





Ming Pao Education Publications Limited ‘Life and Society’

Corrigenda (09 / 2021)

Module	Page no. (2015 edition)	Chapter	Section	Amendment	
				Old	New
9	5	--	Warm-up Activity	4 November 2013	4 November 2013, 17 November 2016
				Jenny Ngai Mei Chun and Joyce Pun Chung Sze have been sponsored by the HKIEd to receive simultaneous interpretation in sign language during classes. As a result, they have realised their dreams for university education.	Jenny Ngai Mei Chun and Joyce Pun Chung Sze have been sponsored by the HKIEd (now The Education University of Hong Kong) to receive simultaneous interpretation in sign language during classes. As a result, they have realised their dreams for university education.
				<u>Additional</u>	Jenny and Joyce graduated in 2016. They have become one of the first university graduates to study through sign language. Joyce wished to teach in mainstream schools after getting teacher qualifications, and help to promote inclusive education.
	11	1	Learning Activity 3	Source 4 An exclusive interview with the mainland students in Hong Kong, so many have been the hardships Fang Jun is known online as the ‘Second Boss in Hong Kong and Taiwan (港台二哥)’. His Weibo account has been deleted 7 times for often posting ‘sensitive	Source 4 Aided schools become internationalised, to create an inclusive campus through diversified cultural education The non-Chinese speaking students in Man Kiu Association Primary School came from different countries, including Korea, Japan,

			<p>information’ about Hong Kong online (such as ‘1 July Protests’ and ‘Campaign against the National Education’). He is well known for arguing with mainland netizens on behalf of Hong Kong people. He is cursed as a ‘HK Crank’ by these netizens because of his many posts and comments supporting Hong Kong people. Yet interestingly enough, he has lived in Hong Kong for a mere 2 years since 2010 when he began to study for a Master’s degree at Hong Kong University. Last year, he was also accepted by a university in Taiwan for a Doctorate degree in Politics. The reason for naming himself ‘Second Boss in Hong Kong and Taiwan’ is stated in his self-introduction: ‘A mainland student in Taiwan with a Hong Kong ID’.</p> <p>Hong Kong is a place of freedom to Fang Jun, and this is very important to him. As for the reason he chose to stay in Hong Kong, he said, ‘I am not scared when I sit here to talk to you because you can write out everything I have said.’ He recalled that after he first arrived in Hong Kong teachers recommended some ‘officially banned books’ in class, and he would search</p>	<p>European and American countries, and also from India and Pakistan. In the past, Chinese speaking students and non-Chinese students in this school were separated in different classrooms, with few chances to communicate. Until 2015, the new principal created an inclusive campus, letting local students and non-Chinese speaking students to study together. She hoped to provide an opportunity for students to get along with people with different nationalities.</p> <p>Besides, the school had also organised a Culture Day, on that day students could wear ethnic costumes to school. Meanwhile the school had also set up stall games to introduce traditions of different countries, such as Indian Henna art and Chinese lion dance. The principal stated that the Culture Day was an important event of the school, which symbolised culture integration and mutual appreciation. Students could broaden their horizons through this event. She hoped students could realise that under Hong Kong’s circumstances as an international metropolitan, it is necessary to become tolerant and respectful towards cultures from different countries, in order to create an</p>
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			<p>for the books. Nevertheless, his classmates from the mainland did not agree with this. Fang Jun also encouraged his mainland classmates to join the assemblies and marches on 4 June, 1 July, etc. His pictures, along with those of his companions' were published in newspapers. Regarding this, Fang Jun said, 'As the facts prove, this is not a big deal at all.'</p> <p>Summary of local news on 14 November 2012</p>	<p>'inclusive' society together.</p> <p>Summary of local news on 12 August 2020</p>
13	1	Focus of Learning	<p>Fig. 1.1 Costume of an Indian man</p>	<p>Fig. 1.1 Costume of an Indian Sikh man</p>
14	1	More Information	<p>According to the data from 2011 Hong Kong Population Census, the Chinese make up the largest ethnic group in Hong Kong with a percentage of 93.6%, the rest are non-Chinese ethnic groups, with a total population of about 450,000. These ethnicity groups include Indonesians (1.9%), Filipinos (1.9%), Caucasians(0.8%), Indians (0.4%) and Pakistanis(0.3%).</p>	<p>According to the data from 2016 Hong Kong Population Census, the Chinese make up the largest ethnic group in Hong Kong with a percentage of 92%, the rest are non-Chinese ethnic groups, with a total population of about 580,000. These ethnicity groups include Filipinos (2.5%), Indonesians (2.1%), Caucasians (0.8%), Indians (0.5%) and Pakistanis (0.2%).</p>
16	1	Focus of Learning	<p>D Hong Kong is a pluralistic society and it can accommodate talent from different places. The government has encouraged talented people</p>	<p>D Hong Kong is a pluralistic society and it can accommodate talent from different places. The government has encouraged talented people</p>

