




















# 9-Week Revision Programme



進入倒數月

|                   | Day 1  | Day 2  | Day 3                                       |
|-------------------|--|--------|---|
| <b>week 1</b><br> | <b>Module 1 Personal Development and Interpersonal Relationships</b> |        | Theme 1                                     |
| <b>week 2</b><br> | <b>Module 2 Hong Kong Today</b>                                      |        | Theme 1<br>Quality of life                  |
| <b>week 3</b><br> | Theme 2 Rule of law and socio-political participation                |        |   |
| <b>week 4</b><br> | <b>Module 3 Modern China</b>   |        | Theme 1                                     |
| <b>week 5</b><br> | Recess   | Recess | Theme 2                                     |
| <b>week 6</b><br> | <b>Module 4 Globalization</b>  |        | What is globalization and economic          |
| <b>week 7</b><br> | Cultural globalization   |        |   |
| <b>week 8</b><br> | <b>Module 5 Public Health</b>  |        | Theme 1 Understanding of public health      |
| <b>week 9</b><br> | <b>Module 6 Energy Technology and the Environment</b>                |        | Theme 1 The influences of energy technology |

# 9 星期 常規班

| Day 4   | Day 5  | Day 6  | Day 7  |
|---|--|--|--|
| Understanding oneself                               | Theme 2 Interpersonal relationships  |  |  Recess   |
|   |  Recess   |  Recess   |  Recess   |
|   | Theme 3 Identity   |  Recess   |  Recess   |
| China's reform and opening-up                       |  |  Recess   |  Recess   |
| Chinese culture and modern life                     |  |  Recess   |  Recess   |
| globalization                                       |  Recess |  Recess   |  Recess |
| Impact of and response to globalization             |  |  Recess   |  Recess |
| Theme 2 Science, technology and public health       |  |  Recess   |  Recess |
| Theme 2 The environment and sustainable development |  | <b>24 hours Final Countdown</b>   |  |



# Common Error

## 考生常犯錯誤大檢閱

### 整體問題

- ✗ 1. 作答時段落不平均，熟悉的論點長篇大論，相反則寥寥數句敷衍了事。
- ✗ 2. 分題之間有連貫性，答案須環環緊扣，但部分考生往往各有各答。以 2015 年卷一 Q1(b) 為例，須解釋因應中國三農狀況的轉變而可能引發的兩個社會問題。考生作答時往往只列出兩個社會問題，沒有說明與題 1(a) 所指出的轉變的關係。
- ✗ 3. 申述說明與論點前後矛盾或焦點含糊不清。說明論點不需要長篇大論，一矢中的亦可以取得高分。
- ✗ 4. 能夠背誦概念及定義，但未能按題目要求針對性地作出解說。

### 卷一 資料回應題 Data-response Questions

- ✗ 5. 時間分配不均，卷一常有因作答時間不夠而未完成全篇答案，或部分分題草草了事的情況。
- ✗ 6. 作答卷一時，考生經常沒有根據資料作答，亦少引用資料。
- ✗ 7. 卷一常會出現以資料引證另一則資料的題型（例如：以資料 A 引證資料 B 中的漫畫），考生在作答時往往會加入個人立場。這類題型只需根據資料作答，不需要加入考生的個人立場。

### 卷二 延伸回應題 Extended Response Questions

- ✗ 8. 卷二的题目的考問範圍較闊，所提供的資料一般只針對一個個案或例子，旨在帶起整個議題。考生在答題時經常局限在資料中的個案，以致分數偏低。
- ✗ 9. 在選題時，考生應按自己對題型處理的能力作優先考慮，而非以議題的熱門程度而選答。



# DSE Typical Issue Focus

## DSE 恆常議題焦點

通識教育科涉及六大單元，各個單元都有一些必讀恆常議題。以下按過往的出題趨勢，針對各單元精選約 10 個恆常議題，讓考生作重點溫習，以應考 DSE 通識教育科。

### Personal Development and Interpersonal Relationships

1. The relationship between appearance and establishment of self-image in adolescents **Cross-Module** **Public Health**
2. Adolescents' values towards dating and breaking up
3. The relationship between parenting styles and adolescents' self-esteem
4. The relationship between the development of communication technologies and the changes in interpersonal relationships
5. The importance for adolescents to acquire life skills and expand their interpersonal networks
6. Idol worship and the construction of self-image
7. Values reflected by materialism and over-consumption, and their impact **Cross-Module** **Energy Technology and the Environment, Globalization**
8. The relationship between gender roles and stereotypes in society and personal development
9. The benefits and costs of adolescents' community involvement **Cross-Module** **Hong Kong Today**

