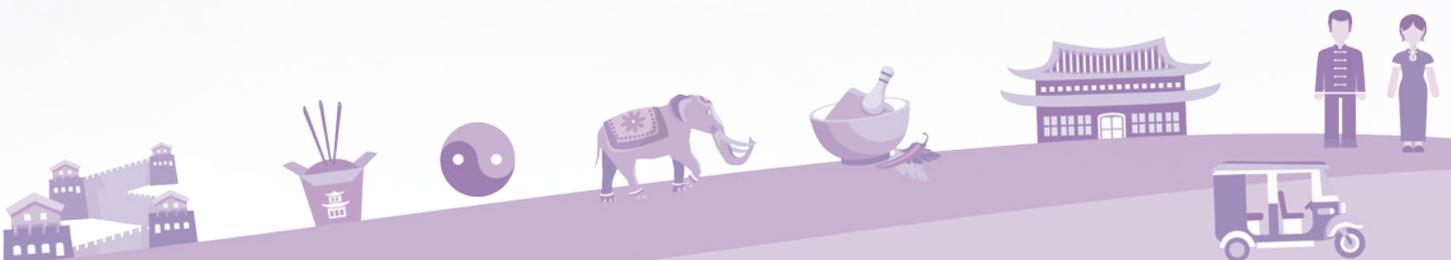


Senior Secondary Liberal Studies
Learning and Teaching Exemplar
for NCS students (4)

**Understanding the quality
of life from the cultural
perspective**



Understanding the quality of life from the cultural perspective

A. Basic information of the lessons

Topic Understanding the quality of life from the cultural perspective

Relevant modules, themes and issues for enquiry **Leading** **Module 2: Hong Kong Today**

 **Theme 1: Quality of Life**

- Which aspects of the quality of life are seen to be more important? Which are seen to be immediate needs? Who might make the decisions? Why?
- What are the different opinions of Hong Kong residents on the priorities which constitute the quality of life?
- How can individuals or organisations contribute to the maintenance and improvement of the quality of life? What are the obstacles to their efforts? Which groups of people are most affected if these obstacles are not removed?

Related **Module 2: Hong Kong Today**

 **Theme 3: Identity**

- To what extent do Hong Kong residents regard themselves as local, national and global citizens? How are their identities shaped? In what ways have their different identities affected their daily lives?
- What is the significance of multiple identities to Hong Kong residents? Why?

Overall design rationale

 The lessons start from introducing the cultures in two different places (India and Hong Kong). Both NCS and local Chinese students may learn the cultures in the context of Hong Kong as well as in other cities and understand that unique cultures could be found in different countries.

Teachers first introduce that both cultural heritage and cultural diversity are the indicators for measuring the cultural quality of life. Students will then discuss how cultural heritage and cultural diversity affect people's quality of life in Hong Kong. During the discussion, emphasis will be given to the contextualization and causal relationship among concepts.



A case study on the innovation projects carried out by The Link REIT will be discussed. Students will evaluate the impacts brought from the projects and understand the conflicts arisen among different stakeholders. During the discussion, teachers may focus on contextualization and conceptualization of the conflicts with reference to the framework suggested.

Time required

 4 lessons (40 minutes per lesson), approximately 160 minutes in total

Learning objectives

 **Knowledge:**

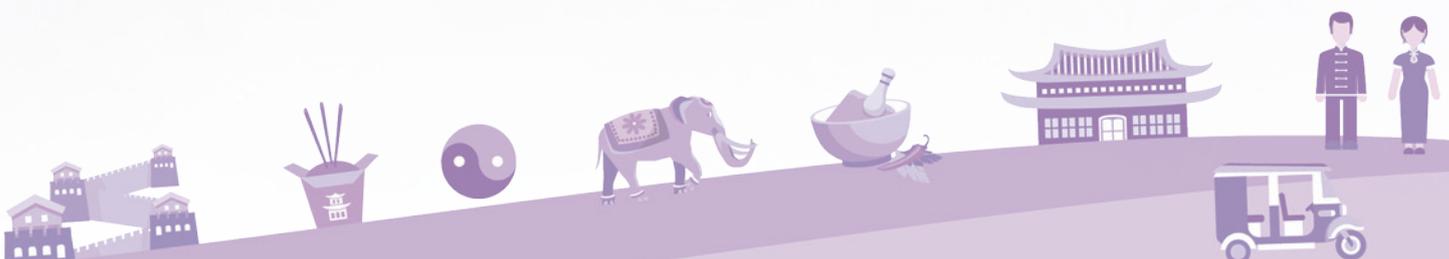
- To introduce what constitutes the cultural aspect of the quality of life, and how they influence people's quality of life in Hong Kong.
- To understand the current situation of cultural development in Hong Kong.
- To discuss the conflicts (and concerns/ value orientation) among different stakeholders in the pursuit of cultural quality of life.

 **Skills:**

- To develop skills in analysing value orientation and conflicts among stakeholders.
- To apply relevant knowledge and concepts in discussing contemporary issues.
- To analyze issue from critical multiple perspectives and the skills of conceptualization and contextualization.
- To respond immediately to queries.
- To express ideas in speaking and writing.

 **Values and attitudes:**

- To consider personal and social issues from multiple perspectives and make sound judgments with reasoning and creativity.
- To foster positive attitude towards balancing different views and comprehensive consideration.
- To understand the importance of cultural heritage and diversity in Hong Kong, to respect and preserve both local and other cultures in our society.



Basic Concepts for application

 **Basic concepts:**

quality of life, cultural heritage, cultural preservation/conservation, cultural diversity, identity, collective memory, traditions and customs

 **Other related concepts:**

conflicts and concerns, incompatible interest, conflicting values, tangible and intangible cultural heritage, demolition, gentrification, shared experience, urban development, social cohesion

Relevant learning experience at junior secondary levels

-  ● To have a general idea about the meaning of culture.
- To have acquired a basic understanding of different aspects of quality of life (material, non-material, political, social, economic, cultural and environment).
- To have fostered the perception of respecting others with different values, cultures and lifestyles.

Catering the learning needs of NCS students

-  ● The lesson will start from the cultures in India which may arouse the interest of the NCS students in exploring the cultures in different places.
- The use of audio-visual learning materials may enhance the motivation of students in learning Liberal Studies.
- Guiding questions are set after each Source in the data file. The questions guide the students to process the data and generalise the implication step by step. The questions could be used for lesson preparation or in-class discussion. Students are able to build up knowledge with the support of simple sequential tasks.



B. Design of classroom learning and teaching

Lesson Learning and teaching strategies and flow

Before class

Lesson preparation

- Ask students to study the photos about the cultures in India (Appendix 1). (Teachers and students can bring the Indian food or instrument, etc. to share with each other) This would facilitate the discussion and learning activities in the coming lessons.

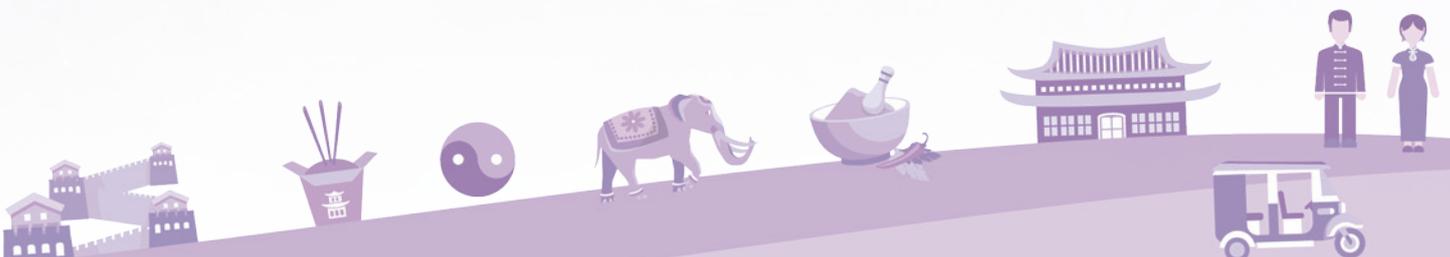
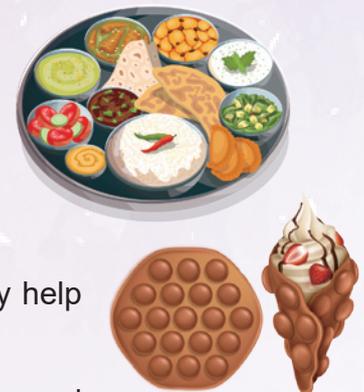
1

Lead in (around 10 minutes)

- Go over the pre-lesson preparation worksheet with students. The focus will be on the unique values and cultures in India.
- Remind students that unique cultures can be found in different countries/cities. For example, Paratha is a unique cuisine in India and Hong Kong has its own cultures as well.

