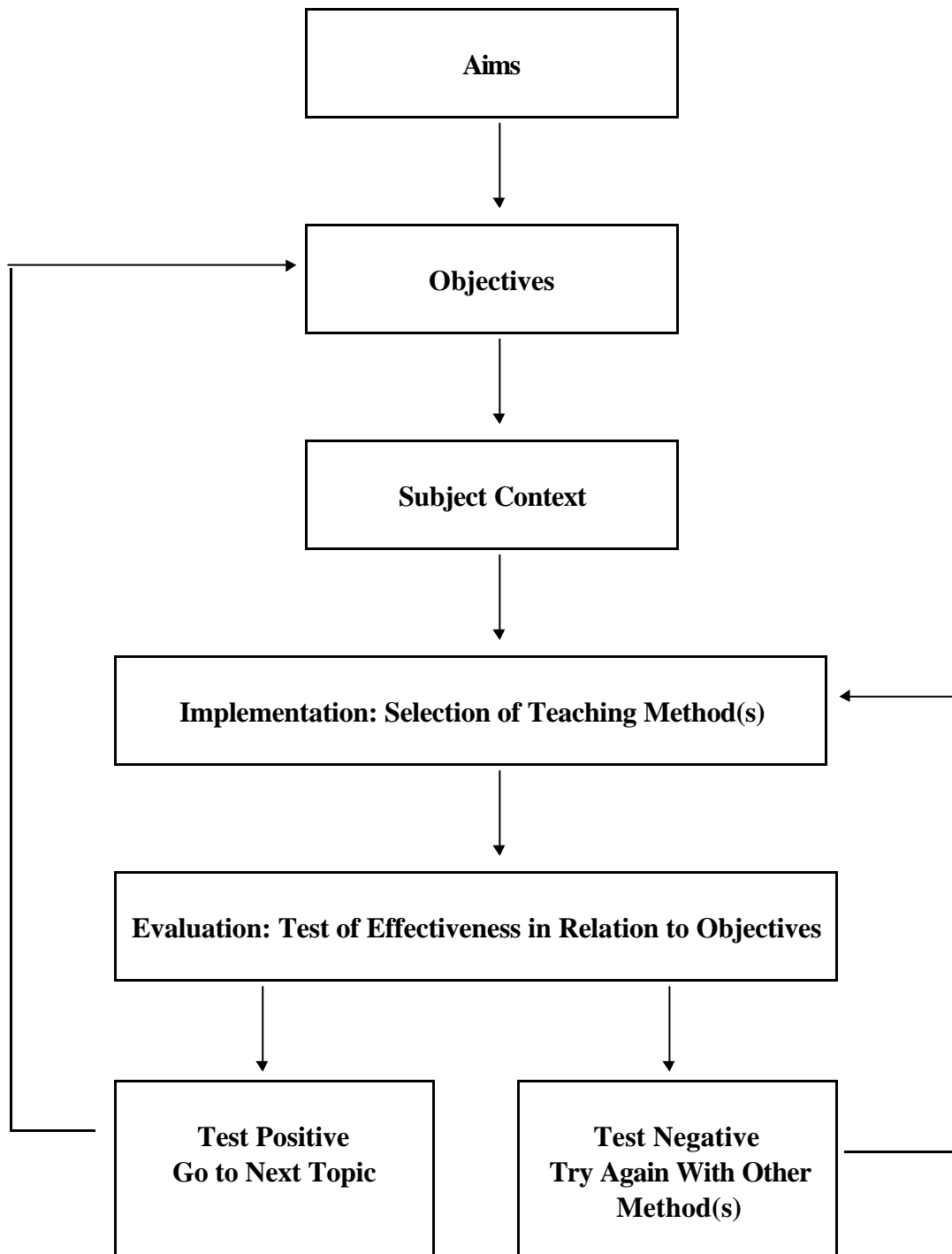
guidance after the topic is given to students, but the students are expected to assume more responsibility for their own learning.

The aim of the 'Teaching Approaches and Learning Skills' in Chapter VIII is to foster a spirit of inquiry, to facilitate the acquisition of skills, to promote self-reliance in learning, to encourage social participation, and to develop those concepts and generalisations which will encourage such attitudes that may lead to better human relationships.

In the chapter 'Appendices', examples are given to illustrate how the teaching model in Chapter III can be applied to teach a topic or a sub-topic. Various types of teaching method, evaluation technique, students' activity, teaching procedure as well as worksheets are also provided for teachers' reference. In addition, example is also given to illustrate the utilisation of the Issue-Based Model, in which students' direct involvement with real life applications of important concepts is valued as means to acquire new knowledge and skills.

III. TEACHING MODEL

The aim to introduce this model is to provide steps with which teachers can identify how to evaluate whether students have learnt what they are expected to learn, the model starts when we decide what the aim and objectives for a particular topic are. Then we have to ask what teaching methods are most likely to lead to these objectives. It terminates with evaluation designed to determine whether the objectives have been achieved. For the purpose of easier understanding and application, the model is illustrated as follows.



IV. AIMS

Aims are general statements of goals and purposes, they are long-term and generally applied to systems rather than individual students.

Rationale for the Aims of the EPA Curriculum

Social consideration

Like other metropolitan cities, Hong Kong is not immune to social problems. To understand these problems and handle them effectively, it is necessary to have a proper sense of social awareness and value judgement. The teaching of EPA therefore should aim at the provision of a positive attitude towards life and a sense of responsibility for one's role in the family and community. Students should also be encouraged through informal curriculum in the form of extra-curricular activities to extend their scope and would hopefully develop a sense of concern for the community in which they live and a respect for other people.

Economic consideration

Through the efforts of the last few decades, Hong Kong Special Administrative Region has grown into an industrial, commercial and financial centre of the world. The aim for the curriculum is therefore to equip students with good general knowledge, and the ability to think logically and to make rational decisions, in order to become useful and responsible residents of Hong Kong.

Political consideration

In recent years, people enjoy greater freedom, more rights, and in return, they are expected to assume greater public responsibility than before. The aim of the EPA curriculum is to help students develop social and civic awareness, a sense of civic responsibility, and the power of analytical thinking and making rational judgement. Students should also be strengthened in their political and social awareness and acquire greater understanding of China through both the formal and informal curricula.

Cultural consideration

For historical and practical reasons, Hong Kong is very much influenced by Western culture; but, at the same time, it maintains a very strong Chinese culture because large majority of its population is Chinese. Students should be helped to develop an appreciation of the Chinese culture, respect for all peoples and their different cultures, and acceptance of the differences in values and ways of life.

Based on these considerations, the general and specific aims of the curriculum are:

General Aims

1. To provide knowledge and develop basic study skills of EPA.
2. To help students develop into rational, sensitive and responsible citizens.

Specific Aims

1. To help students know and understand the society in which they live.
2. To help students acquire the skills to gather, interpret and evaluate information, as well as the ability to identify problems.
3. To develop students' ability to think conceptually, logically, creatively and to make decisions based on reasons.
4. To foster students' appreciation of individual, group and government efforts in solving social and economic problems.
5. To develop a sense of social responsibility by encouraging participation in appropriate activities for community improvement.

V. OBJECTIVES

Objectives are statements about the expected performance of students after the completion of a lesson, they are short-term and measurable, that is, they should be worded in terms of the actual performance of students.

Objectives: Cognitive and Affective Domains

As stated in chapter IV, the “General Aims” of the subject Economic and Public Affairs are to

1. provide knowledge and develop basic study skills of EPA; and
2. help students develop into rational, sensitive and responsible citizens.

It is important for teachers to know some basic guidelines with which they can set their objectives from the beginning of teaching.

Cognitive domain

This comprises objectives which require students to remember and recall information which has been studied, students are also required to solve problems through reordering information, or combine it with ideas, methods or principles previously learned.

Levels	Explanations
Knowledge	Ability to recall and recognise information.
Comprehension	Ability to put information into another form.
Application	Ability to apply principles to actual situations.
Analysis	Ability to distinguish and comprehend interrelationships, and make critical analyses.
Synthesis	Ability to restructure ideas into a new pattern.
Evaluation	Ability to make judgements based on given information.

Taxonomy of Educational Objectives: Cognitive Domain (Bloom, B.S.)

Affective domain

This comprises objectives which require students to have changes in attitudes or emotion as a function of experience.

Levels	Explanations
Receiving	To beware of the existence of social phenomena.
Responding	To respond to the phenomena by taking some actions.
Valuing	To display consistent behaviour under similar circumstances.
Organising	To internalise a desirable system of value.
Characterising	To make the value system as a way of life.

Taxonomy of Educational Objectives: Affective Domain (Bloom, B.S.)

*** Teachers are free to adopt other educational theories to set the objectives of teaching.**

VI. TIME ALLOCATION

It is generally recognised that the time allocation recommended for any single subject should be considered in relation to the requirements of other subjects in the school curriculum. However, it is essential that a minimum of 50 periods (2 periods per week, or, if the six-day-cycle is in use preferably 3 periods per cycle) should be allocated to Economic and Public Affairs for Secondary 1 to 3 to achieve the course objectives.

The number of periods suggested for teaching each core topic is in Chapter VII. As for the optional topics, only a block total number of periods is indicated instead, because the number of topics selected by individual schools may vary according to factors such as interest and ability of students.

VII. SYLLABUS

The Structure

With the purpose of developing students into rational, sensitive and responsible citizens, the content of the S1-3 Syllabuses of Economic and Public Affairs have been organised into four components which build up students' understanding of the place they live. These four components are:

Core Topics

Before teaching other topics, teachers are required to give a basic knowledge on the political and economic development of Hong Kong, as well as the emergence of the Hong Kong Special Administrative Region (HKSAR). This is why the topic 'The Development of Hong Kong' is put in the beginning of the Syllabus.

The components 'The People', 'The Government' and 'The Economy' are considered to be core contents because they provide basic information about the characteristics of Hong Kong.

In '*The People*', students should be able to outline the basic features of the people living in the society (e.g. age, sex, geographical distributions; importance of a census.). Rights and duties of the residents should also be taught in details such that students can develop into responsible citizens.

In '*The Government*', students are expected to be able to describe the relationship between the Central People's Government of the People's Republic of China and the Government of the HKSAR, how the HKSAR is governed as well as the importance of law and order in the society. Students should be trained to have appreciation on the work of the government for the provision of stability and prosperity to the society.

In '*The Economy*', students should be able to list causes why HK can develop into an industrial, trade and financial centre. Students should also have a basic understanding of the 'economic cooperation and interdependence' of the economy of HK so that they can recognise the characteristics of the economy.

Optional Topics

In '*The Society*', various types of social need, service and problem will be discussed. Objectives in teaching these topics are:

- understanding how the issue affects life in the community;
- identifying the present situation;
- recognising the existing problems; and
- identifying and suggesting ways government and individuals can help in tackling the problems.

Teachers are reminded that emphasis should be put on developing students' sensitivity and judgements to the problems, rather than on the factual information. So it is advised to adopt different 'student-centred' teaching methods (e.g. debates, presentation, case and project-work.) so that students' values can be identified.

As we know that all these activity-approach teaching methods are time-consuming, a choice on the teaching of these optional topics are allowed (at least TWO out of FIVE) and individual schools can select topics according to students' ability and interest.

Teachers are also reminded that the explanations in the *Guidance Notes* are examples only, they are by no means exhaustive. Actually teachers are encouraged to update the information as appropriate. They should apply basic concepts to daily life situations in accordance with societal changes.

For simplicity and easy understanding, the structure of the S1-3 syllabuses is illustrated in the diagram below, and the overall curriculum framework is shown on pages 15-16. Also a separate diagram for each of the S1-3 syllabus is used to show the interrelationship of the topics in the beginning of respective S1-3 syllabus.

	<i>Components</i>	S1	S2	S3
CORE TOPICS	<i>The People</i>	- The People of the HKSAR - The Rights and Duties of the Residents of the HKSAR		
	<i>The Government</i>	- The Political Development of Hong Kong	- The Relationship Between the CPG of the PRC and the Government of the HKSAR - How the HKSAR is Governed - Law and Order	
	<i>The Economy</i>	- The Economic Development of Hong Kong		- The Characteristics of the Hong Kong Economy - Hong Kong as a(n) Industrial, Trade and Financial Centre - Economic Cooperation and Interdependence
OPTIONAL TOPICS (Choose at least TWO topics)	<i>The Society</i>	- Food Supply - Water Supply - Energy Supply - Transportation - Postal and Telecommunication Services	- Education - Social Welfare - Public Health and Health Care - Drug Abuse - Juvenile Delinquency	- Housing - Mass Media - Consumer Education - Corruption - Pollution

Structure of the S1-3 Syllabuses

Overall Curriculum Framework

- The Development of Hong Kong

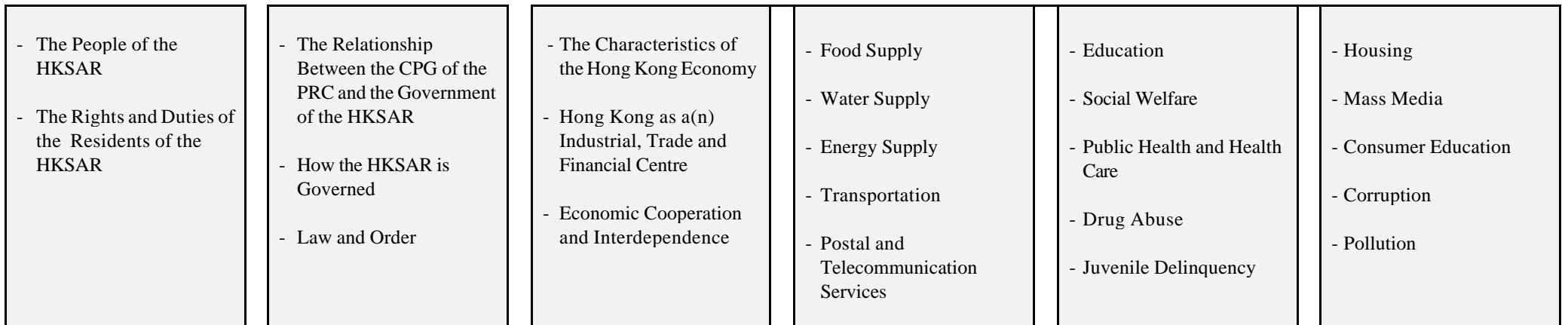
Hong Kong Special Administrative Region

The People


The Government

The Economy

The Society (Needs; Services & Problems)

