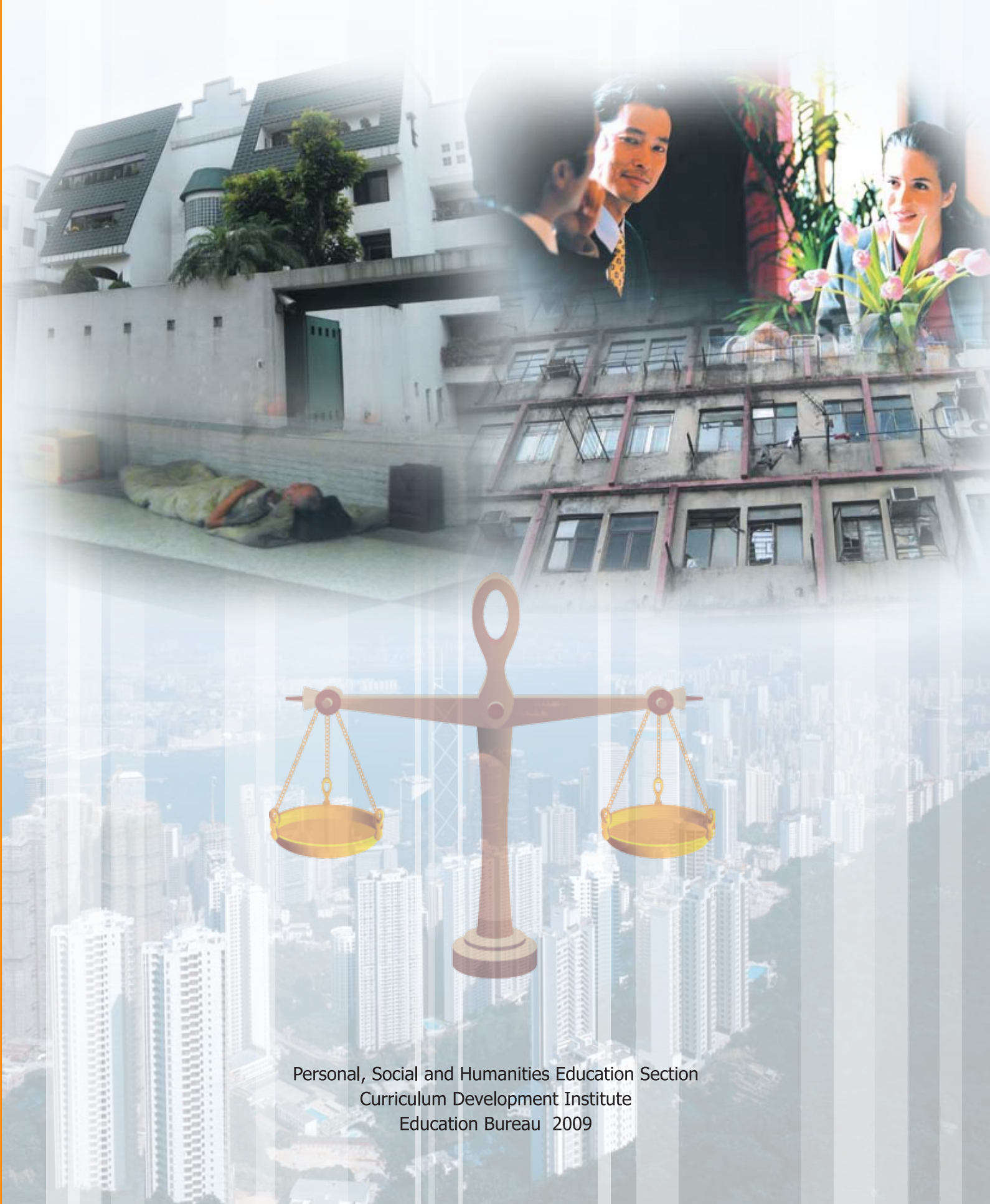


Efficiency, Equity and Role of Government



Background

This resource pack is published to support schools' implementation of the Economics Curriculum (Secondary 4-6) in September, 2009. The topic of "Efficiency, Equity and Role of Government" in the Curriculum involves new contents such as income inequality and the related policy concerns. To provide teachers with references to the concepts, real cases involved in this topic as well as teaching materials, the Curriculum Development Institute of the Education Bureau invited the Hong Kong Cooperative Learning Association to develop this pack.

