



各經濟科科主任／老師：

感謝各校參與「活學經濟 Reels 短片創作比賽 2026」，是屆比賽反應熱烈，一共收到過百份優秀作品。除了資深的經濟科教師外，本次比賽更有幸邀請香港理工大學工業及系統工程學系（ISE）的馮嘉耀教授作評判。從一眾評審從經濟概念的表達、製作技巧、趣味性三方面進行評選後，恭賀以下十組參賽單位的作品脫穎而出，詳情請參閱以下得獎名單：

「活學經濟 Reels 短片創作比賽」2026 得獎名單（除首三名外，優異獎排名不分先後）

Award	School	Participant(s)
<b>Champion</b>	Hong Kong Taoist Association Tang Hin Memorial Secondary School	LUO Yik ZHUANG Yui Ham
<b>1st Runner up</b>	Lai King Catholic Secondary School	FUNG Ho Hin HE Wenyi
<b>2nd Runner up</b>	The True Light School of Hong Kong	TANG Po Yee TSE On Yee
<b>2nd Runner up</b>	The True Light School of Hong Kong	YIP Hei Yau SU Man Yan
<b>Merit</b>	The True Light School of Hong Kong	SIN Kiu Yan LEE Ka Wai
<b>Merit</b>	The True Light School of Hong Kong	LEUNG Nok Ting TSANG Lok Sum
<b>Merit</b>	Kiangsu-Chekiang College (Shatin)	CHEN Junkai SHI Yu Xuan
<b>Merit</b>	Kiangsu-Chekiang College (Shatin)	LO Sze Tung
<b>Merit</b>	Shung Tak Catholic English College	LAI Bernard CHU Man Yui
<b>Merit</b>	Ning Po College	YANG Yat Hei CHAN Kuen Ho

本會在此恭賀獲獎的同學和負責老師。是次比賽的頒獎將於 2026 年 7 月 4 日上午，於理工大學，經濟資訊圖表大挑戰(2025/26)的活當日頒發。本會幹事將於稍後聯絡各負責老師，了解出席意向。而未經領取的獎項將於 7 月至 8 月寄送往各得獎學校。另外，電子參與證書亦會於 8 月上旬前寄送到各老師的電郵信箱。

入選作品可能會刊登於本會網頁或印刷品上，為免版權問題，各參賽者請勿再次使用入選作品參加其他比賽。

最後，我們非常感謝馮嘉耀教授的鼎力支持。為了讓一眾學生能在比賽後再次獲益，他特意為該十個組別留下評語，讓有關組別以及其他同學的學習更進一步。各位可參考附件中的有關評語。我們在更新網站後，亦會陸續上傳有片段傳讓各位參考。

再次感謝各校對香港經濟教育協會的支持。我們將會繼續舉辦更多有教育意義的活動給予各學生參加。

如有任何問題，歡迎聯絡本會幹事。

敬祝  
教安

香港經濟教育協會

二零二六年六月三日

附件：馮嘉耀教授對每組的評語

<b>Champion</b>	Hong Kong Taoist Association Tang Hin Memorial Secondary School	LUO Yik ZHUANG Yui Ham
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**From: Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission offers a clear, student-friendly explanation of **marginal benefit, total benefit, and consumer surplus** using a tuck-shop example. The food-choice setting is effective because it closely connects to students' daily experiences. Numerical examples also help viewers understand why a mixed food combination may yield a higher total benefit than repeatedly consuming similar items.

The video is creative and engaging. The tuck-shop context, dialogue, captions, and real objects make the economic concepts easier to understand and remember. The group successfully turns an abstract concept into a lively, relatable everyday example.

To improve further, the group could begin with a brief definition of **marginal benefit and total benefit**. It could also explain that price is determined not only by consumer benefit but also by cost, demand, supply, and market competition.