Pair-work/ group work (around 25 minutes)

- Ask students to identify the cultures in Hong Kong (through writing, drawing, etc.) (Appendix 2).
- Teachers can bring the Indian food, instrument, etc. to share with students or ask students to read articles for more detailed information about the cultures in Hong Kong, if necessary (Appendix 3-Source A and Source C).
- Ask students to discuss what culture is. Teachers may help students clarify and conceptualize their answers.
 - ★ **Types of cultures:** beliefs, value systems, traditions and customs, manners and behaviours, language and artifacts, etc.
 - ★ **Aspects:** material and non-material cultures, tangible and intangible cultures
- Ask students to identify the characteristics of culture in Hong Kong. Teachers may help students clarify and conceptualize their answers.
 - ★ Features of culture in Hong Kong: co-existence of traditional Chinese culture and foreign cultures, mixture of traditional Chinese culture and foreign cultures



Round up (around 5 minutes)

- To revise the definition of culture.
- To revise the characteristics of culture in Hong Kong.



2

Group Discussion (around 30 minutes)

Part A

- Ask students to identify the changes in the development of cultural quality of life in Hong Kong with reference to the data provided. (Appendix 4-Part A).

Part B

- Introduce the indicators for measuring quality of life in cultural perspective (cultural heritage and cultural diversity).
- Ask students to discuss the relationship between the indicators and people's quality of life with reference to the situation in Hong Kong. (Appendix 4 Part B).
- Highlight the relevant concepts (e.g. social bonding, cohesion, shared experiences, etc.) and ask students to apply the concepts in the discussion.
- The discussion should elaborate the causal relationship between (i) cultural heritage and quality of life, (ii) cultural diversity and quality of life. Students are expected to justify their answers in view of the situation in Hong Kong.

Round up (around 10 minutes)

- To revise the indicators for measuring cultural quality of life.
- To revise the inter-relationship between the indicators and quality of life.
- To revise the important examples of cultural heritage and diversity in Hong Kong.

3&4

Group discussion (around 20 minutes)

- Ask students to read the sources and watch the video about the Innovation projects carried out by The Link REIT (Appendix 5-Source A to Source D) and identify the controversies raised in the issue.
- Ask students to discuss how the Innovation projects affect people's quality of life in Hong Kong. Students are encouraged to share their own experiences as well. Remind students to apply the concepts discussed in the previous lessons and generate the controversy that the innovation projects may enhance or undermine people's quality of life in Hong Kong / not every stakeholder supports the innovation projects.



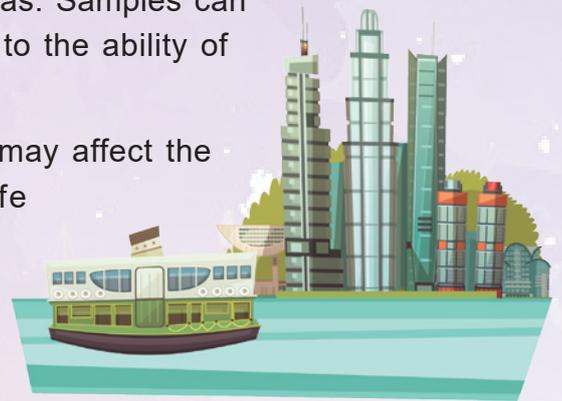
82



- Conclude that the innovation projects may bring positive and negative impacts on people's quality of life in Hong Kong. Thus, not every stakeholder involved would support the implementation of the innovation projects. In reality, conflicts occurred among stakeholders.

Pair work / Group discussion (around 30 minutes)

- Ask students to discuss the views and concerns about the Innovation projects carried out by The Link REIT among different stakeholders, identify the conflict of interest and/or conflict of value among stakeholders.
- Help students clarify and elaborate their answers with reference to the sources given. Teachers and students could make use of Appendix 6 to organise their ideas. Samples can be shown as examples with reference to the ability of students.
- Teachers could pick other issues that may affect the development of cultural quality of life in Hong Kong for discussion. e.g. redevelopment plan in Sheung Wan, redevelopment plan in Kwun Tong, demolition of Star Ferry.

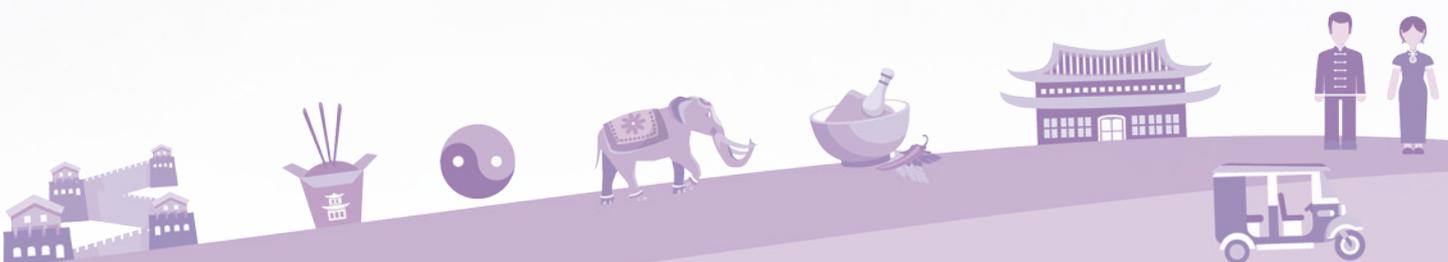


Summary / Conclusion (10 minutes)

Teachers conclude the values and concerns considered by different stakeholders in the development projects and revise the skills acquired in identifying the conflict of interest and/or conflict of value among stakeholders.

Post-discussion assignment (around 20 minutes)

- Brief students about the post-discussion assignment for the consolidation of learning in previous lessons. Assign a data-response question (Appendix 7) with reference to the learning objective and ability of students. A framework could be provided for weaker ability students. Guided writing could be arranged if necessary.
- Share students' works (both good and weak samples) and give constructive feedback to students.



Appendix I: Pre-lesson task

How much do you know about the Indian cultures?



Photo 1

Source: Photo taken by resource developer.



Photo 2

Source: Hindu Human Right (2017) Vedic Wisdom behind eating with your hands. Retrieved from <http://www.hinduhumanrights.info/vedic-wisdom-behind-eating-with-your-hands/>

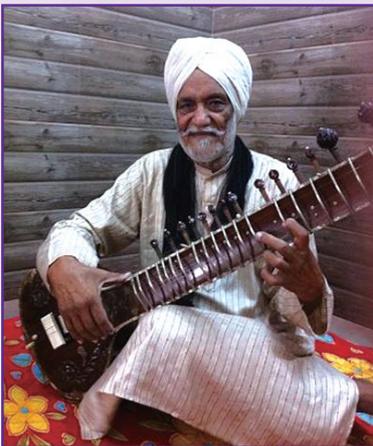


Photo 3

Source: https://en.wikipedia.org/wiki/File:Ustad_Prof._Kirpal_Singh_Jandu_plying_sitar.jpg

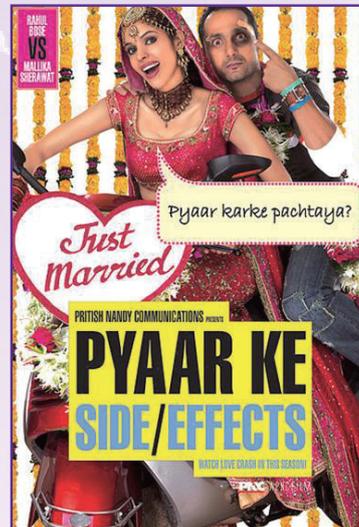


Photo 4

Source: https://commons.wikimedia.org/wiki/File:Pyaar-ke-Side-Effects_Official-Poster.jpg

