

環境平衡教材套

ENVIRONMENTAL BALANCE PACK

SECONDARY SCHOOL
ENVIRONMENTAL EDUCATION RESOURCE

中學環境教育教材

教師手冊

Teacher's Guidebook



世界自然(香港)基金會製作
Produced by
World Wide Fund For Nature Hong Kong



陶氏化學太平洋有限公司贊助
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Dow Chemical Pacific Limited

環境平衡教材套

Environmental Balance Pack

中學環境教育教材

Secondary School Environmental Education Resource



世界自然(香港)基金會

World Wide Fund For Nature Hong Kong

一九九九年五月 May 1999

本資料套以再造紙印製

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ENGLISH VERSION**PAGE**

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PREFACE

The links between planning, development and environmental health are, if they are taught at all, restricted to Hong Kong's classrooms. Such inter-related subjects should, however, be taught on site through field trips, so students can experience first hand the possible conflicts associated with urban development. It is axiomatic that such interdisciplinary subjects be taught through personal experience and self-discovery rather than rote learning. To address these issues, WWF Hong Kong has produced this 'Environmental Balance Pack' generously sponsored by Dow Chemical Pacific Ltd. It includes teachers' notes and a series of guided activities that students can follow to lead them towards a greater understanding of the complex issues involved in urban planning.

Human society, by its very nature, is a complex one and urban planners are, today, having to face demands for an 'enhanced' quality of public life, that is environmental, as well as greater personal comfort at home. It is imperative that Hong Kong's children become much more aware of the complex structure of their city and many kinds of people who live here so that they can, as adults, make more informed decisions about their expectations for the quality of life for themselves and their children.

Society's development and education are inseparably linked, as a continuously emerging process of ever greater complexity and sophistication and it is vitally important that our children understand this. This educational pack has been produced by WWF Hong Kong to provide, in a very practical way through self-experience, help for Hong Kong school children to realize the complexity of the relationship between their personal and public environments and how both can be enhanced for their long-term mutual benefit.

Brian Morton

Professor Brian Morton

*Chairman,
WWF HK Education Committee*

FOREWORD

It is a great honor to sponsor the WWF's Environmental Balance Education Pack as one of The Dow Chemical Company's Centennial Grants projects. In 1997, which was the year of Dow's 100th anniversary, the company awarded a total of US\$3 million to sponsor community service for over 200 non-profit organizations around the world.

Dow's Centennial project emphasizes employee participation. This particular project was initiated by one of our employees in Hong Kong, Isabel Lui, who through previous working experience recognized WWF's strong capabilities in delivering environmental education and community service. I would like to extend my thanks and appreciation to Isabel for helping to develop this very worthwhile project.

At Dow, environmental protection is an issue that concerns us every day. As part of our Environment, Health & Safety program, protecting people and the environment is part of everything we do and every decision we make. This in turn helps to ensure our future growth and success. Therefore, our involvement in an educational tool that helps students to understand the importance of environmental balance is very much in keeping with Dow's own corporate philosophy.

I hope you will find the Environmental Balance Education Pack useful, in particular in explaining the relationship between the environment and the concept of sustainable development. We all need a clean and healthy environment to support our lives and our future. And a sustainable environment rests in the hands of each and every one of us!

Patrick Ho

Patrick Ho

*President
Dow Pacific*



INTRODUCTION

Environmental education is a process concerned with understanding the environment, enhancing skills and developing values and attitudes necessary for participation in improving the quality of the environment. The Environmental Balance Pack will guide secondary students through an environmental issue enquiry process (Figure 1) using the development of new towns in Hong Kong as a case study.

Tuning In

Identifying and defining the issue. This involves activities designed to:

- Generate interest
- Establish current knowledge
- Draw on past experiences
- Identify possible topics for investigation

Deciding Directions

Formulation of hypotheses. This involves:

- Choosing a focus
- Extending the scope of the study
- Identifying and defining questions

Organising Ourselves

Organising an approach to the inquiry is crucial and relates closely to the Deciding Directions stage.

Finding Out

The collection of data is not an end in itself, but a means towards developing understanding.

Sorting Out

Data collection, processing and analysis. Refining the issues. This involves:

- Organising and presenting data
- Forming or modifying concepts through classification strategies
- Comparing and contrasting findings
- Discussing the issues and hypotheses
- Evaluation.

Drawing Conclusions

Drawing conclusions requires students to express their understanding of problems and communicating them to others. This involves:

- Interpreting information
- Developing and modifying generalisations
- Explaining similarities and differences
- Establishing connections
- Confirming, rejecting or modifying hypothesis and predictions
- Reformulating propositions
- Suggesting solutions to problems.

Considering Social Actions

Social action requires that students be active in decision making process during their inquiries as a conclusion. This involves:

- Identifying action that could be an outcome of the inquiry
- Implementing appropriate actions.

Figure 1 : Steps in the issue enquiry process

AIMS OF THE EDUCATION PACK

The aims of the education pack are to:

Stimulate students' interest in, and enthusiasm for, studies of the environment.

- Help students to develop a range of concepts and skills which can foster the analysis of environmental problems, critical thinking and the making of conscious judgements and decisions.
- Help students to develop personal and social values that contribute to the betterment and well-being of humans and the environment.

OBJECTIVES OF THE EDUCATION PACK

Using New Town Development in Hong Kong as a case study, the education pack aims to achieve the following objectives:

Knowledge

Students will acquire knowledge of the interaction between human beings and the environment, and understand that the nature and magnitude of environmental changes are often the result of man's decisions and activities.

Technique and skills

Students will acquire skills to be able to:

- Read, understand and interpret a variety of charts and diagrams.
- Identify and interpret the inter-relationships between the different components of urban development.
- Search for, abstract, interpret and use written materials such as reports from useful sources.
- Observe, record and present information which is relevant to the issues identified.
- Construct hypotheses in the classroom and the field in order to test environmental problems.

Value

- Students should be aware of the environmental problems caused by population growth and urbanization in Hong Kong.
- Be aware of the inter-relationships between different environmental and socio-economic issues.
- Be aware of the contribution that citizens can make to solving human-environment problems and be motivated to take action.

WHAT IS INSIDE THE PACK?

1. One Teacher's Guidebook
2. One Activity Guide with student worksheets
3. One Resource pack with
 - a set of 10 Data Cards
 - One set of 15 Transparencies
 - One Floppy Disk
4. An Evaluation Form



WHAT IS THE CURRICULUM LINKAGE?

The design of the education pack is closely linked with the syllabus for Geography, Human Biology, Biology and Liberal Studies teaching for Forms 4 to 7. The potential syllabus areas are:

Level of Study	Subjects Areas			
	Geography	Liberal Studies	Biology	Human Biology
Form IV - V	II Population A. Factors affecting growth and size D. Problem and solutions. <u>III. Man-land Relationships</u> C. Urban Settlements IV. Issues arising from man-land relationships C. Urban problems D. Pollution E. Recreation	/	<u>VI Inter-relationship of organisms with each other and with their environment</u> #6 Man's effect on his environment	<u>IV. Man's place in nature</u> #6 Man's impact on his environment
Advanced Level	<u>III Urban and Industrial Landscapes</u> #4 Urban problems: housing, transport #5 The impact of urbanization and industrialization on the quality of environment		<u>V. Inter-relationships of organisms with each other and with the environment</u> 1. Populations 4. Man's impact on the environment 5. Man's responsibility for environmental protection and conservation /	
AS-Level	/	<u>Environmental Studies Issue 3</u> 3.7 Urban renewal and land use in the New Territories	/	

HOW TO USE THE EDUCATION PACK?