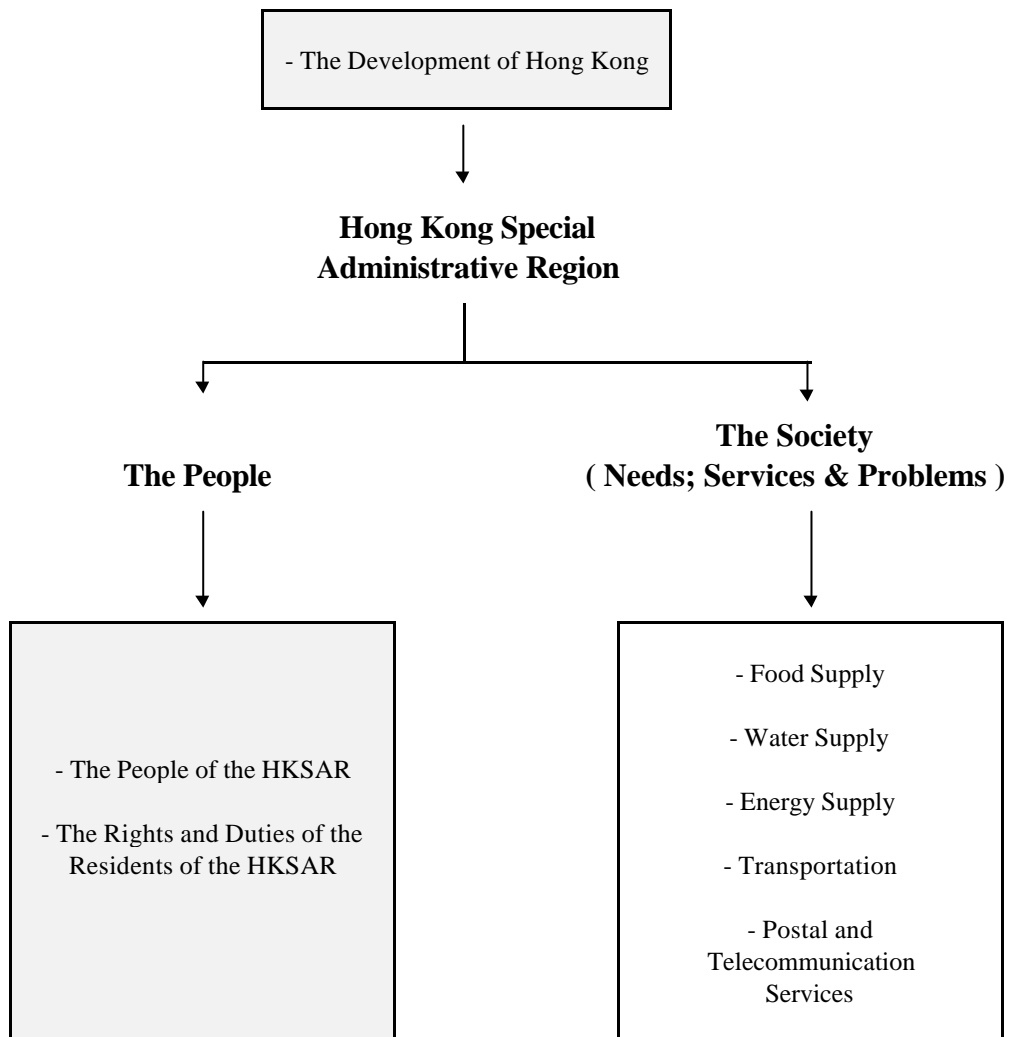


 Core Topics

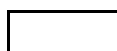
 Optional Topics (Choose at least TWO topics from each level)

A. SECONDARY ONE

(I) Structure



Core Topics



Optional Topics (Choose at least TWO topics)

(II) Objectives

By the end of the course, students should

1. be able to outline the political and economic development of Hong Kong and to identify the major factors leading to these development;
2. be able to describe the basic features of the population and their impacts on the development of Hong Kong;
3. be able to understand the identity as a Chinese citizen as well as a resident of Hong Kong; and have developed a proper attitude towards citizenship;
4. have acquired a general knowledge about how some of the basic needs such as food, water, power and communication are catered for in Hong Kong;
5. be able to collect information, interpret data, and present findings in simple formats;
6. be able to compare contrasting views, distinguish statements of fact from statements of opinion and make sensible judgement; and
7. have developed an interest in current affairs and be willing to participate in activities for the improvement of community life.

(III) Syllabus Content

I. Core Topics

A total of **20** periods to be allocated to these topics.

<i>Topic</i>	<i>No. of Period</i>
1. The Development of Hong Kong	(6)
1.1 The Political Development of Hong Kong	3
a. Hong Kong as part of China	
b. Hong Kong under British rule	
c. The Sino-British Joint Declaration	
d. The Hong Kong Special Administrative Region (HKSAR)	
1.2 The Economic Development of Hong Kong	3
a. From a rural community to an entrepot	
b. From an entrepot to an industrial city	
c. Hong Kong as a(n) industrial, trade and financial centre	
2. The People of the HKSAR	(6)
2.1 The Basic Features of the Population of the HKSAR	2
2.2 The Importance of a Census	2
2.3 The Impact of the Population Structure on the Society	2
3. The Rights and Duties of the Residents of the HKSAR	(8)
3.1 The Importance of an Identity	1
3.2 Identity as a Chinese Citizen of the HKSAR	
3.3 Identity as a Resident of the HKSAR	1
3.4 The Rights and Duties of the Residents of the HKSAR	3
3.5 The Role of the Individuals in Realising the Rights and Duties	3

(Total: 20)

II. Optional Topics

At least **TWO** topics to be chosen from the following five social issues; with **ONE** from 4-6 and **ONE** from 7-8.

A total of **30** periods to be allocated to these topics.

Topic

4. Food Supply
 - 4.1 How the Issue Affects Life in the Community
The importance of food to our society
 - 4.2 The Present Situation
 - a. Major types of food produced locally
 - b. Major types of food imported into Hong Kong
 - 4.3 The Existing Problems
 - a. The quality control of food
 - b. The problem of food wastage
 - c. The reduction in local food supply and its effect on the community
 - 4.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can help government to identify food that is not inspected
 - c. The ways individuals can do to avoid food wastage
5. Water Supply
 - 5.1 How the Issue Affects Life in the Community
The importance of water to our society
 - 5.2 The Present Situation
 - a. The sources of water supply
 - b. Water treatment in Hong Kong
 - 5.3 The Existing Problems
 - a. Major problems with our water supply
 - b. The problem of water wastage
 - 5.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can do to prevent polluting our water supply
 - c. The ways individuals can do to save water
6. Energy Supply
 - 6.1 How the Issue Affects Life in the Community
The importance of energy to our society
 - 6.2 The Present Situation
 - a. Different types of energy supply in Hong Kong
 - b. Organisations responsible for the energy supply in Hong Kong
 - 6.3 The Existing Problems
 - a. Environmental problems related to energy supply
 - b. The problem of energy wastage
 - c. The danger of accidents in the use of electricity and other fuels
 - 6.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can do in energy conservation
 - c. The ways individuals can use energy safely

Topic

7. Transportation
 - 7.1 How the Issue Affects Life in the Community
The importance of transportation to our society
 - 7.2 The Present Situation
 - a. Different types of public transport in Hong Kong
 - b. Organisations responsible for providing public transport
 - c. Major facilities and services related to international transport
 - 7.3 The Existing Problems
Major transport problems
 - 7.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can do to reduce traffic congestion
 - c. The ways individuals can use roads safely
 - d. The ways individuals can use public transport safely

8. Postal and Telecommunication Services
 - 8.1 How the Issue Affects Life in the Community
The importance of postal and telecommunication services to our society
 - 8.2 The Present Situation
 - a. Different types of postal and telecommunication services in Hong Kong
 - b. Major organisations providing postal and telecommunication services
 - 8.3 The Existing Problems
Major problems of postal and telecommunication services
 - 8.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can help to tackle the problems

(IV) Curriculum Guide

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
1. The Development of Hong Kong		
<p>1.1 The Political Development of Hong Kong</p> <p>a. Hong Kong as part</p> <p>b. Hong Kong under British rule</p> <p>c. The Sino-British Joint Declaration</p> <p>d. Hong Kong Special Administrative Region (HKSAR)</p>	<p>Hong Kong has been part of the territory of China since ancient time.</p> <p>A brief understanding of the impact of the three unequal treaties concerning Hong Kong.</p> <p>A brief understanding of the Sino-British Joint Declaration.</p> <ol style="list-style-type: none"> 1. The status of the HKSAR under the state constitution of the People's Republic of China (PRC). 2. The exercise of sovereignty over the HKSAR by the Central People's Government (CPG) of the PRC. 3. <ol style="list-style-type: none"> i. The principle of "one country, two systems". ii. The high degree of autonomy in the HKSAR. 	<p>Ask students to collect relevant information concerning the three unequal treaties to understand how Hong Kong was occupied by British after the opium war in 1840</p> <p>Video show on Basic Law.</p>
<p>1.2 The Economic</p> <p>a. From a rural community to an entrepot</p> <p>b. From an entrepot to an industrial city</p> <p>c. Hong Kong as a(n) industrial, trade and financial centre</p>	<p>A brief understanding of the reasons for the development into an entrepot.</p> <p>A brief understanding of the factors leading to the development of industries in Hong Kong after 1949.</p> <p>A brief understanding of the reasons for the development of industry, trade and finance in Hong Kong.</p>	<p>Visit the Hong Kong Museum of History and ask students to collect information which explains the history of economic development of Hong Kong.</p> <p>Ask students to collect information from the newspaper to show the factors which affect the latest development of trade and finance in the Hong Kong.</p>
<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
2. The People of the HKSAR		

2.1 The Basic Features of the Population of the HKSAR	<ol style="list-style-type: none"> 1. Meaning of population and population density. 2. General picture of the present population: <ol style="list-style-type: none"> (a) its size and density and factors accounting for their changes, (b) its structure as regards age, sex, race and religion, (c) geographical distribution and factors accounting for it. 	Ask students to collect relevant information from various sources to identify the characteristics of the population of Hong Kong.
2.2 The Importance of a	<ol style="list-style-type: none"> 1. Nature of a census and by-census. 2. Major information obtained in a census. 3. Functions of a census. 4. Conducting a census and the importance of cooperation. 	Ask students to take a "census of their own families", collate and present findings, and make use of the findings to plan a policy to suit their needs.
2.3 The Impact of the Population Structure on the Society	<ol style="list-style-type: none"> 1. The provision of social services. 2. Economic activities. (e.g. employment, participation rate of labour force) 3. Social harmony and understanding of different cultures. 	
3. The Rights and Duties of the Residents of the HKSAR		
3.1 The Importance of an Identity	<ol style="list-style-type: none"> 1. Meaning and importance of identity. 2. The means of identifying a person, e.g. appearance, voice, name, finger print, official documents. 	Ask students to define their own identities, discuss their different terms of reference.
3.2 Identity as a Chinese Citizen of the HKSAR	A brief understanding of the distinction between Chinese citizens and others in the HKSAR.	Ask students to write down their own criteria in differentiating a Chinese from a non-Chinese.
3.3 Identity as a Resident of the HKSAR	<ol style="list-style-type: none"> 1. Various types of official documents for the identification of a resident of the HKSAR. 2. The distinction between permanent residents and non-permanent residents in the HKSAR. 	Ask students to collect information concerning different types of official documents for the residents of the HKSAR.

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
3.4 The Rights and Duties of the Residents of the HKSAR	<ol style="list-style-type: none"> 1. Meaning of rights and duties of an individual in a community. 2. The importance of the Basic Law in relation to the rights and duties of the residents of the HKSAR. 3. Rights: protection by law, freedom of speech, the right to vote, the right to social welfare, etc. 4. Duties: to obey laws, to pay taxes, to respect others' rights. 	Ask students to list their rights and duties in the classroom/school. Give reasons to explain the necessities of such rights and duties.
3.5 The Role of the Individuals in Realizing the Rights and Duties	<ol style="list-style-type: none"> 1. Skills and attitudes in the decision-making process, e.g. rationality, objectivity, critical thinking. 2. The balance between the rights of an individual and the interest of the community as a whole. 	Discuss with students about their choices in different scenarios which involve a conflict of interest between the individuals and the community.
<p><i>At least two topics to be chosen from the following five social issues; with ONE from 4-6 and ONE from 7-8.</i></p> <p><i>The following explanations are examples only, they are by no means exhaustive, teachers are encouraged to update the information as appropriate.</i></p>		
4 Food Supply		
4.1 How the Issue Affects Life in the Community The importance of food to our society	<ol style="list-style-type: none"> 1. The reliability of food supply. 2. The effect of shortage of food supply on the community. 	Ask students to collect newspaper cuttings on food shortage in some other countries.
4.2 The Present Situation a. Major types of food produced locally b. Major types of food imported into Hong Kong	<p>Major types of food produced locally.</p> <p>Sources from where Hong Kong imports food.</p>	Visit a market to collect information on the main types of food produced locally and those imported into Hong Kong.