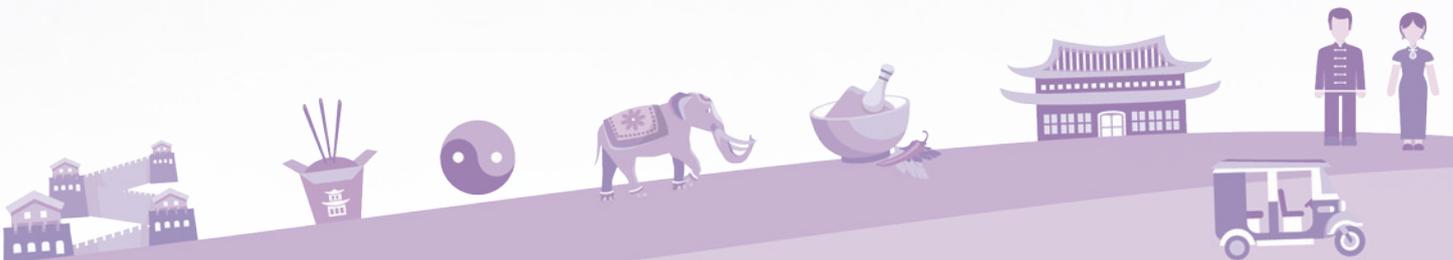
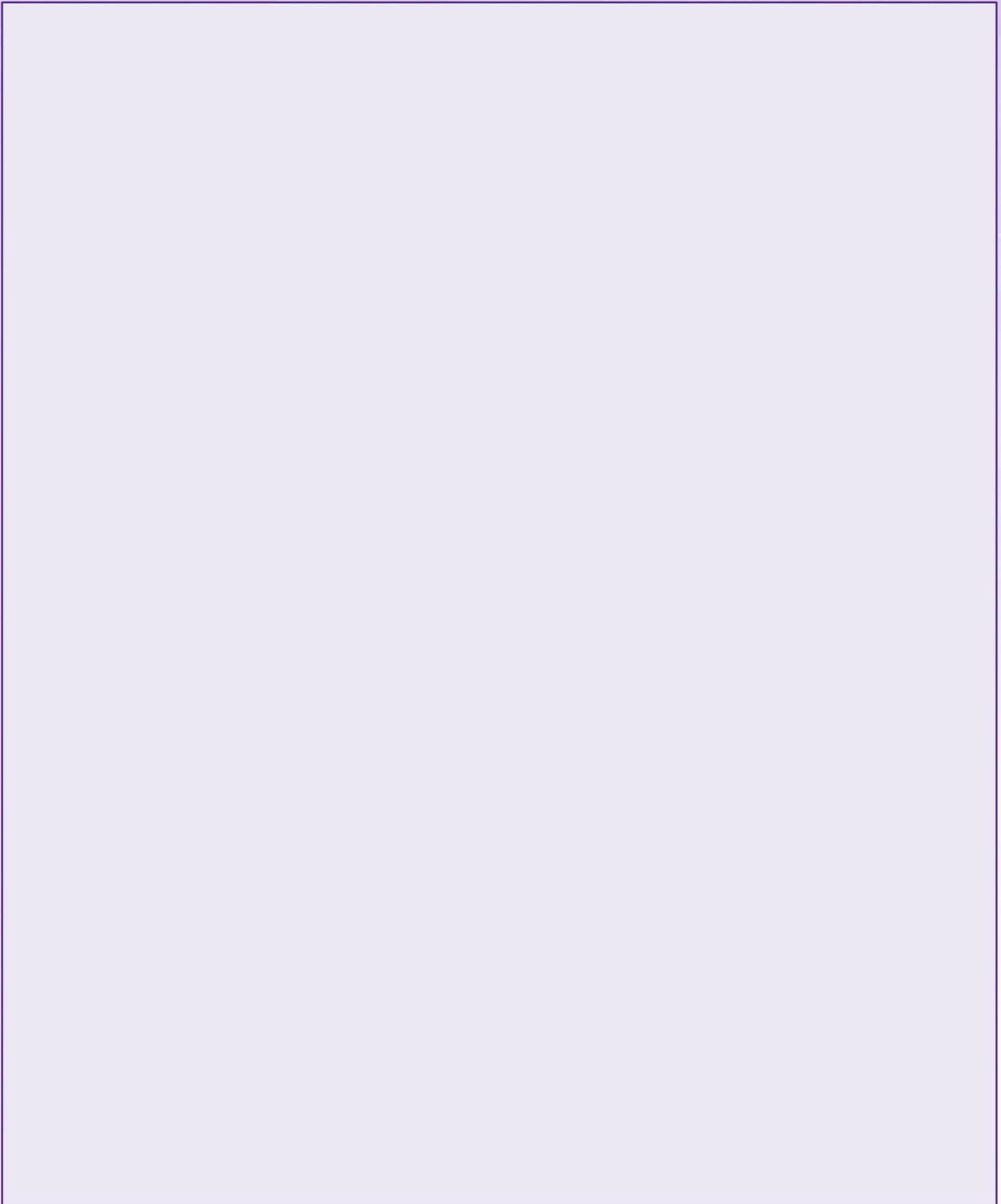
What are aspects of the Indian culture with reference to the above photographs?

	What is the photograph about?	Which aspect of Indian culture is it?
Photo 1		
Photo 2		
Photo 3		
Photo 4		



Appendix 2: In class activity - Cultures in Hong Kong

What's **Hong Kong culture** in your mind? Try to write or draw it in the box below.



Appendix 3: Reference materials about cultures in Hong Kong

SOURCE A Hong Kong, a Fusion of East and West

Thanks to its unique location and history, Hong Kong is a melting pot of eastern and western cultures. Traditional and modern, old and new merge to create Hong Kong's distinctive culture. Following the return of Hong Kong to Chinese sovereignty, close cultural exchange and cooperation with the Mainland has resulted in the rapid evolution of Hong Kong's cultural sector.

Hong Kong's brilliance is due both to its cultural diversity and to the unique local culture that diversity gave rise to. In Hong Kong, the diverse culture has reached its ultimate expression. All of these are the Hong Kong culture.

Source: China Daily (2007). *Hong Kong, a Fusion of East and West*.
Retrieved from http://www.chinadaily.com.cn/ezone/2007-08/24/content_6039878.htm

SOURCE B Local Culture in Hong Kong



**Pineapple bun with
a chunk of butter (菠蘿油)**



Egg tart (蛋撻)



**Hong Kong-style
French toast (西多士)**



**Fish balls in
curry sauce (咖喱魚蛋)**

Source: Photos taken by resource developer.



SOURCE C**Intangible cultural heritage in Hong Kong****Intangible heritage items broached**

<https://www.youtube.com/watch?v=HVwY9ecso8I>

Guiding Question: *What is the intangible cultural heritage in Hong Kong?
Can you name some of them?*

Examples: Cantonese Opera (Performing arts), Yu Lan Ghost Festival (festive events), Hong Kong-style Milk Tea Making Technique (Traditional craftsmanship), Herbal Tea (Knowledge and practices)

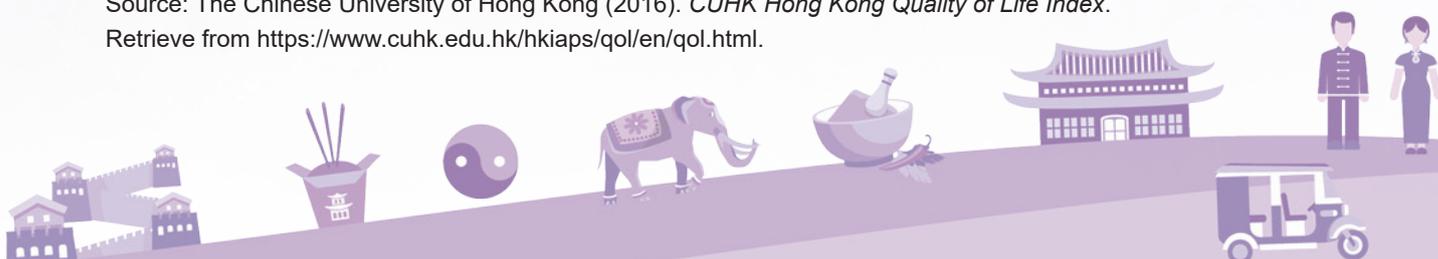
Source: Intangible Cultural Heritage Office <http://www.lcsd.gov.hk>

Appendix 4: Cultural quality of life in Hong Kong**A. Performance of cultural quality of life****SOURCE A****Hong Kong Quality of Life Index- Culture & Leisure Sub-index****Composition of and Data for compiling the Quality of Life Index (Culture & Leisure Sub-index)**

1. Cultural programmes attendance index (per 1,000 population) refers to the number of attendances of indoor cultural programmes organized at the venues of the Leisure and Cultural Services Department per 1,000 population.
2. Recreation and sport activities participation index (per 1,000 population) refers to the number of participants of recreation and sport activities organized or subvented by the Leisure and Cultural Services Department per 1,000 population.
3. Overseas travel index (per person) refers to the number of departures by the airport per person.

