**Teaching Manual for Enhancing English Writing**

**through Language across the Curriculum**

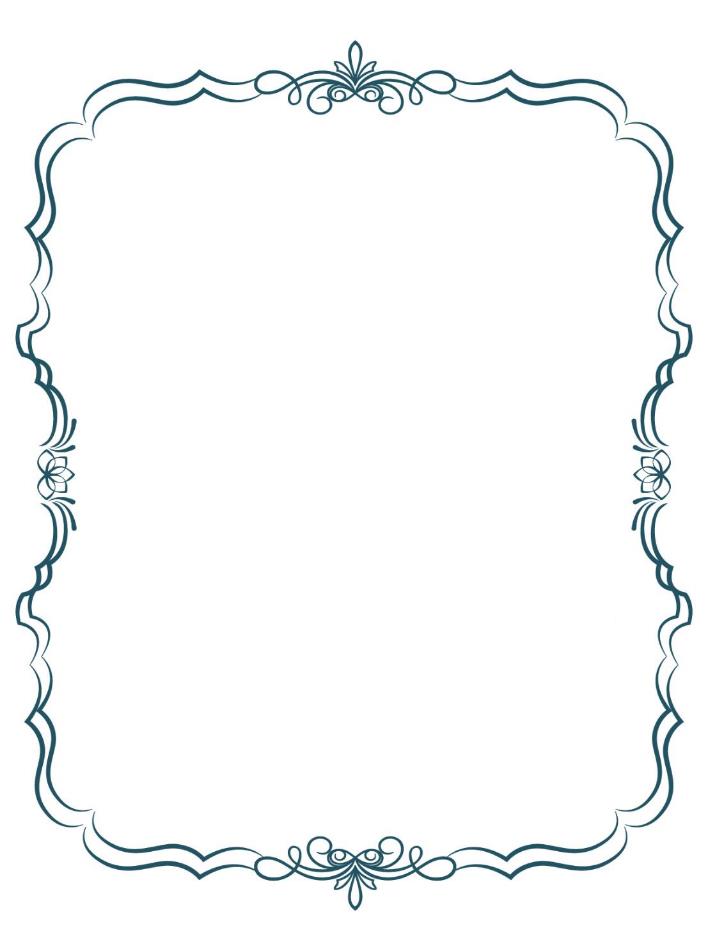
**in Life and Society (Secondary 1-3)**

**Module 22**

**Hong Kong Government and I**

**Reading & Writing Unit**





Hong Kong secondary school students studying subject contents in English typically find it challenging to express what they want to say in writing. This is especially the case for subjects where language competences are an integral part of learning, such as Life and Society (Secondary 1-3) in the PSHE KLA.

The “Teaching Manual for Enhancing Students’ English Writing Skills through Language across the Curriculum in Life and Society (Secondary 1-3)” (the Manual) aims to demonstrate how the learning of subject contents and development of academic writing skills can be interweaved in carefully designed scaffolding activities and tasks. The Manual contains 10 sample units. Educationally sound practices such as “Catering for Learner Diversity”, ”Peer Evaluation” and “Assessment as Learning” are incorporated in these sample units to facilitate learning and teaching. Upon completion, students are expected to develop an enhanced understanding of the topics taught, sharper writing skills for answering questions and better knowledge of the language functions covered.

For Life and Society teachers, we hope that the Manual will provide them with useful teaching resources for direct, selective or adaptive use. For other PSHE subject teachers, we hope that the Manual will demonstrate one possible way of how Language across the Curriculum practices can bring greater benefits to learning and teaching.

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April Liu

The Open University of Hong Kong

**Unit Overview**

**Hong Kong Government and I**

|  |  |
| --- | --- |
| **Strand** | 6 |
| **Module** | Hong Kong Government and I |
| **Target Class Level** | S3 |
| **Learning Objectives** | **Content:**  Students can:   1. tell the principle of “One Country, Two Systems” and the related concepts 2. tell who participate in the policy-making process in Hong Kong 3. describe how the polices are made and implemented in Hong Kong 4. analyse a government policy using the policy-making process and decision-making process   **Language**:  Students can:   1. give reference using the phrase “according to” and its variants to further support an answer 2. write sentences with sequencing words to describe the decision-making process |

Module 22

Hong Kong Government and I

Content

**Part 1: The principle of “One Country, Two Systems”**

**Task 1 Understanding “One Country, Two Systems”**

**Task 2 “One Country, Two Systems” and the related concepts**

***Language Support I: Giving Supporting Evidence***

**Task 3 Writing Task: “One Country, Two Systems”**

**Part 2: What is the decision-making process of the HKSAR Government?**

**Task 1 Who participate in making and implementing policies in Hong**

**Kong?**

**Task 2 How are policies made and implemented within the HKSAR**

**Government?**

**Task 3 Understanding the decision-making process of the HKSAR Government**

***Language Support II: Sequencing and Linking Ideas***

**Task 4 Describing the decision-making process?**

**Part 3: My vocabulary piggy-bank and learning record**

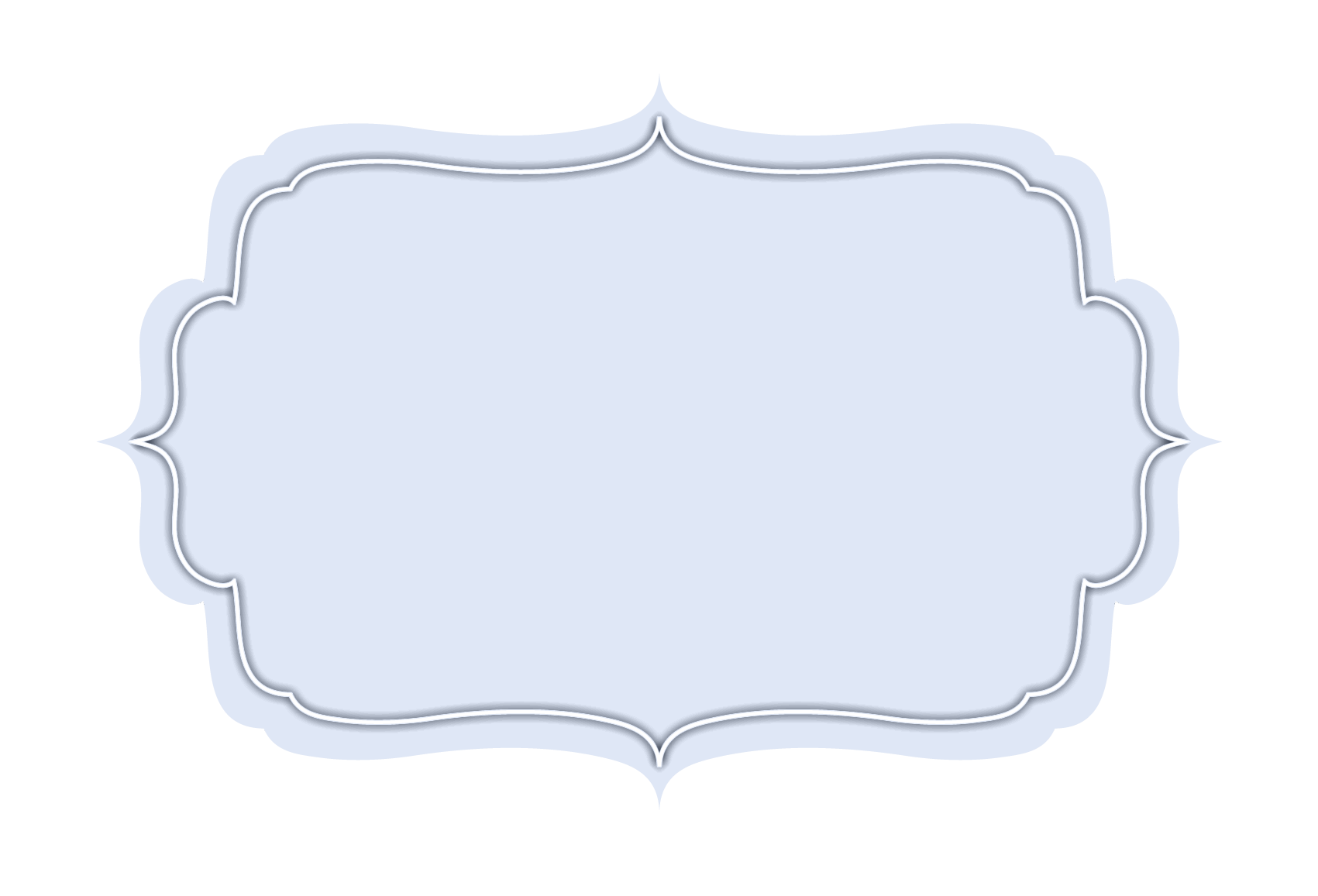
**Task 1 Finding useful expressions for “Hong Kong Government and I”**

**Task 2 My choice of the most useful words and expressions**

**Task 3** **My learning record of “Hong Kong Government and I”**

**Part 1 The principle of “One Country, Two Systems”**

|  |
| --- |
| In accordance with the Constitution of the People’s Republic of China (PRC), the National People’s Congress enacts the Basic Law. The Basic Law is a constitutional document of the Hong Kong Special Administrative Region (HKSAR). It prescribes the laws and systems to be practised in Hong Kong and ensures the implementation of the basic policies of PRC regarding Hong Kong. Under the principle of “**One Country, Two Systems”**, HKSAR can keep its capitalist system while the Mainland practises the socialist system. The HKSAR is authorised to have a **high degree of autonomy** and enjoys executive, legislative and independent judicial power, including that of final adjudication. Another arrangement is **Hong Kong people administering Hong Kong**, which means that HKSAR is ruled by local residents. |

