

**SING YIN SECONDARY SCHOOL
SYLLABUS FOR E.P.A.
SEPTEMBER 2016 - JULY 2017**

Form Two

Textbook:	Hong Kong Government and I	(Pearson)
	Chinese Political System	(Pearson)
	Public Finance	(Pearson)

General Objectives:

- a. To help students understand the recent economic development of society
- b. To develop students' interest in current affairs
- c. To help students to acquire the following values:
 - i. Care and compassion:
 - ii. Understanding, tolerance and respect
 - iii. Civic responsibility
 - iv. Objectivity

Syllabus Topics	Objectives	Periods
(A) Public Finance in Hong Kong	<p>After completing the topics, students are expected to be capable of the following:</p> <ol style="list-style-type: none"> 1. Define public finance: 2. Identify the major types of revenue of the Hong Kong government. <ol style="list-style-type: none"> (a) Taxes: Direct tax and indirect tax (b) Others: Land sales 3. Identify the major expenditure of the Hong Kong government: Education, Social welfare, Health, etc. 4. Identify the types of government budgets and fiscal balances. 5. Explain the factors affecting government spending: <ol style="list-style-type: none"> (a) Basic law: a balanced budget (b) Government policies and public demand (c) Resources 6. Explain the objective of public finance <ol style="list-style-type: none"> (a) Income redistribution (b) Social welfare (c) Stabilizing economic development / promote growth 	(10)

(B) One country, two systems	<p>After completing the topics, students are expected to be capable of the following:</p> <ol style="list-style-type: none"> 7. Describe the background for Hong Kong to develop into a special administrative region. 8. Describe the principle of the policy of “one country, two systems” as applied in Hong Kong. 9. Describe the practices related to the implementation of the policy of “one country, two systems”. <ul style="list-style-type: none"> ● Hong Kong people ruling Hong Kong ● Responsibilities of the central government 10. Identify the importance of the basic law: As a constitutional document, it <ul style="list-style-type: none"> ● provides the legal basis for the formation of the HKSAR government. ● defines the relationship between the HKSAR and the central government ● describes how the HKSAR government is to be formed ● describes the rights of the Hong Kong people 	(3)
(C) The government of the HKSAR	<p>After completing the topics, students are expected to be capable of the following:</p> <ol style="list-style-type: none"> 11. Identify the major functions of a government. 12. Describe the basic structure of the HKSAR government, in particular the functions of the three branches of the government and how they are formed. 13. Identify the following features of the Hong Kong government: <ol style="list-style-type: none"> (a) Separation of powers: checks and balances between the 3 branches of the government and its importance (b) Executive-led: <ul style="list-style-type: none"> ● The leading role of the Chief Executive and the executive branch in formulating policies and law making. ● The Legislative branch plays a limited role in policy and law making. (c) Judiciary independence <ul style="list-style-type: none"> ● Its meaning and its importance with respect to the protection of people’s rights. 	(7)

(D) Elections in Hong Kong	<p>After completing the topics, students are expected to be capable of the following:</p> <p>14. Identify the principles of democracy:</p> <ol style="list-style-type: none"> (a) Protection of basic human rights / freedom (b) Sovereignty of the people, which can be realized by the formation of a representative government, election of public posts, referendums, etc. <p>15. Describe the common features of a democratic government:</p> <p>Examples</p> <ol style="list-style-type: none"> (a) Regular elections of public posts (b) Sovereignty of the people: Governments accountable to the people / voters (c) Protection of human rights (d) Rule of law <p>16. Distinguish between direct and representative (or indirect) democracy.</p> <p>17. Identify the major political parties in Hong Kong:</p> <p>18. Describe the key features of a democratic election:</p> <ol style="list-style-type: none"> (a) universal suffrage (b) equal ballot (c) secret ballot (d) regular elections (e) free election / freedom of expression, assembly, etc. <p>19. Identify the recent developments of the local elections.</p>	(8)
(E) Chinese Political System	<p>After completing the topics, students are expected to be capable of the following:</p> <p>20. Describe the following state organs of the central government of the People's Republic of China.</p> <ul style="list-style-type: none"> ● National People's Congress ● President of the People's Republic of China ● State Council ● Central Military Commission ● Supreme People's Court ● Supreme People's Procuratorate <p>21. Describe the structure of the communist party of China (CPC).</p> <ul style="list-style-type: none"> ● National Congress of the CPC ● Central Committee ● General Secretary of the Central Committee and the Standing Committee of the Political Bureau. ● The Political Bureau and its standing committee 	(14)

	<p>22. Describe the relationship between the CPC and the state: The communist party was the ruling party of the government.</p> <p>23. Describe how the CPC exert control over the state organs.</p> <p>24. Identify the authoritarian nature of the mainland government.</p> <ul style="list-style-type: none"> ● The communist party has supreme power over the executive, legislative and judicial branch. ● The power of the government is not effectively restricted by law. ● There is a lack of independent judicial power. <p>25. Identify the ways that the Chinese citizen can appeal to the government.</p>	
(F) News reports	26. To enhance students' awareness of social issues	(6)
		Total: 48

Teaching strategy:

Apart from lecturing, video shows are recommended in order to arouse students' interest in the topics. Besides, newspaper collection, data analysis, group discussion and debate on current issues are recommended so as to enhance students' awareness to social issues and ability to think independently.

Signature of Teacher in Charge

Checked by

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