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>4.3 The Existing Problems</p> <p>a. The quality control of food b. The problem of food wastage c. The reduction in local food</p>	<p>The adequacy of food inspection.</p> <p>People's attitudes towards food wastage.</p>	<p>Conduct a survey in the class concerning the attitude towards food wastage.</p>
<p>4.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can b. The ways individuals can help government to identify food that is not inspected c. The ways individuals can help to avoid food wastage</p>	<p>1. Distinguish statements of fact from statements of opinion. 2. Compare contrasting views and make sensible judgement.</p>	<p>Poster design/slogan competition on the theme of "Avoiding Food Wastage".</p>
<p>5 Water Supply</p>		
<p>5.1 How the Issue Affects Life in the Community</p> <p>The importance of water to our society</p>	<p>1. Different ways of water usage, at home, in industry, commerce and community services. 2. The reliability of water supply. 3. The effect of water shortage on the community.</p>	<p>Ask students to list the impact on domestic, commercial and industrial sectors if there were no water supply.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>5.2 The Present Situation</p> <p>a. The sources of water supply</p> <p>b. Water treatment in Hong Kong</p>	<p>1. the process of collecting water from the rainfall.</p> <p>2. The way that water is transported from other parts of China to Hong Kong. Necessary water treatment for domestic use.</p>	<p>Visit the relevant organization to see how water is treated and transported to our homes.</p>
<p>5.3 The Existing Problems</p> <p>a. Major problems with our water supply</p> <p>b. The problem of water wastage</p>	<p>1. The sufficiency of local water supply in meeting the needs of people.</p> <p>2. The quality of water supply. People's attitudes towards water wastage.</p>	<p>Ask students to collect information on the water rationing in the 1960s, and draw pictures to show how people suffer from water shortage.</p>
<p>5.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can</p> <p>b. The ways individuals can do to prevent polluting our water supply</p> <p>c. The ways individuals can do to save water</p>	<p>1. Distinguish statements of fact from statements of opinion.</p> <p>2. Compare contrasting views and make sensible judgement.</p>	<p>Poster design/slogan competition on the theme of "Water Saving".</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
6 Energy Supply		
<p>6.1 How the Issue Affects Life in the Community</p> <p>The importance of energy to our society</p>	<ol style="list-style-type: none"> 1. Usage of energy at home, in industry, commerce and community services. 2. The reliability of energy supply. 3. The effect of break down of energy supply to the community. 	<p>Ask students to list the impact on the domestic, commercial and industrial sectors if there were no energy supply.</p>
<p>6.2 The Present Situation</p> <p>a. Different types of energy supply in Hong Kong</p> <p>b. Organizations responsible for the energy supply in Hong Kong</p>	<ol style="list-style-type: none"> 1. The major types of energy supply in Hong Kong. 2. Fuels that are being used to produce energy in Hong Kong. 	<p>Conduct a survey in the class to determine the most popular type of energy supply being used at students' homes in different instances.</p> <p>Visit a related organization to see how energy is supplied.</p>
<p>6.3 The Existing Problems</p> <p>a. Environmental problems related to energy supply</p> <p>b. The problem of energy wastage</p> <p>c. The danger of accidents in the use of electricity and other fuels</p>	<p>People's attitudes towards energy wastage.</p>	<p>Ask students to list instances in which energy wastage exists.</p> <p>Ask students to report cases of accidents happened which involved the use of energy.</p>

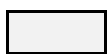
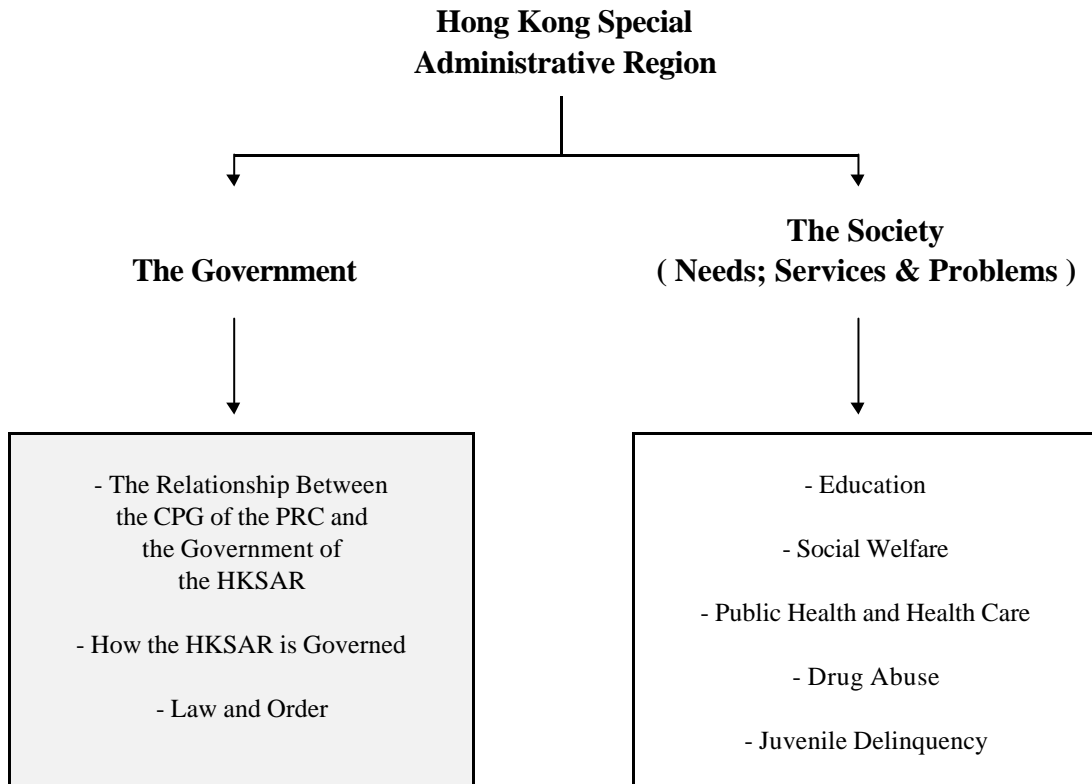
<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>6.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can</p> <p>b. The ways individuals can help in energy conservation</p> <p>c. The ways individuals can use energy safely</p>	<p>1. Distinguish statements of fact from statements of opinion.</p> <p>2. Compare contrasting views and make sensible judgement.</p>	<p>Poster design/slogan competition on the theme of "Conserving Energy".</p> <p>Conduct a quiz on the safety measures in using different kinds of energy.</p>
7 Transportation		
<p>7.1 How the Issue Affects Life in the Community</p> <p>The importance of transportation to our society</p>	<p>The effect of transportation on urban and rural development.</p>	<p>Ask students to report cases of breakdown in services of public transport in their districts</p>
<p>7.2 The Present Situation</p> <p>a. Different types of public transport</p> <p>b. Organizations responsible for providing public transport</p> <p>c. Major facilities/services related to international transport</p>	<p>Major types and features of public transport: by road, rail and sea.</p> <p>For example: airport, container terminal, railway terminus, etc.</p>	<p>Ask students to do a project of a public transport service: its history, routes and other services available.</p> <p>Visit the airport to find out its main facilities.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>7.3 The Existing Problems</p> <p>Major transport problems</p>	<ol style="list-style-type: none"> 1. The quality of public transport. (e.g. reliability) 2. The problems in the connection of transportation routes to neighbouring cities. 	<p>Conduct a survey on the reliability of different means of public transport.</p> <p>Conduct a survey on the quality of some common means of public transport and suggest ways to improve their services.</p>
<p>7.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <ol style="list-style-type: none"> a. The ways government can b. The ways individuals can help to reduce traffic congestion c. The ways individuals can use roads safely d. The ways individuals can use public transport safely 	<ol style="list-style-type: none"> 1. Distinguish statements of fact from statements of opinion. 2. Compare contrasting views and make sensible judgement. 3. The possible solutions to the major traffic problems. 	<p>Simulation games:</p> <ol style="list-style-type: none"> 1. Students, on a group basis, play the role of government officials and prepare a proposal to solve the traffic congestion problem in the local community. 2. Hold a consultation to discuss the workability of the proposals. <p>Poster Design/Slogan competition on the themes of</p> <ol style="list-style-type: none"> 1. road safety; 2. the right ways to use public transport.
8 Postal and Telecommunication Services		
<p>8.1 How the Issue Affects Life in the Community</p> <p>The importance of postal and telecommunication services to our society</p>	<ol style="list-style-type: none"> 1. The emergence of the Global Village 2. Communication among people 3. Conveying of information 	<p>Conduct a survey on the frequency in using various types of postal and telecommunication services in a week.</p> <p>Ask students to list the impact on domestic, commercial and industrial sectors if there were no postal and telecommunication services.</p>

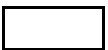
<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>8.2 The Present Situation</p> <p>a. Different types of postal and telecommunication services in Hong Kong</p> <p>b. Major organizations providing postal and telecommunication services</p>	<p>Major types of postal and telecommunication services.</p>	<p>Visit a nearby Post Office to find out the various services available.</p> <p>Visit the Telecom World of the Pacific Century CyberWorks Ltd. to find out the various telecommunication services available.</p> <p>Ask students to send messages among themselves through various postal and telecommunication services for assessment on the efficiency of the related services.</p>
<p>8.3 The Existing Problems</p> <p>Major problems of postal and telecommunication services</p>	<ol style="list-style-type: none"> 1. The quality of postal and telecommunication services.(e.g. reliability) 2. The abuse in using postal and telecommunication services. 	<p>Ask students to report cases on problems of postal and telecommunication services in Hong Kong.</p>
<p>8.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can</p> <p>b. The ways individuals can help to tackle the problems</p>	<ol style="list-style-type: none"> 1. Distinguish statements of fact from statements of opinion. 2. Compare contrasting views and make sensible judgement. 	<p>Poster design/slogan competition on the theme of "Proper Use of Postal and Telecommunication Services".</p>

B. SECONDARY TWO

(I) Structure



Core Topics



Optional Topics (Choose at least TWO topics)

(II) Objectives

By the end of the course, students should

1. be able to describe the relationship between the Central People's Government (CPG) of the People's Republic of China (PRC) and the Government of the Hong Kong Special Administrative Region (HKSAR);
2. be able to explain how the HKSAR is governed;
3. be able to justify the needs of law and order;
4. have acquired a general knowledge about how the people's social services of education, social welfare and public health are provided; and how the social problems of drug abuse and juvenile delinquency are solved;
5. have developed the ability to gather relevant information concerning important social issues, and be able to organise and express ideas on these issues;
6. be able to compare contrasting views, distinguish statements of fact from statements of opinion and make sensible judgement; and
7. have developed an interest in current affairs and be willing to participate in activities for the improvement of community life.

(III) Syllabus Content

I. Core Topics

A total of **20** periods to be allocated to these topics.

<i>Topic</i>	<i>No. of Periods</i>
1. The Relationship Between the Central People's Government (CPG) of the People's Republic of China (PRC) and the Government of the Hong Kong Special Administrative Region (HKSAR)	(2)
1.1 Background	
1.2 The Exercise of Sovereignty Over the HKSAR by the CPG of the PRC	
1.3 High Degree of Autonomy in the HKSAR	2
2. How the HKSAR is Governed	(12)
2.1 The Basic Law	1
2.2 A Brief Description of the HKSAR Government	6
2.3 Communication Between the Government and the People	4
2.4 Elections	1
3. Law and Order	(6)
3.1 The Importance of Law and Order to a Community	2
3.2 How Order is Maintained in the HKSAR	4

(Total: 20)

Topic

II. Optional Topics

At least **TWO** topics to be chosen from the following five social issues; with **ONE** from 4-6 and **ONE** from 7-8.

A total of **30** periods to be allocated to these topics.

Topic

4. Education

- 4.1 How the Issue Affects Life in the Community
The importance of education to our society
- 4.2 The Present Situation
 - a. Different types and stages of education in Hong Kong
 - b. The priority in the provision of different types of education
- 4.3 The Existing Problems
Major problems of education
- 4.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can help the government and schools to improve the quality of education

5. Social Welfare

- 5.1 How the Issue Affects Life in the Community
The importance of social welfare to our society
- 5.2 The Present Situation
 - a. Major types of social welfare services in Hong Kong
 - b. The priority in the provision of different types of social welfare service
- 5.3 The Existing problems
Major problems related to the provision of social welfare services
- 5.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can help the government and non-governmental organisations to tackle the problems

6. Public Health and Health Care

- 6.1 How the Issue Affects Life in the Community
The importance of public health and health care to our society
- 6.2 The Present Situation
 - a. Public health and health care levels in Hong Kong
 - b. Major public health and health care services in Hong Kong
 - c. The priority in the provision of different types of health care services
- 6.3 The Existing Problems
 - a. Major problems of public health and health care
 - b. The need to prevent diseases from spreading
 - c. The need to upkeep public health and health care
 - d. The need to promote health education
- 6.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can improve their own health conditions
 - c. The ways individuals can help to improve public health and health care

Topic

7. Drug Abuse
 - 7.1 How the Issue Affects Life in the Community
 - a. The meaning of drug abuse
 - b. Major effects of drug abuse
 - 7.2 The Present Situation
 - a. Possible causes of drug abuse
 - b. The efforts of the government and non-governmental organisations in fighting drug abuse
 - 7.3 The Existing Problems
 - a. The seriousness of drug offence and drug abuse
 - b. The inadequacy in fighting drug abuse
 - 7.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can help to prevent drug abuse
 - c. The ways individuals can help to fight against drug abuse

8. Juvenile Delinquency
 - 8.1 How the Issue Affects Life in the Community
 - a. The meaning of juvenile delinquency
 - b. Major effects of juvenile delinquency
 - 8.2 The Present Situation
 - a. Possible causes of juvenile delinquency
 - b. The efforts of the government and non-governmental organisations in fighting juvenile delinquency
 - 8.3 The Existing Problems
 - a. The seriousness of juvenile delinquency
 - b. The inadequacy in fighting juvenile delinquency
 - 8.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can help to solve the problems of juvenile delinquency

(IV) Curriculum Guide

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
1. The Relationship Between the Central People's Government (CPG) of the People's Republic of China (PRC) and the Government of the Hong Kong Special Administrative Region (HKSAR)		
1.1 Background	<ol style="list-style-type: none"> 1. The principle of "one country, two systems". 2. The establishment of the HKSAR under Article 31 of the Constitution of the PRC. 	Ask students who have been to other parts of China to describe their experiences of the ways of living there.
1.2 The Exercise of Sovereignty Over the HKSAR by the CPG of the PRC	<p>A brief understanding of some examples in relation to the exercise of sovereignty over the HKSAR by the CPG of the PRC:</p> <ol style="list-style-type: none"> i) Enactment, interpretation and amendment of the Basic Law. ii) Foreign affairs and defence. iii) The appointment of the Chief Executive and principal officials. iv) The reporting for record of local laws. v) The application of national laws in the HKSAR. 	Ask students to collect examples which could reveal the exercise of sovereignty over the HKSAR by the CPG of the PRC.
1.3 High Degree of Autonomy in the HKSAR	<p>A brief understanding of some examples in relation to a high degree of autonomy in the HKSAR:</p> <ol style="list-style-type: none"> i) The upkeep of previous way of life. ii) The safeguard of rights and freedoms. iii) The enjoyment of executive, legislative and independent judicial power, including that of final adjudication. iv) The selection of the Chief Executive and the formation of the Legislative Council. 	Ask students to collect examples which could reveal the exercise of high degree of autonomy in the HKSAR.
2. How the HKSAR is Governed		
2.1 The Basic Law.	<ol style="list-style-type: none"> 1. The status of the Basic Law. 2. The importance of the Basic Law. 	Ask students to give examples which reveal the status and importance of the Basic Law.