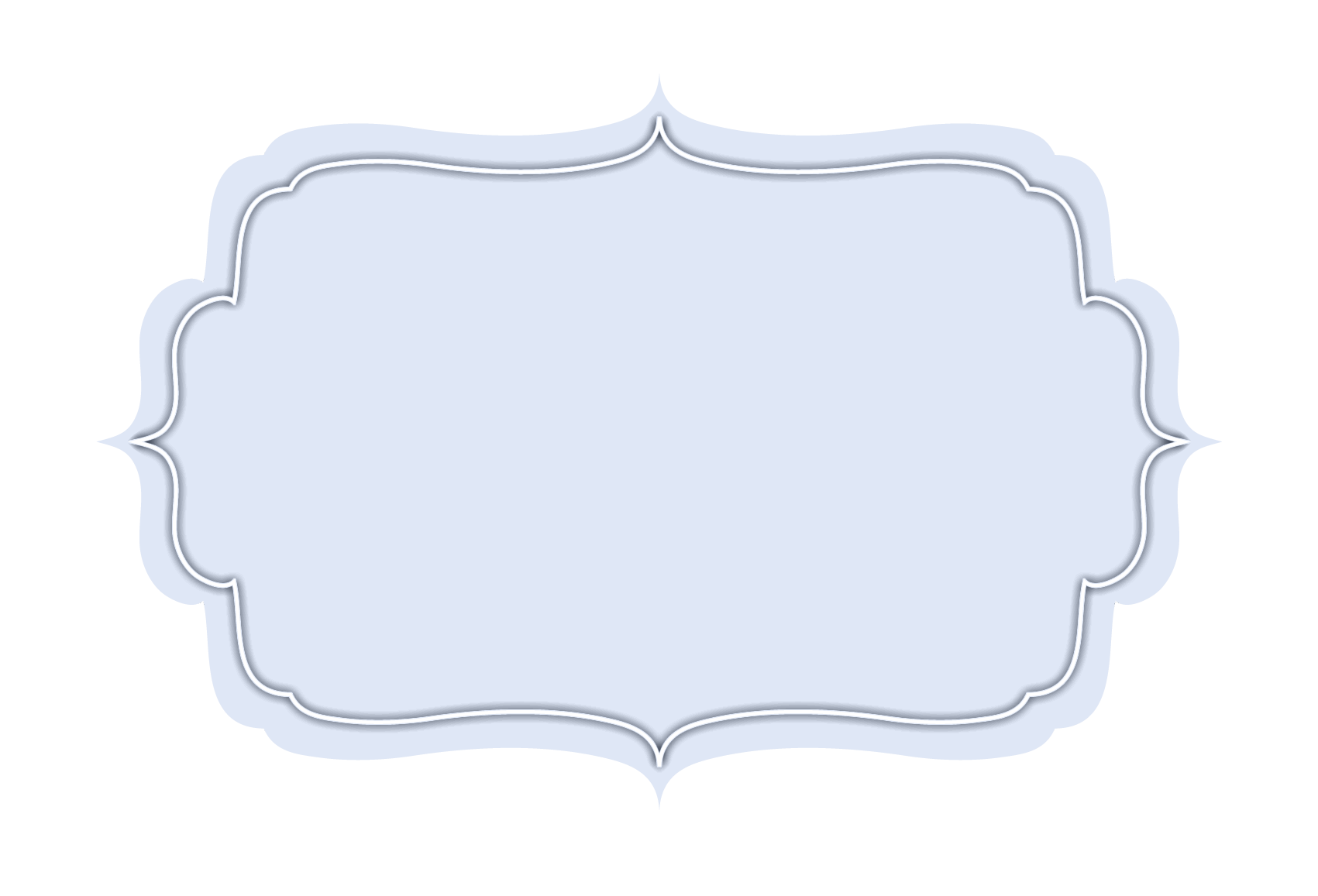


**Do you know…**

**Capitalism** is an economic, social and political system in which property, business and industry are owned and controlled by private owners for profit, rather than by the government.

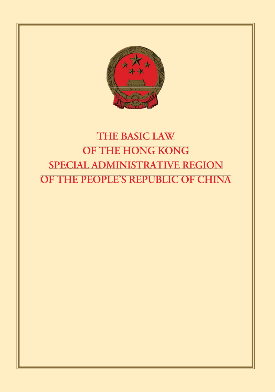
**Socialism** is the set of beliefs that states that all people are equal and should share equally in a country's money for use.

Source: Cambridge Dictionary



**Do you know…**

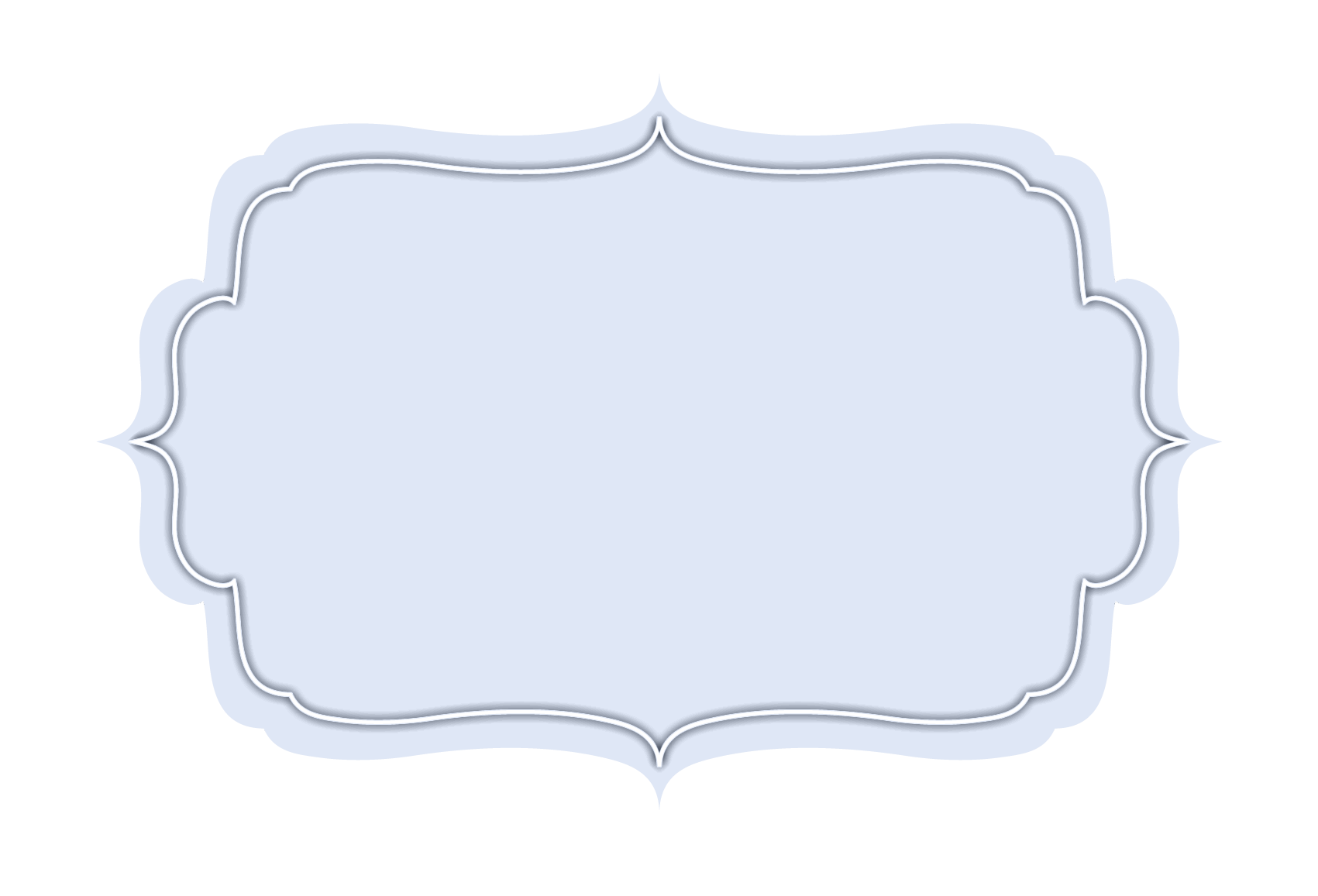
Netizens often use ‘1C2S’ as an abbreviation of“One Country, Two Systems” to save typing time.



**Vocabulary building exercise**

Match the following vocabulary items with their meaning on the right. Put the number in the middle column.

|  |  |  |
| --- | --- | --- |
| Vocabulary |  | Meaning |
| 1. autonomy | 9 | (1) matters that are connected with other countries |
| 1. administering | 5 | (2) persons with the rights of living and working without restrictions in the territory |
| (d) adjudication | 8 | (3) the branch of a political structure responsible for making laws |
| (e) judiciary | 6 | (4) protection against attack |
| (f) executive | 7 | (5) ruling |
| (g) legislative | 10 | (6) the part of a political structure responsible for the legal system |
| (h) legislature | 3 | (7) the branch of a political structure responsible for putting decisions or laws into effect. |
| (i) defence | 4 | (8) the act of judging a case |
| (k) foreign affairs | 1 | (9) self-governing |
| (l) permanent residents | 2 | (10) law-making |





**Do you know…**

‘One country’ concept represents national sovereignty, unity and territorial integrity.

