



# 2 Contents

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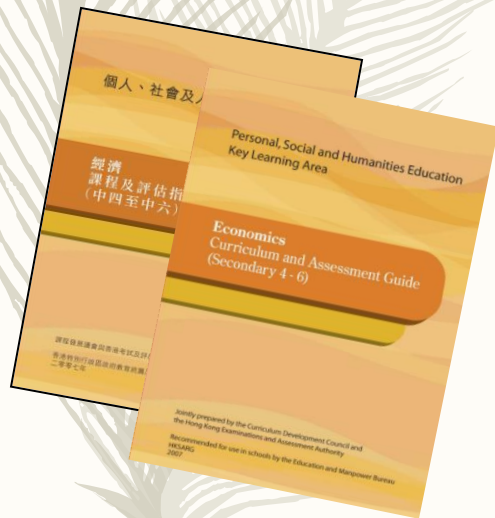
1. Curriculum Planning
2. Learning and Teaching
3. Assessment
4. Support Measures
5. Open Forum

# 3 How much do you know about the Economics Curriculum?

Implementation  
of Economics  
Curriculum  
(2009)

NAS Short-term  
Review  
(2013)

NAS Medium-  
term Review  
(2015)



**Update** 1 sub-topic  
and **fine-tune** 4 sub-  
topics (2016 HKDSE)

**Adjust** exam time  
(2014 HKDSE)

**Update** sub-topics  
at **S4 in 2015/16**

- **Not implement SBA**
- Set a compulsory **data-response question** in Paper 2 (**S4 in 2016/17, 2019 HKDSE**)
- **Increase** exam time
- **Adjust weighting** of paper 1 and 2

# 4 Where can I find the coverage of the curriculum?

- Documents: Economics Curriculum and Assessment Guide (S4-6) (with updates in November 2015)
- [https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/7.Econ\\_C&A\\_Guide\\_updated\\_e\\_\(2015.11.24\)\\_r.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/7.Econ_C&A_Guide_updated_e_(2015.11.24)_r.pdf)



# 5 Where can I find the coverage of the curriculum?

- Economics Curriculum and Assessment Guide (Secondary 4-6)-Supplementary Document (November 2015)
- [https://www.edb.gov.hk/attachment/en/curriculum-development/kla/psh/e/1.Econ\\_supplementary\\_doc\\_Eng\\_20151130\\_clean.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/psh/e/1.Econ_supplementary_doc_Eng_20151130_clean.pdf)

Compulsory Part			
	Topic	Key points	Elaboration of the curriculum contents
A	Basic Economic Concepts	Economics as a social science	<ul style="list-style-type: none"> <li>• Students are expected to understand and illustrate with examples that economics is a study of human behaviours, i.e. how individuals and societies decide on the use of scarce resources by referring to the postulate of constrained maximization.</li> <li>• Students are <b>NOT</b> expected to grasp the concepts on methodology (scientific method) in the study of economics.</li> </ul>
		Scarcity, choice and opportunity cost (i) The source of economic problems: scarcity <ul style="list-style-type: none"> <li>• Unlimited wants and limited resources</li> <li>• Free and economic goods</li> </ul> (ii) Choice and opportunity cost <ul style="list-style-type: none"> <li>• Economic decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Students are expected to understand the               <ol style="list-style-type: none"> <li>meaning of scarcity,</li> <li>relationship between scarcity and choice,</li> <li>relationship between scarcity, competition and discrimination, and</li> <li>differences between scarcity and shortage.</li> </ol> </li> <li>• Students are expected to               <ol style="list-style-type: none"> <li>understand the meaning of good, the definitions of free good and economic good, and</li> <li>be able to give examples of free good and economic good.</li> </ol> </li> </ul>



# 6 How to decide the teaching sequence?

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- What should I follow?
  - The curriculum and assessment guide?
  - The textbooks?
  - Proportion in public examination?
  - Students' ability?



# 7 Teaching sequence

- Curriculum and Assessment Guide
  - it set out the scope of the curriculum but not the teaching sequence
- Textbook
  - Student may follow easily during revision
- Proportion in HKDSE examination
  - Suff. time for student revision; pressure & motivation on students
- Students' abilities
  - Difficult topics (e.g. Ed & TR) completed earlier
  - From concrete topics (e.g. ownership of firms, production) to abstract topics (e.g. D & S, Consumer surplus, Producer Surplus, efficiency)

# 8 Which elective part should I choose for my students?

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- Teacher's expertise?
- Students' interest?
- Students' ability?
- Past performance in HKDSE?





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# How should we prepare JS students for studying SS Economics?

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Teaching DSE Economics contents in Junior Secondary?

What knowledge, skills and attitudes that students' acquire in JS can help them study Economics better at KS4?

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# How should we prepare JS students for studying SS Economics?