### Hong Kong Today

1. Economic development and quality of life
2. The relationship between serious wealth disparity and social stability
3. The ways in which policies balance the interests of different stakeholders in the pursuit of a better quality of life

# Exam Overview

## 考試概覽

香港中學文憑試通識教育科的評核，分為公開考試和校本評核兩部分：

### 公開考試 (佔整科總分 80%)

|    | 形式   | 時間         | 佔分  |
|----|--|------------|-----|
| 卷一 | <ul style="list-style-type: none"><li>資料回應題</li><li>3 題必答</li><li>範圍涵蓋課程各學習範圍 (六大單元)</li></ul>     | 2 小時       | 50% |
| 卷二 | <ul style="list-style-type: none"><li>延伸回應題</li><li>3 題選答 1 題</li><li>範圍涵蓋課程各學習範圍 (六大單元)</li></ul> | 1 小時 15 分鐘 | 30% |

### 校本評核 (佔整科總分 20%)

通識教育科的校本評核模式是獨立專題探究。獨立專題探究是一個自主學習的經歷，學生須就某一當代議題，以具規範的探究方法完成獨立專題探究報告。具規範的探究方法包括四個部分：

- A. 題目界定
- B. 相關概念和知識／事實／數據
- C. 深入解釋議題
- D. 判斷及論證

學生可以選擇以文字或非文字報告模式完成報告。

「公開考試」的範圍涵蓋課程各學習範圍，即以下「六大單元」的「主題」和「探究議題」：

#### Module 1: Personal Development and Interpersonal Relationships (個人成長與人際關係)

##### Theme 1: Understanding oneself (自我了解)

What challenges and opportunities does a person have during adolescence?

##### Theme 2: Interpersonal relationships (人際關係)

What interpersonal factors facilitate adolescents to reflect upon and prepare for the transition to adulthood?

## 能力要求分析

### 卷一 資料回應題

#### 第六屆文憑試 (2017 年 4 月)

#### 技能分析

|              | Q1 (族裔共融) |     |             | Q2 (減貧)          |       |                | Q3 (開心程度)             |           |
|--------------|-----------|-----|-------------|------------------|-------|----------------|-----------------------|-----------|
|              | (a)       | (b) | (c)         | (a)              | (b)   | (c)            | (a)                   | (b)       |
|              | 4 分       | 6 分 | 8 分         | 4 分              | 4 分   | 7 分            | 5 分                   | 8 分       |
| 舉出／指出        |           | 因素  |             |                  |       |                |                       |           |
| 解釋／闡述        |           |     |             |                  | 減貧的影響 |                |                       | 優先改善的兩個向度 |
| 以資料 A 詮釋資料 B |           |     |             | 用資料 B 說明資料 A 的現象 |       |                |                       |           |
| 多大程度同意觀點     |           |     | 香港是個族裔共融的社會 |                  |       |                |                       |           |
| 描述           | 模式        |     |             |                  |       |                |                       |           |
| 比較           |           |     |             |                  |       |                | 兩地的開心程度 + 對生活素質滿意度的模式 |           |
| 從資料中找出論據     |           |     |             |                  |       | 提出一個支持和一個反對的論據 |                       |           |
| 建議           |           |     |             |                  |       |                |                       | 改善方法      |

## D. The sense of identity and local awareness of Hong Kong people emerged in the 1970s

### I. Changes after the 1967 riots

- The sense of identity and local awareness of Hong Kong people gradually emerged after the 1967 riots. This was because the then Governor Murray MacLehose started responding to social problems after the riots. For example, he introduced **a series of social policies**, such as **the ten-year housing plan**, **nine-year compulsory education**, and **the development of new towns**.
- The government also promoted cultural programmes such as the Hong Kong Festival and the Hong Kong Film Festival to enrich the spiritual life of citizens. Under the promotion of the government and the rapid economic development of Hong Kong, a sense of belonging ‘Hong Kong is my home’ was gradually formed among Hong Kongers who grew up in the 1970s.