這份作品能夠透過小食部例子，清楚而貼近學生生活地解釋**邊際利益**、**總利益**及**消費者盈餘**。以食物選擇作為情境十分有效，因為這與學生的日常經驗密切相關。影片中的數字例子亦有助觀眾理解，為何不同食物組合可能帶來較高的總利益，而重複消費相似物品則可能令邊際利益下降。

在創意方面，小食部情境生動、有趣，對學生很有吸引力。對白、字幕及實物例子令經濟概念更容易理解和記憶。作品成功把較抽象的經濟概念轉化為日常生活中的選擇問題。

若要進一步改進，建議在影片開始時簡短定義**邊際利益**和**總利益**。同時亦可補充說明，價格並非只由消費者所得利益決定，還受成本、需求、供應及市場競爭影響。

<b>1st Runner up</b>	Lai King Catholic Secondary School	FUNG Ho Hin HE Wenyi
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**From Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission effectively explains **negative externality** through a school-life example of littering. The video shows that careless behavior not only affects the person who throws away the bottle but also imposes costs on others, including extra cleaning, inconvenience, and environmental damage. This is a good application of the concept of **external cost**.

The storyline is simple but memorable. A student creates a problem; others are affected, and the consequence is clearly shown. The cleaning or punishment scene is useful because it helps viewers understand how the person responsible may be made to bear the cost of the action.

To strengthen the economic analysis, the group could more clearly distinguish between **private and social costs**. The private cost of littering may seem low to the student, but the social cost includes cleaning costs, pollution, and inconvenience to others.

這份作品能夠透過校園亂拋垃圾的例子，有效說明**界外損害**及**界外成本**。影片展示了亂拋垃圾不只影響行為者本人，還會為其他人帶來成本，例如額外清潔工作、不便及環境污染。這是對**界外影響**概念一個清楚而實用的應用。

在創意方面，影片故事簡單但令人印象深刻。學生製造問題、其他人受到影響、然後出現後果，整個結構清晰。清潔或懲罰的情節尤其有助觀眾理解，如何令行為者承擔原本由其他人承受的界外成本。

若要令經濟分析更完整，建議更清楚區分**私人成本**與**社會成本**。例如，對亂拋垃圾的學生而言，私人成本可能很低；但社會成本則包括清潔成本、污染及對其他人的不便。

2nd Runner up	The True Light School of Hong Kong	TANG Po Yee TSE On Yee
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**From Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission offers one of the strongest explanations of a **negative externality**. The example of unpleasant singing disturbing others is funny yet economically meaningful. The group explains that the singer’s action creates discomfort or welfare loss for others, which can be understood as an external cost. More impressively, the video also introduces a corrective fine, showing how increasing the private marginal cost can reduce the activity and move society closer to the efficient output level.

The creativity is outstanding. The “magic microphone” or “fine microphone” is a memorable way to represent a corrective tax or fine. The acting, humor, sound effects, and subtitles make the video lively and enjoyable. The group successfully combines comedy with serious Economics content.

To improve further, the group could include the formula **MSC = MPC + MEC** to explain the relationship among marginal social cost, marginal private cost, and marginal external cost. A simple diagram showing **MSC > MPC** before the fine would also strengthen the HKDSE connection. The group could clarify that the purpose of the fine is not primarily to punish but to change incentives and make the decision-maker take the external cost into account.

這份作品對**界外損害**的解釋非常出色。以難聽歌聲滋擾他人作為例子，既有趣，又具有經濟意義。影片說明歌唱者的行為會令他人感到不適或福利下降，這可理解為一種界外成本。更值得欣賞的是，影片進一步引入矯正性罰款的概念，說明提高私人邊際成本可減少相關活動，令社會更接近具效率的產量。

在創意方面，作品非常突出。「神奇咪高峰」或「罰款咪高峰」是一個十分易記的設計，能形象化地表達矯正性稅項或罰款。演出、幽默感、音效及字幕令影片生動有趣。學生成功把喜劇元素與嚴肅的經濟內容結合起來。

若要進一步完善，建議加入公式 **MSC = MPC + MEC**，說明邊際社會成本、邊際私人成本及邊際界外成本之間的關係。若能加入簡單圖示，顯示罰款前**邊際社會成本大於邊際私人成本**，會更能連繫 HKDSE Economics。學生亦可補充說明，罰款的主要目的不只是懲罰，而是改變誘因，令作出行為者考慮相關界外成本。

<b>2nd Runner up</b>	The True Light School of Hong Kong	YIP Hei Yau SU Man Yan
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**From Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission explains **wage payment methods** through a pirate-themed story. The group compares **time-rate pay** with performance-based methods such as **commission and bonus**. The explanation is clear: time-rate pay is easy to apply but may reduce work incentives, while commission or bonus can encourage workers to work harder when output or sales are measurable. This is a good application of HKDSE Economics concepts related to labor, incentives, and productivity.

