

Humanities

1. Introduction

Concept driven, the Humanities curriculum sets itself the task of capturing students' curiosity by locating the fundamentals of knowledge through the study of social sciences and humanities, mainly, though not limited to, History and Geography. It explores specific subject areas and strives to understand the connections between these subjects. The principal task of students is to ask questions, expand their knowledge and challenge long-held assumptions. To become critical and creative learners, students need to question the foundation on which humans and their environment are based, and build on their knowledge.

Although the Humanities curriculum principally addresses History and Geography, it also touches upon areas such as Anthropology, Cosmology, Earth Sciences, Biology, Economics, Religious Studies, Government and Law, Environmental Studies, International Relations and others. The key concepts and questions contained within the various themes and topics of the subject are therefore intended to provide a foundation for further studies in many fields.

Within this context, the Humanities curriculum delivers learning consistent with EDB curriculum expectations in three intersecting areas of knowledge, skills and values. It does by utilising engaging pedagogies, such as Philosophical Inquiry and experiential learning, and moving from the concrete - what students know - to the abstract.

2. Curriculum aims

The Humanities curriculum aims at enabling students to

- (a) develop knowledge and understanding of space, place and environment, in particular the spatial arrangement of places and the interaction between humans and the environment;
- (b) be informed and responsible global citizens who are willing to act for the betterment of their home city, home nation and the world, and to contribute to the sustainable development of human societies and the natural environment;
- (c) develop an interest in the past;
- (d) understand the present in the context of the past;
- (e) develop knowledge and understanding of our community and cultures, as well as other major cultures of the world;
- (f) develop the skills of research, analysis, synthesis, critical thinking, creativity and presentation for further studies and life situations;
- (g) collaborate in the process of knowledge creation; and
- (h) care for others.

3. Curriculum

The Humanities curriculum integrates different areas of Geography and History for S1, S2 and S3.

(a) S1

	Module	Priority Values and Attitude #
Term 1	Module 1 - Oceans in Trouble	- responsibility - law-abidingness - empathy
	Module 2 - History, Culture and Heritage of Early Hong Kong	- respect for others - national identity - care for others
	Module 3 - Growth and Development of Hong Kong up to the Late 19th Century	- national identity - care for others - empathy
Term 2	Module 4 - Growth and Transformation of Hong Kong in the 20th Century	- perseverance - national identity - diligence
	Module 5 - Using Urban Space Wisely	- respect for others - care for others - empathy

(b) S2

	Module	Priority Values and Attitude #
Term 1	Module 1 - Human Needs: Past and Present	- respect for others - national identity - diligence
	Module 2 - Food Problem	- care for others - empathy
	Module 3 - Taming the Sand	- care for others - empathy
Term 2	Module 4 - The Development of European Civilisation	- respect for others
	Module 5 - The Rise of Islamic Civilisation and Cultural Interactions between Europe and Asia in Medieval Times	- respect for others
	Module 6 - The Rise of Modern Europe (I) - The Renaissance and The Enlightenment	- perseverance - respect for others - diligence

	Module	Priority Values and Attitude #
Term 1	Module 1 - The Rise of Modern Europe (I) - The Renaissance and The Enlightenment	- perseverance - respect for others - diligence
	Module 2 - The Founding of the United States - the American Revolution	- perseverance - respect for others - empathy - diligence
	Module 3 - The Rise of Modern Europe (II) - the French Revolution and the Industrial Revolution	- perseverance - respect for others - empathy - diligence
	Module 4 - Global Shift in Manufacturing Industry	- responsibility - care for others - empathy
	Module 5 - The Trouble with Water	- responsibility - commitment - care for others - empathy
Term 2	Module 6 - Changing Climate, Changing Environment	- responsibility - commitment - law-abidingness - care for others - empathy
	Module 7 - Living with Natural Hazards (Earthquake)	- care for others - empathy
	Module 8 - International Conflicts, Crises and Cooperation in the 20th Century	- responsibility - care for others - empathy

Priority values and attitude include “perseverance”, “respect for others”, “responsibility”, “national identity”, “commitment”, “integrity”, “care for others”, “law-abidingness”, “empathy” and “diligence”.

4. Assessment

When assessment for learning (AfL) goes, all students address the conceptual framework and develop the knowledge, skills, values and attitudes for Humanities. Therefore, assessments will emphasise on the acquisition of knowledge via understanding and application of concepts, the grasp and application of skills and the processing and presentation of information. On this basis, a variety of tasks and activities will be employed to look at the learning outcomes. They include worksheets, presentations, projects, quizzes, unit tests and the final examination.

Assessment Criteria in Continuous Assessment	Items	Percentage in Continuous Assessment
Knowledge	Quizzes and Modular Tests	40
Independent Learning	Note-taking	25
	Reading	
	Punctual Submission	
Skills	Major Assignments	35
	Projects	

Component in Year Grade	Percentage in Year Grade
Term 1 Continuous Assessment	30
Term 2 Continuous Assessment	30
Final Examination	40

5. Students as Self-directed Learners

5.1 e-Learning

Students are provided different forms of electronic media, and information and communications technology to facilitate their self-directed learning, as well as allowing them to learn collaboratively. Students can use their tablet or notebook computers to do research on their projects and written reports within or outside the classroom.

e-Learning tools used in Humanities include Google Classroom, Google Drive, Britannica School, Kahoot, Newsela, Padlet, Socrative, Gimkit and others.

5.2 Reading

Reading is essential in the study of Humanities. In order to understand the world from multiple perspectives, students are expected to read extensively and deeply. Library visits will be arranged during project research lessons. In addition, students will be asked to link learning topics to current events throughout the year.

6. The role of parents and homework

- (a) To encourage your child to read extensively.
- (b) To ensure your child finish Humanities assignments and projects punctually.
- (c) To scrutinise the progress of learning of your child by encouraging them to revise the learning materials persistently and checking the organisation of their portfolio.
- (d) To maintain constant communication with teachers about your child's learning habits and progress at home.