			and professionals from other parts of the world through its ‘Quality Migrant Admission Scheme’ and ‘Admission Scheme for Mainland Talents and Professionals’. By allowing such people to help with development in different areas, Hong Kong can improve its competitiveness while society can become equipped with many new opportunities.	and professionals from other parts of the world through its ‘Quality Migrant Admission Scheme’, ‘Admission Scheme for Mainland Talents and Professionals’, ‘Technology Talent Admission Scheme’ and ‘Admission Scheme for the Second Generation of Chinese Hong Kong Permanent Residents’. By allowing such people to help with development in different areas, Hong Kong can improve its competitiveness while society can become equipped with many new opportunities.
23	2	More Information	Fig. 2.3	Fig. 2.2
26	3	Learning Activity 2	Source 1 He also encourages the docents to express their thoughts and emotions, and to listen to advice.	Source 1 He also encourages the docents to express their thoughts and emotions, instead of forcing them to listen to advice.
28	3	More Information	1. Tung Wah Group of Hospitals http://www.tungwah.org.hk/?content=1582 	1. Tung Wah Group of Hospitals http://las.mpep.com.hk/9/web1/en 
			2. Yan Oi Tong http://www.yotupg.yot.org.hk/fpu.php (Chinese version only) 	2. Yan Oi Tong http://las.mpep.com.hk/9/web2 (Chinese version only) 

			<p>3. The Salvation Army http://ssd.salvation.org.hk →‘Youth, Family and Community Services’→ ‘Community Service’</p> 	<p>3. The Salvation Army http://las.mpep.com.hk/9/web3/en →‘Youth, Family and Community Services’→ ‘Community Service’</p> 
37	--	Word Easy	<p>A Admission Scheme for Mainland Talents and Professionals 輸入內地人才計劃</p>	<p>A Admission Scheme for Mainland Talents and Professionals 輸入內地人才計劃 Admission Scheme for the Second Generation of Chinese Hong Kong Permanent Residents 輸入中國籍香港永久性居民 第二代計劃</p>
			<p>C Comprehensive Social Security Assistance (CSSA) 綜合社會保障援助計劃（綜 援）</p>	<p>C Comprehensive Social Security Assistance (CSSA) 綜合社會保障援助計劃（綜 援） Coronavirus Disease 2019 (COVID-19) pandemic 2019 冠狀病毒病疫情</p>
			<p>G genocide 種族屠殺</p>	<p>F Financial Secretary Paul Chan Mo Po 財政司司長陳茂波 G genocide 種族屠殺</p>
38	--	Word Easy	<p>S social mobility 社會流動（向社會上層流動）</p>	<p>S social mobility 社會流動（向社會上層流動） Society for Community Organisation (SoCO) 社區組織協會</p>
			<p>T The Hong Kong Council of Social Service 香港社會服務聯會</p>	<p>T Technology Talent Admission Scheme 科技人才 入境計劃 The Hong Kong Council of Social Service 香港社會服務聯會</p>

				T The Society for Community Organisation 社區組織協會	T The Society for Community Organisation 社 區組織協會
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Old:



1.1 Different social groups in Hong Kong

Social groups are divided according to the different characteristics of people. These characteristics include: ethnicities, cultures, regions of living and professions. People of common characteristics belong to the same social groups. They are generally divided according to 3 aspects including professions, ethnicities and cultures, and needs.

A. Divided according to professions

We can divide people into groups according to their jobs, for example, clerical staff in general do paperwork in an office; domestic helpers assist with domestic work in families; construction workers are involved in constructing all kinds of buildings and facilities. Each of these groups has different job specifications and needs, and because of this, different professional social groups should set up their own associations.

B. Divided according to ethnicities and cultures

Hong Kong is an international city where the Chinese live together with people from overseas. These are people from all over the world including the United Kingdom, the United States, Japan, and the Philippines. Different countries have different geographical environments, histories, and religious backgrounds, as well as different cultures. For example, many Chinese people give red packets during Chinese New Year, some Indian men (Sikhs) wear turbans to cover their heads.



Fig. 1.1 Costume of an Indian man



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Fig. 1.1 Costume of an Indian Sikh man

Learn more about Basic Law

Article 27

Hong Kong residents shall have freedom of speech, of the press and of publication; freedom of association, of assembly, of procession and of demonstration; and the right and freedom to form and join trade unions; and to strike.

Article 32

Hong Kong residents shall have freedom of conscience.

Hong Kong residents shall have freedom of religious belief and freedom to preach and to conduct and participate in religious activities in public.