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
2.2 A Brief Description of the HKSAR Government	<ol style="list-style-type: none"> 1. Importance of a government, e.g. law and order, maintenance of stability and prosperity of society. 2. Outline of the structure and work of the Government of the HKSAR: Chief Executive, Executive Council, Legislative Council, Executive Authorities, Judiciary. 3. A brief introduction to the district organizations in the HKSAR. 	<p>Ask students to draft a list of the work of an ideal government.</p> <p>Case study: Select a government policy and collect information to reveal how the government is involved in it and how we are affected by the policy.</p> <p>Ask students to collect information concerning the work and contribution made by district organizations in districts where they live.</p>
2.3 Communication Between the Government and the People	<ol style="list-style-type: none"> 1. The need of the government to know people's opinions. 2. The right of the people to make their opinions known and principles they have to observe. 3. Formal and informal channels of communication between the Government and the people. 	<p>Ask students to find out cases in which people express their opinions to the government through different channels. Find out the reactions of the government. Select one case from the above and distinguish the statements of fact from the statements of opinion.</p>
2.4 Elections	<ol style="list-style-type: none"> 1. Importance of elections. 2. The role of individuals in elections in the HKSAR. 	<p>Ask students to observe an election in school and identify the roles of different people in the election.</p>
3. Law and Order		
3.1 The Importance of Law and Order to a Community	<ol style="list-style-type: none"> 1. Importance of law and order in a community. 2. The sources of law in the HKSAR. (Law making process NOT to be emphasized.) 	<p>Ask students to select different sections of the school regulations and explain the rationale in adopting the regulations.</p>
3.2 How Order is Maintained in the HKSAR	<ol style="list-style-type: none"> 1. Major functions of different organizations in maintaining law and order in the HKSAR. (Structure of organizations NOT to be emphasized.) 2. The role of individuals in maintaining law and order in the HKSAR. 	<p>Ask students to do a project on the work of one major organization in maintaining law and order in the HKSAR. Identify its roles and functions. Explain its importance in maintaining law and order in the HKSAR.</p>

Topic	Guidance Notes	Suggested Activities
<p><i>At least two topics to be chosen from the following five social issues; with ONE from 4- 6 and ONE from 7-8</i></p> <p><i>The following explanations are examples only, they are by no means exhaustive, teachers are encouraged to update the information as appropriate.</i></p>		
<p>4. Education</p>		
<p>4.1 How the Issue Affects Life in the Community</p> <p>The importance of education to our society</p>	<ol style="list-style-type: none"> 1. The effects of education on individual, in terms of personality, morality and career development. 2. The effects of education on society, in terms of social stability, economic prosperity, etc. 	<p>Story telling: Changes of residence by Mencius' mother.</p>
<p>4.2 The Present Situation</p> <ol style="list-style-type: none"> a. Different types and stages of education in Hong Kong b. The priority in the provision of different types of education 	<p>The possible routes of education from one stage to another.</p> <ol style="list-style-type: none"> 1. The allocation of government's expenditure to different types or stages of education. 2. The latest development in education. 	<p>Ask students to draw a flow chart showing different stages of education in Hong Kong. Visit a nearby educational institute (e.g. a kindergarten, a technical institute, or a tertiary educational institution) to identify its latest development.</p>
<p>4.3 The Existing Problems</p> <p>Major problems of education</p>	<ol style="list-style-type: none"> 1. The quality of education. 2. The resources that are commonly available in schools. 3. The problems that are being faced by students, teachers, schools and educators. 	<p>Ask students to conduct an interview with school fellows/staff of the school to collect views on ways to improve the quality of education in Hong Kong.</p>

<i>Topic</i>	<i>Guidance Notes</i>	Suggested Activities
<p>4.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can help the government and schools to improve the quality of education</p>	<p>1. Distinguish statements of fact from statements of opinion.</p> <p>2. Compare contrasting views and make sensible judgement.</p>	<p>Organise a discussion on a current topic of educational issue that arouses public concern.</p>
<p>5. Social Welfare</p>		
<p>5.1 How the Issue Affects Life in the Community</p> <p>The importance of social welfare to our society</p>	<p>1. The importance of the right to social welfare.</p> <p>2. The effects of social welfare service on the society.</p>	<p>Video show on the social welfare services in Hong Kong.</p>
<p>5.2 The Present Situation</p> <p>a. Major types of social welfare service in Hong Kong</p> <p>b. The priority in the provision of different types of social welfare service</p>	<p>Major types of social welfare service provided by the government and non-governmental organizations.</p> <p>1. The ways that government and non-governmental organizations get their funds. The allocation of these funds to different types of social welfare services.</p> <p>2. The latest development in social welfare services</p>	<p>Ask students to collect information about a needy family and to discuss ways of helping this family.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>5.3 The Existing Problems</p> <p>Major problems related to the provision of social welfare services</p>	<ol style="list-style-type: none"> 1. Helping those in need by providing them directly with money versus encouraging them to lead an independent life. 2. The quality of social welfare services. 3. The need to increase social welfare services. 	<p>Role play: Divide the class into groups receiving different kinds of social welfare assistance. Each group discusses how to write a petition to the Government stating their needs and requirements.</p>
<p>5.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can help the government and non-governmental organisations to tackle the problems</p>	<ol style="list-style-type: none"> 1. Distinguish statements of fact from statements of opinion. 2. Compare contrasting views and make sensible judgement. 	<p>Organize a debate on a current topic of social welfare issue that arouses public concern.</p>
6. Public Health and Health Care		
<p>6.1 How the Issue Affects Life in the Community</p> <p>The importance of public health and health care to our society</p>	<ol style="list-style-type: none"> 1. The indicators of the level of public health and health care. 2. The effects of poor public health and health care on society. 	<p>Video show on the effects of public health and health care on society.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>6.2 The Present Situation</p> <p>a. Public health and health care levels in Hong Kong</p> <p>b. Major public health and health care services in Hong Kong</p> <p>c. The priority in the provision of different types of health care services</p>	<p>The improvement in public health over the years.</p> <ol style="list-style-type: none"> 1. Public health and health care services provided by the government, the Hospital Authority and the private sector. 2. The latest development in public health and health care services. 	<p>Visit the Community and Patient Health Resource Centre of the Hospital Authority to find out the various public health and health care services available.</p>
<p>6.3 The Existing Problems</p> <p>a. Major problems of public health and health care</p> <p>b. The need to prevent diseases from spreading</p> <p>c. The need to upkeep public health and health care</p> <p>d. The need to promote health education</p>	<ol style="list-style-type: none"> 1. Factors affecting public health and health care. 2. Major diseases. 3. The implications of these diseases to individuals. 4. The quality of public and private health care services. 5. Rights and duties of patients. 6. Donation of organs. 7. The need for anti-smoking. 8. Government's expenditure on medical services. 	<p>Invite a guest speaker to give a talk on the major diseases in Hong Kong, their effects and the effort of the government and other organizations in controlling these diseases.</p>

<i>Topic</i>	<i>Guidance Notes</i>	Suggested Activities
<p>6.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can improve their own health conditions</p> <p>c. The ways individuals can help to improve public health</p>	<p>1. Distinguish statements of fact from statements of opinion.</p> <p>2. Compare contrasting views and make sensible judgement.</p>	<p>Ask students to collect leaflets, posters, information, etc. on rights and duties of patients, donation of organs and anti-smoking. Discuss these topics with students. Try to distinguish their statements of fact from their statements of opinion.</p>
7. Drug Abuse		
<p>7.1 How the Issue Affects Life in the Community</p> <p>a. The meaning of drug abuse</p> <p>b. Major effects of drug abuse</p>	<p>The major types of drug and substance being abused.</p> <p>Identify the harmful effects of drug abuse to abusers, their families and the society.</p>	<p>Use the "Drug Education Teaching Kit" to reveal the major types of drug and substance and their harmful effects. Invite a guest speaker from the Discharged Prisoners' Aid Society to share his/her personal experience on the harmful effects of drug abuse.</p>

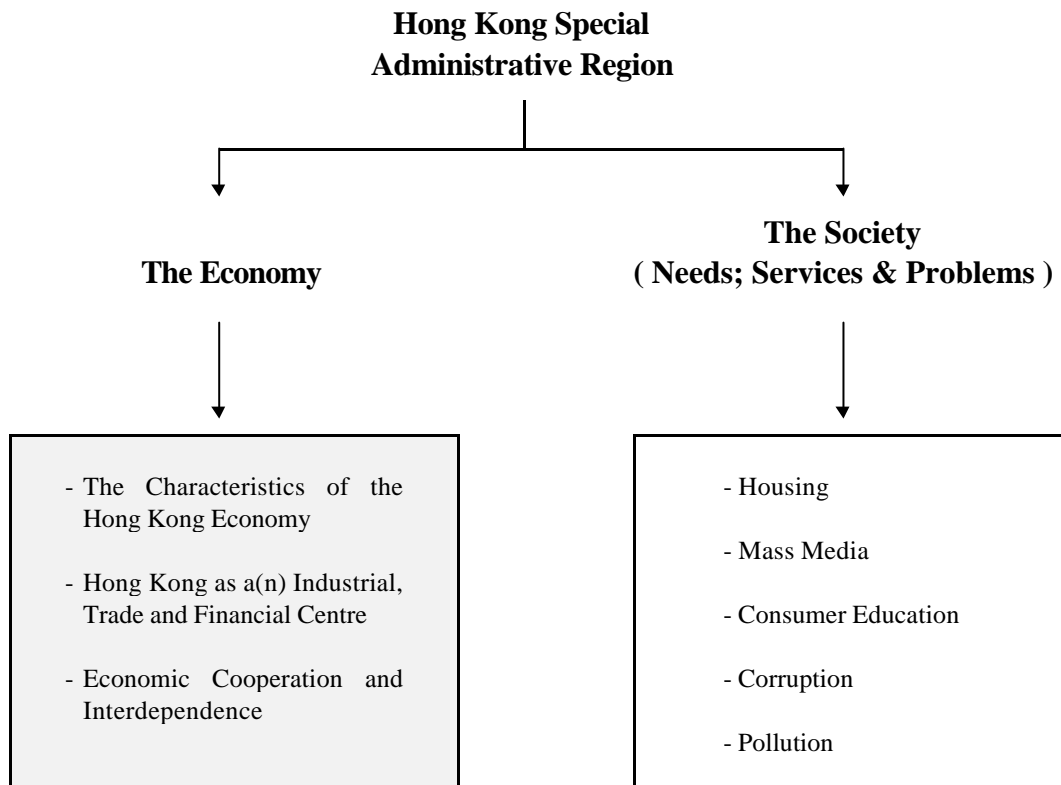
<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>7.2 The Present Situation</p> <p>a. Possible causes of drug abuse</p> <p>b. The efforts of the government and non-governmental organizations in fighting drug abuse</p>	<p>The preventive measures, law enforcement, treatment and rehabilitative services, research and international action.</p>	<p>Ask students to collect leaflets, posters, information, etc. on the efforts of the government and non-governmental organizations in fighting drug abuse.</p>
<p>7.3 The Existing Problems</p> <p>a. The seriousness of drug offence and drug abuse</p> <p>b. The inadequacy in fighting drug abuse</p>	<ol style="list-style-type: none"> 1. The accessibility of drugs. 2. The trends of youngsters involved in drug offence and drug abuse. 3. Drug abuse and triad activities. 4. Drug abuse and juvenile delinquency. 5. Problems related to preventive measures, law enforcement and treatment and rehabilitative services. 	<p>Ask students to collect newspaper cuttings on the relationship between drug abuse and juvenile delinquency/triad activities.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>7.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can help to prevent drug abuse</p> <p>c. The ways individuals can help to fight against drug abuse</p>	<ol style="list-style-type: none"> 1. Distinguish statements of fact from statements of opinion. 2. Compare contrasting views and make sensible judgement. 3. Advocate a positive and healthy life style. 	<p>Role-play on how one can resist the temptation of taking drugs.</p> <p>Use the "Drug Education Teaching Kit" to develop and strengthen the students' interpersonal and refusal skills.</p> <p>Poster design/slogan competition on the themes of:</p> <ol style="list-style-type: none"> 1. "Say No to Drugs"; 2. "Prevention on Drug Abuse".
<p>8. Juvenile Delinquency</p>		
<p>8.1 How the Issue Affects Life in the Community</p> <p>a. The meaning of juvenile delinquency</p> <p>b. Major effects of juvenile delinquency</p>	<p>The major types of juvenile delinquency.</p> <p>Effects of juvenile delinquency on oneself, one's family and the community.</p>	<p>Use the "Anti-triad Education Teaching Kit" to reveal the major types of juvenile delinquency and their harmful effects.</p> <p>Invite a guest speaker from the Discharged Prisoners's Aid Society to share his/her personal experience on the harmful effects of juvenile delinquency.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>8.2 The Present Situation</p> <p>a. Possible causes of juvenile delinquency</p> <p>b. The efforts of the government and non-governmental organizations in fighting juvenile delinquency</p>	<p>The seriousness of juvenile delinquency.</p> <p>Preventive measures, law enforcement, correctional and rehabilitative services.</p>	<p>Invite a guest speaker from the Police to give a talk on the causes of juvenile delinquency and how to say no to triad involvement.</p>
<p>8.3 The Existing Problems</p> <p>a. The seriousness of juvenile delinquency</p> <p>b. The inadequacy in fighting juvenile delinquency</p>	<ol style="list-style-type: none"> 1. Youngsters' misconceptions on joining triad society. 2. The trend of young age involved in crimes. 3. Juvenile delinquency and drug abuse. <p>Problems related to preventive measures, law enforcement, correctional and rehabilitative services.</p>	<p>Ask students to collect newspaper cuttings on the seriousness of juvenile delinquency.</p>
<p>8.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can help to solve the problems of juvenile delinquency</p>	<ol style="list-style-type: none"> 1. Distinguish statements of fact from statements of opinion. 2. Compare contrasting views and make sensible judgement. 3. Advocate a positive and healthy life style. 	<p>Organize a debate on a current topic of juvenile delinquency issue that arouses public concern.</p> <p>Poster design/slogan competition on the theme of "Say No to Triad Involvement".</p>