The “two systems” principle is designed to maintain the uniqueness as well as the stability and prosperity of Hong Kong.

Source: https://www.basiclaw.gov.hk/en/publications/  
15anniversary\_reunification/index.html

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**Task 1 Understanding “One Country, Two Systems”**

Read Source 1 and answer the questions.

**Source 1**

|  |
| --- |
| * The HKSAR is an inalienable part and a local administrative region of the PRC, which enjoys a high degree of autonomy and comes directly under the Central People’s Government. * “One Country” is the prerequisite, foundation and core on which “Two Systems” is implemented. * On the basis of “One Country”, the HKSAR exercises the principle of “Hong Kong people administering Hong Kong” and a high degree of autonomy, and enjoys executive, legislative and independent judicial power, including that of final adjudication. * The HKSAR retains its capitalist system and lifestyle by implementing a system which is different from that of our nation. |

Source: Adapted from Basic Law: Best Guarantee of “One Country, Two Systems” Cornerstone of Hong Kong’s Prosperity and Stability. https://www.cso.gov.hk/eng/blog/blog20200503.htm

With reference to Source 1, tick “🗸” the statements which provide accurate description of "One Country, Two Systems". You may choose more than one.

🗆 a. The Mainland and HKSAR practise different systems. That is, HKSAR practises socialist system and the Mainland practises capitalist system.

🗆 b. “One Country” is the prerequisite, foundation and core on which “Two Systems” is implemented.

🗸

🗸

🗆 c. The HKSAR is an inalienable part of the PRC.

🗆 d. The HKSAR is an independent administrative region.

🗆 e. The HKSAR enjoys a high degree of autonomy and comes directly under the Central People's Government.

🗸

🗸

🗸

🗆 f. Within the framework of “Two Systems”, Renminbi is the legal tender in the HKSAR.

🗆 g. The Basic Law safeguards the fundamental rights and freedoms enjoyed by Hong Kong residents.

🗆 h. On the basis of “One Country”, the HKSAR exercises the principle of “Hong Kong people administering Hong Kong” and a high degree of autonomy, and enjoys executive, legislative and independent judicial power, including that of final adjudication.

***Task 2 “One Country, Two Systems” and the related concepts***

Identify which sources of information show the policies that are related to the concepts of “One Country, Two Systems”, “high degree of autonomy” and “Hong Kong people administering Hong Kong”. Some have been done as examples. Put the numbers beside each concept.

Source 2

The HKSAR enjoys executive, legislative and independent judicial power, including that of final adjudication.

Source 1

The Chief Executive shall be selected by election or through consultations while the principal officials are nominated by the Chief Executive.

Source 4

The HKSAR Government shall be composed of permanent residents of the HKSAR.

Source 3

The Central People’s Government shall be responsible for foreign affairs and defence of the HKSAR.

Source 6

The rights and freedoms of residents shall be maintained and protected.

Source 5

The HKSAR is an inalienable part of China.

Source 7

The socialist system and policies shall not be practised in the HKSAR, and the previous capitalist system and way of life shall remain unchanged for 50 years.

Source 10

The laws previously in force in Hong Kong shall be kept if they do not violate the Basic Law. National laws shall not be applied in the HKSAR except for those listed in Annex III to the Basic Law.

Source 8

No department of the Central People's Government (CPG) may interfere in the affairs which the HKSAR administers on its own in accordance with the Basic Law.

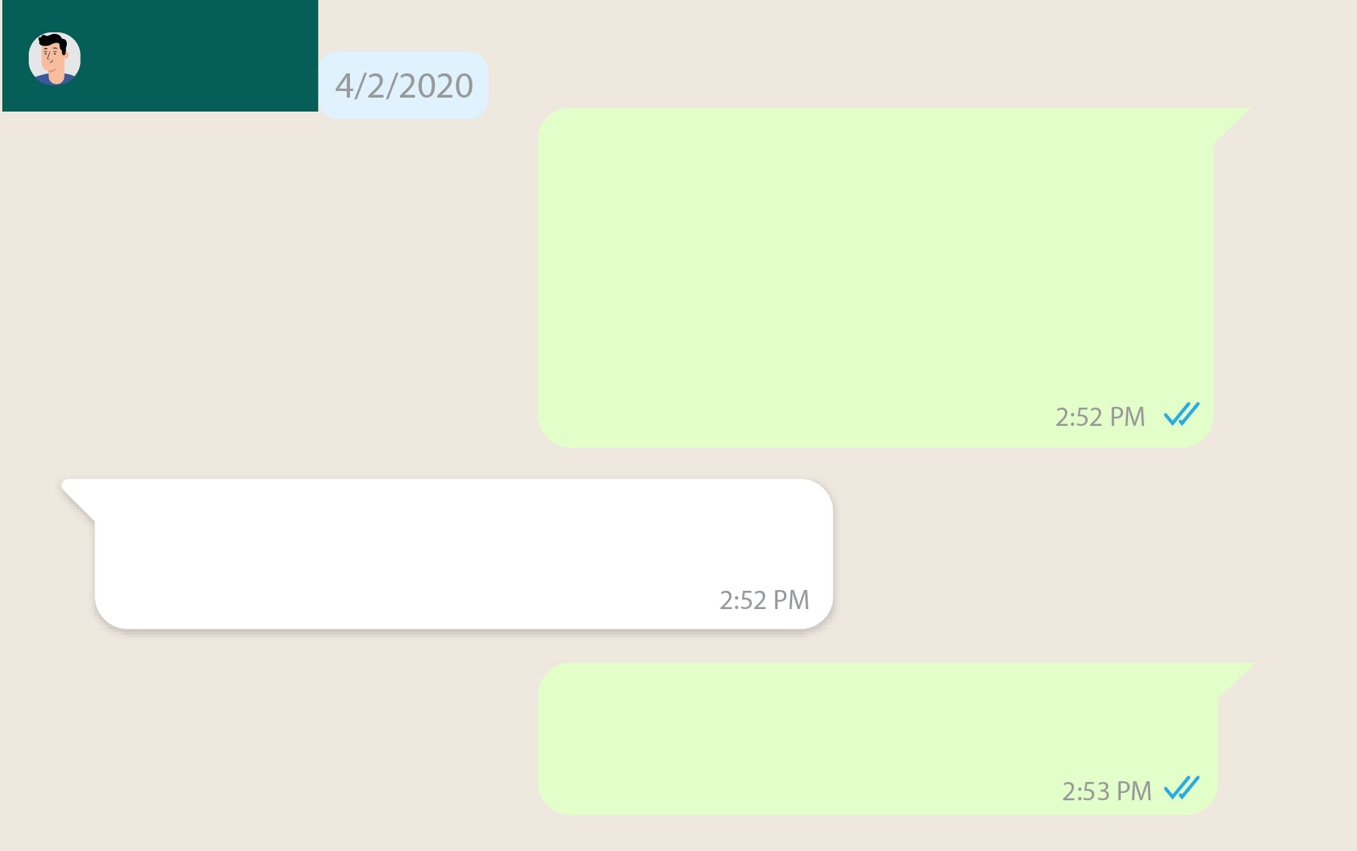
Source 9

The Central People’s Government shall have the power to appoint the Chief Executive and principal officials

|  |  |
| --- | --- |
| **Concept** | **Source (number)** |
| One Country | 3,5, 9 |
| Two Systems | 6, 7, 10 |
| High degree of autonomy | 2, 8 |
| Hong Kong people administering Hong Kong | 1, 4 |

*****Task 3 Writing Task: "One Country, Two Systems"***

1. Peter Chan who lives and studies on the Mainland is going to do a project about the principle of “One Country, Two Systems”. He is asking for your help on WhatsApp.



Peter Chan

Hi, John! Blessed morning!

How are you? Do you know anything about the principle of “One Country, Two Systems”? I am going to do a project about this topic. Could you help me to find some information, please?

Recently, I have learnt about this topic. This principle consists of four concepts.

Thx! Do you mind providing me with some info about these concepts?

Write about the four concepts in relation to the principle of “One Country, Two Systems” to help Peter. Refer to Sources 1-10 in Task 2 for information.

Language Support I below can also help you to complete your writing.



**Language Support I: Giving Supporting Evidence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **When giving supporting evidence, these are the possible sentence structures to use:**   |  |  | | --- | --- | | According to …(n)…,  With reference to …(n)…  As stated in …(n)… | + clause |   **Examples:**   * **According to** the Basic Law, the socialist system and policies shall not be practised in the HKSAR. * **With reference to** the Basic Law, the socialist system and policies shall not be practised in the HKSAR. * **As stated in** the Basic Law, the socialist system and policies shall not be practised in the HKSAR.  |  |  | | --- | --- | | … states that | + clause |   **Example:**   * The Basic Law **states that** the socialist system and policies shall not be practised in the HKSAR. |

**“One Country, Two Systems”**

About “One Country, Two Systems” and the two related important concepts, namely,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hint: Notice the useful sentence structure in giving supporting evidence

“a high degree of autonomy” and “Hong Kong people administering Hong Kong”,

I will explain to you one by one.