### II. Lifestyle that enhanced the sense of identity and local awareness

- In the 1970s, nearly half of the population in Hong Kong lived in public housing estates. The narrow living spaces, public bathrooms and toilets, basketball courts or open areas in the estates, and the spirit of mutual help in the neighbourhood have all become a **collective memory** of that generation of Hong Kongers. Public housing estates have also become the symbol of Hong Kong people in that era.
- Local food culture, such as cheap and delicious food in Cantonese restaurants and tea restaurants, has become an important cultural symbol of Hong Kong internationally.
- The Hong Kong society in the 1970s was not affluent. Entertainment among the general public was mostly watching television and movies, and listening to Cantonese pop songs. Some venues that combined catering and entertainment, such as **night bazaars**, were places that Hong Kongers loved to go at that time.

## 焦點 試題

### 香港的族裔共融

問：What are the factors that might affect ethnic minority youths’ aspirations for their future in Hong Kong. (6 marks)

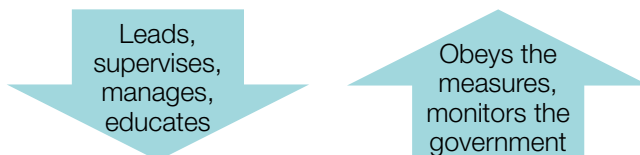
哪些因素可能影響少數族裔青年在港的抱負（6分）

答：居住在香港的少數族裔青年在生活上遇到不同方面的壓力，包括人際關係、教育機會和文化差異都會影響其發展機會和對香港的歸屬感，從而影響他們在港發展的抱負。

參考 2017年卷一題目1(b)

## E. The roles of the government and public in outbreaks of epidemic diseases

| Government measures |   |
|---------------------|---|
| Ordinary times      | <ul style="list-style-type: none"> <li>All health bodies must <b>assess the risks of outbreaks of epidemic diseases</b> and take good preventive measures and surveillance.</li> </ul>                              |
| During an epidemic  | <ul style="list-style-type: none"> <li>Guide the development of the whole situation, <b>allocate resources and adopt various emergency</b> response measures rapidly to prevent and control the disease.</li> </ul> |



| Public participation |   |
|----------------------|---|
| Schools              | <ul style="list-style-type: none"> <li>Pay close attention to students' health condition and adapt <b>isolation measures</b> when necessary</li> </ul>  |
| Community            | <ul style="list-style-type: none"> <li>Residents should work together to <b>keep the community clean</b> and to cooperate with any isolation arrangements.</li> </ul>   |
| Media                | <ul style="list-style-type: none"> <li>Should deliver the <b>latest news about the disease to the public</b> and <b>monitor government measures</b></li> </ul>  |
| Individuals          | <ul style="list-style-type: none"> <li>Measures that can protect oneself naturally protect others as well. Everyone has the responsibility to prevent disease during an epidemic. All preventive measures against infectious diseases should <b>begin with individuals</b>, and then <b>further develop to include families, the community and the entire society</b>.</li> </ul> |

### \*摘星秘技

考生要留意政府和公眾在大規模疾病蔓延事件中的關係，以「沙士」為例，政府先採取主導角色，規定出入境人士必須量度體溫，並安排患者接受隔離治療；公眾的角色是配合政府的措施，包括要注意個人及環境衛生、感到不適要盡早求醫等。