Source: The Chinese University of Hong Kong (2016). *CUHK Hong Kong Quality of Life Index*.

Retrieve from <https://www.cuhk.edu.hk/hkiaps/qol/en/qol.html>.



Question:

1. Describe the performance of cultural quality of life in Hong Kong as shown in Source A.

Better / Worsening* performance (* circle the appropriate answer)

Describing performance:

Apart from simply describing the data (e.g. increase / decrease, with the help of evidence), you have to include some adjectives to describe the performance, for instance, "better / worsening performance was found throughout the years".

B. Measurement of cultural quality of life

In general, _____ and _____ are important indicators of cultural quality of life.

(a) Cultural Heritage

Cultural heritage is *an expression of the ways of living developed by a community and passed on from generation to generation*, including customs, practices, places, objects, artistic expressions and values. It is often expressed as either intangible or tangible cultural heritage.

● Tangible cultural heritage:

- ★ movable cultural heritage (paintings, sculptures, coins, manuscripts)
- ★ immovable cultural heritage (monuments, archaeological sites, and so on)
- ★ underwater cultural heritage (shipwrecks, underwater ruins and cities)

● Intangible cultural heritage: oral traditions, performing arts, rituals

Source: *What is Cultural Heritage?* Retrieve from <http://www.cultureindevelopment.nl>

Some examples of cultural heritage in Hong Kong

A. Tangible cultural heritage

Ex-Ma Tau Kok Animal Quarantine Depot 前馬頭角牲畜檢疫站 (牛棚)

- ◆ The site was originally used as a slaughterhouse from 1908 to 1999. It was renovated and developed into a village for artists in 2001. It is now home to around 20 art groups.



Source: <http://www.guideguide.hk>



B. Intangible cultural heritage

Cheung Chau Jiao Festival

長洲太平清醮

- It started with a plague that devastated Cheung Chau in the late Qing dynasty (1644–1911). The islanders built an altar in front of the Pak Tai Temple and petitioned the god Pak Tai to drive off the evil spirits besieging the island, while parading statues of deities through the narrow lanes of their village.



Source: <http://metroradio.com.hk>

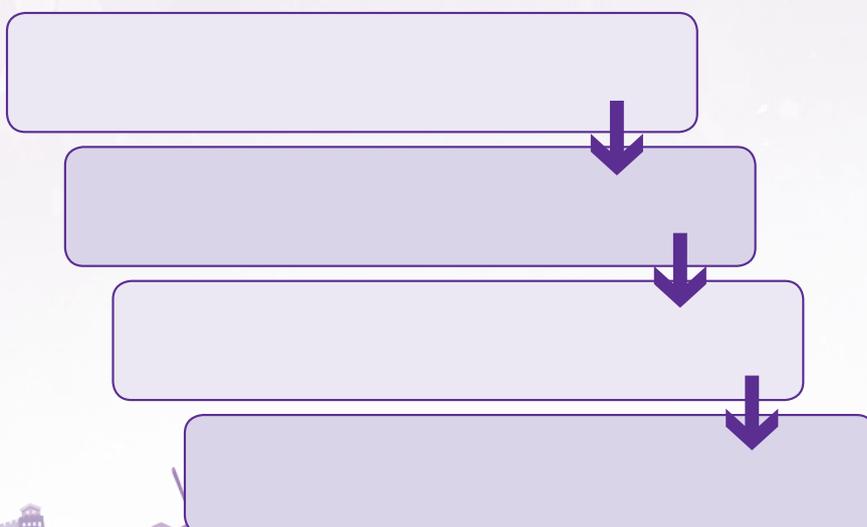
C. Some controversial cases related to the preservation of cultural heritage in Hong Kong

- Queen's Pier
- Star Ferry Pier
- Wing Lee Street (Sheung Wan)
- Lee Tung Street (Wanchai)
- Ho Tung Gardens
- Blue House (Wanchai), etc.

1. Explain why there is a **causal relationship** between cultural heritage and quality of life.

Major concepts concerning 'cultural heritage'	Related concepts for elaboration
People / relationships	
History	
Social meaning	

Using **Cheung Chau Jiao Festival** as an example, explain how it affects people's (Cheung Chau's residents') quality of life.



Hints:

- What is the significance of the festival?
- What do people do in the festival?



(b) Cultural diversity

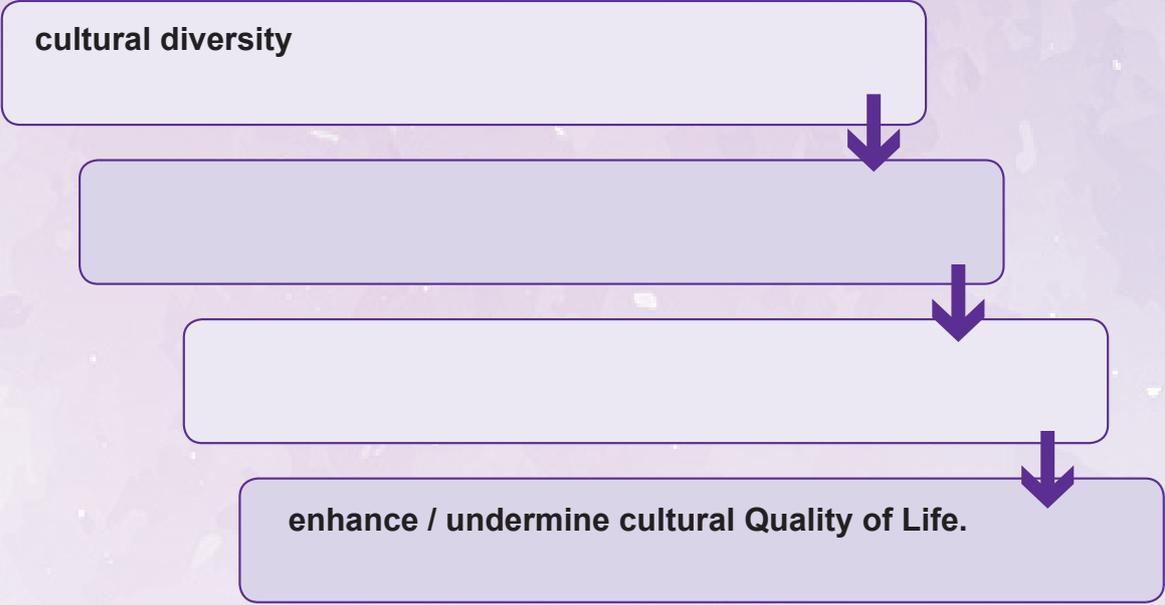
What is cultural diversity?

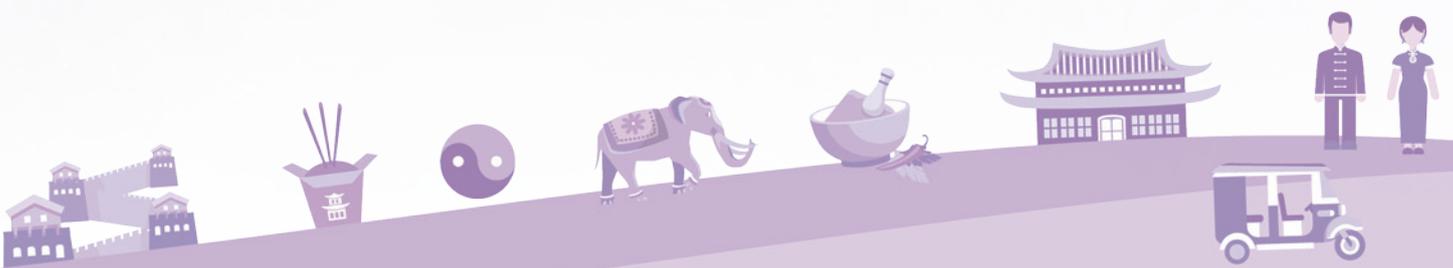
- It is defined as the cultural variety and cultural differences that exist in the world, a society or an institution.
- Cross-border population flows, such as migration, lead to increased diversity within societies. This diversity often refers to the *co-existence of a difference in behaviour, traditions and customs* -in short, a diversity of cultures.
- The UNESCO Universal Declaration on Cultural Diversity states that...
 - 1) "Culture takes diverse forms across time and space. *This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies* making up humankind.
 - 2) it is essential *to ensure harmonious interaction* among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together.
 - 3) "Cultural diversity *widens the range of options open to everyone*; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence."

