

Foreword

The 21st century is an information age. Knowledge is expanding at an unprecedented rate and new challenges are continually posed due to the rapid changes of technology and the evolution of the society. Information is no longer considered finite and static but rather infinite and dynamic. People are likely to have to acquire new knowledge independently and use it to solve new unforeseen problems. These changes have progressively moved Hong Kong's economy from labour-intensive manufacturing towards high-tech production, finance, commerce and other servicing industries, which are knowledge-intensive and demand a highly educated workforce. To prepare our students to meet these changes, it is not enough to impart them with mere knowledge. Instead, we have to help them develop their capabilities to learn how to learn, i.e. to think logically and creatively, to develop and use knowledge, to analyse and solve problems, to access information and process it effectively, to inquire, to make rational decisions and to communicate with others, so that they can meet the challenges confronted.

The *Syllabuses for Secondary Schools: Mathematics (Secondary 1 – 5) (1999)* (to be referred to as the Syllabus hereafter), which will be implemented at S1 in 2001, is developed with a main focus on fostering students the above-mentioned capabilities, in particular, the high order thinking skills. This teaching package serves as a supplement to the Syllabus and aims to provide teachers with more elaborated information of the strategies in helping students to develop the high order thinking skills.

A loose-leaf booklet and one piece of CD-ROM are enclosed in this teaching package. For the booklet, brief notes on the high order thinking skills are included as the first part. The second part includes several exemplars, which illustrate to teachers how classroom activities with respect to various skills can be designed.

The exemplars compiled in this teaching package are for illustrative purpose only and the teaching methods suggested in the “Notes for Teachers” of each exemplar are by no means exhaustive. Teachers should refer to the Syllabus themselves for the content of the learning units concerned and provide further explanations to activities when using them in the classroom.

For classroom teaching, teachers can make copies of the exemplars or worksheets directly from the booklet in the folder. Alternatively, they can modify the exemplars or worksheets by retrieving the softcopy from the CD-ROM to better suit the abilities of their students. Moreover, all application files mentioned in the exemplars are stored in the CD-ROM. Teachers can make use of these application files for students' activities or for demonstration purpose.

Comments and suggestions on this teaching package are most welcome and should be sent to the Chief Curriculum Development Officer, Mathematics Section, Education Department, 12/F, Wu Chung House, 213, Queen's Road East, Wanchai, Hong Kong (fax no.: 2119 9075; e-mail address: math@ed.gov.hk).

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