## 5.2 People's understanding of diseases and public health

### 5.2.1 Differences and changes in people's understanding of public health

#### A. Factors affecting people's understanding of diseases and public health

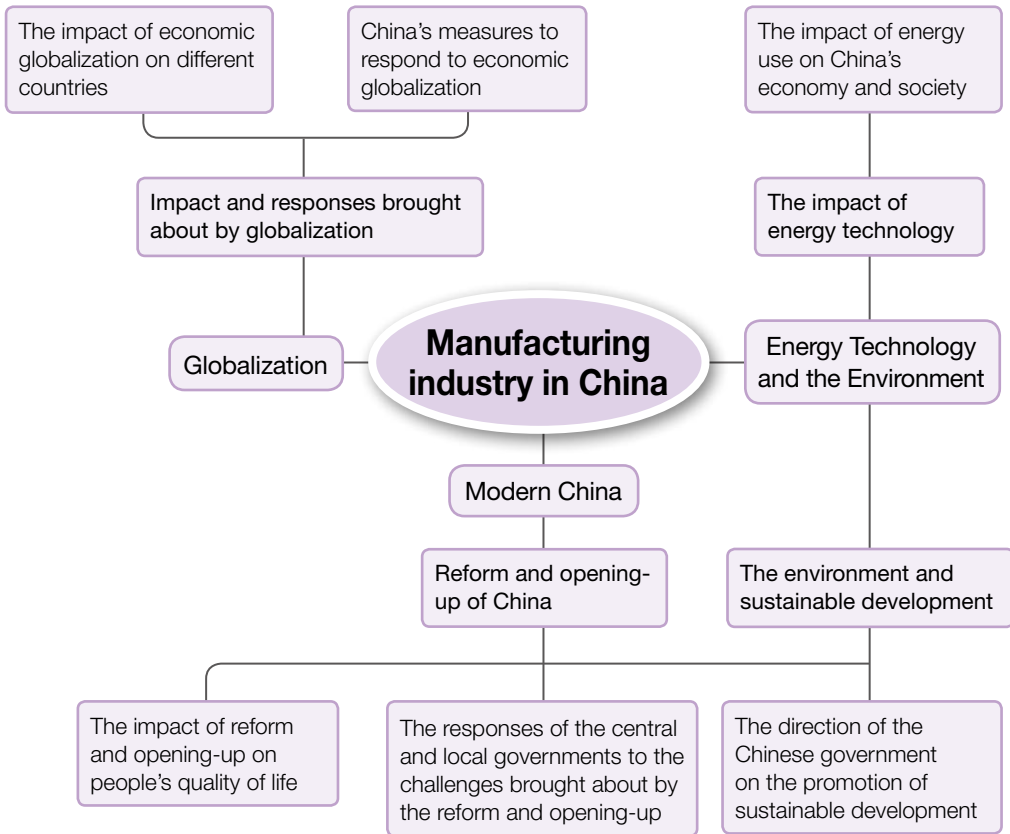
- A number of factors affect people's understanding of public health, such as the following:



## Issue in focus 4: Can the transformation of manufacturing industry in China improve the quality of life of Chinese people?



### 相關範疇



### 關鍵詞

Globalization    World factory    International division of labour    Production cost  
 Product quality    Multinational corporations    Original equipment manufacturers  
 Competitiveness    Developed countries    Developing countries  
 Maximization of profits    Quality of life    Economic transformation

## 事件概要

- Since the reform and opening-up, the manufacturing industry in China has flourished. Under the international division of labour, China becomes the ‘world factory’. However, with the rising production costs and poor-quality products, China’s development model of relying on low-cost production elements (such as land and labour) has gradually lost its competitive advantage. Also, developed countries possess advanced technology while developing countries have the advantage of lower production costs. As a result, the manufacturing industry in China faces a double blow.
- The rising production costs lead to the decline in profits among manufacturers. Under the principle of maximization of profits, multinational corporations would naturally seek low-cost production bases. Take the example of Pearl River Delta region where manufacturers are concentrated. The profits of both original equipment manufacturers and local brands drop significantly. Studies show that more than 10% of foreign enterprises plan to withdraw from China and move to other countries such as Vietnam, Cambodia and India.

## 常見題型作答示範

### Suggest and explain some reasons that may cause the manufacturing industry in China to face crises.

|                 |  |
|-----------------|--|
| <b>Reason 1</b> | <p><b>Rising production costs:</b></p> <ul style="list-style-type: none"> <li>• <b>Wage level:</b> As a result of rising income and improvement in quality of life, people’s wage level surges. This greatly increases the corporate costs. The hourly wages of workers in the manufacturing industry in China surged from USD4.35 in 2004 to USD12.47 in 2014, an increase of 187%.</li> <li>• <b>Energy costs:</b> Electricity consumption increased from USD7 (per kilowatt-hour) in 2004 to USD11 in 2014; The cost of natural gas increased from USD5.8 (per one million British Thermal Units) to USD13.7, an increase of 138%.</li> <li>• <b>Inflation of RMB:</b> From 2004 to 2014, RMB exchange rate against USD rose by 35%, meaning that the overall production costs of China had increased. Considering that Yen deflated while RMB inflated, some Japanese corporations decided to move their production bases back to Japan in order to reduce the operating costs.</li> </ul> |
|-----------------|--|