C. SECONDARY THREE

(I) Structure



Core Topics



Optional Topics (Choose at least TWO topics)

(II) Objectives

By the end of the course, students should

1. have acquired a basic knowledge about the characteristics of the Hong Kong economy ;
2. be able to identify Hong Kong as a(n) industrial, trade and financial centre; and to give the causes and effects of the economic problems and be able to suggest possible means to tackle them;
3. be able to describe how Hong Kong benefits from international trade;
4. be able to identify the causes and effects of major social issues such as housing; mass media; consumer education; corruption and pollution, and suggest possible means to tackle them;
5. be able to (a) collect, interpret, and analyse relevant information and (b) draw conclusions and present findings in various formats;
6. be able to compare contrasting views, distinguish statements of fact from statements of opinion and make sensible judgement.
7. have developed an interest in current affairs and be willing to participate in activities for the improvement of community life;

(III) Syllabus Content

I. Core Topics

A total of **20** periods to be allocated to these topics.

<i>Topic</i>	<i>No. of period</i>
1. The Characteristics of the Hong Kong Economy	(6)
1.1 The Structure of the Hong Kong Economy	2
1.2 The Main Features of the Hong Kong Economy	2
1.3 The Role of the Government in the Hong Kong Economy	2
2. Hong Kong as a(n) Industrial, Trade and Financial Centre	(8)
2.1 Major Problems Facing Hong Kong Industries	2
2.2 The Import, Export, Re-export and Balance of Trade	2
2.3 The Invisible Earnings	1
2.4 Hong Kong as an International Financial Centre	2
2.5 The Latest Development of the Hong Kong Economy	1
3. Economic Co-operation and Interdependence The Economic Relationship Between Hong Kong and	(6)
a. Other Parts of China	6
b. Other Countries	
	(Total: 20)

II. Optional Topics

At least **TWO** topics to be chosen from the following five social issues; with **ONE** from 4-6 and **ONE** from 7-8.

A total of **30** periods to be allocated to these topics.

Topic

4. Housing
 - 4.1 How the Issue Affects Life in the Community
The importance of housing to our society
 - 4.2 The Present Situation
 - a. Different types of housing in Hong Kong
 - b. Different types of housing scheme in Hong Kong
 - c. The development of new towns and urban renewal
 - 4.3 The Existing Problems
 - a. Major problems in housing
 - b. Major causes of housing problems
 - 4.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can help to improve the living environment
 - c. The ways individuals can help to improve the quality of public and private housing

5. Mass media
 - 5.1 How the Issue Affects Life in the Community
 - a. The meaning of mass media
 - b. The importance of mass media to our society
 - 5.2 The Present Situation
 - a. Major types of mass media in Hong Kong
 - b. The monitoring of the services provided by the mass media
 - 5.3 The Existing problems
Improper use of mass media in Hong Kong
 - 5.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can identify conflicting views from different sources of mass media and make logical and rational judgement on them.
 - c. The ways individuals can help to prevent the improper use of mass media

6. Consumer Education
 - 6.1 How the Issue Affects Life in the Community
 - a. The meaning of consumer education
 - b. The importance of consumer education to our society
 - 6.2 The Present Situation
The Role of the Consumer Council
 - 6.3 The Existing Problems
 - a. The problem of dishonest practice
 - b. The problem of misleading information from advertisements
 - 6.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can extract real information concerning a product
 - c. The ways individuals can make rational choice among different brands of product
 - d. The ways individuals can help to discourage dishonest practices

7. Corruption
 - 7.1 How the Issue Affects Life in the Community
 - a. The meaning of corruption
 - b. Major impacts of corruption on our society
 - 7.2 The Present Situation
 - a. Possible causes of corruption

- b. The efforts of the government and the Commission Against Corruption in fighting corruption
 - 7.3 The Existing Problems
 - a. The seriousness of corruption
 - b. The inadequacy in fighting corruption
 - 7.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can help to prevent and fight against corruption
- 8. Pollution
 - 8.1 How the Issue Affects Life in the Community
 - a. The meaning of pollution
 - b. Major impacts of pollution on our society/future generations
 - 8.2 The Present Situation
 - a. Possible causes of pollution
 - b. The efforts made by the government and non-governmental organisations in environmental protection and conservation
 - 8.3 The Existing Problems
 - a. The seriousness of pollution
 - b. The inadequacy in environmental protection and conservation
 - 8.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can help to protect the environment

(IV) Curriculum Guide

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
1. The Characteristics of the Hong Kong Economy		
1.1 The Structure of the Hong Kong Economy	The relative importance of the primary, secondary and tertiary productions.	Conduct a survey in the class concerning the occupation of students' parents and discuss the relative importance of the primary, secondary and tertiary productions.
1.2 The Main Features of the Hong Kong Economy	<ol style="list-style-type: none"> 1. The respect of the ownership of private property. 2. The practice of free market system. 	Visit a company and ask how it starts and functions. Invite a guest speaker who owns a firm to give a talk on how he/she starts and manages his/her business.
1.3 The Role of the Government in the Hong Kong Economy	<ol style="list-style-type: none"> 1. The Basic Law and the economy. 2. The provision of infrastructure. 3. Education and manpower training. 	Ask students to find out how the Basic Law promotes the Hong Kong economy. Ask students to collect newspaper cuttings on how government helps the development of the Hong Kong economy.
2. Hong Kong as a(n) Industrial, Trade and Financial Centre		
2.1 Major Problems Facing Hong Kong Industries	<ol style="list-style-type: none"> 1. Internal factors, e.g. rising production cost. 2. External factors, e.g. keen competition. 	Ask students to collect newspaper cuttings to identify major industrial problems in Hong Kong.
2.2 The Import, Export, Re-export and Balance of Trade	<ol style="list-style-type: none"> 1. The meaning of the terms. 2. Major import, domestic export, and re-export items of Hong Kong. 3. Major markets and suppliers. 4. The Hong Kong's balance of trade. 	Ask students to give explanations on why Hong Kong usually suffers from trade deficit. Case study: Collect information and account for the balance of trade derived.

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
2.3 The Invisible Earnings	<ol style="list-style-type: none"> 1. Meaning of the terms. 2. The importance of invisible earnings to Hong Kong. 3. Major sources of invisible earnings. 	Ask students to design a program to attract more tourists to visit Hong Kong.
2.4 Hong Kong as an International Financial Centre	<ol style="list-style-type: none"> 1. Main features of an international financial centre, e.g. free international capital flow. 2. Favourable factors leading to the development of Hong Kong as an international financial centre. 	Visit the Trade Development Council or any industrial/financial institution to see its latest developments.
2.5 The Latest Development of the Hong Kong Economy	<ol style="list-style-type: none"> 1. Industrial development. 2. Trade development. 3. Financial development. 	

3. Economic Co-operation and Interdependence

<p>The Economic Relationship Between Hong Kong and</p> <ol style="list-style-type: none"> a. Other Parts of China. b. Other Countries. 	<p>The mutual benefits between Hong Kong and other parts of China.</p> <ol style="list-style-type: none"> 1. Meaning of international division of labour. 2. Benefits from international trade. 	<p>Ask students to collect newspaper cuttings on the pattern of trade between Hong Kong and other places.</p> <p>Ask students to make a list on how his/her family will suffer if the external trade of Hong Kong was restricted.</p>
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*At least **two topics** to be chosen from the following five social issues; with **ONE** from 4-6 and **ONE** from 7-8.*

The following explanations are examples only, they are by no means exhaustive, teachers are encouraged to update the information as appropriate.

4. Housing

<p>4.1 How the Issue Affects Life in the Community</p> <p>The importance of housing to our society</p>	<p>The effects of living environment on the society in terms of social stability, economic prosperity, etc.</p>	<p>Video show on the importance of housing to the society of Hong Kong.</p>
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<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>4.2 The Present Situation</p> <p>a. Major types of housing in Hong Kong</p> <p>b. Major types of housing scheme in Hong Kong</p> <p>c. The development of new towns and urban renewal</p>	<ol style="list-style-type: none"> 1. Public and private housings. 2. A brief description of the development of public housing . 3. The involvement of non-governmental organisations in public housing. 4. The latest development in public housing. 5. The latest development in private housing. 6. The effects of such development on the living environment. 	<p>Ask students to conduct a survey to compare</p> <ol style="list-style-type: none"> a. rent/price, b. living environment, c. facilities, d. others <p>between a public and a private housing estates.</p> <p>Ask students to visit and do a project on one of the new towns: to show its history, facilities available and recent development.</p>
<p>4.3 The Existing Problems</p> <p>a. Major housing problems</p> <p>b. Major causes of housing problems</p>	<ol style="list-style-type: none"> 1. The quantity and quality of public and private housing. 2. The development of new towns. 	<p>Organise a debate on a current topic of housing issue that arouses public concern.</p>
<p>4.4 Identifying Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can help to improve the living environment</p> <p>c. The ways individuals can help to improve the quality of public and private housing</p>	<ol style="list-style-type: none"> 1. Distinguish statements of fact from statements of opinion. 2. Compare contrasting views and make sensible judgement. 	<p>Ask students to prepare a proposal of a campaign to advocate what people can do in the improvement of their living environment, e.g. cleaning campaign, noise prevention campaign and safety campaign.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
5. Mass Media		
5.1 How the Issue Affects Life in the Community a. The meaning of mass media b. The importance of mass media to our society	The functions of mass media. The importance of freedom of the press and of publication.	Ask students to analyse the content of a newspaper to identify its important functions.
5.2 The Present Situation a. Major types of mass media in Hong Kong b. The monitoring of the services provided by the mass media	The services provided by different types of mass media.	Visit a mass media organization to identify the services provided and its latest development.
5.3 The Existing Problems Improper use of mass media in Hong Kong	The undesirable effects associated with the improper use of mass media in the society .	Ask students to analyse TV programs and identify their influence on young people's ways of thinking and behaviour.

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>5.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can identify conflicting views from different sources of mass media and make logical and rational judgement on them</p> <p>c. The ways individuals can help to prevent the improper use of mass media</p>	<p>1. Distinguish statements of fact from statements of opinion.</p> <p>2. Compare contrasting views and make sensible judgement.</p>	<p>Ask students to collect newspaper cuttings about a controversial issue from different newspapers and then identify conflicting views from them.</p>
6. Consumer Education		
<p>6.1 How the Issue Affects Life in the Community</p> <p>a. The meaning of consumer education</p> <p>b. The importance of consumer education to our society</p>	<p>The rights of consumers in consuming goods and services.</p> <p>The importance in promoting awareness of consumer rights and duties.</p>	<p>Poster design/slogan competition on the theme of "Rights of Consumers".</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>6.2 The Present Situation</p> <p>a. The role of the Consumer Council</p> <p>b. The efforts made by the government to protect and educate the consumers</p>	<p>The ways that the Consumer Council can protect and promote the interest of consumers.</p> <p>The major laws and regulations governing the behaviour of shops and advertisements.</p>	<p>Visit the Consumer Council to identify the functions of the Council.</p>
<p>6.3 The Existing Problems</p> <p>a. The problem of dishonest practice</p> <p>b. The problem of misleading information from advertisements</p>	<p>Strategies used by dishonest shops.</p> <p>Strategies used by advertisers to attract consumers.</p>	<p>Ask students to collect newspaper cuttings on different types of dishonest practice.</p> <p>Ask students to find examples of different types of advertisement and packaging and discuss how they influence one's purchase of goods.</p>
<p>6.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can extract real information concerning a product</p> <p>c. The ways individuals can make rational choice among different brands of product</p> <p>d. The ways individuals can help to discourage dishonest practices</p>	<p>1. Distinguish statements of fact from statements of opinion.</p> <p>2. Compare contrasting views and make sensible judgement.</p>	<p>Invite a guest speaker from the Consumer Council to discuss ways students can cooperate with the Council.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
7. Corruption		
<p>7.1 How the Issue Affects Life in the Community</p> <p>a. The meaning of corruption</p> <p>b. Major impacts of corruption on our society</p>	<p>1. The social effect of corruption.</p> <p>2. The economic effect of corruption.</p> <p>3. The political effect of corruption.</p>	<p>Ask students to role-play as reporters and interview elders who lived in Hong Kong in the fifties and sixties to explore the evils of corruption.</p>
<p>7.2 The Present Situation</p> <p>a. Possible causes of corruption</p> <p>b. The efforts of the government and the Independent Commission Against Corruption in fighting corruption</p>	<p>Preventive measures and law enforcement.</p>	<p>Ask students to collect cases of corruption and analyse their causes and effects.</p>
<p>7.3 The Existing Problems</p> <p>a. The seriousness of corruption</p> <p>b. The inadequacy in fighting corruption</p>	<p>1. Level of corruption in the public sector.</p> <p>2. Level of corruption in the private sector.</p> <p>The problems related to the preventive measures and law enforcement.</p>	<p>Ask students to conduct a survey to collect opinions from school fellows on their views on corruption.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>7.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can help to prevent and fight against corruption</p>	<ol style="list-style-type: none"> 1. Distinguish statements of fact from statements of opinion. 2. Compare contrasting views and make sensible judgement. 3. The importance of education in anti-corruption. 	<p>Ask students to collect newspaper cuttings to know the latest development in corruption, guide them to analyse the reasons and how the CAC tackle the problems.</p> <p>Poster design/slogan competition on the theme of "Anti-corruption".</p>
<p>8. Pollution</p>		
<p>8.1 How the Issue Affects Life in the Community</p> <p>a. The meaning of pollution</p> <p>b. Major impacts of pollution on our society/future generations</p>	<ol style="list-style-type: none"> 1. Common types of pollution. 2. The importance of environmental protection and conservation. <ol style="list-style-type: none"> 1. The effect of pollution on our health. 2. The effect of pollution on our quality of living. 3. The effect of pollution on our economic development. 	<p>Video show on the impact of pollution on society.</p>
<p>8.2 The Present Situation</p> <p>a. Possible causes of pollution</p> <p>b. The efforts made by the government and non-governmental organizations in environmental protection and conservation</p>	<ol style="list-style-type: none"> 1. The major black spots of pollution. 2. The effects of economic development and population growth on our environment. <ol style="list-style-type: none"> 1. The preventive measures in environmental protection and conservation. 2. The ways of conservation. 	<p>Ask students to conduct a survey to identify the causes of pollution in the local community.</p> <p>Visit the Environmental Resource Centre to collect information on environmental protection and conservation.</p>