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– Life & Society (S1-3)

[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/l&s\\_curriculum\\_guide\\_eng.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/l&s_curriculum_guide_eng.pdf)



# 11 Teachers' sharing

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– ***How to teach abstract economic concepts***

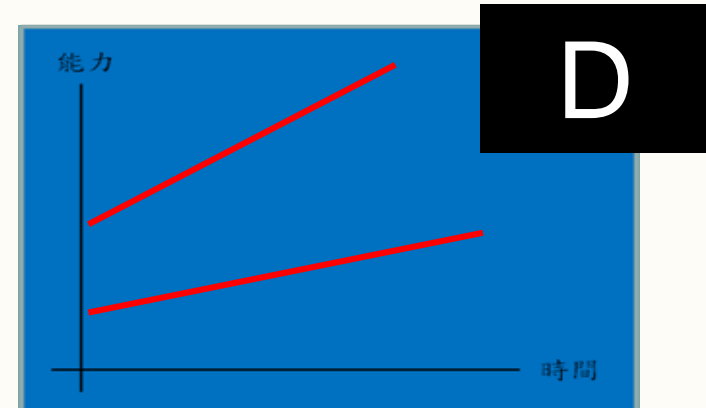
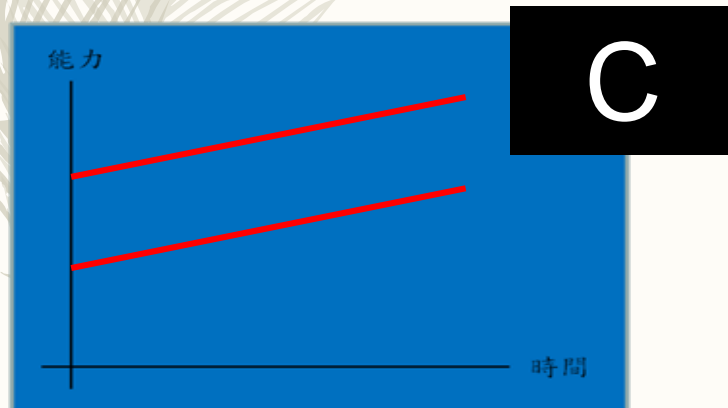
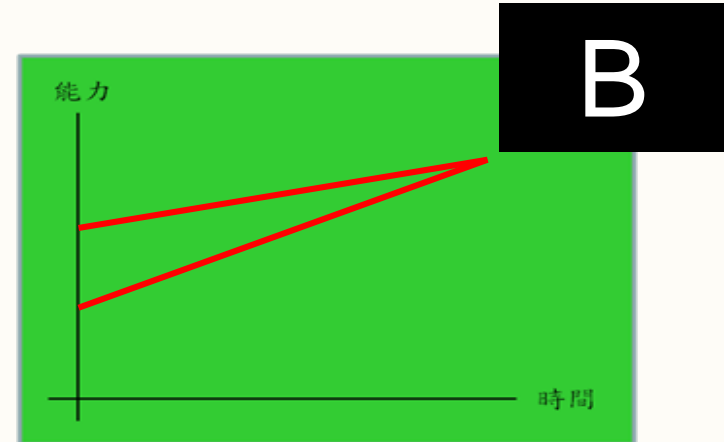
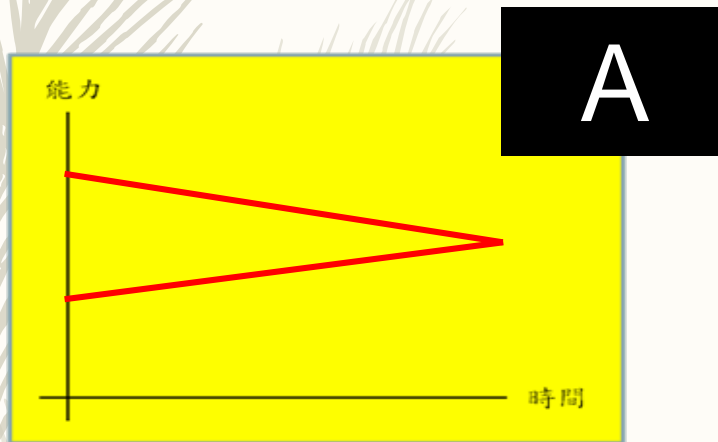
Speaker: Mr. William Au, Panel-head of Economics,  
TWGHs Li Ka Shing College

– ***Implementation of e-Learning in Economics***

Speaker: Mr. Yung Chun Kit, Panel-head of Economics,  
(CCC Kei Long College)


# 12 Myths and realities (1)

- What is the target of catering for learner diversity?