“One Country, Two Systems” is a holistic concept and the Basic Law clearly articulates the concept of “One Country”. According to the Basic Law, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hong Kong Special Administrative Region is an inalienable part of China. The Central People’s Government shall be responsible for foreign affairs and defence of the HKSAR and shall appoint its Chief Executive and principal officials.

With reference to the Basic Law, under “two systems”, the socialist system and policies shall not be practised in the HKSAR, and the previous capitalist system and way of life shall remain unchanged for 50 years. Also, the laws previously in force shall be kept if they do not violate the Basic Law. National laws shall not be applied in HKSAR except for those listed in Annex III to the Basic Law. What is more, the rights and freedoms of Hong Kong residents shall be maintained and protected.

As stated in the Basic Law, the HKSAR enjoys executive, legislative and independent judicial powers, including that of final adjudication.

Within the framework of “Two Systems”, the HKSAR retains its capitalist system and lifestyle by implementing a system which is different from that of our nation. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the useful sentence structure when giving supporting evidence

Use the useful sentence structure when giving supporting evidence

Hong Kong is given a high degree of autonomy and largely governs itself.

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The concept of “a high degree of autonomy” also ensures that Hong Kong people can administer Hong Kong by themselves. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to Students:

The writing should end with a conclusion.

The Basic Law states that the Chief Executive shall be selected by election or through consultations while the principal officials are nominated by the Chief Executive. The HKSAR Government shall be composed of permanent residents of the HKSAR. In addition, no department of the Central People's Government may interfere in the affairs which the HKSAR administers on its own in accordance with the Basic Law.

“a high degree of autonomy” and “Hong Kong people administering Hong Kong”.

Use the useful sentence structure when giving supporting evidence

To conclude, the principle of “One Country, Two Systems” and the two important concepts, namely \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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best safeguard the prosperity and stability of Hong Kong.



**Part 2:**  **What is the decision-making process of the HKSAR Government?**

Under the Basic Law, the HKSAR Government has the right to make policies and create laws according to the needs of the general public. In this part, we will study who are involved in the policy-making process and how decisions are made in the creation and implementation of policies.

Let’s read an imaginary case first. You will understand how policies are made in Hong Kong.

I don’t think you can do this job anymore.

Boss, why? Just because I’m pregnant?



**Time to think:**

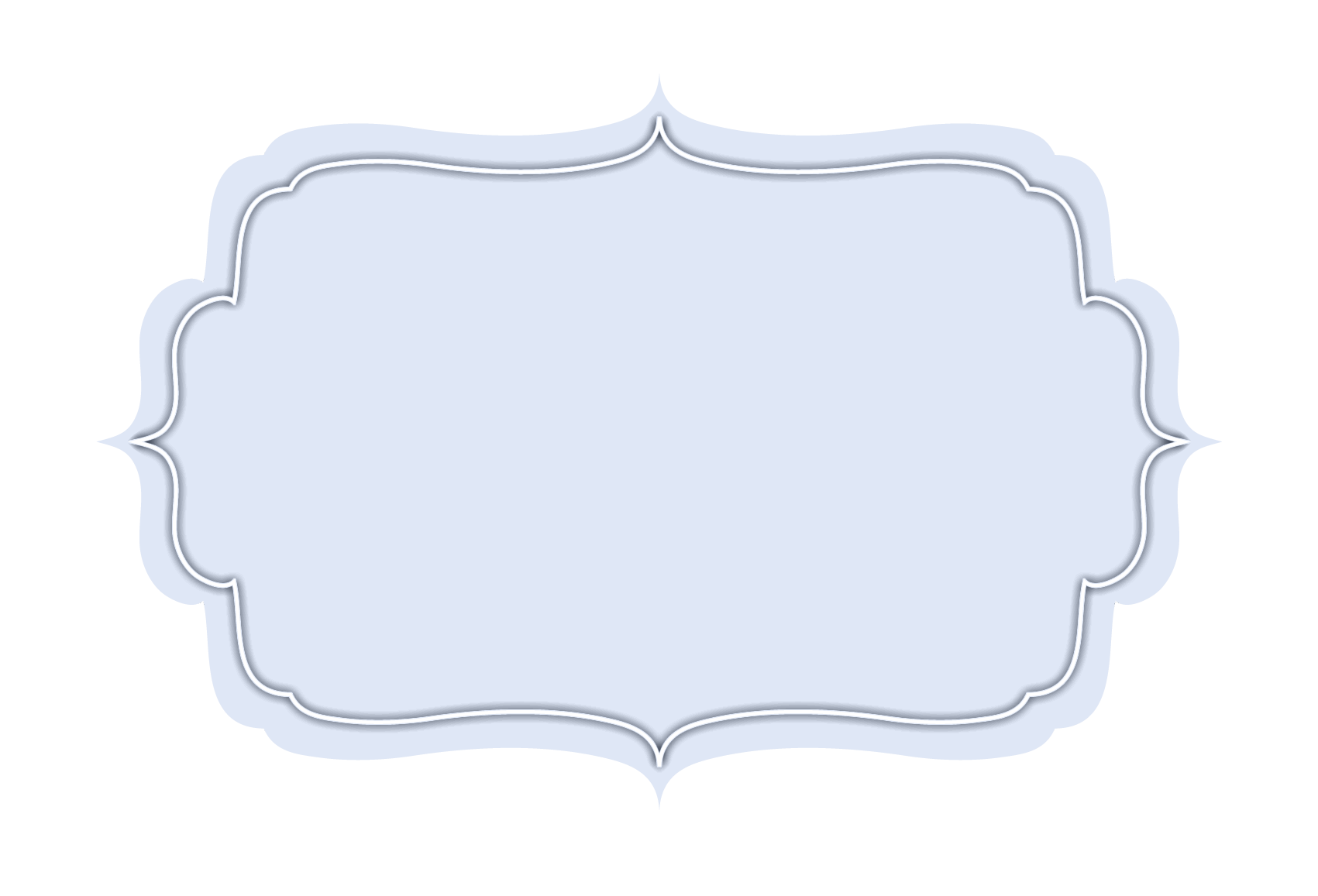
1. Do you think the employer’s comment that the female worker is not suitable for work because she is pregnant is fair? Why/why not?

It is unfair because the employer discriminates against the employee just on the ground of pregnancy.

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1. What does the Government do to eliminate the problem mentioned in Question (1)?

Sex Discrimination Ordinance is introduced to eliminate the problem.

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**Do you know…**

A **law** is a set of rules and principles written by legislators. It is used to bring justice to the society.

A **policy** is an action plan taken by the executive authorities. It is often written in response to law.

**Task 1 Who participate in making and implementing policies in Hong Kong?**

Policies are the action plans taken by different institutions of the political structure to achieve certain goals.

\*Apart from being the head of the Government of the HKSAR (Art 60), the CE is also the head of the HKSAR (Art 43).

**Political Structure of the HKSAR**

**Executive Council**

\*\*According to Article 59 of the Basic Law, the Government of the HKSAR shall be the executive authorities of the Region.

1. Refer to the diagram showing the political structure of the HKSAR on the previous page. Complete the table below with the names of institutions and the related person or organisations based on their characteristics.