There are four activities provided in the education pack which are suitable for different levels of study:

Activity	Approach	Level of Study	Subject	Time Need
Activity 1 Woolly Thinking	Game	F.4 or above	Biology, Human Biology, Geography and Liberal	Studies 30 minutes
Activity 2 Systematic Thinking	Game	F.4 or above Social Studies	EPA, Geography,	30 minutes
Activity 3 Case Study	Case study Student Project	F.4 or above	Biology, Human Biology, Geography and Liberal Studies	1.5 hour for briefing and post-activity discussion. 2 weeks for student project work
Activity 4 – field trip	Field Trip Case study	F.4 or above	Biology, Human Biology, Geography and Liberal Studies	1 hour for pre-trip briefing and post-trip briefing. Half-day for field trip 2 week for student project work

A step by step guide for each activity is provided. Teachers can either follow the procedures recommended in the education pack to organize the activities or modify the materials according to their teaching needs.

All Student Worksheets of the education pack are saved in Word Document Format on the floppy disk provided so that teachers can modify the materials directly to meet their needs. All materials in this education pack can be download from the WWF HK Internet Homepage

<http://www.wwf.org.hk>.

TECHNICAL ASSISTANCE:

WWF HK's Island House Conservation Studies Centre has organized a Field Study Visit Programme around Tai Po New Town since 1992 for secondary students of Form 4 or above. For enquiries, please contact us on 2652 0285.

Should you have any questions about the education pack or if you need any advice regarding environmental education in schools, please contact our Education Officer on 2656 1272.

FURTHER INFORMATION

Further information about the issues discussed in this Pack may be found in the Annual Report of the Hong Kong SAR Government which details the policies, duties and planning programmes of different Government departments. More specific information on each individual Government Department can be obtained by referring to their annual departmental reports. A resource library in the WWF HK Island House Conservation Studies Centre also contains books, newspaper clippings and education materials which both teachers and students will find useful.

Resource Libraries

- WWF HK Island House Conservation Studies Centre
(Please make an advance telephone booking on 2652 0285);
Address: Island House Lane, Tai Po, N.T.
- Environmental Protection Department Resource Library Address:
213 Queen's Road East, Wanchai, Hong Kong

Useful Websites:

Name of Department/Organisation	Homepage address
World Wide Fund For Nature Hong Kong	http://www.wwf.org.hk
Government Information Centre, HKSAR	http://www.info.gov.hk
Environmental Protection Department, HKSAR	http://www.info.gov.hk/epd
Lands Department, HKSAR	http://www.info.gov.hk/landsd
Planning Department, HKSAR	http://www.info.gov.hk/planning
Agriculture and Fisheries Department, HKSAR	http://www.info.gov.hk/afd
Territory Development Department, HKSAR	http://www.info.gov.hk/tdd
Planning, Environment & Lands Bureau, HKSAR	http://www.pelb.gov.hk

Related education resource

The following education packs are useful reference for teaching environmental issues related to urban development:

Mai Po Secondary Teachers Pack, 1997, WWF HK

Wetland Conservation Discussion Pack, 1995, WWF HK

Urban Decay and Redevelopment Slide Pack, 1992, WWF HK and The Hong Kong Geographical Association

Hong Kong's Great Environmental Debate, 1992, WWF HK

Urbanisation and the Environment Slide Pack, 1989, WWF HK and The Hong Kong Geographical Association

The above education packs should be accessible at your school library and environmental resources libraries in Hong Kong.

WE NEED YOUR FEEDBACK

We need your valuable comments to help us review and keep improving our environmental education programme. Please fill in the evaluation form provided with this education pack and send it back either by fax to 2651 0276 or by post to:

*WWF HK Island House Conservation Studies Centre
Island House Lane, Tai Po, N.T., Hong Kong*

Thank you in advance for your assistance and co-operation!

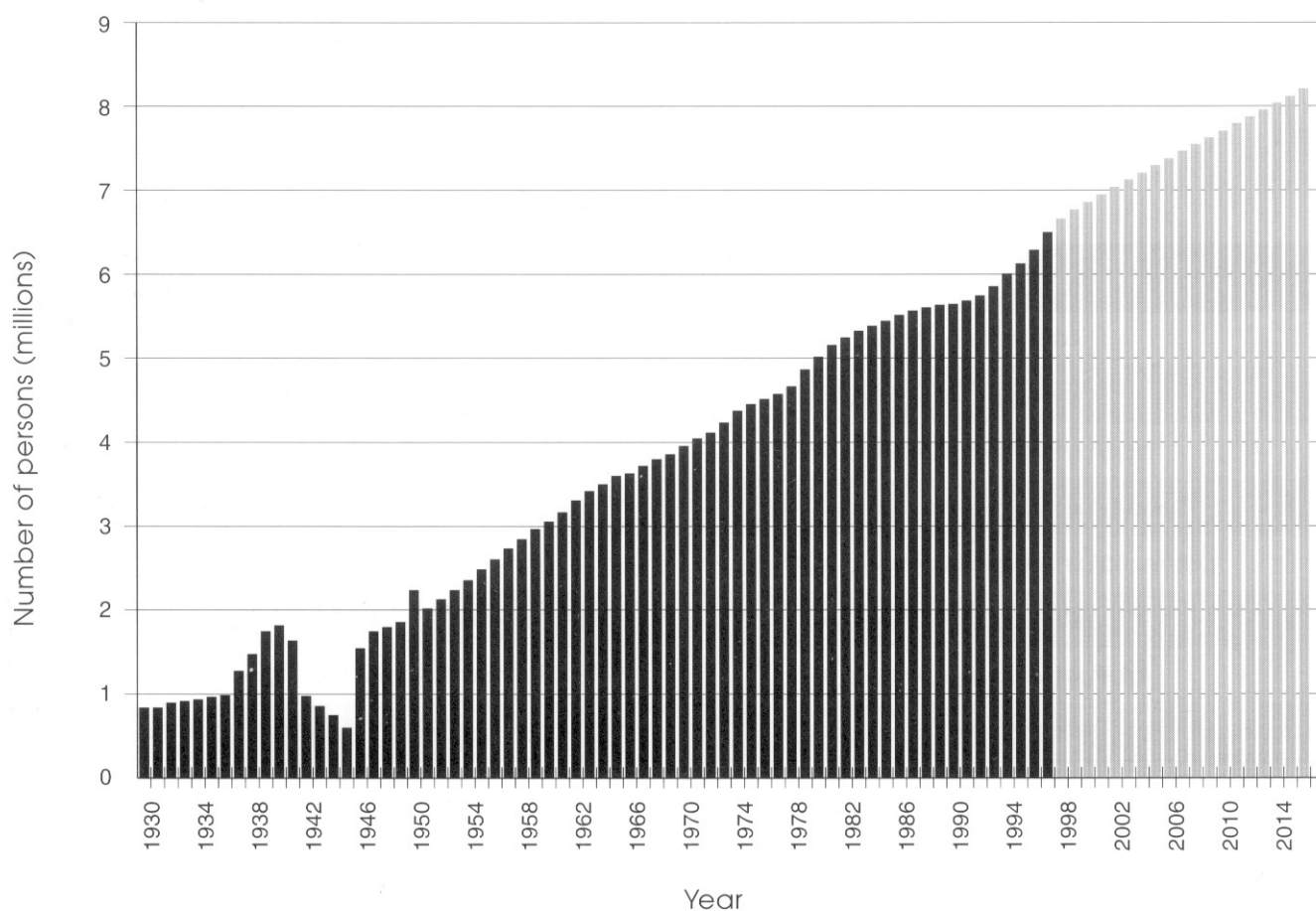
FACTSHEET

NEW TOWN DEVELOPMENT IN HONG KONG

Why develop New Towns?

It is because of the huge and growing population in Hong Kong! The population of Hong Kong was only 7,450 in 1841, which is less than the total number of residents living in one public housing estate today. The population increased to over 6.5 million in 1997 (Figure 1).