This resource pack was also uploaded to the website of the Education Bureau (<http://www.edb.gov.hk>) for teachers' reference. If you have any comments and suggestions on this resource pack, please send them to:

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Introduction

1. This learning and teaching resource pack is jointly designed by local academics, educationalists and frontline teachers. It has the following features:
 - a. Materials related to different stakeholders are included to prompt students to consider issues from different perspectives.
 - b. Appealing real cases and interactive learning activities are provided to facilitate discussions and critical thinking.
 - c. Simplified cases and materials are set out for easy learning by the average local senior students.
 - d. A design aims to nurture the readiness and confidence of students so that they could get the most out of the learning process.
 - e. Well-balanced materials and learning activities covering the major concepts are designed to engender a comprehensive understanding.
 - f. Multi-level materials and learning activities catering for students with different needs and abilities are provided to offer flexibility to the teacher.
2. The Pack may not cover every learning point, but it covers all important concepts and supports the major part of the teaching programme. While the Economics Curriculum and Assessment Guide (Secondary 4-6) suggests 18 hours on this topic, the Pack provides activities for 13-15 hours.
3. Each unit includes learning activities, assignments and learning assessment. Certain learning activities in some units (e.g. units 1, 4 and 6) can be used as assignments or assessment. Certain learning activities, assignments and assessment are designed for more able students (indications are added). The teacher is free to decide according to the needs and abilities of students.

4. The themes and the corresponding number of activities of the learning materials are as follows:

Unit	Learning theme	No. of activities
1	Efficiency and equity in a market economy	5
2	Measuring income inequality	9
3	Factors affecting income inequality	2
4	Equalising income or equalising opportunities	4
5	Disincentive effects of taxes and transfers	2
6	Trade-off between efficiency and equity	4

5. Each unit is made up of the overall objectives, time allocation, individual topic or learning activity (with specified objectives), prerequisite knowledge, time required, materials needed, teaching plan and instructional procedures, alternative activities, teaching materials, learning materials, assignments, assessment and teacher's reference.
6. The Pack picks up current or the most updated materials and data (e.g. data and information from the 2006 by-census report) by the time it is written. But the materials would be used after 2009, so the teacher should update the information and data (like referring to the 2011 census report) and keep track of the changes of Government policies and measures from time to time. The websites of the sources of information are listed for the teacher to update the information and data when necessary.
7. Some materials or data are not included in the Pack due to the copyright concern (e.g. the song of *Streets of London* in Unit 1). Sources from websites are listed for the teacher to obtain or download the necessary information in preparing the learning materials.
8. Three Excel Programmes are designed for the teacher to generate Lorenz Curves and the trends of the percentages of total income earned by different income groups. They were uploaded to the website of the Education Bureau (EDB):
(<http://www.edb.gov.hk/index.aspx?langno=1&nodeid=3226>)

9. Reading materials and worksheets of the Pack for students were uploaded to the website of the Education Bureau (EDB).
(<http://www.edb.gov.hk/index.aspx?langno=1&nodeid=3226>)
10. The Pack offers a variety of interactive activities to students in pairs or groups of four. These activities include pair sharing, group discussion, mini-role play and mini-debate, all guided by the working principles of co-operative learning. These activities can be efficiently used for data response, news analysis and case study. Three guidelines on arranging and conducting a small group discussion, a mini-debate and a mini-role play are included for the teacher's reference.
11. *Apart from content knowledge and skills, students' generic skills (e.g. critical thinking, communication and problem-solving, etc.) will also be trained through the interactive activities employed in the pack.*
12. *Real cases are used in the Pack to arouse students' interest. Teacher should remind students that there are many variables changing in the reality that lead to its complication. Students can focus on the key ideas of the topic during discussion but flexibility in answers is allowed.*
13. *The Pack also provides some possible answers for most of the discussion questions, assignments and assessment. Those answers serve merely as guidelines or directions for the teacher's reference and are not meant to be exhaustive nor conclusive. Teacher is therefore encouraged to come up with his or her own answers.*
14. The EDB and the Hong Kong Cooperative Learning Association own the copyright of the materials and learning activities included in the Pack. Nobody can use them for any other purposes, except for classroom teaching in Hong Kong.