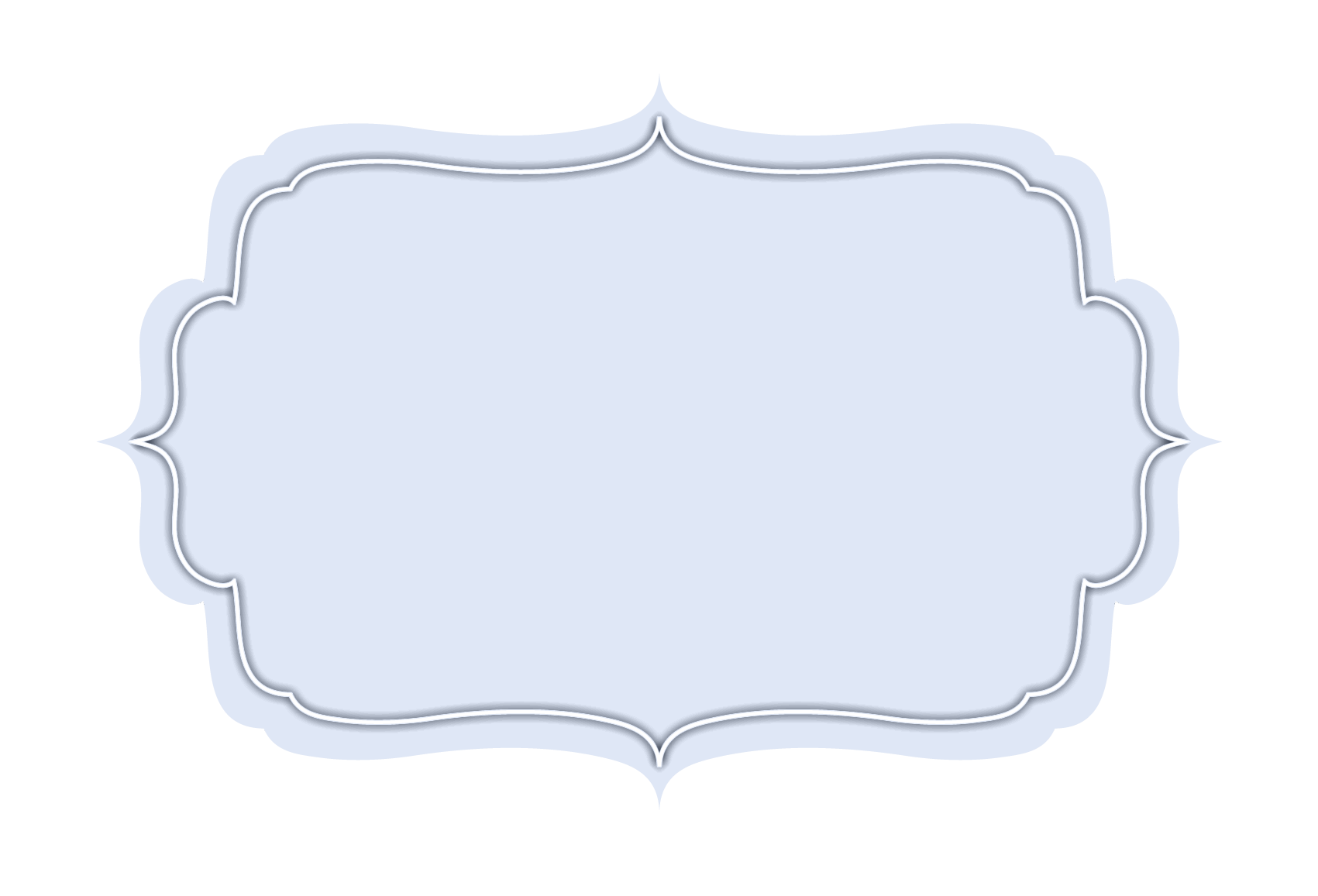
Executive

Council

|  |  |  |
| --- | --- | --- |
| **Institutions/**  **person involved in making policies** | **Characteristics of person/**  **organisation** | **Roles of person/ organisation in making policies** |
| \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_ | It consists of principal officials\* and non-official members who are the legislative councillors and other influential people. | Assisting the Chief Executive in policy-making and advising him/her on the introduction of bills |

|  |  |  |  |
| --- | --- | --- | --- |
| **Institutions/person involved in making policies**  Chief Executive | | **Characteristics of person/organisation** | **Roles of person/ organisation in making policies** |
| \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_ | | He / She is the head of the HKSAR. | Signing bills passed by the Legislative Council |
| Executive  Authorities  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ | Chief Executive  \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_ | He / She is the head of the HKSAR Government. | making decisions on government policies |
|  | Bureaux, government departments | They consist of 3 Secretaries of Department, 13 bureaux and other government departments. (Refer to the diagram on the previous page.) | Bureaux: Formulating policy proposals and introducing bills  Government departments: implementing and enforcing laws and policies |
| Legislative  Council  **\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_** | | It is the legislature (law-making body) of the HKSAR. | Approving or rejecting bills, and passing, amending and abolishing laws |
| Judiciary  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | It refers to the courts and tribunals. It is independent of the executive authorities and legislature. | Settling legal disputes |

\*Principal officials: including the Chief Secretary, Financial Secretary, Secretary for Justice and heads of government bureau



**Do you know…**

A **law** is a collection of rules and principles that are laid down according to a formal procedure by a legislature.

A **bill** is a proposed law that has been drafted and introduced into the legislative system but not yet passed.

An **ordinance** contains the law which the legislature passes.

Source: Wesley-Smith, P. (1987) *An introduction to the Hong Kong legal system.* Oxford: OUP.

2. Based on the information in the table on the previous page, answer the following questions.

1. Which organisation does the Chief Executive consult when making important policies?

The Chief Executive consults the Executive Council when making important policies.

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1. Which institution is responsible for passing the laws?

The Legislative Council is responsible for passing the laws.

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1. Which institution is responsible for the formulation and implementation of policies?

The executive authorities is responsible for the formulation and implementation of policies.

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1. Which institution is responsible for debating and voting for the bills?

The Legislative Council is responsible for debating and voting for the bills.

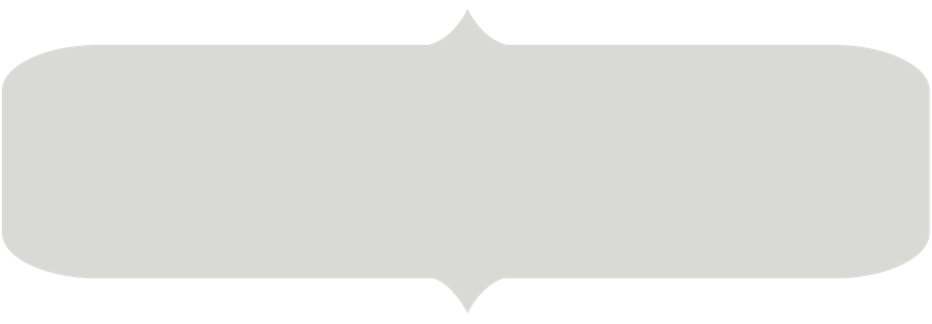
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1. Which institution is responsible for hearing all prosecutions and civil disputes?

The Judiciary is responsible for hearing all prosecutions and civil disputes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Notes to teachers:

Before asking students to answer Questions (b)-(e), teachers can remind them the following useful sentence pattern:

A person / An institution + is responsible for + gerund / noun phrase

1. To protect people from being discriminated, sex discrimination ordinance was created in Hong Kong in 1996. Here is the flow chart showing who were involved in making and implementing the ordinance.

**Judiciary Legislative Council Government**

**General policy-making process**

News:

Pregnant women find it increasingly hard to find jobs in the market

Peter Pan reports…

The HKSAR Government became aware of the situation. A law is proposed.

The Government drafted a bill, called “Sex Discrimination Ordinance”, in the hope to stop the situation from worsening.

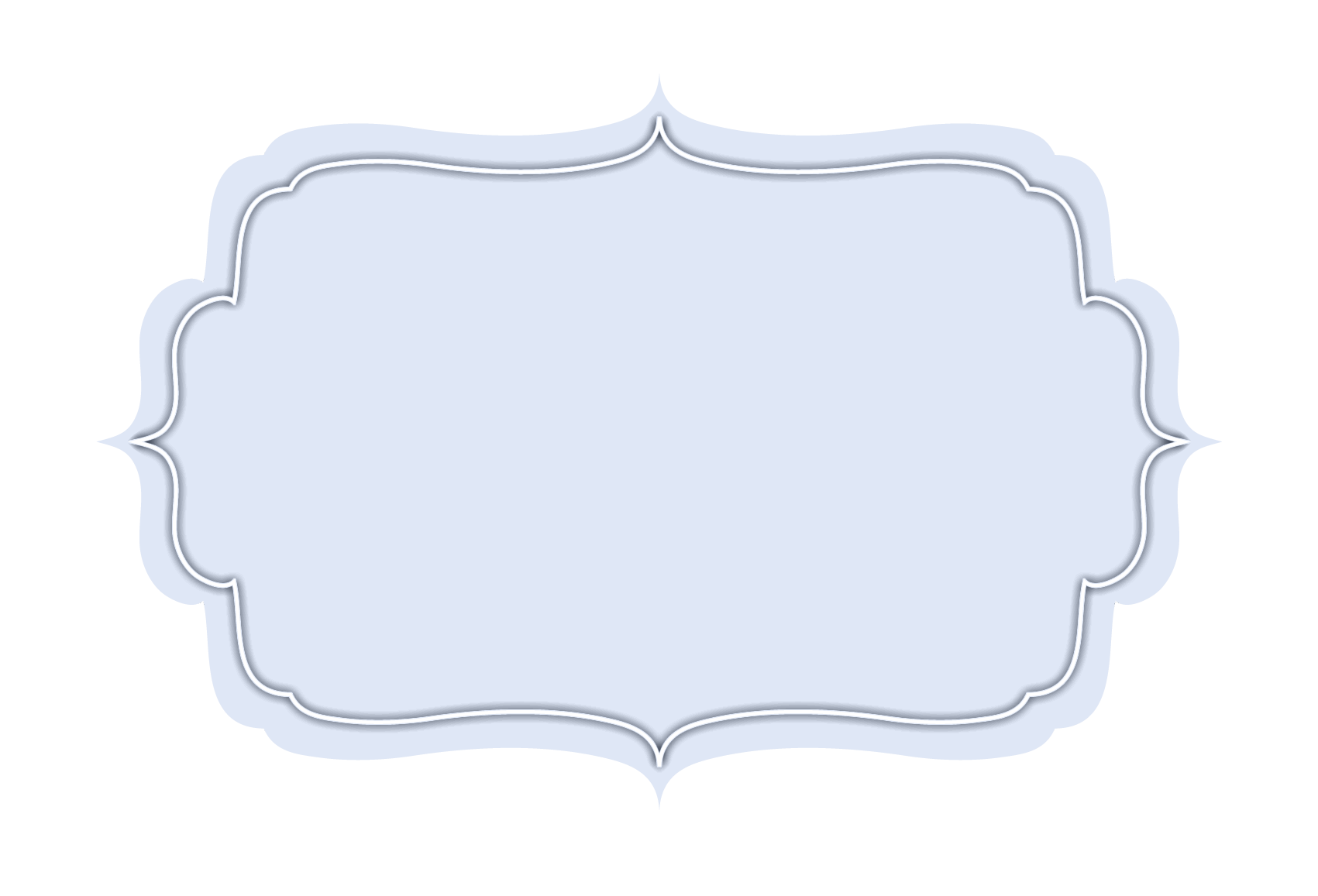
The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ discussed the bill and passed it. It then became the final ordinance.