Figure 1 - Population growth in Hong Kong, 1930 to 2016



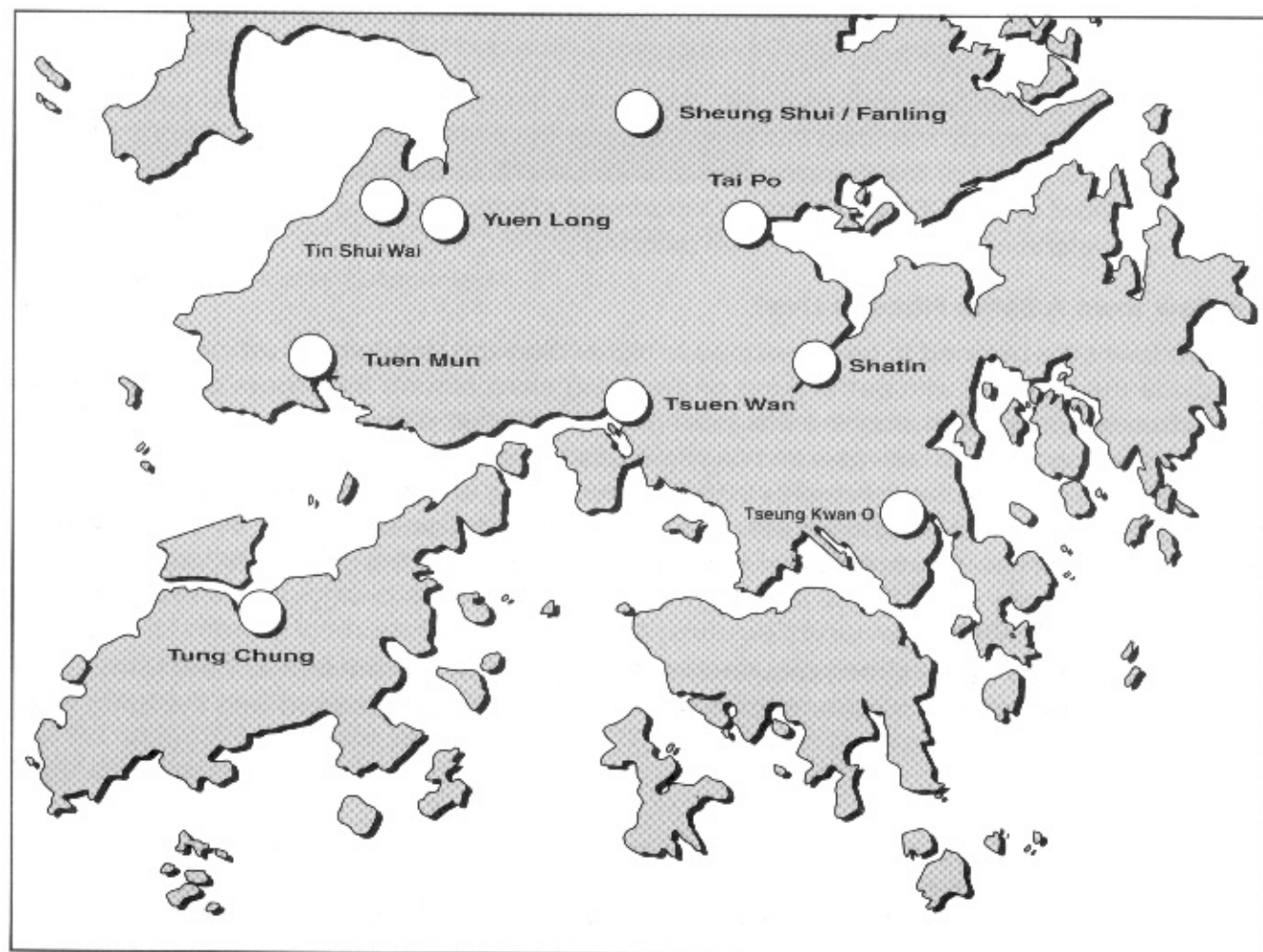
Notes : Figures for 1998 to 2016 are projections based on the 1996 Population By-census.

Sources : Census and Statistics Department¹, Fan², Davis³, UNESCAP⁴

History of New Towns Development

The majority of urban development was concentrated along both coasts of Victoria Harbour on Hong Kong Island and Kowloon Peninsula before the 1960s. With the resurgence of the economy since the 1960s and the continual influx of migrants from Mainland China, there was an acute demand for provision of residential and industrial land. Owing to the scarcity of land available in the developed urban area, the government first adopted a decentralization policy to set up satellite towns like Kwun Tong in the 1960s which then evolved into the New Town development policy. The development of new towns was accelerated as a result of the "Ten-Year Housing Programme" adopted in 1972. There are now nine new towns in Hong Kong (Figure 2), which house over 40% of the population. The total population of the New Territories increased by 1.23 million from 1987 to 1997, which is almost equivalent to the overall population increase in Hong Kong over the past ten years.

Figure 2 - Location of New Towns in Hong Kong



What are the objectives of New Town Development?

The basic objective of new town development is to alleviate the problems of congestion in urban areas by decentralizing population and industrial development in new areas. Therefore, residential development is the dominant land use in new towns, in particular, large scale public housing. The new towns also provide over 40% of the total industrial areas in Hong Kong.

Who is responsible for New Town Development?

The New Territories Development Department (NTDD) was established in 1973 to implement the New Town Development Programmes. In 1986, NTDD amalgamated with the Urban Area Development Office to form the Territory Development Department (TDD). TDD has expanded its responsibility to cover major new developments in the urban area. A re-organisation was undertaken in 1994 and the department now operates under a central Headquarters and five Development Offices which, geographically, cover the entire territory to ensure the development process for new towns, rural townships and new major developments in the urban area are co-ordinated. The five Development Offices are HK Island & Islands Development Office, Kowloon Development Office, NT North Development Office, NT East Development Office and NT West Development Office.

The Planning Department was formed in 1990, through the amalgamation of all the planning functions previously carried out by the Town Planning Office of the Buildings and Lands Department, the Strategic Planning Unit of the Planning, Environment and Lands Branch and the various district planning sections of the TDD. The Planning Department's District Planning Offices work closely with the TDD's Development Offices in new town planning.

Is a New Town A Better Place to Live?

The new towns are planned to be developed to higher planning standards as self-contained towns to provide the residents with better living and working environments than those prevailing in the main urban areas. Detailed planning was lacking when the older parts of Hong Kong's urban areas were first developed. Land use types in a new town are comparatively better zoned than the earlier developed urban area. Improvements in the physical living environment are obvious when the planning of new towns is compared with that of the old urban areas, or even by comparing the third generation of new towns, like Tseung Kwan O, with that of the first generation, like Tsuen Wan.

Down sides of the story...

Though there has been a significant improvement in the physical environment of new towns, their development also led to a number of problems that are closely associated with the Hong Kong environment.

Urban Sprawl

As cities grow, new sites for development are no longer easily available in the urban areas and so it expands outwards. This is called urban sprawl, where in rural areas are encroached upon by the expanding city. The growth of a new town can be spectacular. For example, Tin Shui Wai which was regarded as a highly inaccessible wetland area was chosen for new town development and will eventually house 340,000 people by 2003 (Figure 3). This dramatic population redistribution together with the associated development of industry, housing and infrastructure in and around Tin Shui Wai, are placing severe pressures on the Deep Bay wetlands which are of international importance for conservation.