Source: <http://unesco.org/>



Using **eating culture** as an example, explain why there is a **causal relationship** between **cultural diversity** and **quality of life**.





Appendix 5: A case study on the Innovation projects carried out by The Link REIT

SOURCE A Audio Visual source



1. 領展 (領匯) 唔識煮飯老婆 廣告 [HD] (Chinese ONLY)

(TV Commercial - Fresh Market)

<https://www.youtube.com/watch?v=lqXf6l4fbbE>

Guiding Question: What are the (positive) impacts brought to the community after the innovation?



2. Is Link REIT leading us a better life?

<https://www.youtube.com/watch?v=B3WYpzi3ne4>

Guiding Question: What are the (positive and negative) impacts brought to the community after the innovation?

A brief introduction of the Link Real Estate Investment Trust (Link REIT)

SOURCE B

(Extracted from a local newspaper)

- It is Hong Kong's first real estate investment trust set up in 2005, and was listed in the stock market
 - ◆ It took over the running of retail and parking facilities at local public housing estates with the *privatisation of assets* operated by the Housing Authority.
- Link's business strategy has drawn criticism from some.
 - ◆ In July 2015, activist group Link Watch released a study report which *said big chains* made up 76 per cent of the 2,075 shops in 22 malls run by the firm*. Several concern groups protested against its recent decision to *close a wet market in Tin Shui Wai for an upgrade, which they fear will bring about higher rents*.
- But the management in Link REIT disputes these claims. "We actually have more small shops ... We continue to maintain roughly 60 per cent of our shops leased to smaller operators." He argued that by renovating its malls and markets, Link offered more choices to shoppers, and that the introduction of high-end goods co-existed with cheaper options.

* Big Chains - retail outlets that share a brand and central management, and usually have standardized business methods and practices. Examples of big chains in Hong Kong: Maxim's Caterers Limited, Tsui Wah Restaurant.



Source: Adapted from news articles in 2015.



SOURCE C Survey on prices of fresh food items in different markets

Product	Ma On Shan Yiu On Estate Market Managed by the Link REIT (after innovation)	Tai Wai Market Managed by the Food and Environmental Hygiene Department	Difference
Orange	\$5.0 / each	\$2.0 / each	150.0%
Cabbage	\$30.0 / catty	\$14.0 / catty	114.3%
Pork belly	\$46.0 / catty	\$25.0 / catty	84.0%
Live chickens	\$88.0 / catty	\$67.2 / catty	31.0%
Egg	\$1.4 / each	\$1.2 / each	16.7%
Overall	\$170.4	\$109.4	55.8%

Source: Alliance on the Development of Public Markets (監察公營街市發展聯盟)

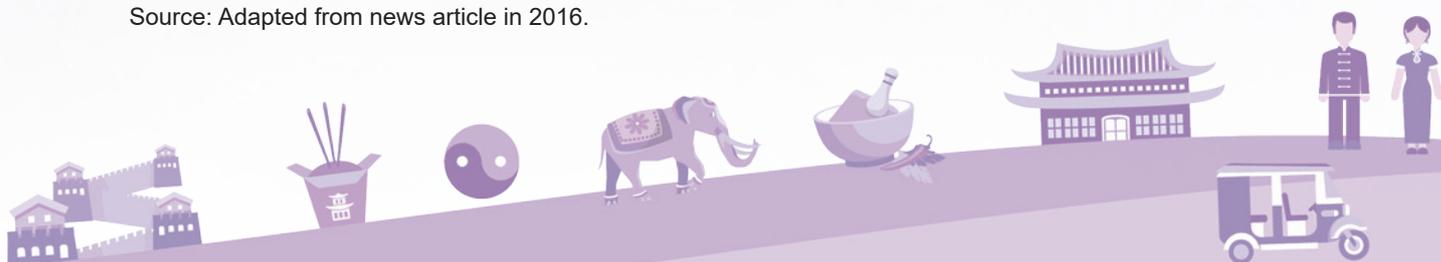
SOURCE D

“There were up to 50% more shoppers in some wet markets after renovation, on average we had 30% more. Amounts of goods sold have also increased,” The assistant general manager of the Link said.

14 of the Link’s wet markets have already been renovated, including the Siu Sai Wan Market, which introduced the “i-Chicken stall” to allow customers to select live chickens via video link, Ng hopes to renovate the remaining wet markets gradually. “After renovation, we are concerned whether the wet markets can sustainably develop and tenants continue their business,” He said, adding that while the Link has been criticised for selling overpriced fresh food, the needs of different types of customers have to be considered. “There should be a wide range of goods. While we have to take care of affordability of the grassroots, we also have to sell products with higher quality,” He said.

The chairwoman of concern group Link Watch, was skeptical that the upgraded markets were serving the needs of local residents. “Indeed the wet markets are looking prettier, but now they are also selling high-end food such as Parma ham – is that what public estate residents are looking for?” She said many wet markets were located in public estates and supposed to serve those on low income living there. Despite Link claims that the number of customers had risen, she questioned whether market shops had benefitted.

Source: Adapted from news article in 2016.



1. What are the features of the traditional wet market?

Hints: what kinds of products can be found in the wet market?

How is the relationship between the stall owners and customers?

2. With reference to the above sources, what are the impacts brought from the innovation projects carried out by The Link REIT?

Source	Impacts brought from the innovation projects
A(1) TV Commercial - Fresh Market	
A(2) Is Link REIT leading us a better life?	
B	
C	
D	



Appendix 6: Suggested framework for organising ideas

1. What conflicts might arise **among different stakeholders** in the **innovation of shopping malls by Link REIT**? Explain your answer.

What is a "conflict" ?

- controversy; quarrel
- discord of action, feeling, or effect; antagonism or opposition, as of interests or principles
- incompatibility or interference, as of one idea, desire, event, or activity with another

to list out the stakeholders involving in the issue, their views and their concerns

to pair up the stakeholders who are in conflict

to highlight their conflicting point

to explain how their concerns conflict with each other

Stakeholder	view	Value orientation



A commonly used structure to present conflicts:

Step 1: Highlight the conflict between stakeholders in the topic sentence

There are	<u>Description of nature of conflict</u> <ul style="list-style-type: none"> ● conflicting interests ● incompatible values ● different understandings ● diverse expectations ● 	between	Stakeholders A & B	on	<u>Conflicting points</u> <ul style="list-style-type: none"> ● whether _____ should be implemented. ● how _____ should be carried out. ● what to be included in _____. ● who should be taken care of in _____. ●
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Step 2: Present the concerns of each stakeholder and how they affect their choices / decisions

Stakeholder A values _____ most. They think that, so they prefer..... However, stakeholder B concerns _____ most. They believe that, therefore, they would like

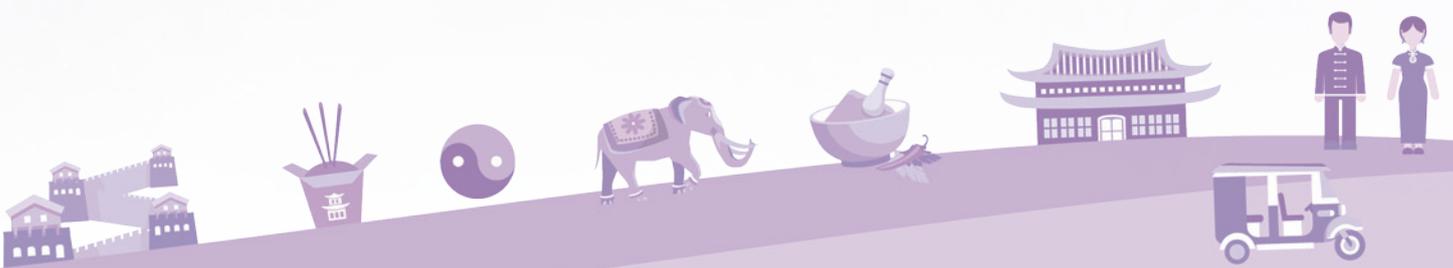
Step 3: summarize how their conflict would affect the decision in the mini-conclusion

As there is divergence on _____ (the conflicting point) between stakeholders A & B, it is hard for them to reach consensus / compromise.

Try writing one of them!