The Equal Opportunities Commission – EOC is a statutory body entrusted to implement the law.

If EOC receives complaints and cannot help the complainant and defendant to settle, the case will be passed to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for legal judgment.

Judiciary

Legislative Council



**Do you know…**

Sex Discrimination Ordinance was enacted in 1996 in Hong Kong. It aims to *protect a person from sexual harassment and victimization in prescribed areas of activities,* such as employment and education.

Equal Opportunities Commission (EOC) is responsible for working towards the elimination of discrimination and promoting equality of opportunity.

Sources:

<https://www.eoc.org.hk/eoc/graphicsfolder/showcontent.aspx?content=our%20work-eo%20works>

<https://www.elegislation.gov.hk/hk/cap480!en?xpid=ID_1438403244298_003>

1. Do you think that the Hong Kong residents can be involved in the policy-making process? If yes, how are they involved?

Yes, the Hong Kong residents can be involved in the policy-making process. They can express their opinions or submit their proposals during the consultation stage or in the forums.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Task 2 How are policies made and implemented within the HKSAR Government?***

The chart “General policy-making process” shows a simple case study of the policy-making process. It starts from the time when the Government is aware of a certain issue to the time when the bill is drafted and becomes an ordinance. Such process aims to collect the views of the stakeholders and formulate a policy which is down-to-earth.

4 again. highlighted parts:

Label each stage of policy-making process in the heading using the words given. You may need to change the part of speech of some words to fill in the other blanks. An example is given.

**Consultation Making decision Initiation Formulation Implementation and evaluation**

**Policy-making process**

The Government became aware of the situation. A law is proposed.

The Government drafted a bill, called “Sex Discrimination Ordinance”, in the hope to stop the situation from worsening.

The Legislative Council discussed the bill and passed it. It then became the final ordinance.

The Equal Opportunities Commission – EOC is a statutory body entrusted to implement the law.

Initiation

initiates

Consultation

consults

Formulation

formulates

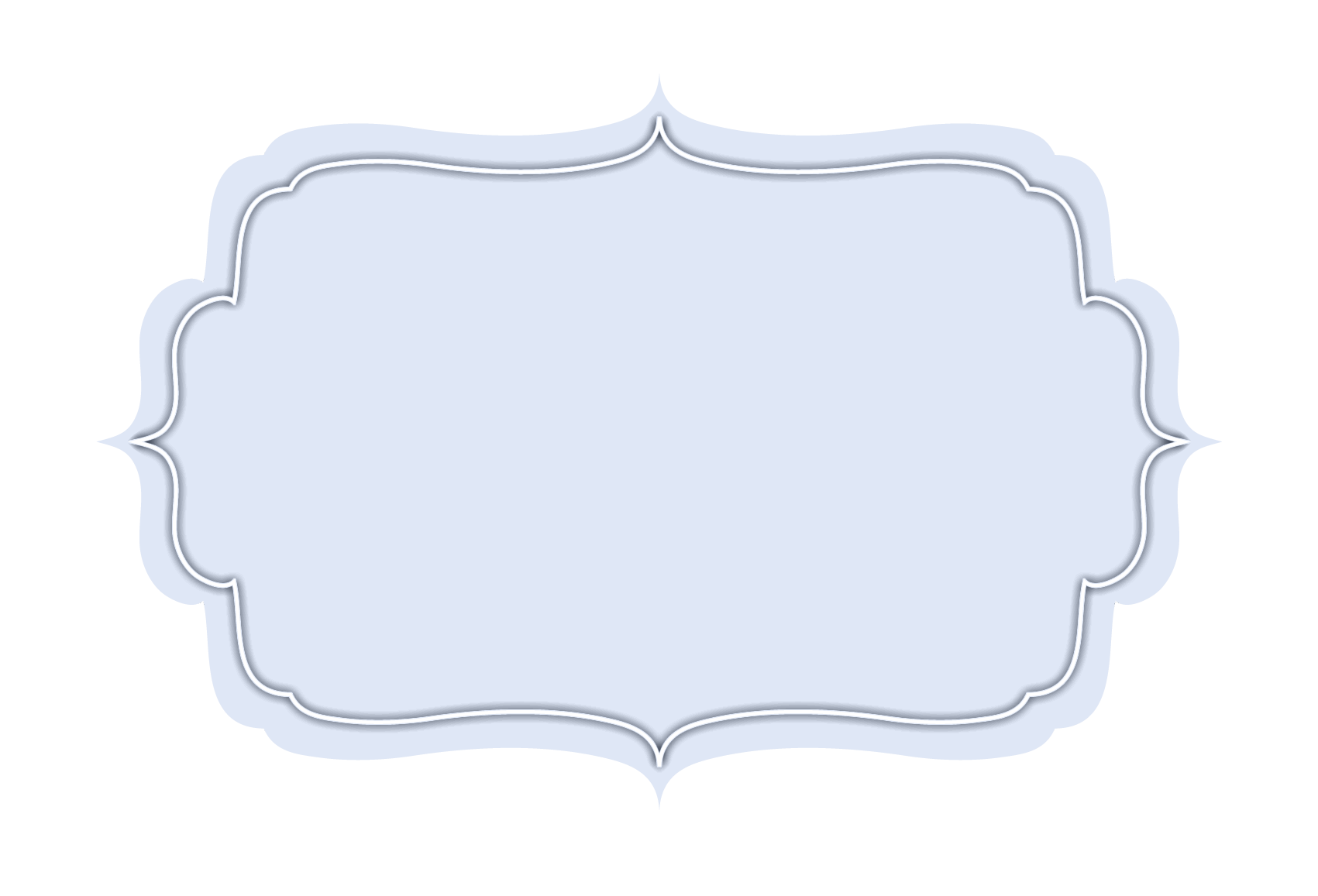
Making decision

decide

evaluates

implements

Implementation and evaluation



**Do you know…**

The bill has to pass through three readings in the Legislative Council before it is enacted. In the first reading, the bill is read.

In the second reading, the Council discusses the bill. In the third reading, it votes on whether to pass the bill.

Source: http://www.cityu.edu.hk/lib/collect/law/cityuportal/tutorial/online/legal\_materials\_hk10\_body/overview.htm

***Task*** ***3 Understanding the decision-making process of the HKSAR Government***

implements

Implementation and evaluation

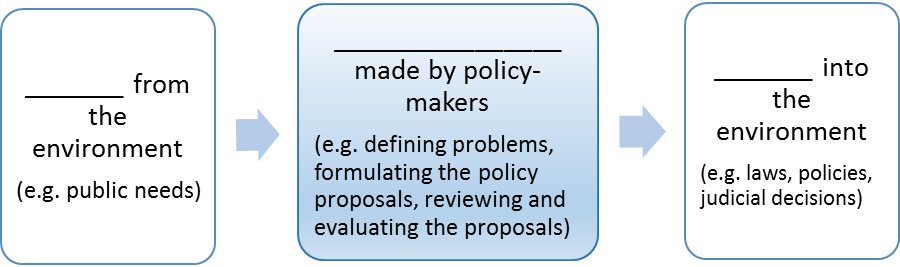
Making decisions

Decision-making Process specifies four major components, namely, **input**, **decision**, **output** and **feedback**. The process first receives inputs from its environment. The inputs usually exist in the form of general public’s needs. After a series of actions such as reviewing and evaluating proposals undertaken by policy-makers, outputs are formed. The outputs can exist in the form of laws, policies and/or judicial decisions. Notice that a feedback loop exists. This allows the outputs made change the future inputs when problems arise in implementing the new policy. With this, the new policy set may evolve depending on needs over time.

As the different stages in the policy-making process are related to decision making, policy-making process are highly associated with the decision-making process.

1. A decision-making process is presented below. Fill in the blanks using the words given.

**Input Decision Output Feedback loop**



**Decision-making process\***

Feedback loop

Input

Decision

Output

Context: natural, socio-economic, political and technological conditions

\*Note: The decision-making process may not be conducted in a linear direction. Depending on the circumstances, it may revert to previous components or even end in any component without completing the process.

1. The policy-making process you read in Task 1 is an example of decision-making. Thus, the policy-making process and the decision-making process share similarities. Match the stages of the policy-making process in Task 2 with the components of the decision-makingprocess. [Hint: Each component can match more than one stage of the system.]

|  |  |  |
| --- | --- | --- |
| **Stages of the Policy-making process** |  | **Components of the Decision-making process** |
| Stage 1: Initation | • • | Input |
| Stage 2: Consultation | • |  |
| Stage 3: Formulation | • • | Decision |
| Stage 4: Making decisions | • |  |
| Stage 5: Implementation and evaluation | • • | Output and feedback |

1. Case study – Increasing the maximum seating capacity of the public light buses

It is often difficult to get a seat in a public light bus during rush hours in Hong Kong. As a result, demands to raise its maximum seating capacity were made some time ago. The following presents the background and the legislative process of the case. Read it and analyse it using the decision-making process.