Name of New Town	Population in 1998	Expected Population
1st generation new towns		
Tsuen Wan	820 000	Stabilise over the next 10 years at around 820 000
Shatin	600 000	612 000 towards the end of 1990s
Tuen Mun	446 000	514 000 within the next 5 years
2nd generation new towns		
Tai Po	260 000	301 000 upon full development
Fanling/Sheung Shui	201 000	230 000 upon full development
Yuen Long	153 000	270 000 upon full development
3rd generation new towns		
Tseung Kwan O	172 000	445 000 by 2010
Tin Shui Wai	150 000	340 000 by 2003
Tung Chung	20 000	320 000 by 2011
Total population	2 822 000	

Figure 3 - The current population and the expected population of new towns in Hong Kong

Source : Territory Development Department

Rural Decay

With the development of new towns in the New Territories, more and more people, especially those of a younger age, have left the rural areas to live in the new towns. This has led to an ageing population in rural areas and the abandonment of village land, especially farmland. Before the amendment of the Town Planning Ordinance in 1991, land use in the New Territories was not planned except that in the New Towns. Further encroachment of urban land uses on rural areas in Hong Kong includes both planned development and illegal land use. This has produced a chaotic distribution of different land uses in a small region. A territory-wide survey completed in 1993 revealed that large areas of prime arable land in the north-western New Territories had been converted to open storage and other incompatible land uses. A Task Force to monitor unauthorized development was set up in 1994 but there were still about 177 ha of land in the New Territories being used for illegal container depots, related trades and open storage in 1997.

Pollution

The pollution of Tolo Harbour is one well-known example which reflects the environmental impact of new town development. Red tides^(a) occurred in Tolo Harbour after the development of Tai Po and Shatin new towns in the early 1980s and reached a peak in 1988. The problem not only imposed a serious impact to the marine ecology of Tolo Harbour but also affected people, in particular the bad smell resulting from the decay of marine organisms was a serious nuisance to the Tai Po residents. Although the Tolo Harbour Action Plan (Figure 4) has been implemented to address the problem, it will take a long time for the ecosystem to recover from the damage done.

Future Development of the New Territories

New Town development in Hong Kong is one of the biggest decentralization development programmes in the world in terms of the rapid human population growth and fast speed of urbanization. Development of the New Territories to meet the requirements of further population growth is one main strategy of the Territorial Development Plan. The experience of New Town Development in the past 25 years reflects the importance of town planning to regulate land use and to plan for long-term remedies to cope with the potential pollution and other environmental impacts associated with urban development.

How to accommodate a further 1.6 million people within such a small place as Hong Kong over the next 15 years without destroying our environment for the present and future generations poses a big challenge.

^(a)Red tides are brought about by dense aggregations of a single or several species of unicellular algae which are mainly dinoflagellates. Red tides, in general, lead to deoxygenation of seawater and this can also lead to fish kills by hypoxia or simply by gill clogging. Among the red tide organisms, the toxin-producing species can result in the death of fish and marine invertebrates. Their toxin can also accumulate in shellfish and consumption of the intoxicated shellfish by humans may lead to various forms of shellfish poisoning such as paralytic, neurotoxic and diarrhetic shellfish poisoning. Most red tides in Hong Kong are not toxic.

Figure 4- Tolo Harbour Action Plan

The Tolo Harbour Action Plan consists of a number of separate actions to reduce and control the polluting inputs in the area. In 1987, the area was gazetted as the first Water Control Zone with a Water Quality Objective set under the Water Pollution Control Ordinance. Initially, control covered 12 categories of industrial discharges with exemptions granted to others. The Ordinance was strengthened in 1990 when the controls were extended to cover all types of discharges, and all exemptions were removed.

In 1988, complementary controls were introduced under the Waste Disposal Ordinance to address the problems of livestock waste discharges. The whole of Shatin and part of Tai Po new town were designated as livestock waste prohibition areas, while the surrounding environments were categorised as Livestock Waste Restriction/Control Areas.

Actions were also taken on the discharge of sewage from sewage treatment works. There are two sewage treatment works in the area, the Shatin and the Tai Po Sewage Treatment Plants. In 1992, modification of the treatment process was carried out to increase its effectiveness and hence reduce the pollution loading of effluent discharged into Tolo Harbour. Further improvement in the water quality of the Harbour is expected under the implementation of the Effluent Export Scheme which started in 1995 and was completed in 1997. Treated sewage from Shatin and Tai Po is piped to Victoria Harbour, via the Kai Tak Nullah, for disposal. Sludge from both sewage and water treatment works from Tolo Harbour, previously disposed of in the south-eastern regional waters, is now disposed of at landfills.

Restoration of the Shuen Wan Landfill, after its decommissioning in 1995, is helping to reduce leachate running off, which contains pollutants such as heavy metals, organic and inorganic substances, into the Harbour.

The action of a Sewage Master Plan and sewage first-aid measures help minimise sewage flow directly into the Harbour by collecting the sewage on a catchment-by-catchment basis and directing it to the treatment works. The condition will be further improved when the village sewage plan is started.

Source : Environmental Protection Department

References

1. Census and Statistics Department 1997. *Hong Kong Population Projects 1997-2016*. Government Printer, Hong Kong.
2. Fan, S.C. 1974. *The Population of Hong Kong*. Swindon Book Co., Hong Kong.
3. Davis, S.G. 1949. *Hong Kong in its Geographical Setting*. Collins, London.
4. United Nations Economic and Social Commission for Asia and Pacific (UNESCAP). 1974. *The demographic Situation in Hong Kong*. Country Monograph Series No.1. UNESCAP.
5. Territory Development Department 1998. *New Towns*. Government Printer, Hong Kong.
6. Environmental Protection Department 1998. *Environment Hong Kong 1998*. Environmental Protection Department.

Appendix - Land Use Zoning Maps of the nine new towns in Hong Kong

Source : The Government of the Hong Kong Special Administration Region

鳴謝

世界自然(香港)基金會特此鳴謝以下提供資料及/或意見的機構及人士：

香港特別行政區政府

教育署


新聞處

地政署

莫雅頓教授

雷玉玲小姐

贊助機構

 陶氏化學太平洋有限公司

封面圖片：盧文氏樹蛙

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Professor Brian Morton

Ms Isabel Liu

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FRONT COVER PHOTO : Romer's Tree Frog

CREDIT : Dr. Michael Lau

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歡迎致電2652 0285與自然基金教育主任聯絡。

Should you come across any question about the education pack or
if you need any advice regarding environmental education in schools,
please contact our Education Officer on 2652 0285.



世界自然(香港)基金會

自然基金致力推行一系列重點環境保護及教育項目，為我們及下一代締造更理想的環境。請加入自然基金，一起為孩子努力，讓地球生生不息。

World Wide Fund For Nature Hong Kong

WWF Hong Kong works to ensure a better environment for present and future generations in Hong Kong. We implement a wide range of focused conservation and environmental education programmes. Please join us and help leave our children a living planet.