The video's creativity is excellent. The pirate setting, costumes, treasure box, role-play, captions, and final "Econ Concepts Summary" make the video highly memorable. The contrast between hardworking and less motivated characters is effective because it shows why employers need to think carefully about how workers are paid.

To improve the analysis, the group could define each wage payment method more formally. For example, **time-rate pay** means payment according to time worked, while **commission** is directly linked to sales or transactions. The group could also discuss the disadvantages of commission or bonus schemes, such as unstable income, excessive competition, lower quality, or risk-taking behavior. This would make the comparison more balanced.

這份作品透過海盜故事說明**工資支付方法**。學生比較了**計時工資**與按表現支付的方式，例如**佣金**及**花紅**。解釋清楚：計時工資較容易實行，但可能減低工作誘因；相反，當產量或銷售容易量度時，佣金或花紅可鼓勵工人更努力工作。這能有效應用 HKDSE Economics 中有關勞工、誘因及生產力的概念。

在創意方面，影片非常出色。海盜背景、服裝、寶箱、角色扮演、字幕及結尾的「經濟概念總結」都令作品十分易記。勤力角色與較懶散角色之間的對比很有效，能說明為何僱主需要仔細考慮不同的工資支付方式。

若要進一步改善，建議更正式地定義各種工資支付方法。例如，**計時工資**是按工作時間支付工資，而**佣金**則通常直接與銷售或交易掛鉤。學生亦可分析佣金或花紅制度的缺點，例如收入不穩定、過度競爭、質素下降或承擔過高風險等。這樣能令比較更平衡。

Merit	The True Light School of Hong Kong	SIN Kiu Yan LEE Ka Wai
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**From Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission presents **opportunity cost** through a relatable weekend decision: whether to study Economics or play tennis with friends. The concept is clearly communicated because viewers can see that choosing one activity means giving up another valuable alternative. The video also correctly shows that opportunity cost is not only about money; it can include friendship, enjoyment, relaxation, and memorable experiences.

The video's creativity is excellent. The cinematic style, dramatic title, background music, and contrast between studying and playing tennis make the story engaging. The group successfully turns a basic Economics concept into a meaningful personal decision. The ending question also encourages viewers to reflect on their own choices.

To improve Economics accuracy, the group could state the formal definition more clearly: **opportunity cost is the value of the best alternative forgone**. It is important to stress that opportunity cost is not all the alternatives given up, but only the best one. A comparison table showing the benefits of each choice and the opportunity cost involved would help viewers organize the idea more clearly.

這份作品透過一個貼近學生生活的週末選擇——溫習 Economics 還是與朋友打網球——說明**機會成本**。概念表達清晰，因為觀眾能看到選擇其中一項活動，就意味著放棄另一項有價值的選擇。影片亦正確指出，機會成本並不只限於金錢，也可以包括友誼、快樂、休息及難忘經歷。

在創意方面，影片表現出色。電影式拍攝風格、戲劇化標題、背景音樂，以及溫習與打網球之間的對比，使故事具吸引力。學生成功把一個基本經濟概念變成一個有意義的個人決定。結尾提出的問題亦能鼓勵觀眾反思自己的選擇。

若要令經濟概念更準確，建議更清楚寫出正式定義：**機會成本是作出選擇時放棄的最佳選擇的價值**。這一點很重要，因為機會成本不是所有被放棄的選擇，而是當中最優的一個。若能加入簡單比較表，列出每個選擇的利益及其機會成本，會更有助觀眾理解，並連繫到稀少性、選擇及理性行為等 HKDSE 概念。

Merit	The True Light School of Hong Kong	LEUNG Nok Ting TSANG Lok Sum
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**From Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission uses pigeons in a public park to explain **externalities**, including both **positive and negative external effects** on others. The example is original and relevant to public life. The group shows that pigeons may bring external benefits by attracting visitors or creating a lively public environment, but they may also create external costs through droppings, hygiene problems, and additional cleaning needs.

The video is creative. Using pigeons as the main theme is unusual and memorable. The outdoor setting, captions, acting, and humorous tone make the video enjoyable. The group also deserves credit for attempting to analyze both beneficial and harmful effects, rather than focusing only on one side.

To improve the analysis, the group could identify more clearly who is making the decision. Is it people feeding pigeons, park users, or the government managing the park? It should also state more clearly who the affected third parties are, such as cleaners, tourists, nearby businesses, or other park users.