<i>Topic</i>	<i>Guidance Notes</i>	<i>Suggested Activities</i>
<p>8.3 The Existing Problems</p> <p>a. The seriousness of pollution</p> <p>b. The inadequacy in environmental protection and conservation</p>	<p>Problems related to preventive measures and law enforcement.</p>	<p>Ask students to conduct a field study to identify the seriousness of pollution in a major black spot nearby.</p>
<p>8.4 Identifying and Suggesting Ways Government and Individuals Can Help in Tackling the Problems</p> <p>a. The ways government can do to tackle the problems</p> <p>b. The ways individuals can help to protect the environment</p>	<ol style="list-style-type: none"> 1. Distinguish statements of fact from statements of opinion. 2. Compare contrasting views and make sensible judgement. 3. The necessity for the imposition of laws and restrictions on polluters 4. The costs of environmental protection and conservation 	<p>Ask students to suggest ways to reduce pollution and protect the environment at home/in school and in the district near the school/near their homes. Discuss the different views and reactions of the people involved. Try to distinguish their statements of fact from their statements of opinion.</p>

VIII. TEACHING APPROACHES AND LEARNING SKILLS

Basic Considerations

All teaching approaches should be devised with a view to achieving the general aims and specific objectives of the subject in the context of a particular teaching situation. So far as EPA is concerned, a teacher, in deciding what teaching approaches to adopt, will have to consider the following questions and alternatives of action before arriving at a conclusion:

Knowledge

What are the basic facts about a topic that a particular class of students need to learn and how are these to be taught? Should the children be taught such facts or should they be motivated to learn the ways to acquire knowledge by themselves when the need arises?

Attitude

How significant is the learning of a particular topic to a particular class of students in satisfying their immediate or long-term needs? Should they be left to remain neutral and detached about the problems related to the topic or would it be desirable and possible to help them get more deeply committed in the cause of social improvement in connection with the topics they are studying?

Social Relations

To what extent should students be organised or encouraged to be involved, either immediately or in the future, in community actions relating to particular social problems or issues? Should EPA teachers try to get the support and co-operation of the school authorities and the parents of students to involve children in social participation in different ways?

If these questions are pertinent questions, the answers to them cannot be supplied by 'Model Answer Book'. The alternatives must be weighed by every teacher bearing in mind the objectives, the resources as well as the constraints in every practical situation.

The Resources

As regards the resources of this subject, teachers will find them incessantly updated and forthcoming, though not without their inherent problems.

Carefully produced textbooks with illustrations, are generally helpful in supplying structured subject-matter, but they may get outdated in many details as soon as they are published. Newspapers supply up-to-date information for this subject but the levels of difficulty and the structure of these news reports may not be suitable for all the students. Careful selection must be made according to the students' ages and abilities. Publications from various government departments are useful, but more as reference than as texts because their target readership is the general public rather than school children. Radio broadcasts of news and panel discussions on current affairs are usually timely, but the timing of broadcasts cannot be easily synchronised with the school time-table nor is their content always readily usable in the classroom situation. Many public affairs programmes broadcasted by the television stations have been found to be interesting and informative, sometimes even analytical and thought-provoking, but they can hardly be made full use of in schools unless the necessary equipment is easily available and the teachers have the initiative to use them.

Nevertheless, many problems such as those mentioned above are not insoluble. The content of textbooks can be updated by the teacher and the students themselves. Newspaper clippings can be organised under suitably chosen topics. GIS publications can be referred to when applicable, by both the teacher and the students. Some radio and television programmes can be tape-recorded and played back in the classroom.

In addition to these, a variety of AV materials such as tapes, photographs, films, film strips, slides and teaching kits are available for loan from the AV Library of the Education Department.

The Constraints

The constraints confronting teachers are many, some related to the school system and some related to individual students. The major ones that warrant special attention from EPA teachers include:

1. The policies and traditions of the school in which a teacher is working --- whether these provide strong support for his initiative including willingness to allow him to operate professionally with the best moral and material support he needs.
2. The background of the students --- especially the newspapers available at home and the popular TV and radio programmes preferred by members of the family (i.e. whether public affairs programmes are favoured).

The better the teachers' efforts in reconciling the demands arising from the different objectives, different resources and different constraints in different situations, the greater is their chance of success in teaching EPA.

The Teaching Approaches

Careful planning and development are important, but these become meaningless unless teachers are aware of the content and have the approaches to implement the curriculum in classrooms.

It is because:

1. not all students learn efficiently by the same methods;
2. not all students benefit from same methods equally; and
3. no single method is the best in all contents.

It may be desirable for teachers to integrate all these approaches in teaching, getting the best possible effects from each of them. It may be worthwhile for teachers to bear in mind that 'VARIETY IS THE SPICE OF LIFE'.

Approaches of Teaching:

APPROACHES	EXPLANATION	SUGGESTED METHODS	ADVANTAGES	DISADVANTAGES	EXAMPLES
<i>Didactic</i>	This is presentation by a one-way communication in which either the teacher (i.e. by means of chalk and talk) or some media (e.g. a film or a TV programme) pass on information to the students.	<p><i>Teacher talks</i> This is the verbal presentation by teacher to the whole class about a topic.</p>	<ul style="list-style-type: none"> - There will be a better control on class management. - The message can be transmitted efficiently and systematically. (A great deal of information or ideas can be passed on from teacher to all students within a short period of time) 	<ul style="list-style-type: none"> - There is only one-way communication, teacher may not know the queries of students. - It assumes all students interested in the topic and can concentrate throughout the whole lesson, but it may not be a fact. 	<p><i>Secondary 1</i> To teach the factors leading to the development of industries in Hong Kong after 1949.</p>
		<p><i>Questioning</i> This is the teacher presentation supplemented by questioning.</p>	<ul style="list-style-type: none"> - It can make students pay more attention in the lesson. - It can enable teacher to judge whether students have understood the topic. 	<ul style="list-style-type: none"> - It may lead to feeling of failure if the questions are too difficult to answer. - It requires a good preparation on the setting of questions. 	<p><i>Secondary 1</i> To teach the different sources of water supply, then use questions to judge whether students really understand the topic.</p>

APPROACHES	EXPLANATION	SUGGESTED METHODS	ADVANTAGES	DISADVANTAGES	EXAMPLES
<i>Socratic</i>	This is presentation by a pattern of two-way communication in which the teacher and the students give reciprocal stimulation in the form of questioning and discussion.	<i>Discussion</i> Students are divided into several groups and required to discuss on a topic, then, with the help of teacher, their ideas are summarised through whole-class discussion.	<ul style="list-style-type: none"> - It can arouse students' incentive to learn. - It can develop students' organising skill. - It can enforce the inter-flow of ideas between teacher and students. 	<ul style="list-style-type: none"> - It requires close super-vision for some students may not participate in group discussion. - It is time-consuming in teaching. 	<i>Secondary 2</i> Discuss on a current topic of educational issue that arouses public concern.
<i>Heuristic</i>	This is chiefly a way of learning by self-discovery. Students are organised to take part in learning activities in which understanding and attitudes are developed as a result of simulation and direct experience in semi-authentic situations.	<i>Note-making</i> Ask students to identify the main ideas in the textbook and copy down in an exercise book for future quick reference.	<ul style="list-style-type: none"> - It can develop students' comprehensive power. - It can help students to prepare a set of systematic materials for future reference. 	<ul style="list-style-type: none"> - It may become meaningless if students only copy the notes from the blackboard. 	<i>Secondary 1</i> Ask students to identify the danger of accidents when using electricity and other fuels, then write them down in their note-books for future reference.

APPROACHES	EXPLANATION	SUGGESTED METHODS	ADVANTAGES	DISADVANTAGES	EXAMPLES
<p><i>Heuristic</i></p>		<p><i>Scrapbooks and record books</i> Students are asked to collect and paste newspaper clippings, photos, pictures and other reference materials about a topic in a scrapbook. Also, students can make note of the relevant TV and radio programmes which they have viewed or listened.</p>	<ul style="list-style-type: none"> - It can arouse the students' interest of learning. - It can develop students' skill of information collection. 	<ul style="list-style-type: none"> - It is difficult to grade students' standard. - It is difficult to identify the contribution of individual students if the work is done in group. 	<p><i>Secondary 2</i> Ask students to collect leaflets, newspaper cuttings, etc. on rights and duties of patients and paste them in the scrapbooks.</p>
		<p><i>Debate</i> Select a topic in which controversial views can be found, ask students to collect information and conduct the debate in class.</p>	<ul style="list-style-type: none"> - It can develop students' initiative and organising skills. - It can activate students' participation. - It can teach students how to put questions on the deficiencies in other's arguments. - It can identify students' values and attitudes. 	<ul style="list-style-type: none"> - Not all students can participate in the debate. - It is difficult to summarise students' arguments for their non-mature presentations. - It is time-consuming in teaching. 	<p><i>Secondary 2</i> Organise a debate on a current topic of social welfare issue that arouses public concern.</p>

APPROACHES	EXPLANATION	SUGGESTED METHODS	ADVANTAGES	DISADVANTAGES	EXAMPLES
<i>Heuristic</i>		<p><i>Role-playing</i> Provide sufficient background information of a social issue, then assume a meeting is held, students are assigned specific roles concerned and are required to express their own ideas to solve the problem.</p>	<ul style="list-style-type: none"> - It can activate students' participation. - It can arouse students' interest of learning through participation. - It can identify students' values and attitudes. 	<ul style="list-style-type: none"> - It is difficult to operate in a traditional classroom. - Students may not be able to give practical suggestions due to insufficient information. - It is time- consuming in teaching. 	<p><i>Secondary 2</i> Divide the class into groups receiving different types of social welfare assistance. Each group discusses how to write a petition to the Government stating their needs and requirements.</p>
		<p><i>Presentation</i> Students are asked to collect information related to an issue (including newspaper cuttings, pictures, photosetc.) at home, in industry, commerce and community services, then they are asked to present their findings in class.</p>	<ul style="list-style-type: none"> - It can activate students' participation. - It can develop students' initiative and organising skills. - It can lead to intuitive understanding and increase students' self-confidence and self-reliance. 	<ul style="list-style-type: none"> - It requires provision of wide range of resources. - It is time- consuming in teaching. 	<p><i>Secondary 3</i> Ask students to conduct a survey to compare the a. rent/ price; b. living environment; c. facilities; and d. others between a public and a private housing estates. Then students are required to present their findings.</p>

APPROACHES	EXPLANATION	SUGGESTED METHODS	ADVANTAGES	DISADVANTAGES	EXAMPLES
<i>Heuristic</i>		<p><i>Project work</i> Choose an appropriate topic, provide background information, then ask students to collect more information through observations, interviews or issuing questionnaire ... etc. Finally students are required to write a report and exhibit their findings.</p>	<ul style="list-style-type: none"> - It can arouse students' interest of learning. - It can develop students' initiative and organising skills. - Students can have in-depth understanding of the topic through information collection. 	<ul style="list-style-type: none"> - It requires time in teaching the 'methodology' of carrying the project. - It is difficult to identify the contribution of individual students. - It is difficult to grade students' standard. 	<p><i>Secondary 3</i> Ask students to visit a new town and collect information related to its history, facilities available and recent development, then they are asked to write a report and exhibit their findings.</p>

The Learning Skills

As stated in the chapter ‘Introduction’ that Economic and Public Affairs has a specific role in helping to produce rational, sensitive and socially concerned adults, it is important for students to master some learning skills so that they can make sensible judgements on issues.

The followings are the types of learning skills and suggested activities that would help students to acquire such skills.