香港中環纜車徑一號

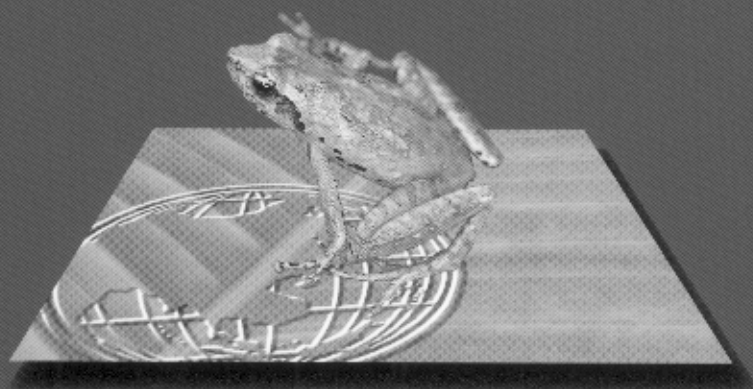
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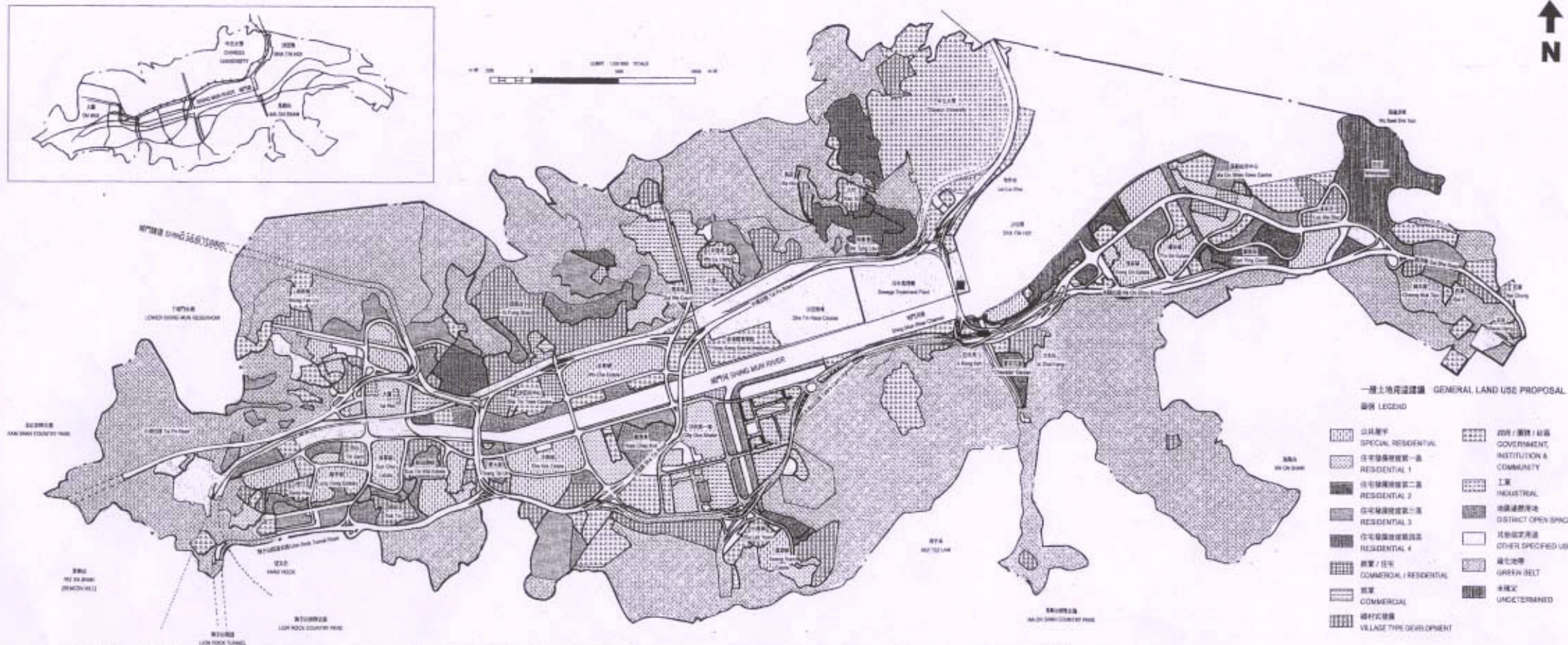
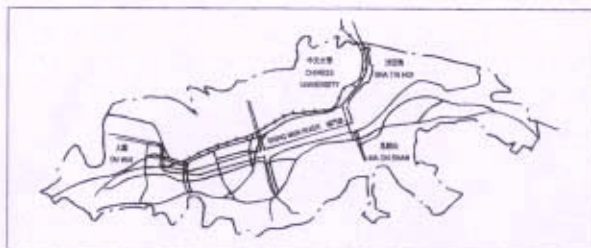
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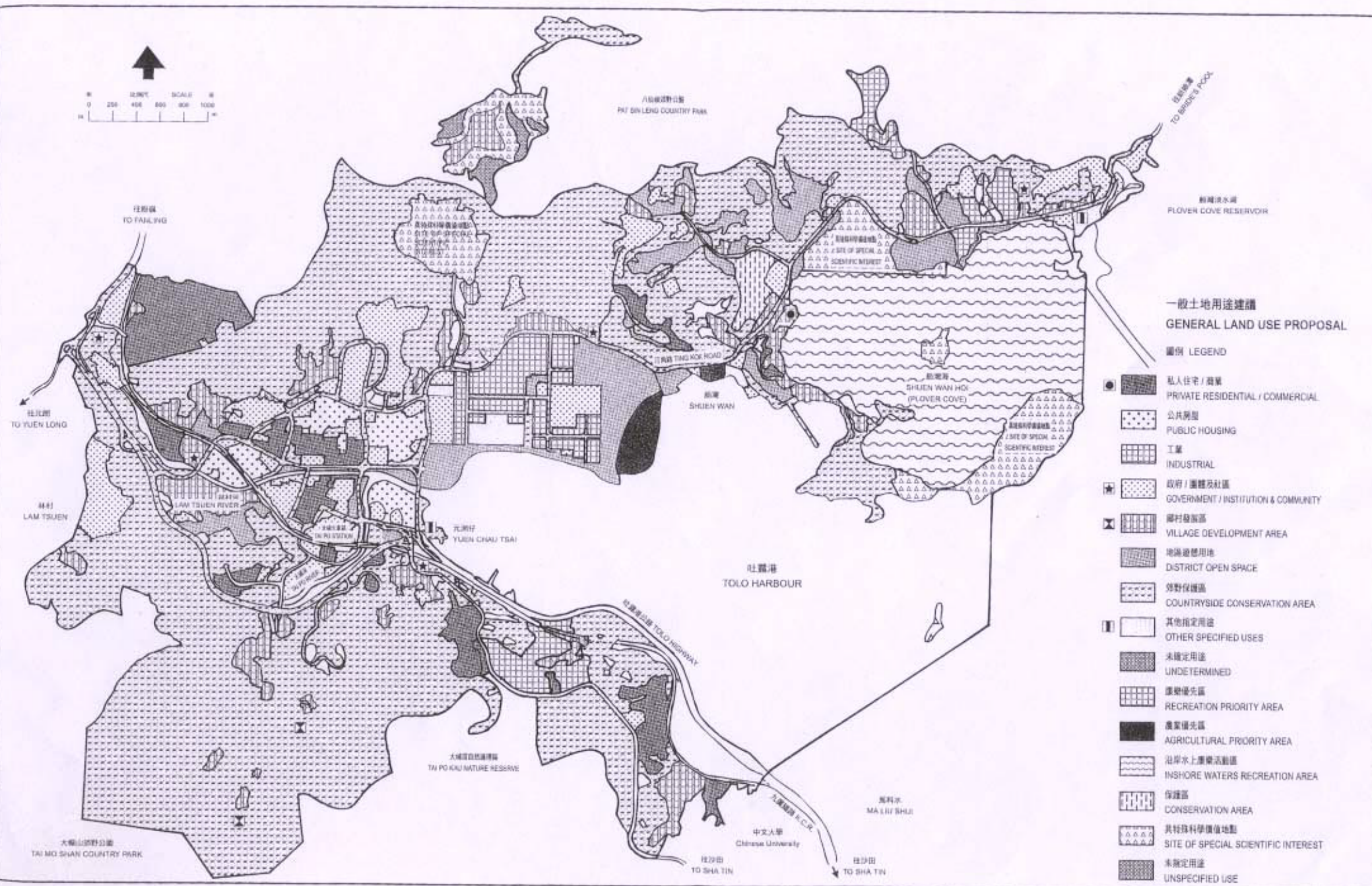