There are _____ between _____ and _____

_____ on _____.



Appendix 7: Post-discussion assignments (Data-response question)

Consider the following information.

SOURCE A **Some controversies over the conservation of historical sites in Hong Kong**

Location	Description
The Tong Lau remains near the Mid-Levels escalator in Central	<ul style="list-style-type: none"> ● The Urban Renewal Authority (URA) proposes to dismantle the remains of some tenement houses, or tong lau, which were built in 1879, and reassembles on the original site but in a smaller area. ● The site is being redeveloped into an area with 450 private flats and two commercial buildings. ● Central and Western Concern Group said that they cannot accept the so-called method of conservation. They insisted that this significant relic site has to be kept intact as it is. ● The assessment made by the URA reported that the remains, which also serve as a retaining wall to prevent landslides, do not meet minimum safety requirements. ● Dr Lee Ho-yin, an expert in architectural conservation at the HKU, said that other common methods of reinforcing the current wall without dismantling it would require covering it with concrete, which would defeat the purpose of retaining its heritage value.
Ho Tung Gardens on the Peak	<ul style="list-style-type: none"> ● The HKSAR government admitted a policy failure as it decided to give up on a plan to save the historic Ho Tung Gardens by declaring the mansion and private park a monument. ● The mansion's owner, Ho Min-kwan, rejected all proposals from the government. Ho wants to demolish the main building to build ten houses. ● Secretary for Development, Chan Mau Po said Ho had asked for compensation of HK\$7 billion, while the government estimated the site's worth at HK\$3 billion. "We understand that not everyone would agree with spending billions dollar of public money on private heritage sites."



(a) With reference to Source A, what are the possible *conflicts among different stakeholders* on the conservation of historical buildings in Hong Kong? (6 marks)

Suggested guides

I. Identify stakeholders involving in the issue, their views and concerns

The **Tong Lau remains** near the Mid-Levels escalator in Central

Stakeholder	Value orientation	What do they do?

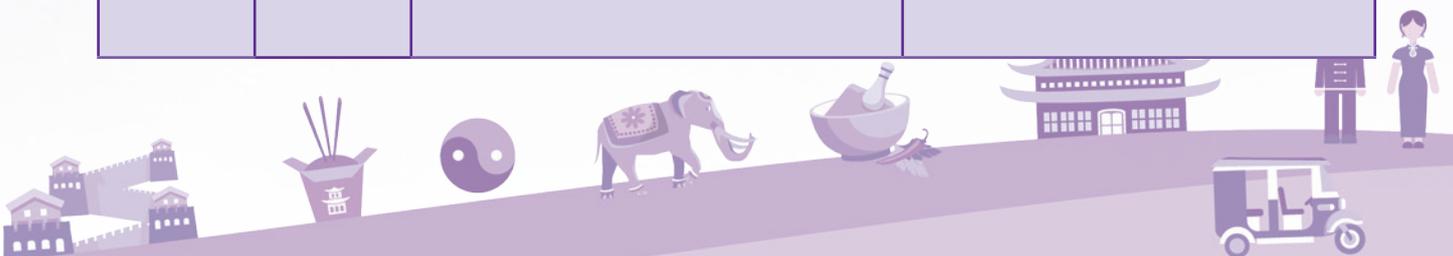
Ho Tung Gardens on the Peak

Stakeholder	Value orientation	What do they do?

II. Complete the following table.

1. Pair up the stakeholders who are in conflict in the issue
2. Identify their conflicting point
3. Explain how their concerns are in conflicts (arguments / viewpoints)

Stakeholder	Concerns/ interests	Conflicting point
Pair 1		
Pair 2		



III. Writing task

With reference to Source A, what are the possible *conflicts among different stakeholders* on the conservation of historical buildings in Hong Kong? (6 marks)

Guidelines:

i. suggested structure of the answer:

1. **Topic sentence:** Highlight the conflict between stakeholders
2. **Elaboration:** Present the concerns of each stakeholders and how they affect their choice/ decisions (Identify the conflicting point between the 2 stakeholders, explain the arguments of the stakeholders and how their arguments are in conflict)
3. **Mini-conclusion:** summarize how their conflict would affect the decision

Step 1: Highlight the conflict between stakeholders in the topic sentence

There are	<u>Description of nature of conflict</u> <ul style="list-style-type: none"> ● conflicting interests ● incompatible values ● different understandings ● diverse expectations ● 	between	Stakeholders A & B	on	<u>Conflicting points</u> <ul style="list-style-type: none"> ● whether _____ should be implemented. ● how _____ should be carried out. ● what to be included in _____ . ● who should be taken care of in _____ . ●
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Step 2: Present the concerns of each stakeholders and how they affect their choices / decisions

Stakeholder A values _____ most. They think that, so they prefer..... However, stakeholder B concerns _____ most. They believe that, therefore, they would like

Step 3: summarize how their conflict would affect the decision in the mini-conclusion

As there is divergence on _____ (the conflicting point) between stakeholders A & B, it is hard for them to reach consensus / compromise.



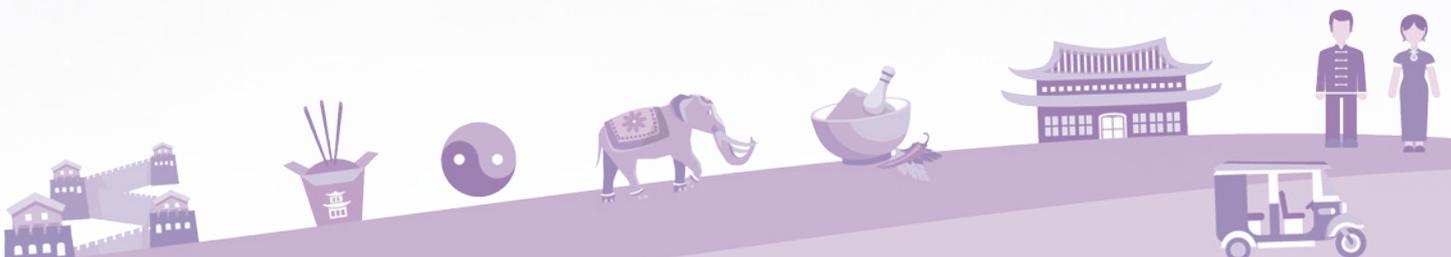
Example:

There are (conflict) between (stakeholder A) and (stakeholder B) on whether / how (the issue). (stakeholder A) values (the value) most. He / she / they support(s) / do(es) not support (the issue) because (arguments or explanation). However, (stakeholder B) values (the value) most. He / she / they support(s) / do(es) not support (the issue) because (arguments or explanation).

As there is divergence on _____ (the conflicting point) between stakeholders A & B, it is hard for them to reach consensus / compromise.

Suggested conflicts among stakeholders:

- 1. There are **diverse expectations** between **the government (URA)** and the **conservationists** on **how the historical buildings should be preserved**. In Source A, in the project of The Tong Lau remains near the Mid-Levels escalator in Central, the conservationists insisted that the significant relic site has to be kept intact as it is. They think that the best way to preserve these cultural heritages would be keeping the intact structure and the original forms of uses in these buildings. However, the URA suggests dismantling the remains of some tenement houses, or tonging lau, and reassembles on the original site but in a smaller area. The conservationists are dissatisfied with the plan suggested by the URA as their expectation cannot be met. The conservationists and the URA could hardly compromise how the preservation should be conducted.*



Guidelines for Teachers

(P.84) What are aspects of the Indian culture with reference to the above photographs?

	What is the photograph about?	Which aspect of Indian culture is it?
Photo 1	Samosa	Eating/Food culture
Photo 2	Indians usually eat with hands	Eating culture
Photo 3	Sitar (An Indian musical instrument)	Music
Photo 4	Movie (Bollywood Movies)	Movie (Bollywood Movies)

Question:

1. Describe the performance of cultural quality of life in Hong Kong as shown in Source A.

Better/ Worsening* performance (* circle the appropriate answer)

Evidence: increasing trend was found from

2002 to 2016

Describing performance:

Apart from simply describing the data (e.g. increase / decrease, with the help of evidence), you have to include some adjectives to describe the performance, for instance, "better / worsening performance was found throughout the years".