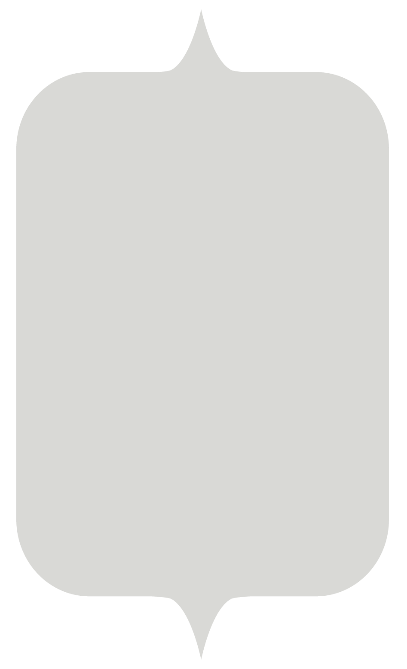
**Information about increasing the maximum seating capacity of public light buses (PLBs)**

**Background**

The passenger demand during peak periods had generally increased, but services provided by some green minibus (GMB) routes were not sufficient to meet the demand. Also, nearly 60% of GMB route packages made a loss in the financial year 2014/15 as the railway network was expanding.

**Legislative process**

1. In December 2014, the GMB trade union proposed increasing the maximum number of seats from 16 to 20. In response to this, the preliminary assessment of its impact on the PLB trade and other transport trades was conducted. Meanwhile, they had different opinions towards the proposal.
2. Before making any decision, the Government commissioned a consultant to conduct an in-depth study. It was proposed that the number of seats in both green and red minibuses should be increased by not more than three. Further analysis was done for the exact number.
3. In December 2016, the Transport Advisory Committee under the Transport and Housing Bureau confirmed its support for the proposal to increase the maximum seating capacity of all PLBs to 19.
4. To allow the new maximum seating capacity of light buses to take effect, the original definition of “light bus” under the Road Traffic Ordinance had to be revised. The amendment bill was then introduced into the Legislative Council in the second quarter of 2017.
5. Since 7 July 2017, the policy has come into effect. Minibus operators have been given the discretion to increase the seating capacity by up to 19.
6. After the implementation of the new maximum seating capacity, the supply of, the demand for, and the operation of PLB services were reviewed in the fourth quarter of 2018.



Notes to teachers:

After students underline each component involved in the legislative process, the teachers could ask further questions. For example, what process is involved between the introduction of the bills into the LegCo and the implementation of the policy?

Sources:

<https://www.legco.gov.hk/yr16-17/english/panels/tp/papers/tp20161216cb4-285-3-e.pdf>

<https://www.hongkongextras.com/_minibus_public_light_bus.html>

<https://www.info.gov.hk/gia/general/201801/24/P2018012400274.htm>

1. In the article,
2. underline the inputs with solid lines;
3. underline the decision with wavy lines;
4. underline the outputs with dashed lines; and
5. underline the feedback with double lines.

An example has already been given in the article.

1. Analyse the whole process using the decision-making process. Fill in the information related to “input”, “decision”, “output” and “feedback” in the chart “Decision-making process” on p.23. Some have been done as examples.



Context: Services provided by some green minibus (GMB) routes could not meet the increasing passenger demand. Nearly 60% of GMB route packages made a loss due to the expansion of railway network.

**Decision-making Process**

**Feedback**

The supply of, the demand for, and the operation of PLB

services were

the Government conducted the preliminary assessment and commissioned a consultant to conduct an in-depth study.

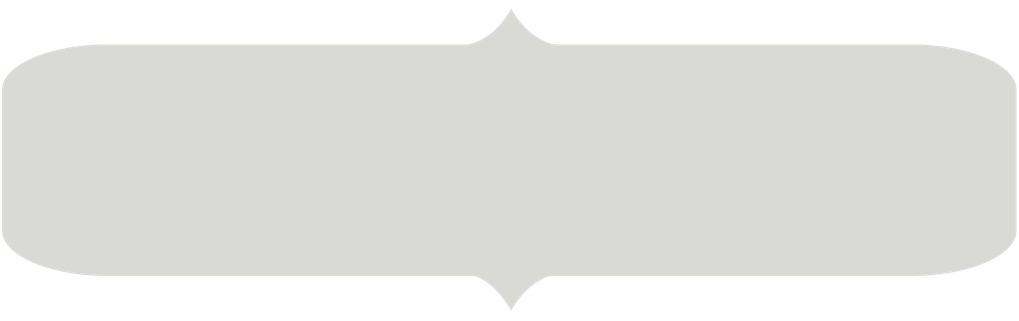
revised. The policy of the new maximum seating capacity up to 19 was formulated.

support the proposal to increase the maximum seating capacity of all PLBs to 19. Then the amendment bill was introduced to the Legislative Council for discussion. Finally, the bill was passed.



reviewed. The results may change the inputs.





Notes to teachers:

Before students work on the activity, teachers could remind them to use the past tense.

For students of stronger ability, teachers may ask them to fill in the box under the heading of “context” as well.

**Language Support II: Sequencing and Linking Ideas**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sequencing words can be used to show the order of actions in the decision-making process of the Government. The following are some examples:   |  |  |  | | --- | --- | --- | | *First, second, third …*  *Firstly, secondly, thirdly, …*  *Next, then, after that* | *Before, after*  *Meanwhile*  *Subsequently* | *Finally, eventually* |  1. A comma is used after the sequencing words, except “before” and “after” when they introduce the sentence that describes the action.  |  |  | | --- | --- | | **Sequencing word** | **Action** | | *First / Firstly,*  *Next / Then / After that / Meanwhile,*  *Finally / Eventually,* | *+ clause* |   **Example:**   * Meanwhile, they had different opinions towards the proposal. * After that, it becomes an ordinance.  1. Some sequencing words, such as “firstly”, “then” and “finally” can be used before verbs or auxiliary verbs without a comma.   **Example:**   * It then became the final ordinance. (active voice) * The amendment bill was finally introduced into the Legislative Council in the second quarter of 2017. (passive voice)  1. The preposition “before” or “after” can come before the noun phrase.   **Example:**   * After the implementation of the new maximum seating capacity, the supply of, the demand for, and the operation of PLB services were reviewed. |

***Task 4 Describing the decision-making process***

With reference to the diagram of “Decision-making process” (P.19) and Language Support II (P.22), describe the decision-making process of the HKSAR Government regarding the increasing the maximum seating capacity of the public light buses.

The context of the decision-making process of the HKSAR Government regarding increasing the maximum seating capacity of the public light buses (PLBs) is that

The decision making process first started with the input component. GMB trade union

(sequencing words), it is the component.

(sequencing words), it is the component. The original definition of "light bus" under the Road Traffic Ordinance was

(sequencing words), exists which allows the supply of, the demand for, and the operation of PLBs to be

1st paragraph:

State the context.

2nd paragraph:

Describe the Input component.

3rd paragraph:

Describe the decision component.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meanwhile a feedback loop

ss

reviewed. The results may change the inputs.

the services provided by some green minibus (GMB) routes could not meet the increasing passenger demand. Nearly 60% of GMB route packages made a loss due to the expansion of railway network.

Secondly decision After the study, the Transport and Housing Bureau decided to support the proposal to increase the maximum seating capacity of all PLBs to 19. Then the amendment bill was introduced to the Legislative Council for discussion. Finally, the bill was passed.

proposed increasing the maximum number of seats to 20. Then, the Government conducted the preliminary assessment and commissioned a consultant to conduct an in-depth study.

After that output

revised. The policy of the new maximum seating capacity up to 19 was formulated.

4th paragraph:

Describe the output component.

5th paragraph:

Describe the component of a feedback loop.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It is worth nothing that the decision-making process may not be conducted in a linear direction. Depending on the circumstances, it may revert to previous components or even end in any component without completing the process.

**Peer evaluation**

Give your essay in Question (b) to your neighbouring classmate and ask him/her to complete the peer evaluation form below. Remind your classmate to sign the form before returning it to you.

***Peer Evaluation Form***

|  |  |
| --- | --- |
| **Description** | **Feedback**  ***No star= minimum score; 5 stars = maximum score*** |
| State the decision making process clearly |  |
| Use sequencing words to link up ideas. |  |
| Good organisation of the content |  |
| Optional: Do you want to give any written feedback\* to your classmate? |  |
|  | Signature: |

***\**** You are encouraged to write down a few words to give encouragement and support to your classmate such as “Nice work!”, “Interesting”, “I like the way you write about ….”,“You are making good progress.”, “Your work will be better if you can ….”, “More effort is needed, especially in …

**Part 3:**  **My vocabulary bank and learning record**

In this part, you will revise the topic vocabulary and evaluate your learning.



