

# Teaching of Business Learning Elements at Junior Secondary Level - S3 Economics & Society

Wong Shiu Chi Secondary School

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# Background:

- ▶ EMI school in Tai Po
- ▶ One BAFS class in Senior Form (Accounting Module)
- ▶ Only ONE teacher in BAFS panel
- ▶ Students study Integrated Humanities in S1 and S2 (History, Geography and Economics)
- ▶ Students study Economics and Society in S3 (2 lessons per 7-days cycle)
- ▶ Change from EPA (textbook only) to ES (school-based curriculum) from 2013 onwards

# SWOT analysis in business subject at my school

<b>STRENGTHS</b>  School-based curriculum for S3 ES is flexible enough to cater students' learning needs Our school promotes self-regulated learning	<b>OPPORTUNITIES</b>  Collaboration among different subjects/ committee  Integrate business elements in S3 Economics and Society
<b>WEAKNESSES</b>  Junior form students study many subjects in S3, only 2 lessons per cycle Insufficient manpower	<b>THREATS</b>  Implementing constraints in cross curriculum

# ES curriculum in S3

## Teaching and Learning materials

- ▶ Textbook (New Century Life and Society Core module 13 Economy of Hong Kong : **Economics Performance of Hong Kong**)
- ▶ Teaching notes
- ▶ Moodle platform (e-learning and self-regulated learning)

*\*\*We usually use Moodle for extended learning outside classroom*

# ES curriculum in S3

## Knowledge context: Strategies and Management

### Essential Learning Elements (K7)

1. Business Environments: economic, technological, cultural & physical, social-political-legal
  - Main industries in Hong Kong
  - Characteristics of business environment of Hong Kong
  - Impact of globalization on business in Hong Kong

### School-based Curriculum

#### **Event Affecting the Hong Kong Economy**

- ▶ Introduction – Hong Kong business environment
- ▶ Today – Events affecting Hong Kong's Economy

Reasons for Hong Kong to develop into an international financial centre

### 1. China's reform and opening-up

Rapid economic growth since the **open door** policy, Hong Kong had well-developed **financial** industry for mainland investors to **raise funds** in Hong Kong

### 2. Favorable time zone

Hong Kong bridges the time gap between the financial markets in **North America** and **Europe**. This enables international transactions to continue **24** hours a day.

### 3. Good investment environment

Hong Kong has a sound **legal** system, low **tax** rate, no **foreign exchange** control and no restrictions on the identity of investors.

### 4. Quality human resources

Hong Kong has a well-developed **education** system which helps nurture talent. **English, Chinese and PTH** is widely used in Hong Kong.

### 5. Good communication facilities

Hong Kong has advanced telecommunication facilities enable quick movement of financial information.

## 什麼是大灣區?

- <https://www.youtube.com/watch?v=z97LlvRa4jo> (什麼是大灣區·第一集)
- <https://www.youtube.com/watch?v=lpe-38PZDbk> (什麼是大灣區·第二集)
- <https://www.youtube.com/watch?v=D6QGqsnpwQE&t=106s> (什麼是大灣區·第三集)

## Big market, small government

- 甚麼是大市場小政府?
- <http://www.youtube.com/watch?v=6HuLr4oieA> 英



## 2. From 1980s – International Trade, Service and Financial Centre

From an industrial centre to service, industry and re-export trade

### 1. High production cost

Due to the rising production costs in Hong Kong, many Hong Kong businessmen moved their **labor intensive** production processes to the mainland.

Hong Kong focused on the developing of the **service** industries which supported the **manufacturing** industries.

### 2. Open Door Policy in China

In 1978, the mainland market opened up, the mainland used Hong Kong as an entrepot to export its products. This favourable condition allowed Hong Kong to develop the **re-export trade** business again.

# ES curriculum in S3

## Knowledge context: Strategies and Management

### Essential Learning Elements (K7)

#### 2. Different types of business organisations

- Major forms of business organisations: sole proprietorship, partnership and limited company
- Characteristics of an entrepreneur

### School-based Curriculum

#### **Forms of business ownership**

- ▶ Private enterprises and public enterprise
- Private enterprises: Sole proprietorship, partnership, private limited company and public limited company
- Factors of production: Labour Vs Entrepreneur