這份作品以公園裏的白鴿為例，說明**界外影響**，包括**界外利益**及**界外損害**。例子新穎，亦與公共生活有關。影片指出白鴿可能吸引遊人，令公共空間更有生氣，帶來界外利益；但同時，白鴿糞便亦可能造成衛生問題、清潔成本及對市容的影響，帶來界外成本。

在創意方面，這份作品非常突出。以白鴿作為主題相當少見，容易令人記住。戶外拍攝、字幕、演出及幽默風格令影片具觀賞性。學生亦值得讚賞，因為他們嘗試同時分析界外利益和界外損害，而不是只集中於其中一方面。

若要進一步改善，建議更清楚指出誰是作出經濟決定的人。例如，是餵飼白鴿的人、公園使用者，還是管理公園的政府？同時亦應清楚說明哪些第三者受影響，例如清潔工人、遊客、附近商戶或其他公園使用者。

Merit	Kiangsu-Chekiang College (Shatin)	CHEN Junkai SHI Yu Xuan
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**From Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission uses the example of eating a McDonald's sundae to illustrate **diminishing marginal benefit**. The example is suitable because students can easily understand why the first sundae may bring high satisfaction, while the second or third may bring less additional satisfaction. The group communicates the key idea clearly: as consumption increases, the extra benefit from each additional unit may fall.

The video is visually engaging and reflective. The close-up shots, captions, and gentle tone make the presentation distinct from a standard classroom explanation. The group does well in linking a simple food item to a broader idea about satisfaction and consumer choice.

To strengthen the video, the group could include a numerical example. For instance, the first sundae may give 20 units of benefit, the second 12, and the third 5. The group could also explain that a rational consumer continues consuming only when **marginal benefit is greater than or equal to marginal cost**.

這份作品以吃 McDonald's 新地為例，說明**邊際利益遞減**。這個例子十分合適，因為大部分學生都能明白，第一杯新地可能帶來很高的滿足感，但第二杯或第三杯帶來的額外滿足感可能會下降。影片能清楚表達一個核心概念：隨着消費數量增加，每多消費一單位所帶來的額外利益可能減少。

在創意方面，影片風格柔和而具吸引力。特寫鏡頭、字幕及反思式語氣令作品不同於一般課堂講解。學生成功把一件簡單食物連繫到人們滿足感及消費選擇的經濟分析。

若要進一步加強作品，建議加入數字例子。例如，第一杯新地帶來 20 單位利益，第二杯 12 單位，第三杯 5 單位。這會令邊際利益遞減更具體。此外，亦可說明理性消費者只有在**邊際利益大於或等於邊際成本**時才會繼續消費。

Merit	Kiangsu-Chekiang College (Shatin)	LO Sze Tung
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**From Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission explains **negative externality** through a school accident caused by a wet floor. The example is clear and easy to understand. Student A's careless action imposes costs on others: Student B may face medical expenses, and the school may incur additional cleaning costs or overtime wages. This is a strong illustration of **external cost**, especially because the group attempts to quantify it.

The video's creativity is also strong. The school setting is realistic, and the storyline moves logically from action to consequence to explanation. The slipping scene, captions, money graphics, and time-jump effects make the video humorous and memorable. The group balances entertainment with a clear explanation.

To improve further, the group could more directly explain that Student A's **private cost** is low, but the **social cost** is higher because others bear additional costs. The group could introduce the formula  $MSC = MPC + MEC$  and explain that a negative externality occurs when marginal social cost exceeds marginal private cost. The solution section could also suggest warning signs, floor mats, school reminders, or penalties to reduce the external cost.

這份作品透過濕滑地面引致校園意外的例子，說明**界外損害**。例子清楚而容易理解。學生 A 的粗心行為為其他人帶來成本：學生 B 可能需要支付醫療費用，學校亦可能需要支付額外清潔費或加班工資。這是對**界外成本**一個有力的說明，尤其是學生嘗試把相關成本量化，這一點值得欣賞。

在創意方面，影片亦有良好表現。校園情境真實，故事由行為、後果到概念解釋，發展十分清楚。滑倒情節、字幕、金錢圖像及時間跳轉效果令影片具幽默感和記憶點。學生能夠在娛樂性與概念解釋之間取得平衡。