一般土地用途建議 GENERAL LAND USE PROPOSAL
圖例 LEGEND

- | | |
|-----------------------------------|-------------------------------------------------|
| 公共屋宇
SPECIAL RESIDENTIAL | 政府、機構、社區
GOVERNMENT, INSTITUTION & COMMUNITY |
| 住宅發展階段第一區
RESIDENTIAL 1 | 工業
INDUSTRIAL |
| 住宅發展階段第二區
RESIDENTIAL 2 | 地區綠地
DISTRICT OPEN SPACE |
| 住宅發展階段第三區
RESIDENTIAL 3 | 其他指定用途
OTHER SPECIFIED USE |
| 住宅發展階段第四區
RESIDENTIAL 4 | 綠化地帶
GREEN BELT |
| 商業/住宅
COMMERCIAL / RESIDENTIAL | 未確定
UNCERTAIN |
| 商業
COMMERCIAL | |
| 鄉村式發展
VILLAGE TYPE DEVELOPMENT | |

沙田新市鎮第 I 及第 II 階段發展組合及規劃區
SHA TIN NEW TOWN STAGE I & II DEVELOPMENT PACKAGES & PLANNING AREAS





一般土地用途建議
GENERAL LAND USE PROPOSAL

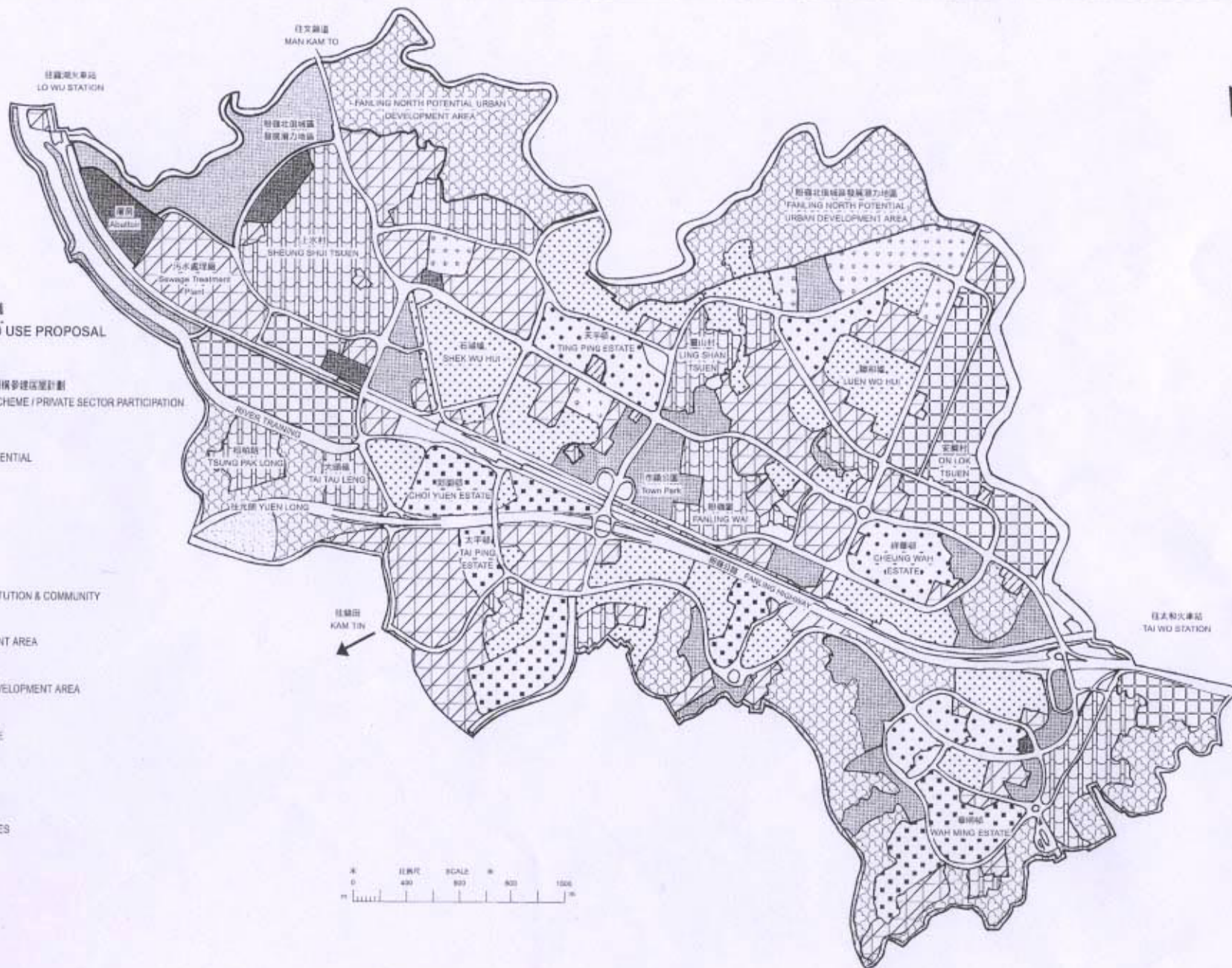
圖例 LEGEND

- 私人住宅 / 商業
PRIVATE RESIDENTIAL / COMMERCIAL
- 公共房屋
PUBLIC HOUSING
- 工業
INDUSTRIAL
- 政府 / 團體及社區
GOVERNMENT / INSTITUTION & COMMUNITY
- 鄉村發展區
VILLAGE DEVELOPMENT AREA
- 地區休憩用地
DISTRICT OPEN SPACE
- 郊野保護區
COUNTRYSIDE CONSERVATION AREA
- 其他指定用途
OTHER SPECIFIED USES
- 未確定用途
UNDETERMINED
- 康樂優先區
RECREATION PRIORITY AREA
- 農業優先區
AGRICULTURAL PRIORITY AREA
- 沿岸水上康樂活動區
INSHORE WATERS RECREATION AREA
- 保護區
CONSERVATION AREA
- 具特殊科學價值地點
SITE OF SPECIAL SCIENTIFIC INTEREST
- 未確定用途
UNSPECIFIED USE

大埔新市鎮發展計劃
TAI PO NEW TOWN DEVELOPMENT

規劃署 沙田、大埔及北區規劃處
SHA TIN, TAI PO & NORTH DISTRICT
PLANNING OFFICE PLANNING
DEPARTMENT





一般土地用途建議
GENERAL LAND USE PROPOSAL

圖例 LEGEND

-  居者有其屋計劃 / 私人機構參建屋宇計劃
HOME OWNERSHIP SCHEME / PRIVATE SECTOR PARTICIPATION SCHEME
-  商業 / 住宅
COMMERCIAL / RESIDENTIAL
-  公共房屋
PUBLIC HOUSING
-  工業
INDUSTRIAL
-  政府 / 機構及社區
GOVERNMENT / INSTITUTION & COMMUNITY
-  鄉村發展區
VILLAGE DEVELOPMENT AREA
-  綜合發展區
COMPREHENSIVE DEVELOPMENT AREA
-  地區遊憩用地
DISTRICT OPEN SPACE
-  綠化地帶
GREEN BELT
-  其他指定用途
OTHER SPECIFIED USES
-  未確定用途
UNDETERMINED