Learning Skills	Suggested Activities
1. To make use of different primary sources of information obtained from personal experiences, direct observation of family members, friends, etc.	Ask students to take a “census of their own families”, and make use of the findings to produce a policy that reflect the characteristics/profile of their families.
2. To obtain needed information from secondary sources like community resources, government publications, etc.	Ask students to collect leaflets, posters...etc. about the public health services provided by the Government.
3. To identify the main ideas from various sources of information.	Ask students to read the ‘editorial’ of a newspaper, then write a summary on its main ideas and viewpoints.
4. To distinguish between reliable and unreliable sources of information.	Ask students to study the advertisement of a specific product, compare its functions as stated in the advertisement with those spelt out in the testing report issued by the Consumer Council. Find out whether there are any discrepancies..
5. To distinguish between relevant and irrelevant information.	Ask students to collect leaflets about the social security services provided by the Social Welfare Department, and identify those services which are available to a person injured in an accident.
6. To identify the social problems involved in a particular issue.	Ask students to study a case of juvenile delinquency (e.g. drug abuse), and try to identify the possible social problems involved (e.g. easy availability of drugs; insufficient education on

	harmful effects of drug abuse)
7. To identify opinions and values in conflicts.	Ask students to discuss a social issue (e.g. additional charges on the discharge of polluted water from restaurants), and identify conflicting opinions of different parties involved. (e.g. restaurant owners and the government)
8. To distinguish statements of fact from statements of opinion.	Ask students to suggest ways to reduce pollution in the district near their school. Discuss the different views and try to distinguish the statements of fact and statements of opinion from their suggestions.
9. To identify possible consequences of actions on social problems.	Ask students to discuss possible consequences if the government allocates more funds to provide better medical services.
10. To make sensible judgement from given information.	Ask students to consider all possible consequences of the issue in the 'suggested activity' of item 9, then try to help students to make a sensible judgement on whether the government should allocate more funds to provide better medical services.

Conclusion

It does not seem to be an over-statement to say that within the whole school curriculum, this subject area is one where the idea that 'teachers and students are partners in learning' is most readily applicable. The constant up-dating of subject matter can best be done with the full co-operation of the teacher and the students. In their joint endeavour to get a realistic picture of the present-day society, and to get-involved in improving it, both the teacher and the students will be able to enrich their experiences and contribute to the life of the community to which they belong.

IX. EVALUATION

The Objectives

Teachers usually undertake assessment because it is necessary to select students for admission into higher form, however, it is surely more beneficial to the teaching/learning process if the functions of evaluation are identified:

for the teacher

Performance on evaluation can provide a detailed analysis of the strengths and weaknesses of students, which in turn assists teachers to improve their performance. In the absence of students' feedback, it is practically impossible for teachers to make systematic efforts to improve teaching methods to realize aims.

for the student

In studying for the assessments, students usually study material with reasonable thoroughness, which helps assure that material will be remembered. Furthermore, distortions and faulty generalisations may be cleared up by correcting the wrong answers. Evaluation also provides feedback, which can function as reinforcement, which in turn is an essential part of learning. Finally, the evaluation feedback can serve as an objective standard for assessment of the academic progress of the student. This feedback can provide a standard for the student to compete against himself, but not only against the classmates.

The Categories

Assessment activities commonly used can be divided broadly into two categories:

Terminal assessment

Formal tests and examinations are examples of terminal assessment. The characteristics of terminal assessment are: firstly, planning and preparation by the teacher; secondly, recording of the testing results in a systematic way; and thirdly, conversion of the testing results into grades or some other forms of report regularly in the school year. And because these grades or other forms of report are of great concern to the students, it is imperative that extraordinary care must be paid to develop assessment procedures that are consistent with the described goals and objectives of the course.

Continuous assessment

Continuous assessment generally refers to the systematic collection of marks or grades over a period of time and their aggregation into a final grade. These marks or grades may be awarded for different types of classwork or homework, such as *reports, group discussions, diaries and logs, case-studies, project works, exhibitions, scrapbooks, dramatisation, debates, games and any other simulation exercises*. They are sometimes also awarded for efforts, contribution in class activities, overall interest and attitude towards the course. Continuous assessment is a cumulative process and it reflects students' change and development. It can be a sophisticated monitoring process giving feedback to the teacher as to the effectiveness of his teaching and to the students as to the efficiency of their learning.

Considering the merits of both types of assessment, teachers should use their discretion to strike a sensible balance of the two types, according to the particular needs in their schools.

The Implementation

The over-emphasis on memorization of factual information reflects only the low levels of students' cognitive development. Evaluation should be concerned with assessing the higher level of the students' cognitive development in application, analysis, synthesis and evaluation of acquired information and concepts. The affective

domain of students in terms of formation of proper attitude, participation in community affairs and development of positive social relationship should be evaluated as well.

To assess the cognitive performance of students at the knowledge, comprehension and application level, the appropriate assessment procedure should require students to give predetermined correct responses. Tests of this kind usually include *matching, fill-in-the-blanks, true-false questions* and *multiple-choice questions*. To assess students at the higher levels of thinking, including analysis, synthesis and critical thinking, the appropriate assessment procedure would probably be *questions requiring short answers* or *data response questions*.

To assess the students in the attitude aspect, it should be noted that changes in attitude cannot be measured directly. It can only be inferred from the behaviour of the students. Whatever assessment procedures teachers adopt, they must remember that only behaviour can be measured and not the attitudes behind the behaviour. However, teachers can use these assessments to reflect students' changes in attitude.

To ensure that the evaluation exercise is meaningful, teachers must take great care to design the evaluation according to the course objectives. All exercises should have a high degree of *validity* and *reliability*. *Validity* refers to the extent of the questions are representative of the knowledge, skills and values areas being assessed. *Reliability* refers to the consistency with which the questions in the exercise measure the same thing.

The Taxonomy of Educational Objectives (Bloom B.)

The Taxonomy of Educational Objectives (Bloom B.) can be used as a guide for evaluation in the following table:

Levels of Cognitive Development	Explanation	Related performances	Examples
Knowledge	This involves the recognition and recall of information.	Give; name; list; define.....etc.	Give any THREE functions of a census.
Comprehension	This involves the use of materials or explanation of ideas.	Classify; identify; explain; summarise; distinguish betweenetc.	What is the difference between a census and a by-census?
Application	This involves the use of ideas on concrete situations	Relate; deduce; solve; compute; modify, apply.....etc.	John lived in a squatter area and his hut was destroyed in a fire. Briefly explain the types of social welfare services that are available to him.
Analysis	This involves the breakdown of the materials into parts so that the relationship between the ideas can be made more clear.	Differentiate; infer; draw a diagrametc.	Critically differentiate the proper stages of education in Hong Kong Special Administrative Region.
Synthesis	This involves the process to integrate pieces of materials to form a pattern.	Combine; design; revise; rearrangeetc.	It is found that the existing efforts to promote consumer education are inadequate. Suggest any TWO ways that the Government can do to promote the awareness of consumer rights.
Evaluation	This involves the judgements made on given materials for specific purposes.	Conclude; compare; contrast; criticiseetc.	In face of more and more serious crimes, some people urge for the need of 'capital punishment'. Do you agree that 'capital punishment' can stop people in committing serious crimes. Give any TWO reasons to support your argument.

*** The above table is for reference only, teachers are free to adopt any educational theory for evaluation.**

X. APPENDIX

A. Samples of Teaching Plan

I. S 1

Teaching a Topic

Topic: Water Supply

Objectives: After studying the topic, the students should be able to

1. describe the water usage at home, in industry, commerce and community services.
2. give the effects of water shortage on the community.
3. outline the methods to collect water from the rainfall.
4. outline the ways that water is transported from other parts of China to Hong Kong.
5. describe the water treatment process.
6. give the ways how government provide sufficient water supply to meet the needs of the community.
7. give the ways how government improve the quality of water.
8. compare the costs and benefits in preventing water pollution and make a sensible judgement.
9. compare the costs and benefits in saving water and make a sensible judgement.

Content:

1. The importance of water to our society
2.
 - a. The sources of water supply
 - b. Water treatment in Hong Kong
3.
 - a. Major problems with our water supply
 - b. The problem of water wastage
4.
 - a. The ways government can do to tackle the problems
 - b. The ways individuals can do to prevent polluting our water supply
 - c. The ways individuals can do to save water

(Refer to the Guidance Notes for details)

Teaching

Methods: The followings are **only** suggested methods for teaching some of the sub-topics in the topic, teachers are recommended to make use of any method(s) as appropriate.

Teacher talk

Verbal presentations by teacher to the whole class about the process of water treatment.

Presentation

Students are asked to collect the information (including newspaper cuttings, pictures, photos...etc.) of the ways of water usage at home, in industry, commerce and community services, then they are asked to present their findings in record books.

Discussion

Students are divided into several groups and required to discuss on the effects of water shortage, then their ideas are summarised through whole-class discussion.

Questioning

Questions are set on the topic of 'methods to collect water from the rainfall' and students are asked to prepare beforehand and give answers in class.

Problem solving

Teach the students the necessary background information for dealing with the pollution of water supply. Create an atmosphere conducive to free inquiry and expression of ideas to solve the problem.

Evaluation: The following suggested questions are examples to achieve different levels of educational objective, teachers are recommended to set appropriate questions according to their own teaching objectives.

Knowledge

Describe TWO ways that water can be used (a) at home and (b) in industry service.

Comprehension

Briefly explain how water is treated before transporting for domestic use.

Application

If there were a serious shortage of water supply in Hong Kong, suggest TWO possible ways to solve the problems.

Teaching a Sub-topic

Sub-topic: Water Treatment in Hong Kong

Objective: The students should be able to describe the water treatment process.

Learning

Skills: A combination of approaches

Learning

activities: Whole class discussion
Building up a flow chart
Teacher talk / narration / questioning
Completion of a worksheet

Evaluation: Use a worksheet as a test to evaluate

1. the mastery of the knowledge on 'water treatment'.
2. the skill of comprehension.

Period(s)

Required: 1

Materials

Required: Sentence stripes / pictures of water treatment process
Worksheet S1-1 for evaluation

Instructional

Procedures: 1. Whole class discussion

Q : Can we use/drink the water directly from the reservoir?

Q : Why can't we?

Q : What should we do to make the water usable/drinkable?

Q : How can we make the water safe for use?

Q : How is water sent to our home?

2. Building up a flow chart

Teacher picks up the acceptable responses in procedure 1 and relates them to the sentence strips/pictures of the water treatment process prepared beforehand and asks students to rearrange them in proper sequence.

3. Teacher talk / narration / questioning

Teacher explains the water treatment process with added knowledge on details of the process and necessary teaching aids like pictures, slides, video. Questions are asked(as appropriate) to judge whether students have understood the topic.

e.g. information about water treatment plants
procedures of water treatment with reference to the adding of chemicals
procedures of sending fresh water to our homes / the users

4. Completion of a worksheet

Teacher asks students to complete the worksheet S1-1 to help them consolidate what has been acquired and seeks feedback for the achievement of instructional objectives.

Worksheet S 1-1

Question

The following steps show the process of water treatment, but they are in incorrect orders. Rearrange them such that they are in CORRECT steps:

- A. Water is tested in the plant.
- B. Water is transported to the users.
- C. Water is stored in reservoirs.
- D. Water is pumped to the service reservoir.
- E. Water is transported to the pumping station.
- F. Water is sent to a treatment plant.

CORRECT ORDERS

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

IF YOU GET ALL CORRECT, CONGRATULATION!

EVEN IF YOU GET ONE MISTAKE, IT MEANS YOU STILL DO NOT KNOW EXACTLY HOW WATER IS TREATED BEFORE TRANSPORTED TO THE USERS, **STUDY AND TRY AGAIN! GOOD LUCK!**

II. S 2

Teaching a Topic

Topic: Education

Objectives: After studying the topic, the students should be able to

1. give the effects of education on individuals (in terms of personality, morality, career.....etc.).
2. give the effects of education on society (in terms of social stability, economic prosperityetc.).
3. outline the possible routes of education from one stage to another.
4. list the allocation of government's expenditure to different types and stages of education.
5. describe the latest development in education.
6. describe the quality of Hong Kong's education.
7. list the resources that are commonly available in schools.
8. identify the problems that are being faced by students, teachers, schools and educators.
9. compare contrasting views on the ways that people can help to improve education services and make a sensible judgements.

Content:

1. The importance of education to our society
2. a. Different types and stages of education in Hong Kong
b. The priority in the provision of different types of education
3. Major problems of education
4. a. The ways government can do to tackle the problems
b. The ways individuals can help the Government and schools to improve th
(Refer to Guidance Notes for details)

Teaching

Methods: The followings are **only** suggested methods for teaching some of the sub-topics in the topic, teachers are recommended to make use of any method(s) as appropriate.

Teacher talk

Verbal presentation by teacher to the whole class about the resources that are commonly available in schools.

Presentation

Students are asked to collect information (including materials from books, pamphlet from Education Department.....etc.) of the possible routes of education from one stage to another, then they are asked to draw diagrams to present their findings.

Discussion

Students are divided into several groups and required to discuss on the effects of education on individuals and society, then their ideas are summarised through whole-class discussion.

Problem Solving

Provide students the necessary background information for dealing with the problems of education faced by students, teachers, schools and educators. Create an atmosphere conducive to free inquiry and expression of ideas to solve the problem.

Role-playing

Provide necessary background information (e.g. newspaper cuttings), assume a seminar is held, students are assigned specific roles (e.g. Officer from Education Department; School principal; School teacher; Parent) and are asked to suggest ways to improve the quality of education.

Evaluation: The following suggested questions are examples to achieve different levels of educational objective, teachers are recommended to set appropriate questions according to their own teaching objectives.

Knowledge

List any THREE effects of education on society.

Comprehension

Briefly explain any THREE major problems of education in Hong Kong.

Application

Many people complain that the schoolbag of student is generally too heavy. Assume that you were the Director of Education, suggest TWO methods to solve the problem.

Analysis

Draw a diagram to show the stages of education in Hong Kong.

Evaluation

It is a belief that if more subjects are taught in English, the student can achieve a better standard in English. Do you agree? Briefly explain your answer.