# 13 Myths and realities (2)

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- How much do you know about your students?
  - Sources of learner diversity:
    - Prior knowledge
      - ◆ Prior knowledge refers to “the knowledge, skills or ability that students bring to the learning process” (Jonassen & Grabowski, 1993, p.417).
      - ◆ Specific prior knowledge– related to Economics
      - ◆ Structural Prior knowledge– generic skills e.g. analytical, application skills

# 14 Myths and realities (3)

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- Learning styles
  - ◆ Learning styles refer to the concept that individuals differ in regard to what mode of instruction or study is most effective for them (Pashler, et. al., 2008, p.105)
  - ✓ Visual– graphics, videos
  - ✓ Auditory– clear instruction
  - ✓ Kinesthetic– Experimental learning
  - A wide range of strategies should be adopted

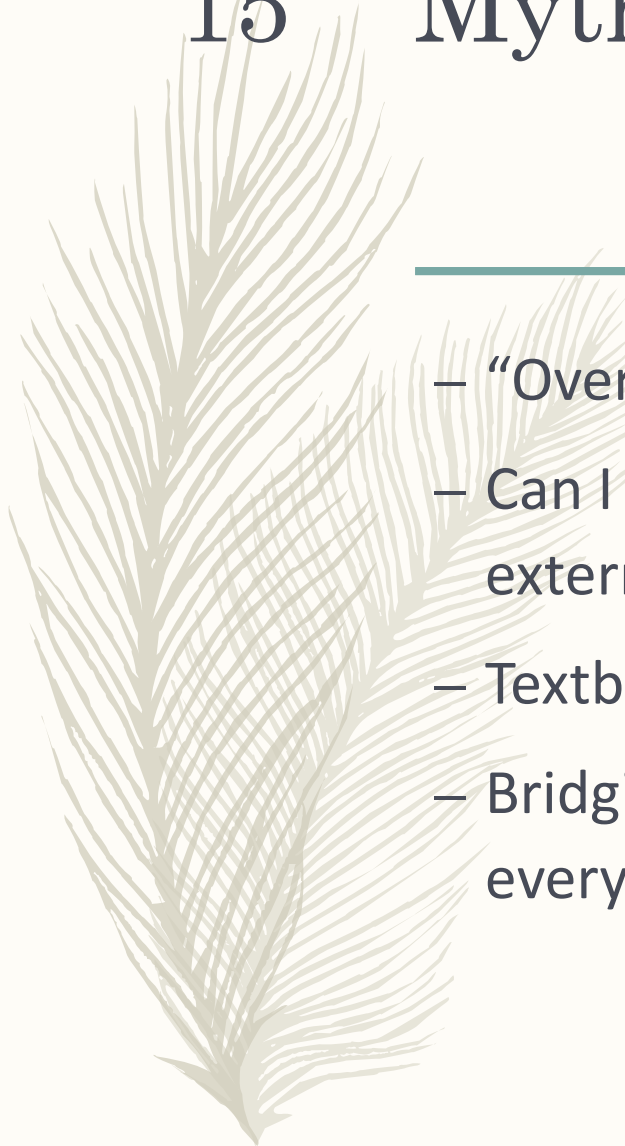
**Embrace the diversity → Synergy!**



# 15 Myths and realities (4)

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- “Over-teach” or “less is more”?
- Can I teach cost curves? Graphs in the topic of externality?
- Textbooks or teachers’ notes? (Any differences?)
- Bridging between Economics in theory and everyday life?



# 16 Assessment

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– ***Assessment of & for learning in Economics***

Speaker: Mr. Leo Tsui, Manager-Assessment  
Development Hong Kong Examinations and  
Assessment Authority

# 17 Support measures from the EDB

- Newsletter
- Professional Development Programmes
  1. Understanding and interpreting the Curriculum
  2. Knowledge Enrichment
  3. Learning and Teaching
  4. Assessment
- Learning and teaching resources  
(<https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/economics/index.html>)
- Animated videos developed by CUHK (QEF project)  
(<https://www.youtube.com/channel/UCjG8kcfTiiLSrho89owF7vA>)



# 18 EDB's Initiatives

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- Promotion of Reading
- LWL activities
- Financial Education

<https://www.edb.gov.hk/tc/curriculum-development/kla/pse/references-and-resources/cross-curricular-resources/financial-education.html>

- Entrepreneurial spirit

<https://steam.cuhkcfе.io/>



# 19 Open Forum

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## 20 Point for thought...

He must reach a high standard in several different directions and must combine talents not often found together. He must be mathematician, historian, statesman, philosopher – in some degree. He must understand symbols and speak in words. He must contemplate the particular in terms of the general, and touch abstract and concrete in the same flight of thought. He must study the present in the light of the past for the purposes of the future. No part of man's nature or his institutions must lie entirely outside his regard.

John Maynard Keynes

Economist-training  
V.S.  
Economic training?



Last but not the least ...



KEEP YOUR  
PASSION  
ALIVE

Source of image: <https://www.istockphoto.com/hk/%E7%85%A7%E7%89%87/message-keep-your-passion-alive-with-chalk-gm478792218-67578097>