**My vocabulary bank**

|  |
| --- |
| Do you want to write better answers to questions in *Life and Society (Secondary 1-3)*?  Good writing comes from well-written paragraphs and sentences. And well-written paragraphs and sentences are built with proper English vocabulary. Generally, English vocabulary can be sorted into three groups: **subject-specific**(專科的) **vocabulary**, **general academic vocabulary**, and **logical connectors** (linking words).   * **Subject-specific vocabulary**: key concepts specific to a subject, namely Life and Society or Integrated Humanities. * **General academic vocabulary**: Words that are used more often in written texts rather than informal conversations. They help us express ideas more precisely. * **Logical connectors** (linking words): conjunctions and phrases that connect ideas. |

***Task 1 Finding useful expressions for “Hong Kong Government and I”***

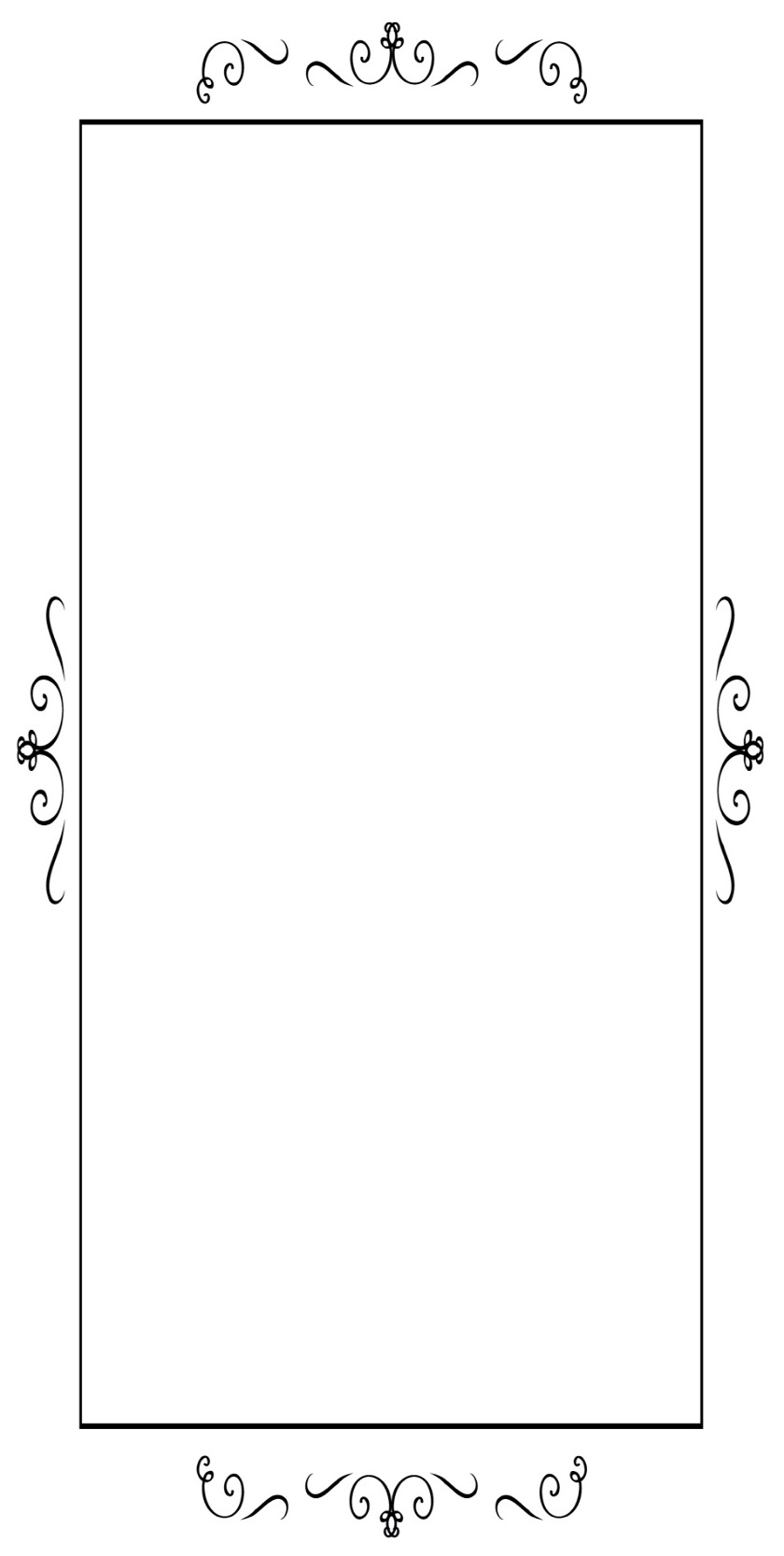
Fill in the blanks of the subject-specific vocabulary, general academic vocabulary and linking words from the two readings in the unit. Some are already done as examples.

1. **The principle of “One Country, Two Systems”**

|  |  |  |
| --- | --- | --- |
| **Subject-specific vocabulary**  sic  italist  cutive  stitutional    cutive  eign    tonomy  ministering  dicial  islative  stems  manent | **General academic vocabulary** | **Linking words** |
| Ba\_\_\_\_\_\_\_\_\_\_ Law (n. ph.)  cap\_\_\_\_\_\_\_ system (compound n.)  Chief Exe\_\_\_\_\_\_\_\_\_\_\_\_\_ (n. ph.)  con\_\_\_\_\_\_\_\_\_\_ document (n. ph.)  defence (n.)  Exe\_\_\_\_\_\_\_ Council (n. ph.)  for\_\_\_\_\_\_\_\_\_\_\_\_\_ affairs (n. ph.)  freedom (n.)  high degree of au\_\_\_\_\_\_\_ (n.)  Hong Kong people ad\_\_\_\_\_\_\_\_\_\_ Hong Kong  ju\_\_\_\_\_\_\_\_\_\_\_\_ power (n. ph.)  Judiciary (n.)  Leg\_\_\_\_\_\_\_\_\_\_ Council (n. ph.)  legislature (n.)  “One Country, Two Sy\_\_\_\_\_\_” (noun)  per\_\_\_\_\_\_\_\_ residents (n. ph.)  rights (n.)  cialist  so\_\_\_\_\_\_\_\_ system (compound n.) | ***Introducing the subject***  regarding (prep.)  appoint (v.)  authorize (v.)  consultation (n.)  elect (v.)  judication      final ad\_\_\_\_\_\_\_\_\_\_\_\_\_ (n. ph.)  implement (v.)  independent (adj.)  interfere (v.)  nominate (v.)  practise (v.)  ncipal  pri\_\_\_\_\_\_\_\_\_\_\_ officials (n. ph.)  principle (n.)  prosperity (n.)  safeguard (v.)  stability (n.) | ***Adding ideas***  as well as  ***Specifying as excluded from a category or group***  except |

1. **What is the decision-making process of the HKSAR Government?**

|  |  |  |
| --- | --- | --- |
| **Subject-specific vocabulary** | **General academic vocabulary** | **Linking words** |
| bureax (n.)  cess  put  cision  put  back  ment  raft  cutive  back  partments  cretariat  terested      decision-making pro\_\_\_\_\_\_\_\_\_\_\_  (compound n.)   * four components: * in\_\_\_\_\_\_\_\_\_\_\_\_ (n.) * de\_\_\_\_\_\_\_\_\_\_\_ (n.) * out\_\_\_\_\_\_\_\_\_\_\_(n.) * feed\_\_\_\_\_\_\_\_\_\_ (n.)   amend\_\_\_\_\_\_\_\_ bill (compound n.)  d\_\_\_\_\_\_\_\_\_\_\_\_ bill (compound n.)  exe\_\_\_\_\_\_\_\_\_\_\_ authorities (n. ph.)  feed\_\_\_\_\_\_\_\_\_ loop (compound n.)  government de\_\_\_\_\_\_\_\_\_\_\_\_\_  (compound n.)  government Se\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (compound n.)  terested      in\_\_\_\_\_\_\_\_\_\_\_\_\_\_ parties (n. ph.)  issues (n.)  judiciary (n.)  justice (n.)  ordinance (n.)  process      sultation  ulation  Decision  terests  inions  policy-making \_\_\_\_\_\_\_\_(compound n.)   * five stages: * initiation (n.) * con\_\_\_\_\_\_\_\_\_\_\_ (n.) * corm\_\_\_\_\_\_\_\_\_\_ (n.) * making \_\_\_\_\_\_\_\_\_\_\_\_\_ (n.) * implementation and evaluation (n. ph.)   terests  inions  public in\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (n. ph.)  public op\_\_\_\_\_\_\_\_\_\_\_\_ (n. ph.)  stakeholders (n.) | abolished (v.)      fect  mulation      putes  crimination        assent (n.)  context (n.)  come into ef\_\_\_\_\_\_  for\_\_\_\_\_\_\_\_\_\_\_\_\_ (n.) of policy  institutions (n.)  proposal (n.)  review  revise  settle dis\_\_\_\_\_\_\_\_\_\_\_\_ (n.)  sex dis\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (compound n.) | ***Adding ideas***  Not only … but also …  ***Showing contrasts***  But  However  ***Showing results***  Therefore  ***Giving reasons***  Because  As  ***Giving purposes***  To  so as to  ***Showing sequence***  Then  Meanwhile  After that  Next |

*****Task 2 My choice of the most useful words and expressions***

In the space below, write:

1. FIVE top most useful subject-specific words,
2. FIVE general academic words, and
3. THREE linking words you have learnt in this unit.

Compare your choice with your neighbouring classmate; see if there are similarities and differences and discuss.

1. **Subject-specific words**

[Student answer]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **General academic words**

[Student answer]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Linking words**

[Student answer]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Task 3 My learning record of “Hong Kong Government and I”***

*Put a tick (√) if you think you can manage the item in this unit.*

**Do I know …**

|  |  |  |
| --- | --- | --- |
|  | **Item** | **Yes (√)/No (🗶)** |
|  | the principle of “One Country, Two Systems” and the related concepts? |  |
|  | who participate in the policy-making process? |  |
|  | how the polices are made and implemented? |  |
|  | the decision-making process of the HKSAR Government? |  |