A. Different forms of business ownership : (1) **private enterprise**  
 (2) **public enterprise**

I. Private enterprises are owned by **private individuals**.

<i>Features</i>	Sole proprietorship	Partnership	Private limited company	Public limited company
<i>No. of owners</i>	<b>1</b>	<b>at least 2</b>	<b>1 to 50</b>	<b>1 to unlimited</b>
<i>Main sources of capital</i>	<b>narrower</b> capital comes from : personal savings, <b>retained profits</b> , loans from <b>friends</b> , <b>relatives and banks</b>	<b>narrower / wider</b> capital comes from : Personal savings, retained profits, loans from friends, relatives and banks	<b>wider</b> capital comes from : Retained profits, loans from banks, <b>issue shares to existing shareholders</b>	<b>wider</b> capital comes from : Retained profits, loans from banks, <b>issue shares to public</b>
<i>Liability</i>	<b>unlimited</b>	<b>unlimited</b>	<b>limited</b>	<b>limited</b>
<i>Separate legal status</i>	<b>no</b>	<b>no</b>	<b>yes</b>	<b>yes</b>



# Entrepreneurship

- Entrepreneur is the owner of the company.  
Entrepreneurship refers to human efforts which
  - a) bears risk in production
  - b) makes production decisions
  - c) organizes and manages other factors of production

Entrepreneurship is geographically and occupationally mobile.



Entrepreneur or labour?

# Collaboration - ES and Computer Science

## Apply *entrepreneurial spirit to a maker project*

### S3 STEM project guidelines 2

#### Prototype powerpoint

Make a powerpoint to describe the prototype of a product you designed. The powerpoint should include the following two parts:

#### (a) Rationale

- Explaining the purpose(s) and benefit(s) of the prototype
- Example of a purpose : To make the world a better place

#### (b) Design

- A description of the prototype
- A labelled diagram (with description) to show the design of the product

It is expected to have at least four powerpoint slides. Softcopy file is needed to upload to S3 CY moodle course (STEM project → Prototype design powerpoint). (Deadline : \_\_\_\_\_ )

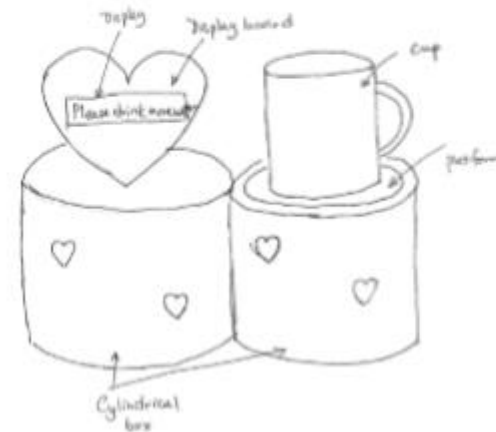
#### (b) Design

- A description of the prototype
- A labeled diagram (with description) to show the design of the product

The description of the prototype of product includes overall design (整體外觀設計), structural design(內部結構設計) and interface design(介面設計).

#### Example (Smart cup)

##### Overall design



# ES curriculum in S3

## Knowledge context: Strategies and Management

### Essential Learning Elements (E4)

#### Resources Management

- Financial budgeting (personal & company) and reporting
- Scheduling of resources
- Human resources

### School-based Curriculum

#### **E-learning and self-regulated learning:**

- Forum on Policy Address and Budget
- Article sharing: The Guangdong – Hong Kong – Macau Greater Bay Area
- Minimum wage implementation

# ES curriculum in S3

## Teaching and Learning materials - Moodle

The screenshot shows a Moodle course page for 'Economic and Society' at Wong Shiu Chi Secondary School. The page is viewed from the perspective of a user named 'CSM CSM'. The course is for S3 ES 2023-2024. The left sidebar contains navigation options: ES, Participants, Badges, Competencies, Grades, Home, Dashboard, and Calendar. The main content area displays the course title 'Economic and Society' with a breadcrumb trail 'Home / My courses / ES'. Below this, the course is identified as 'S3 ES 2023-2024' and lists four policy address materials: 'Policy Address\_3A', 'Policy Address\_3B', 'Policy Address\_3C', and 'Policy Address\_3D'. On the right side, there is a search forums section with a search box and a 'Go' button, and an 'Advanced search' link. Below that is an 'Upcoming events' section.

WONG SHIU CHI SECONDARY SCHOOL

CSM CSM

### Economic and Society

Home / My courses / ES

#### S3 ES 2023-2024

- Policy Address\_3A
- Policy Address\_3B
- Policy Address\_3C
- Policy Address\_3D

Search forums

Go

Advanced search ?