粉嶺／上水發展計劃
FANLING / SHEUNG SHUI DEVELOPMENT

規劃署 沙田、大埔及北區規劃處
SHA TIN, TAI PO & NORTH DISTRICT
PLANNING OFFICE PLANNING
DEPARTMENT

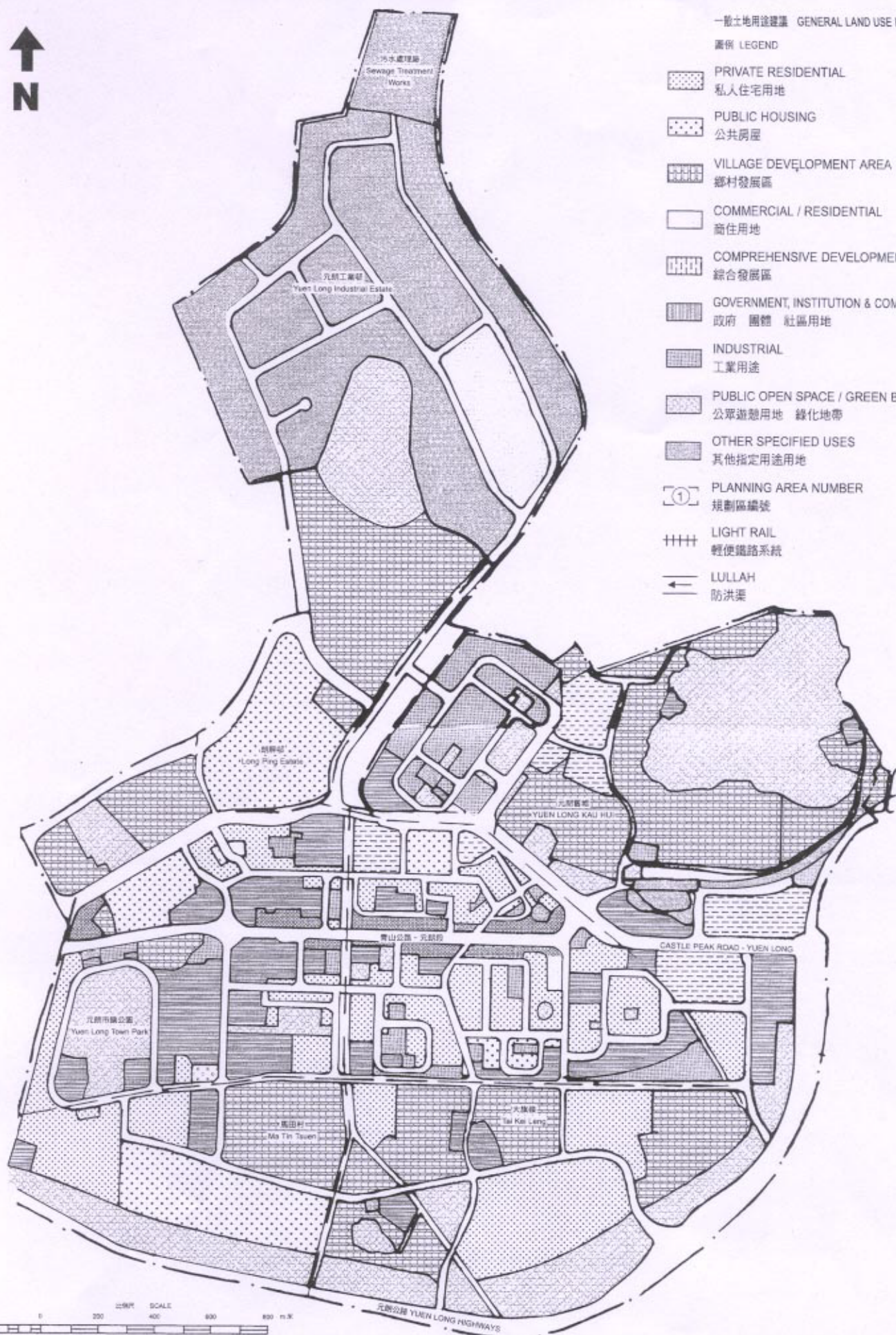




一般土地用途建議 GENERAL LAND USE PROPOSAL

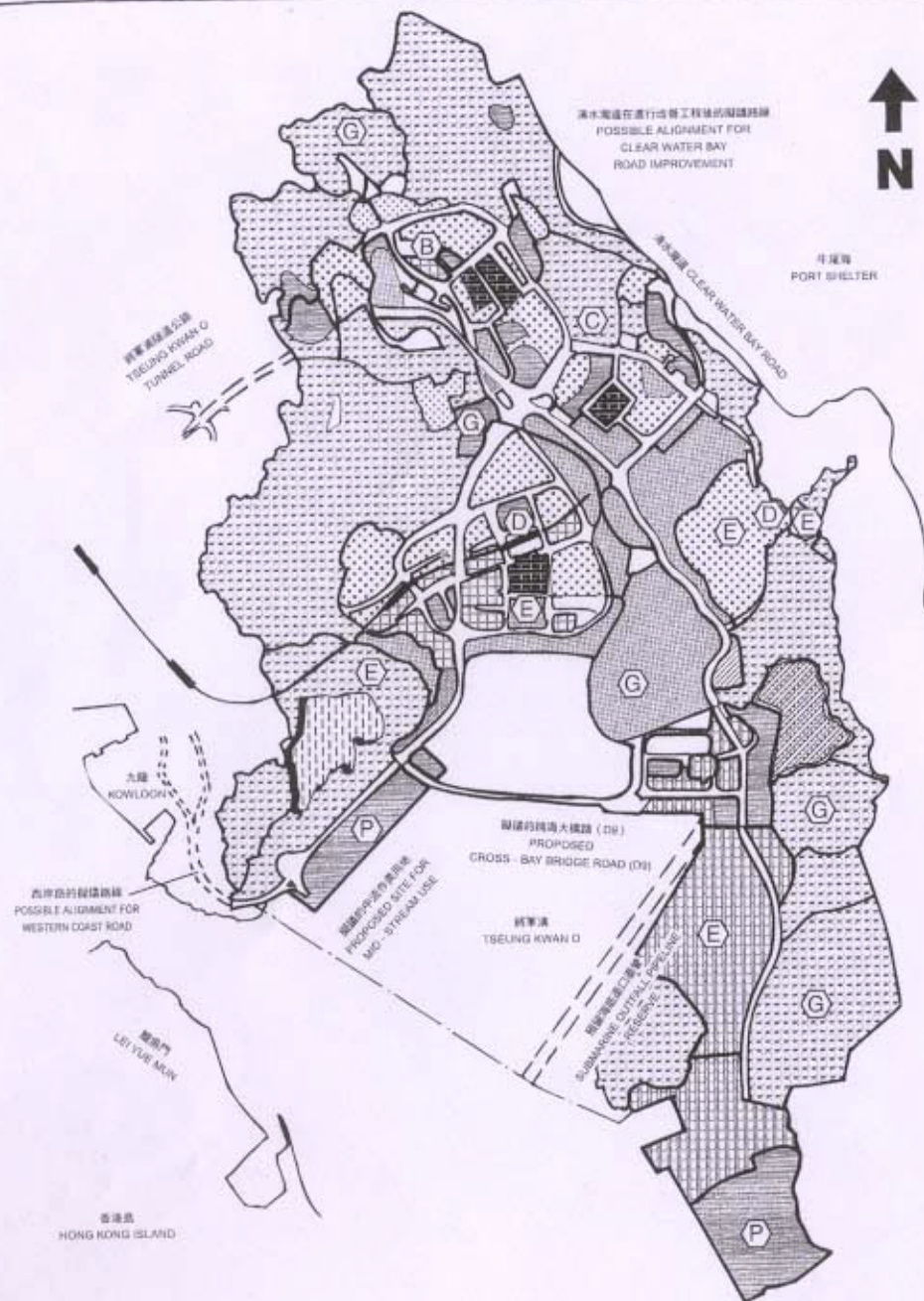
圖例 LEGEND

-  PRIVATE RESIDENTIAL
私人住宅用地
-  PUBLIC HOUSING
公共房屋
-  VILLAGE DEVELOPMENT AREA
鄉村發展區
-  COMMERCIAL / RESIDENTIAL
商住用地
-  COMPREHENSIVE DEVELOPMENT AREA
綜合發展區
-  GOVERNMENT, INSTITUTION & COMMUNITY
政府 團體 社區用地
-  INDUSTRIAL
工業用途
-  PUBLIC OPEN SPACE / GREEN BELT
公眾遊憩用地 綠化地帶
-  OTHER SPECIFIED USES
其他指定用途用地
-  PLANNING AREA NUMBER
規劃區編號
-  LIGHT RAIL
輕便鐵路系統
-  LULLAH
防洪渠