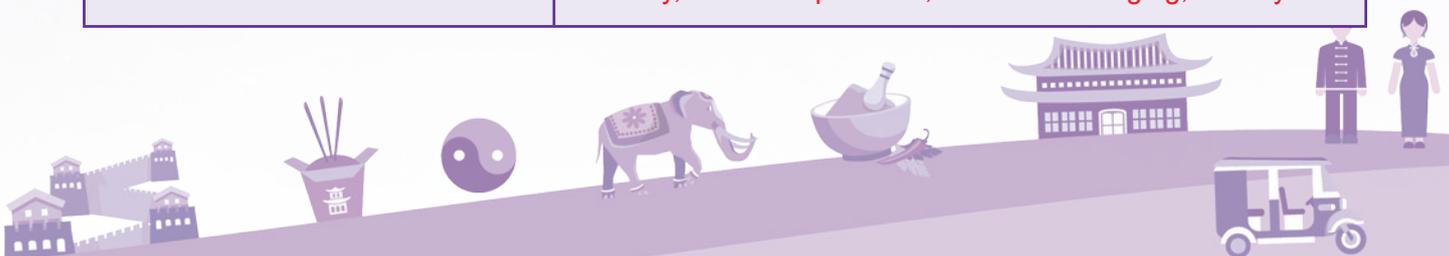
(P.88)

In general, cultural heritage and cultural diversity are important indicators of cultural quality of life.

(P.89)

1. Explain why there is a causal relationship between cultural heritage and quality of life.

Major concepts concerning 'cultural heritage'	Related concepts for elaboration
People / relationships	Social bonding, cohesion, shared experiences
History	Continuation and further development, unique history
Social meaning	Represent the uniqueness of the community, collective memory, shared experience, sense of belonging, identity



Using **Cheung Chau Jiao Festival** as an example, explain how it affects people's (Cheung Chau's residents') quality of life.

Hints:

1. What is the significance of the festival?
2. What do people do in the festival?



Pass on from generation to generation (Continuation) →

promote the next generation's knowledge about the history and traditions →

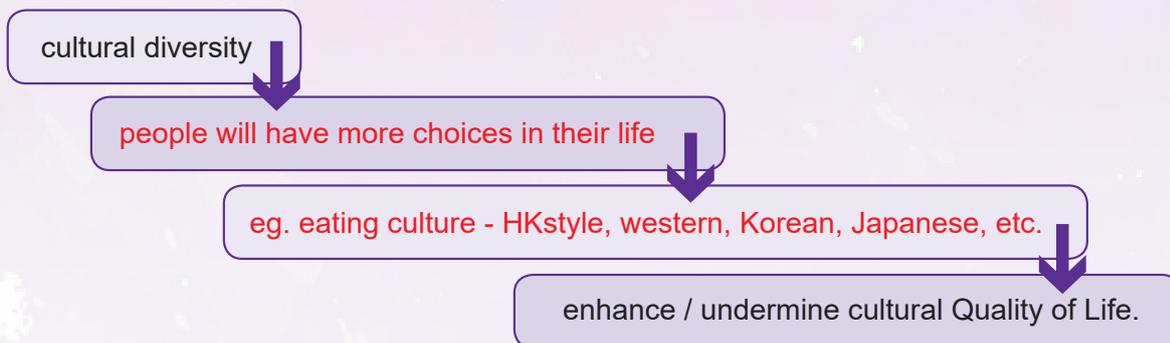
ponder the meaning of traditional culture and its impact on today's society →

further enhance the development of the culture and the society (Further development) →

enhance the quality of life

(P.91)

Using **eating culture** as an example, explain why there is a **causal relationship** between **cultural diversity** and **quality of life**.



Different cultures may also be integrated and developed into a unique local culture (in HK)

unique culture of a particular place (HK) helps build a sense of local identity

people become more united → enhance the quality of life



(P.94)

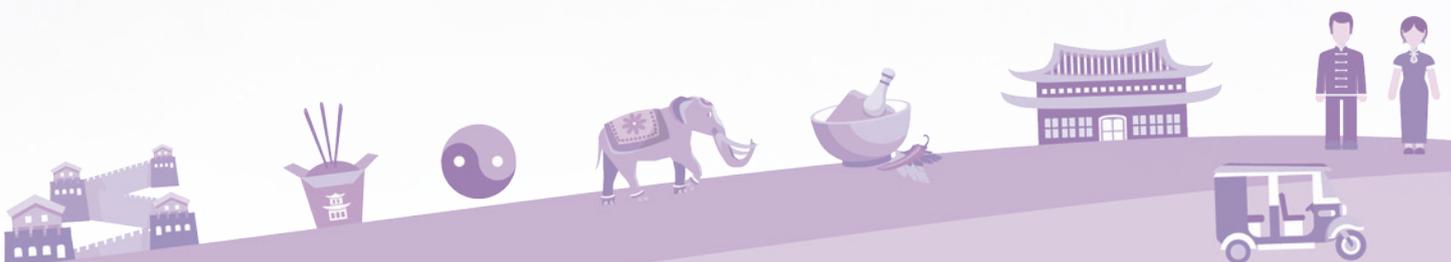
1. What are the features of the traditional wet market?

Hints: what kinds of products can be found in the wet market?

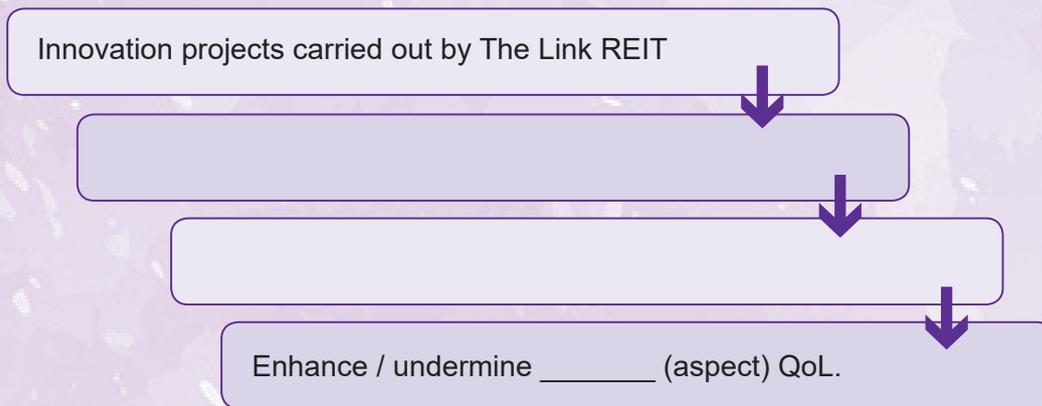
How is the relationship between the stall owners and customers?

2. With reference to the above sources, what are the impacts brought from the innovation projects carried out by The Link REIT?

Source	Impacts brought from the innovation projects
A(1) TV Commercial - Fresh Market	Better environment – clean & comfortable, better hygiene, air-conditioning, etc.
A(2) Is Link REIT leading us a better life?	<ul style="list-style-type: none">- Modernized facilities are provided (e.g. I-Chicken system), clean and comfortable environment,- Original / small stall owners would face increase in rent (production cost); however, rental of some new stall is low → may drive small stall out of business / higher prices of goods → affect the livelihood of residents- Stall owners are required to pay extra \$1,000/month for promoting the market.
B	Big chains made up 76 per cent of the 2,075 shops in 22 malls run by the firm. The innovation would bring about higher rents → increase production cost of stall owners
C	Prices of fresh food became higher
D	More profits were brought to stall owners (↑consumers) More expensive food can be found (but may not be unaffordable to residents nearby)



3. With reference to the above sources, discuss how the Innovation projects carried out by the Link REIT affect people's quality of life in Hong Kong.



Examples:

The Link REIT renovates the markets & malls of public housing estates → increases the rent → some traditional small shops that have been serving the local community for many years may not be able to afford the rent → forced to move/close down → loss of traditional, unique culture, collective memories and social ties (original way of life) → deteriorate cultural and social QoL

The Link REIT renovates the markets & malls of public housing estates → a few chained, larger scale businesses or multinational corporations may be invited to open their shops in these malls → the malls become very similar to each other → loss of cultural diversity → people have less choices → deteriorate cultural QoL

The Link REIT renovates the markets & malls of public housing estates → better living environment and infrastructure (e.g. clean, air-conditioning market) → More comfortable environment and user-friendly infrastructures are provided → People enjoy shopping/satisfy their needs in the markets and malls → enhance social/spiritual QoL



Appendix 6: Suggested framework for organising ideas

1. What conflicts might arise **among different stakeholders** in the **innovation of shopping malls by Link REIT**? Explain your answer.

What is a "conflict" ?