Upcoming events

# 2024-2025 Budget

## The 2024-25 Budget

Advance with Confidence  
Seize Opportunities  
Strive for High-quality Development

**Digital Economy**

**Green Future**

**Bolstering Confidence**

**High Quality Development**

## Bolstering Confidence

### Attracting Enterprises, Capital and Talent

- **Strategic enterprises:** more than **40** strategic enterprises have set up or expanded their businesses in Hong Kong, or will do so. Total investment of over **\$40 billion**, creating **13 000 jobs**
- **Hong Kong Investment Corporation Limited:** implement the first batch of direct and co-investment projects in the first half of this year, covering life technology, green technology, semiconductors, chips, etc.
- Organise “Roundtable for International Sovereign Wealth Funds” and “Summit on Start-up Investment and Development in Hong Kong”
- Submit legislative proposal to implement re-domiciliation mechanisms in first half 2024
  - Prepare to list an Exchange Traded Fund (ETF) in the Middle East tracking Hong Kong stock indices
- Review arrangements of Top Talent Pass Scheme in mid-2024 and host a Global Talent Summit

### Stock Market

- Actively take forward recommendations by **Task Force on Enhancing Stock Market Liquidity**
- Introduce treasury share buy-back regime and maintain trading operations under severe weather: targeting to implement in mid 2024
- Explore measures to enhance listing regime, improve transaction mechanism, boost investor services, step up market promotion, etc.
- Waive stamp duties payable on transfer of Real Estate Investment Trust (REIT) units and jobbing business of option market-makers

### Assisting Small and Medium Enterprises

- **SME Financing Guarantee Scheme:** extend application period for 80% and 90% Guarantee Products till end March 2026
- **BUD Fund:** inject **\$500 million** with launch of “E-commerce Easy”. Provide up to **\$1 million** per enterprise for implementing e-commerce projects in the Mainland
- **Digital Transformation Support Pilot Programme:** SMEs in the F&B and retail industries to be invited to select ready-to-use solutions starting early this year

### Property Market

- Cancel **Special Stamp Duty, Buyers' Stamp Duty and New Residential Stamp Duty** for residential properties with immediate effect
- Further **relax** countercyclical macroprudential measures for property mortgage loans and adjust other supervisory policies for property lending

# Extended learning in ES - Competition Law Workshop

競爭之合謀有罪 – 仙女散花



**\*\*有獎問答**



# Extended learning in ES - Stock trading Guru

## Stock Trading Guru

All S3 students were arranged to participate in a board game of 'Stock Trading Guru' during the lessons after the annual examination at the Career room. The objectives of this activity was to enhance students' understanding of operation of stock trading. Through the experiential learning activity, it may arouse students' interest of learning Economics. They might know more about the risk of different shares investment.



# Extended learning in ES - Online quiz competition

主辦機構 家福會 HKFWS 理財教育中心 Financial Education Centre 全力支持 恒生銀行 HANG SENG BANK

## 走到社區學理財

### 網上問答比賽2024

危機 日常理財 認識社區 投資

又到自助學理財的時間啦！  
今次活動進一步拉近理財與現實生活的距離，部分問題需要走進社區才能作答！  
除了能學到有趣又健康的財務知識，今次比賽還有豐富獎品！大家記得報名參加啦！

只供學校負責人報名

QR Code

**學校報名截止日期：2024年2月1日**

活動日期：2024年3月11日 - 4月8日

活動資訊：更多資訊

對象：初中組及高中組

形式：網上自助問答比賽

QR Code

豐富獎品

**校內比拼**

- 一等獎(3名)：價值150元的現金券
- 二等獎(4名)：價值50元的現金券
- 三等獎(4名)：價值20元的現金券
- 參與獎：個人電子獎狀乙張

**全港比拼**

- 一等獎(1名)：價值3,300元 Galaxy Tab S9 FE
- 二等獎(1名)：價值500元的現金券
- 三等獎(2名)：價值100元的現金券
- 參與獎：個人電子獎狀乙張

\*高中組及初中組獎項相同  
\*禮品卡/現金券從以下商店隨機抽取：  
Apple/新零售書券/超市/Mcdonald/無印/天仁/萬事

活動查詢：3950 1916(林姑娘) 3950 1911 (葉姑娘) 中心官網：<https://www.fechk.org/zh/home/>

透過自助學習的形式，於網上搜尋相關資料或親身走訪社區以回答有關問題。活動針對學習需要而分為初中版及高中版。內容涵蓋四大類別，包括**日常理財、危機、投資以及認識社區**。



# Conclusion (Planning, implementation and evaluation)

## ▶ Planning

- 1) **What business elements** should be included in Junior Form ES curriculum?
- 2) **How** to assist students to learn the business elements well?
- 3) How deep is the curriculum in terms of **age appropriateness**
- 4) How can we effectively assist students in learning business elements during their junior secondary, enabling them to **make informed choices** as they progress to senior secondary?

## ▶ Implementation

## ▶ Evaluation

- 1) Continuous assessments (Term test and exams)
- 2) Assignment (including Moodle exercise)
- 3) Teaching performance survey
- 4) Questionnaire after seminars or other extra curricular activities
- 5) Teachers' observation