Article 33

Hong Kong residents shall have freedom of choice of occupation.

Article 141

The Government of the Hong Kong Special Administrative Region (HKSAR) shall not restrict the freedom of religious belief, interfere in the internal affairs of religious organisations or restrict religious activities which do not contravene the laws of the Region.

Religious organisations shall, in accordance with law, enjoy the rights to acquire, use, dispose of and inherit property and the right to receive financial assistance. Their previous property rights and interests shall be maintained and protected.

Religious organisations may, according to their previous practise, continue to run seminaries and other schools, hospitals and welfare institutions and to provide other social services.

Religious organisations and believers in the HKSAR may maintain and develop their relations with religious organisations and believers elsewhere.

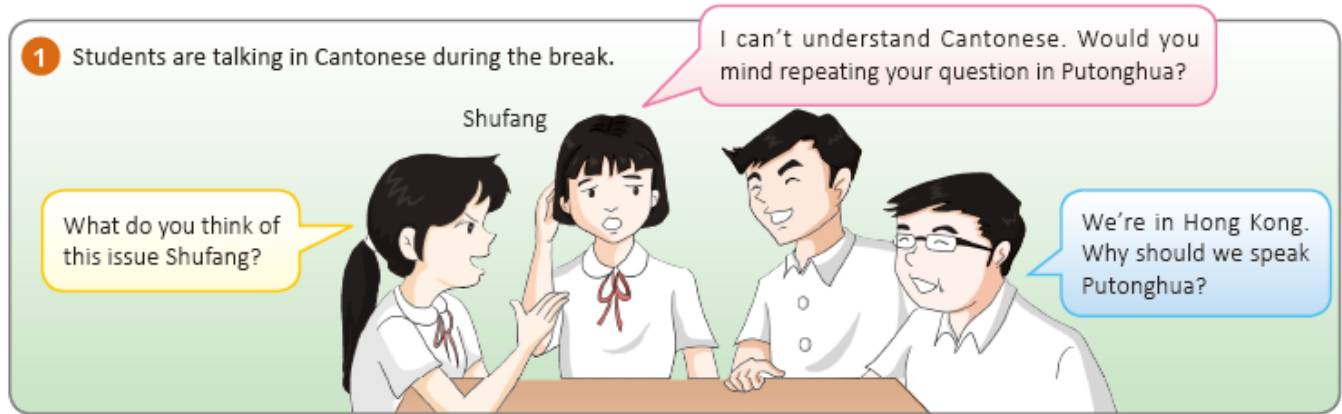
Article 148

The relationship between non-governmental organisations in fields such as education, science, technology, culture, art, sports, the professions, medicine and health, labour, social welfare and social work as well as religious organisations in the HKSAR and their counterparts on the mainland shall be based on the principles of non-subordination, non-interference and mutual respect.

Old:

Learning Activity 1 School life of Shufang

Shufang has moved to Hong Kong from the mainland and is a transferred student of this school year. Study her experience carefully and answer the questions.



1. According to the above pictures, how do Shufang's classmates treat her? **[Understand]**
[Analyse]

2. How would the attitudes of Shufang's classmates affect her? **[Analyse] [Deduce]**

New:

Learning Activity 1 School life of Shufang

Shufang has moved to Hong Kong from the mainland and is a transferred student of this school year. Study her experience carefully and answer the questions.



1. According to the above picture, how do Shufang's classmates treat her? **[Understand]**
[Analyse]

- Values** 2. If you were Shufang, how would you feel about your classmates' words and actions? **[Reflect]**

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3. How would the attitudes of Shufang's classmates affect her? **[Analyse] [Deduce]**

- Values** 4. If you were the other classmates, what would you do to help Shufang to integrate into school life? **[Problem Solving]**

Old:



The situation of discrimination against newly arrived women

The Society for Community Organisation found through their research in 2012 that there is a rising rate of discrimination against newly arrived women. In 2011, a total of 83% of the respondents said that they faced discrimination because of their identity as new arrivals, and the data has risen compared to the same research in 2009. Some new arrivals think that this discrimination is partly caused by the fact that many Hong Kong people do not clearly know about the contributions of mainlanders to Hong Kong. These people think that mainlanders only rob resources from the locals, but in fact, there is no way for the new arrivals to apply for Comprehensive Social Security Assistance (CSSA) without having resided in Hong Kong for at least 7 years. Moreover, the new arrivals that have applied for CSSA only make up 6% of all the applicants.

The Society for Community Organisation interviewed 100 newly arrived women from July 2011 to January 2012. 81% of them had lived in Hong Kong for less than 7 years. The government distributed HK\$6,000 to permanent residents, but new arrivals who had been in Hong Kong for less than 7 years were not eligible. 77% of the interviewees felt they had been discriminated against as second-class citizens. 82% of them even thought that the government led the discrimination.