元朗新市鎮發展計劃

YUEN LONG NEW TOWN DEVELOPMENT



一般土地用途建議 GENERAL LAND USE PROPOSAL

圖例 LEGEND

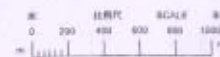
- 將軍澳界線 TSEUNG KWAN O BOUNDARY
- 發展計劃界線 DEVELOPMENT PACKAGE BOUNDARY
- 商業或商業 / 住宅 COMMERCIAL OR COMMERCIAL / RESIDENTIAL
- 私人樓宇 PRIVATE HOUSING
- 公共房屋 / 居者有其屋計劃 / 私人機構參建屋計劃 PUBLIC HOUSING / HOS / PSPS
- 鄉村發展區 VILLAGE DEVELOPMENT AREA
- 政府 / 團體 / 社區 GOVERNMENT / INSTITUTION / COMMUNITY
- 遊憩用地 OPEN SPACE
- 墳場 CEMETERY
- 工業 INDUSTRIAL
- 郊野保護區 COUNTRYSIDE CONSERVATION AREA
- 其他指定用途 OTHER SPECIFIED USES
- 未指定用途 UNDETERMINED
- 建議的地鐵路線 / 車站 PROPOSED MTR ALIGNMENT / STATION

計劃種類 DESCRIPTION OF PACKAGE

- 計劃A 勘測 / 設計 PACKAGE INVESTIGATION / DESIGN
- 計劃B 將軍澳海前線 PACKAGE HEAD OF THE BAY
- 計劃C 坑口 PACKAGE HANG HAU
- 計劃D 將軍澳第II期 PACKAGE TSEUNG KWAN O PHASE II
- 計劃E 將軍澳第III期 PACKAGE TSEUNG KWAN O PHASE III
- 計劃P 將軍澳第III期 (港口及機場發展策略的相關工程) PACKAGE TSEUNG KWAN O PHASE III (PADS RELATED PROJECTS)
- 計劃G 地區設施及邊境地區 PACKAGE DISTRICT FACILITIES & PERIPHERAL AREAS

註釋 NOTE

在第4及5部分，在將軍澳界線範圍內，但並無包括在B、C、D、E、G或F項發展計劃內的土地，全部納入第99項發展計劃。將軍澳第I期包括B、C、及G項發展計劃所涵蓋的土地，第II期一般包括在D項發展計劃內，而第III期則包括在E及F項發展計劃內。
FOR PARTS 4 & 5 AREAS WITHIN THE BOUNDARY OF TSEUNG KWAN O BUT NOT COVERED BY PACKAGES B, C, D, E, G OR F ARE GROUPED INTO PACKAGE 99.
TSEUNG KWAN O PHASE I INCLUDES AREAS COVERED BY PACKAGES B, C, & G PHASE II GENERALLY COVERED BY PACKAGE D AND PHASE III BY PACKAGES E & F



將軍澳一般土地用途及發展計劃 TSEUNG KWAN O GENERAL LAND USE AND DEVELOPMENT PACKAGE

圖例 · LEGEND



PRIVATE RESIDENTIAL

私人住宅

PUBLIC HOUSING

公共團體

COMMERCIAL

圖 2

GOVERNMENT /
INSTITUTION / COMMUNITY

政治 / 運動 / 社區

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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OPEN SPACE

遊憩用地

10

OTHER SPECIFIED USES

其他指定用途

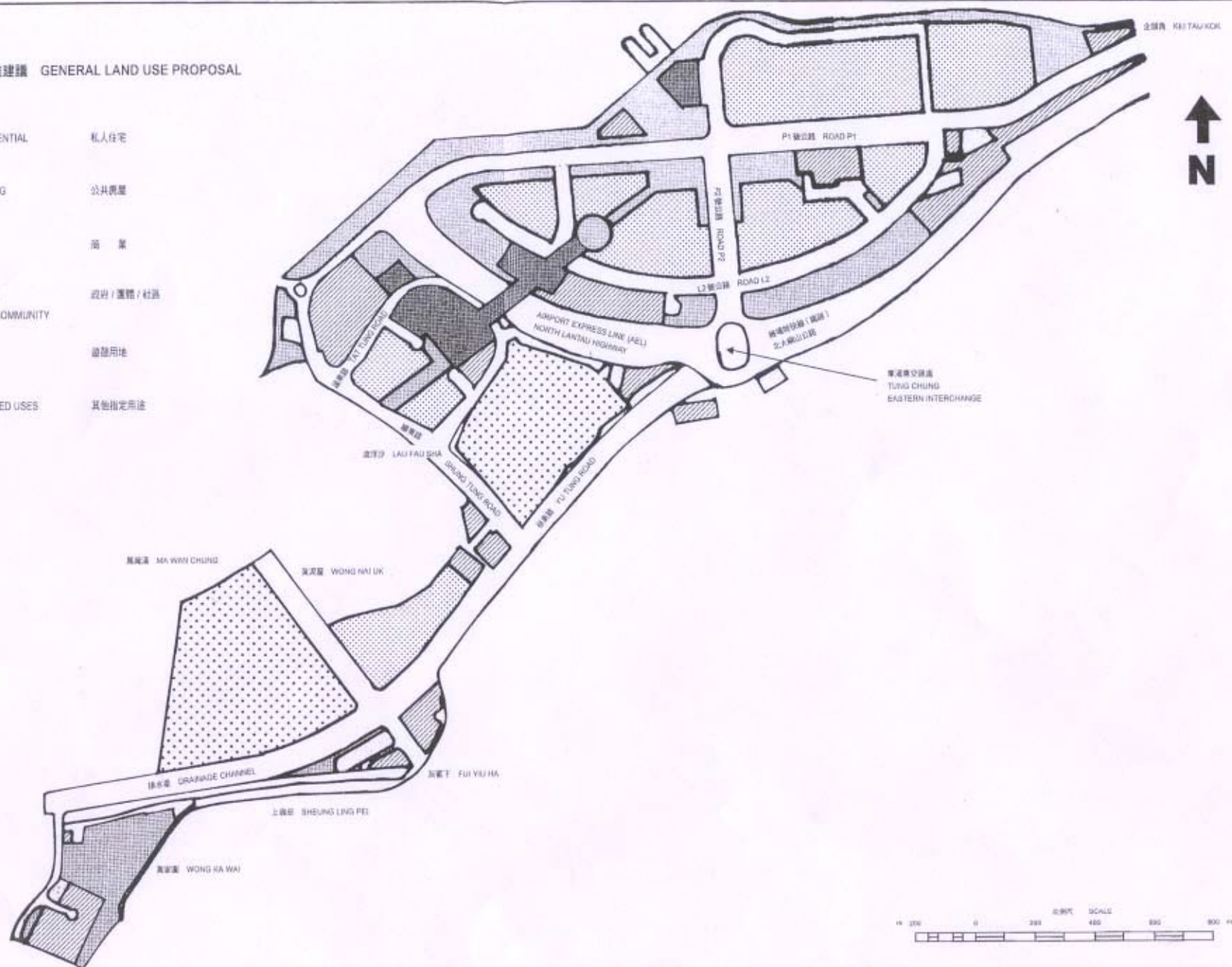


圖 號
D943 Nu. M7

整體土地用途建議 — 東涌市中心及第二期乙地區

GENERAL LAND USE PROPOSAL – TUNG CHUNG TOWN CENTRE AND PHASE IIB AREAS