若要進一步提升，建議更直接說明學生 A 的**私人成本**很低，但由於其他人承擔額外成本，**社會成本**較高。學生可加入公式  $MSC = MPC + MEC$ ，並解釋當邊際社會成本大於邊際私人成本時，就會出現界外損害。解決方法方面，亦可加入警告牌、防滑墊、學校提醒或罰則等建議，以減少界外成本。

Merit	Shung Tak Catholic English College	LAI Bernard CHU Man Yui
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**From Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission uses a breakup scenario to introduce Economics concepts such as **public goods, non-rivalry, bads, preferences, and cost**. The idea is humorous and creative, and it shows that the group is willing to apply Economics to unexpected everyday situations. The explanation of non-rivalry is useful because it points out that one person's consumption does not reduce availability to others, a feature of a public good.

The video's creativity is very strong. The "Econ-style breakup comfort" format is funny, memorable, and suitable for social media. The contrast between emotional comfort and Economics terminology makes the video entertaining. The captions also help viewers identify the key terms.

To improve Economics accuracy, the group should define a **public good** more completely. A public good has two features: **non-rivalry in consumption and non-excludability**. The video focuses mainly on non-rivalry but should also explain non-excludability. The group should also be careful when applying the idea of public goods to a person, because relationships are usually not true public goods. The concept of a **bad** could also be stated more directly: a bad is something for which less is preferred to more.

這份作品以分手情境引入**共用品、非競爭性、負消費品、偏好及成本**等經濟概念。主題幽默而有創意，亦顯示學生願意把 Economics 應用到意想不到的日常生活情境。影片對非競爭性的解釋有一定效果，指出一個人的消費不一定會減少其他人可使用的數量，這是共用品其中一個特徵。

在創意方面，影片非常突出。「用 Economics 方式安慰分手朋友」的形式有趣、易記，也適合社交媒體。情感安慰與經濟術語之間的反差令影片具娛樂性。字幕亦有助觀眾辨認相關經濟概念。

若要提升經濟準確性，建議更完整地定義**共用品**。共用品具有兩個特徵：**消費上的非競爭性及非排他性**。影片主要集中於非競爭性，但亦應補充非排他性。學生亦要小心把「人」套用為共用品，因為感情關係通常並非真正的共用品。至於**負消費品**的概念，亦可直接說明：負消費品是指人們偏好較少而非較多的物品或情況。

Merit	Ning Po College	YANG Yat Hei CHAN Kuen Ho
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**From Michael Fung, Honorary Professor, The Hong Kong Polytechnic University**

This submission uses the idea of “going out with an Economics student” to introduce several concepts, including **opportunity cost, external cost, and marginal benefit**. The video is entertaining and shows that students can apply Economics to everyday social situations. The explanation of opportunity cost is effective because it shows that time, enjoyment, and other possible activities may be sacrificed when making a choice.

The video’s creativity is excellent. The “POV” format is well-suited to social media and likely to attract students’ attention. Cantonese dialogue, humor, captions, and exaggerated reactions make the video relatable and memorable. The group successfully presents Economics as a way of thinking in daily life.

To improve the Economics accuracy, the group should use the term **externality** more carefully. In HKDSE Economics, an externality usually affects a third party who is not directly involved in the activity. If one person directly affects another in the interaction, it may be better described as a private or interpersonal cost. The group could improve the example by showing that the behavior also affects nearby classmates, restaurant customers, or pedestrians.

這份作品以「與 Economics 學生約會」作為主題，引入**機會成本、界外成本及邊際利益**等概念。影片十分有趣，亦展示學生能夠把 Economics 應用到日常社交情境之中。其中，機會成本的解釋較為有效，因為影片指出作出選擇時，可能要放棄時間、快樂及其他可行活動。

在創意方面，作品表現優秀。「POV」形式非常適合社交媒體，容易吸引學生注意。廣東話對白、幽默內容、字幕及誇張反應令影片貼近學生生活，也容易令人記住。學生成功把 Economics 呈現為一種日常思考方式。

若要令經濟概念更準確，建議更小心使用**界外影響**一詞。在 HKDSE Economics 中，界外影響通常是指影響到沒有直接參與該活動的第三者。如果只是互動中的其中一方直接影響另一方，則可能較適合稱為私人成本或人際成本。學生可改善例子，例如展示有關行為也影響附近同學、餐廳顧客或途人。若能在結尾加入簡單總結，把每個情節對應到相關經濟概念，會令觀眾更容易掌握內容。