The Society for Community Organisation (15 April 2012)



Fig. 2.1 This group is opposing the government distributing HK\$6,000 to new arrivals.



Fig. 2.2 The Society for Community Organisation, together with a group of new arrivals, is petitioning at the Central Government Complex. They point out that the government's 'money distribution scheme' is leading the discrimination against the new arrivals.

What kinds of discrimination may newly arrived women face in their daily lives?

New:



Situation of discrimination against new arrivals

According to the survey findings of Society for Community Organisation (SoCO) in 2016, 72.5% of new arrivals thought they had been discriminated against due to their background from the Mainland. Although the proportion slightly decreased compared to 2014, the situation was still serious. Some new arrivals thought that the discrimination was caused by Hong Kong people's ignorance of contributions from the new arrivals, thinking that the new arrivals were only to rob resources from Hong Kong. But according to the cases of Comprehensive Social Security Assistance (CSSA) at that time, the applications from the new arrivals had a share of 5% only. And for the waiting list of public housing, only 14% of applicants were new arrivals.

As Hong Kong's economy was heavily struck by the Coronavirus Disease 2019 (COVID-19) pandemic, Financial Secretary Paul Chan Mo Po declared to distribute \$10,000 to every Hong Kong permanent resident aged over 18 when presenting the government's *Budget* in February 2020. However, new arrivals were not among the beneficiaries. Some new arrivals questioned that whether the government had initiated the discrimination, and said that new arrivals had also contributed to Hong Kong, so they should also be entitled to this allowance too. Later Chan replied that new arrivals could also get benefited under the current system. He announced in March to distribute a one-off cash subsidy to the new arrivals through Community Care Fund



Fig. 2.1 Financial Secretary Paul Chan Mo Po emphasised the government cares about every citizen, that no discrimination did ever exist.

Society for Community Organisation (13 November 2016), summary of local news on 21 September 2020

What kinds of discrimination may the new arrivals face in their daily lives?

Old:

- Law

We should offer the needy legal protection by making the relevant law. For example, an employer should not exploit or dismiss an employee unreasonably due to disability. Moreover, in cases where the underprivileged have been unfairly treated, they should be provided with legal assistance. As a result, they could have fair trials.

- Education

Set up proper schools for school children from ethnic minorities or with disabilities respectively and provide related courses and continuing education programmes. Children from impoverished families should receive financial assistance so that they can have equal opportunities to achieve social mobility.

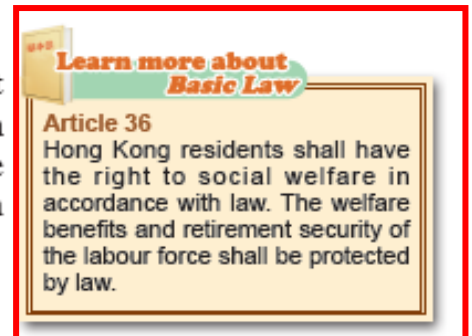
New:

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Learn more about Basic Law

Article 36
Hong Kong residents shall have the right to social welfare in accordance with law. The welfare benefits and retirement security of the labour force shall be protected by law.

Old:

Module Features



Learning outcomes predicted in point form.



Content learning through inquiry activities for multiple learning styles.



Explanations reinforce and deepen knowledge acquired through activities.



Inductive summary in point form.



Further explanations on main **concept words** (highlighted in blue) for understanding of more relevant information.



Extended questions in articles, pictures and mind mapping offer students opportunities to reflect and express acquired knowledge.



Key points summarised as concept map help students in using and understanding of concept words.



Quick and easy reference of special terms and vocabularies (underlined with a grey dotted line) helps students to understand the content in a bilingual way.



Current affairs and critical questions as independent learning materials, enables students to do preparation before lessons and get motivated in learning.



Questions to trigger students' interest and critical thinking.



Inspiring questions promote deeper thinking of knowledge and concepts.



Diversified supplementary information allows students to carry out learning activities on reinforced knowledge foundation.



Diverse elements help to enhance independent learning for students.



Daily categorised news reports and updated statistical charts can be downloaded through scanning of QR codes. A resource bank of supplementary worksheets, question bank and multimedia materials are provided to complement the overall needs of independent learning.

New:

Module Features



Learning outcomes predicted in point form.



To deepen students' understanding of the *Basic Law* with its original texts.



Content learning through inquiry activities for multiple learning styles.



Explanations reinforce and deepen knowledge acquired through activities.



Inductive summary in point form.



Further explanations on main **concept words** (highlighted in blue) for understanding of more relevant information.



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