Teaching a Sub-topic

Sub-topic: The Importance of Education to Our Society

Objectives: The students should be able to give the effects of education on individuals and society.

Learning

Skills: A combination of approaches

Learning

Activities: Small group discussion
Presentation
Whole class discussion
Teacher talk / narration / questioning
Completion of a work sheet

Evaluation: Use a worksheet as a test to evaluate

1. the ability to identify possible effects of education on individual and society.
2. the ability to distinguish statements of fact from statements of opinion.
3. the skill of application.

Period(s)

Required: 2

Materials

Required: Worksheet S2-1 for small group discussion
Leaflets / newspaper cuttings related to importance of education on individual / society
Worksheet S2-2 for evaluation

Instructional

Procedures: 1. Small group discussion

Teacher asks students to read the information in worksheet S2-1 and discuss (in groups) the effects of education on individual and society.

2. Presentation

Teacher asks students (one from each group) to give a short presentation about their viewpoints in turns.

3. Whole class discussion

Q : What is education?

- Q* : Why should the government provide 9-years free and compulsory education until S3 levels / subsidy on senior secondary and tertiary education?
- Q* : How can an individual benefit from receiving education?
- Q* : How can our society benefit if all people in the society are educated?

4. Teacher talk / narration / questioning

Teacher summarises the viewpoints of students and explains in more details about the importance of education on individuals and society with added information and necessary teaching aids like newspaper cuttings, leaflets, video. Questions are asked(as appropriate) to judge whether students have understood the topic.

e.g. effects on individuals, in terms of personality, morality and career.
effects on society, in terms of social and economic stability.

5. Completion of a worksheet

Teacher asks students to complete the worksheet S2-2 to help them consolidate what has been acquired and seeks feedback for the achievement of instructional objectives.

Worksheet S 2-1

GROUP DISCUSSION

Instructions:

1. Study the following information of Kit Ying.
2. *Identify the benefits of 'receiving education' to (a) Kit Ying and her family; and (b) the society of Hong Kong.*
3. *Select a leader in your group who will be responsible to present your ideas in next period.*

<u>Year</u>	<u>Event</u>
1960	Born in Beijing.
1965	Came and lived in Hong Kong.
1967	Moved to live in public housing.
1979	Completed secondary education. Worked in a kindergarten as a teacher.
1982	Studied abroad in music.
1985	Finished study and returned to Hong Kong. Worked as a music teacher in a secondary school.
1988	Got married and lived in a private housing.
1991	Elected as a member of the District Council. Worked as a part-time instructor of a children choir.

a. The benefits of education to Kit Ying are:

b. The benefits of education to the society are:

Worksheet S 2-2

Study the following information and give the effects of education on Siu Ming and Hong Kong

Siu Ming is twelve years old, he was born in Shanghai, he came to Hong Kong three days ago and lived with his grandfather. Immediately his grandfather went to the district office of the Education Department and asked the officer-in-charge to give a chance for Siu Ming to study in any nearby school..

Explain any **THREE** consequences to Siu Ming if he does not receive any education.

1. _____

2. _____

3. _____

Explain any **THREE** benefits that the Hong Kong can receive from giving education to Siu Ming.

1. _____

2. _____

3. _____

IF YOU CAN GIVE THREE REASONABLE ANSWERS TO BOTH QUESTIONS, CONGRATULATION!

IF YOU CAN ONLY GIVE TWO REASONABLE ANSWERS, YOU STILL PASS THE TEST!

IF YOU CAN ONLY GIVE ONE OR EVEN NO REASONABLE ANSWERS, STUDY AND TRY THE TEST AGAIN! GOOD LUCK!

III. S 3

Teaching a Topic

Topic: Pollution

Objectives: After studying the topic, the students should be able to

1. classify common types of pollution.
2. list the effects of pollution on our health, quality of life and economic development.
3. identify the major spots of pollution.
4. list the effects of economic development and population growth on our environment.
5. suggest preventive measures in environmental protection and conservation.
6. describe the importance of environmental protection and conservation.
7. explain the necessity for the imposition of laws and restrictions on polluters.
8. list the costs of environmental protection and conservation.
9. compare contrasting views on the ways that people can help in protecting the environment and make a sensible judgement.

Content:

1. a. The meaning of pollution.
b. Major impacts of pollution on our society/future generations.
2. a. Possible causes of pollution.
b. The efforts made by the government and non-governmental organisations in environmental protection and conservation.
3. a. The seriousness of pollution.
b. The inadequacy in environmental protection and conservation.
4. a. The ways government can do to tackle the problems.
b. The ways individuals can help to protect the environment.

(Refer to Guidance Notes for details)

Teaching

Methods: The followings are **only** suggested methods of teaching some of the sub-topics in the topic, teachers are recommended to make use of any method(s) as appropriate.

Teacher talk

Verbal presentation by teacher to the whole class about the common types of pollution.

Presentation

Students are asked to collect information (including materials from books, pamphlet from Environmental Protection Department.....etc.) of the possible effects of pollution on our health, quality of living and economic development.

Discussion

Students are divided into several groups and required to discuss how economic development and population growth lead to pollution on our environment, then their ideas are summarised through whole-class discussion.

Problem Solving

Provide necessary background information (may be a visit to the spots of pollution nearby), and ask students to suggest preventive measures to tackle the problems.

Evaluation: The following suggested questions are examples to achieve different levels of educational objective, teachers are recommended to set appropriate questions according to their own teaching objectives.

Knowledge

List any THREE major black spots of pollution in Hong Kong.

Comprehension

Briefly explain how economic development leads to the emergence of environmental problems.

Application

The Environmental Protection Department has developed a system to inform the people about the seriousness of the air pollution. If the Air Pollution Index (API) lies below 100, it is said to be acceptable. However, the API becomes higher and higher in these few weeks(the highest is 120). If you were the officer-in-charge, suggest THREE methods to improve the situation.

Analysis

Differentiate the effects of air and sound pollution on our health.

Evaluation

In order to solve the problem of water pollution (to have enough funding in installing the necessary equipment), household is required to pay additional charge for discharging polluted water. Compare the advantages and disadvantages of this policy.

Teaching a Sub-topic

Sub-topic: Possible Causes of Pollution

Objectives: The students should be able to give causes of pollution.

Learning

Skills: A combination of approaches

Learning

Activities: Teacher talk / narration / questioning
Small group discussion
Project work
Presentation and exhibition
Completion of a work sheet

Evaluation: Use a worksheet as a test to evaluate

1. the ability to identify the significant causes of different types of pollution.
2. the ability to distinguish between relevant and irrelevant information.
3. the skill of analysis.

Period(s)

Required: 2

Materials

Required: Newspaper cuttings, slides, video ...etc. related to the causes of pollution
Worksheet S3-1 for small group discussion and project work
Worksheet S3-2 for evaluation

Instructional

Procedures: 1. Teacher talk / narration / questioning

Teacher introduces the causes of pollution with necessary teaching aids like newspaper cuttings, slides and video. Questions are asked (as appropriate) to make students pay more attention in class.

e.g. pollution as a result of economic development and population growth.

2. Small group discussion

Teacher asks students to read the information in worksheet S3-1 and discuss (in groups) the type and causes of pollution found in an area near

the school / their houses. Students are also reminded that the proposal should be ready before the end of the lesson.

3. Project work

Teacher asks students to take the field study according to their proposals. Students are reminded to take great care of themselves throughout the trip, and a report should be handed in after the study.

4. Presentation and exhibition

Teacher asks students (one from each group) to give a short presentation about their findings in turns. The reports are then exhibited.

5. Completion

Teacher asks students to complete the worksheet S3-2 to help them consolidate what has been acquired and seeks feedback for the achievement of instructional objectives.

Worksheet S 3-1

FIELD STUDY

Instructions:

1. *Select a student from your group to be the leader who will be responsible for co-ordination and presentation of your result.*
 2. Choose one type of pollution that all group members are interested in studying.
 3. Identify a place nearby where there is the pollution problem that you are interested in studying.
 4. Discuss and give information in the following proposal. Hand it in before the end of this lesson.
-

Proposal

Type of pollution: _____

Date of studying: _____

Place of studying: _____

Methods to be used in studying: _____

Materials Required: _____

Group members: _____

REMINDER: Before you go out for field study, remember to inform your parents *why, when* and *where* you go for the study.

Worksheet S 3-2

Study the following information on the changes of living environment in Tuen Mun:

“ Tuen Mun was once a very beautiful place to visit, with green grass, fresh air, quiet environment and lots of fresh sea-food to eat. However, it becomes more and more polluted since its urbanisation. ”

Identify and give TWO causes of the pollution which people have to suffer in Tuen Mun.

1. _____ pollution

Causes: a. _____
b. _____

2. _____ pollution

Causes: a. _____
b. _____

3. _____ pollution

Causes: a. _____
b. _____

4. _____ pollution

Causes: a. _____
b. _____

IF YOU CAN IDENTIFY THE **FOUR** TYPES OF POLLUTION AND GIVE **ALL** REASONABLE CAUSES REQUIRED, **CONGRATULATION!**

IF YOU CAN ONLY IDENTIFY THE **FOUR** TYPES OF POLLUTION AND GIVE **ONE** REASONABLE CAUSE FOR EACH OF THEM, **YOU STILL PASS THE TEST!**

IF YOU **CANNOT** IDENTIFY ALL THE FOUR TYPES OF POLLUTION AND **AT LEAST ONE** REASONABLE CAUSE FOR EACH OF THEM, **STUDY AND TRY THE TEST AGAIN! GOOD LUCK!**

B. Issue-based Teaching

Aims

Issue-based teaching is an approach in which the focus is on the issues/problems that we have to face in our society.

The aim of using this teaching approach is to develop a wide range of skills and techniques concerned with the collection, organisation, presentation, interpretation and evaluation of information about the world we live, so as to promote critical thinking and to make sound judgements.

Objectives

After using the approach, students should be able to think more independently so that they are willing to seek alternatives, to assess and evaluate opinions put forward by others and to be open-minded enough to accept the views of the other; or, where there are good grounds for doing so, to maintain their own views.

Approach

Typically, issue-based teaching contains the following steps:

1. To identify the issue through the recognition of a social problem in which there are conflicting views.
2. To recognise different attitudes in viewing the issue.
3. To collect and clarify the facts which are necessary to explain what exactly the issue is.
4. To justify own views and put questions on the deficiencies in others' arguments.
5. To evaluate the different views of the issue and , if possible, compromise to a solution to solve the problem.

Example

Level: S2

Topic: Education

The issue

The government is planning to construct a *practical school* by the side of a housing estate in Ma On Shan (in 1995), but this proposal is strongly objected by the residents of the estate.

The activities

1. Teacher provides background information of the issue, such that students can have a thorough understanding of the issue.

- a. Purpose of setting up practical schools

The Education Commission Report No.4 recommended the setting up of practical schools to cater for the group of junior secondary students who have low motivation towards the common-core curriculum of grammar, prevocational or technical secondary schools. The provision of an alternative curriculum which aims at accommodating students' interest in practical subjects may avert their tendency to drop out from mainstream schools, and retain them within the education system. Practical schools provide this group of students an equal opportunity for proper schooling through a curriculum of practical subjects so as to prepare them, on completion of Secondary Three, for senior secondary education in ordinary schools, or vocational training, or open employment.

- b. The target students

The students should be those who are anticipated to have difficulties in coping with the learning environment of grammar, prevocational or technical secondary schools because of their lack of interest in the curriculum of these schools, or those who show more interest to pursue a practically oriented curriculum.

- c. The curriculum

The curriculum places more emphasis on practical experience than academic knowledge and aims at arousing students' interest and developing a positive attitude in learning. The curriculum comprises about 55% academic subjects

that are largely the same as those taught in ordinary secondary schools and about 45% cultural, technical/practical subjects. Examples of the technical/practical subjects are Computer Literacy, Accommodation and Catering Services, Fashion and Clothing, Hairstyling.....etc..

d. Boarding facilities

Boarding facilities will be provided for those students whose home environment is not conducive to learning.

e. Number of practical schools

Now, there are two practical schools in Hong Kong, one locates in Stanley, while the second is in Yuen Long.

f. Proposal to have the third practical school in Ma On Shan

The government is planning to construct the third practical school in Ma On Shan. On November, 1995, the proposal was also passed in the meeting of the Shatin District Board.

g. Objection from the Ma On Shan residents

Two surveys have been conducted to collect views from the residents who live in the nearby estates. About 90% of the residents object the proposal, they argue that the students usually behave in ways that do not accept, and their misbehaviour is believed to be potentially harmful to them.

h. Criticism from the educators

The objection of the residents is criticised by some educators, they state that it is the right for every child to receive 'education', even for those who misbehave. The solution is not to expel them, but to have better and closer supervision on their behaviour.

2. The students are organised in four groups, each group is asked to play the role of one of the parties involved in the issue, namely:

- a. Government
- b. Ma On Shan residents
- c. Students who will study in the new practical school
- d. Educators

3. To open up the issue, teacher distributes materials (e.g. newspaper cuttings) which contain the views from different groups, discussion of the materials is used to identify

the main questions and problems in the issue. Students are also required to identify the values and attitudes of the involved parties.

4. Students are asked to collect more information to support the views and values as one of the groups they belong to. They may have interviews with officers from the Government, residents of Ma On Shan and members from the educational bodies. Or they may invite guest speaker (e.g. teacher) from one of the practical schools to share their teaching experience and to know more about the behaviour of their students.
5. Each group is required to give a brief presentation to justify their own views in the issue.
6. The four groups are then invited to put questions to one another through identification of deficiencies in others' arguments.
7. The teacher finally assesses the views from different groups and try to reach an agreement of possible solution to the issue.

Conclusion

The primary aim of the approach is to help students acquire the skills to gather, interpret and evaluate information, as well as the ability to identify problems and offer solutions through logical thinking. Although this approach is not the only way to assess the value and attitude of students to social problems, we highly recommend it as a way to make teaching and learning more interesting and challenging.