- controversy; quarrel
- discord of action, feeling, or effect; antagonism or opposition, as of interests or principles
- incompatibility or interference, as of one idea, desire, event, or activity with another

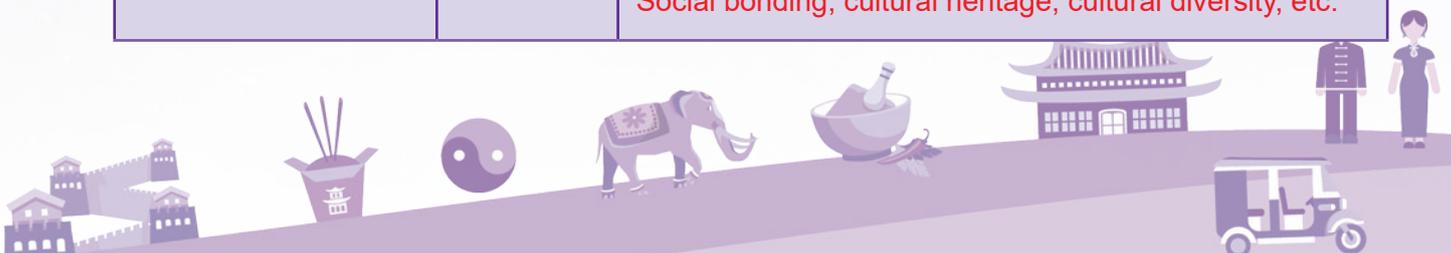
to list out the stakeholders involving in the issue, their views and their concerns

to pair up the stakeholders who are in conflict

to highlight their conflicting point

to explain how their concerns conflict with each other

Stakeholder	view	Value orientation
The Link REIT	support	Better standard of living (public interest) Profit-maximization
Affected residents	Support oppose	Livelihood, standard of living Social bonding, collective memory, neighborhood (residents with different age, years of residence, income levels, owners of business in the same area ...would affect their views)
Original shop owners	Support oppose	Profit-maximization (private interest) More business opportunity → earn more Higher rent → increase production cost → earn less
preservationists	oppose	Justice, fairness, rights, Social bonding, cultural heritage, cultural diversity, etc.



A commonly used structure to present conflicts:

Step 1: Highlight the conflict between stakeholders in the topic sentence

There are	<u>Description of nature of conflict</u> <ul style="list-style-type: none"> ● conflicting interests ● incompatible values ● different understandings ● diverse expectations ● 	between	Stakeholders A & B	on	<u>Conflicting points</u> <ul style="list-style-type: none"> ● whether _____ should be implemented. ● how _____ should be carried out. ● what to be included in _____. ● who should be taken care of in _____. ●
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Step 2: Present the concerns of each stakeholders and how they affect their choices / decisions

Stakeholder A values _____ most. They think that, so they prefer..... However, stakeholder B concerns _____ most. They believe that, therefore, they would like

Step 3: summarize how their conflict would affect the decision in the mini-conclusion

As there is divergence on _____ (the conflicting point) between stakeholders A & B, it is hard for them to reach consensus / compromise.

Try writing one of them!

There are _____ between _____ and _____
 _____ on _____.

Topic Sentence: There are conflicting interests between the Link and some original shop owners on the development of the market/mall.

Elaboration:

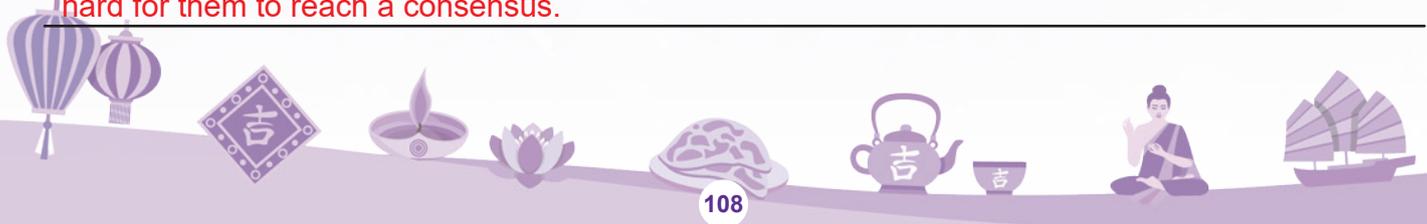
Link REIT:

The innovation brings the community a better living environment and infrastructure; attract more business opportunities → the Link REIT will be benefited by the innovation

Shop owners: possibly higher rent after the innovation → increase the production cost → earn less
 relocating business to the new area may cause (1) increase in cost e.g. higher rent → economic loss + (2) loss of social ties

Mini-conclusion

As there conflicting interests between the Link and some original shop owners, it is hard for them to reach a consensus.



(P.99) Appendix 7: Post-discussion assignments (Data-response question)

- (a) With reference to Source A, what are the possible *conflicts among different stakeholders* on the conservation of historical buildings in Hong Kong? (6 marks)

Suggested guides

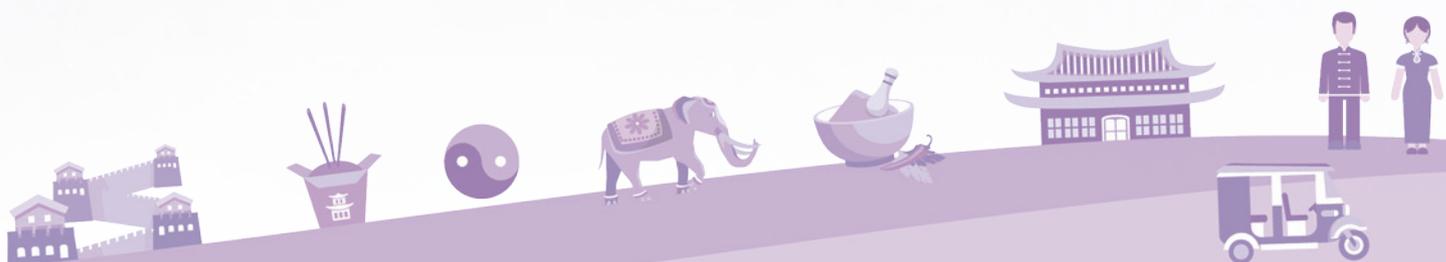
- Identify stakeholders involving in the issue, their views and concerns

The ***Tong Lau remains*** near the Mid-Levels escalator in Central

Stakeholder	Value orientation	What do they do?
The government / URA	Better use of land resource, at the same time preserve the historical relics	(1) to dismantle the remains of some tenement houses, or tong lau, and reassembles on the original site but in a smaller area. (2) To redevelop the area with 450 private flats and 2 commercial buildings
Central and Western Concern Group / conservationist	Conservation of historic relics	(1) cannot accept the so-called method of conservation (2) They insisted that this significant relic site has to be kept intact as it is.

Ho Tung Gardens on the Peak

Stakeholder	Value orientation	What do they do?
The government (represented by Chan Mo Po)	Conservation of historical buildings	(1) Propose to declare the mansion and private park a monument (2) To offer a 3-billion compensation to the owner
Property owner (represented by Ho Min-kwan)	Economic interest	(1) Want to demolish the main building to build ten houses (2) But if the government want to do conservation, a compensation of HK\$7 billion should be compensated (3) Declined all proposals



II. Complete the following table.

1. Pair up the stakeholders who are in conflict in the issue
2. Identify their conflicting point
3. Explain how their concerns are in conflicts (arguments / viewpoints)

Stakeholder		Concerns/ interests	Conflicting point
Pair 1	residents	Conservation of historic relics	Understanding of conservation
	URA/ government	Better use of land resource	
Pair 2	property owner	economic interest (private interest)	the amount of compensation
	URA/ government	Public interest	

III. Writing task

With reference to Source A, what are the possible *conflicts among different stakeholders* on the conservation of historical buildings in Hong Kong? (6 marks)

Suggested conflicts among stakeholders:

2. There are ***diverse expectations*** between ***the government (URA)*** and the ***conservationists on how the historical buildings should be preserved.*** In Source A, in the project of The Tong Lau remains near the Mid-Levels escalator in Central, the conservationists insisted that the significant relic site has to be kept intact as it is. They think that the best way to preserve these cultural heritages would be keeping the intact structure and the original forms of uses in these buildings. However, the URA suggests dismantling the remains of some tenement houses, or tonging lau, and reassembles on the original site but in a smaller area. The conservationists are dissatisfied with the plan suggested by the URA as their expectation cannot be met. The conservationists and the URA could hardly compromise how the preservation should be conducted.

