

# History

## 1. Introduction

History is one of the six elective subjects in the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA). The study of history helps students to understand the human world through enquiring into its roots in the past. It contributes towards the development of all the generic skills involved in the study of humanities subjects, such as critical thinking and enquiry, and aims to promote the essential skills of historical investigation during the three years of study.

Through developing students from a global perspective and an enhanced understanding of the processes of interaction, diversification and change in today's modern world, students will be able to apply skills such as historical interpretation and analysis that will help them appreciate where they should stand over the long flow of history.

The topics covered in the history curriculum are of general historical significance and relevant to the daily experiences of students while being conducive to mastering the skills of historical study and arousing their own interest in the subject. Moreover, we also provide students with learning experiences to develop fundamental values and attitudes that are commonly held in the world community and across different societies such as the regard for human life and dignity and the quest for peace, cooperation and prosperity.

Being one of the six elective subjects in PSHE KLA, it is believed that the subject of History will develop students' potential for further studies in the humanities, social sciences or perhaps business management, especially for professions that require critical and independent thinking.

## 2. Aims and objectives

The aims of this curriculum are to enable students to:

- (a) discover where they should stand in the contemporary world through understanding the origins and development of modern events;
- (b) develop the skills of critical thinking, making sound judgments and effective communication through exploring historical issues;
- (c) approach past and current events in an impartial and empathetic manner, using a variety of perspectives;
- (d) understand the characteristics and values of their own culture, and appreciate the shared humanity and common problems of the world's many peoples;
- (e) cultivate both national consciousness and the consciousness of being citizens of the global community, and thus become rational and sensible members of the local community, the nation and the world; and
- (f) be prepared to explore history in greater depth as an issue of personal interest, or one that may be of relevance to their future careers and professional studies.

By the end of the course, students should be equipped with:

- (a) the knowledge and understanding of the 20th century's major events and trends, and their interrelationship;
- (b) ability to recall, evaluate and select knowledge relevant to the context and to deploy it in a clear and coherent manner;
- (c) ability to recognise and make use of the concepts of cause and consequence, continuity and change, similarity and difference in time and space;
- (d) ability to look at events and issues from the perspective of people in the past;
- (e) ability to interpret and evaluate historical evidence: to extract information from historical sources; to distinguish between fact, opinion and judgment; to detect bias; to draw conclusions based on a comparison of various types of historical sources.

### 3. Curriculum

The curriculum framework for History embodies the key knowledge, skills, values and attitudes that students are to develop at senior secondary level. The design of this curriculum hopes to:

- (a) build on the knowledge, skills, values and attitudes, and the learning experience that students have acquired and developed in their study of the PSHE curriculum in basic education and the junior secondary History curriculum;
- (b) achieve a balance between breadth and depth in the study of history in order to prepare students for further studies and entry into the workforce, and to foster whole-person development;
- (c) achieve a balance between the acquisition of theoretical knowledge (i.e., the learning of historical concepts and issues) and its application to real-life situations, as the learning of history is meaningful only when it is linked to people's daily experience and helps them to gain some insights into the future;
- (d) provide a flexible and diversified framework capable of catering for diversity in students' abilities, needs and interests, including the opportunity to explore a historical topic of their own choice through a particular approach to the study of history;
- (e) help students to develop independent and life-long learning skills through promoting student-centred enquiry; and
- (f) ensure that assessment is closely aligned with learning.

**Table 1: Curriculum Framework**

	S4	S5	S6
Theme	<p><u>Theme B</u> Conflicts and cooperation in the 20th century world</p>	<p><u>Theme A</u> Modernisation and transformation in 20th century Asia</p>	<p><u>Theme A and Theme B</u> Revision and examination preparation</p>
Term 1	<p>Major conflicts and the quest for peace:</p> <ul style="list-style-type: none"> <li>- international relations from 1900 to 1914</li> <li>- the two world wars and the peace settlements</li> <li>- major conflicts after WWII and attempts to make peace                             <ul style="list-style-type: none"> <li>• superpower rivalries and détente</li> </ul> </li> </ul>	<p>The making of the modern world</p> <p>Modernisation and transformation of China</p> <ul style="list-style-type: none"> <li>- early attempts at modernisation - reforms and revolutions</li> <li>- Socialist modernisation in the Maoist period and the evolution of “socialism with Chinese characteristics” in the post-Mao period</li> </ul> <p>Modernisation and transformation of Hong Kong</p> <ul style="list-style-type: none"> <li>- political and institutional changes</li> <li>- economics Development</li> <li>- development as an international city</li> </ul>	<p>Modernisation of Asia:</p> <ul style="list-style-type: none"> <li>- China</li> <li>- Hong Kong</li> <li>- Japan</li> </ul> <p>Conflicts in the 20th century:</p> <ul style="list-style-type: none"> <li>- WWI</li> <li>- WWII</li> <li>- Cold War</li> </ul> <p>Cooperation in the 20th century:</p> <ul style="list-style-type: none"> <li>- international economic cooperation</li> <li>- international social and cultural cooperation</li> </ul>
Term 2	<p>The quest for cooperation and prosperity:</p> <ul style="list-style-type: none"> <li>- international economic cooperation</li> </ul> <p>Major conflicts and the quest for peace</p> <ul style="list-style-type: none"> <li>- major conflicts after WWII and attempts to make peace</li> </ul>	<p>Modernisation and transformation of Japan</p> <ul style="list-style-type: none"> <li>- modernisation in the early 20th century</li> <li>- reconstruction and growth after WWII</li> <li>- relations with other Asian countries</li> </ul>	

#### 4. Assessing Methods

##### (a) Role of Assessment in Assisting Learning and Teaching

In line with the approach assessment for learning, the subject adopts a combination of formative and summative assessment. Formative assessment is to provide data and direction for students to improve. Summative assessment is to assess students' standards. Both types of assessment give feedback to students, teachers, schools, and parents on the effectiveness of teaching and on students' strengths and weaknesses in learning.

##### (b) Internal Assessment

There are different ways of assessment throughout the year in which the following assessment criteria would apply in various ways throughout the course:

Assessment criteria in Continuous Assessment	Component	Weighting in Continuous Assessment
Understanding of Historical Knowledge and Concepts	assignments	40%
Application of Historical Knowledge and Concepts	tests	40%
Self-directed learning in History	lesson tasks, extra-learning materials, reflections, learning portfolio	20%

Year level	Item	Weighting in Year Grade
S4 and S5	Term 1 Continuous Assessment	20%
	Term 2 Continuous Assessment	20%
	Term Examination	30%
	Final Examination	30%
S6	Term 1 Continuous Assessment	40%
	Mock Examination	60%

### (c) Level Descriptors and Boundaries

Level	Criteria
5**	<ul style="list-style-type: none"><li>- show comprehensive knowledge of the curriculum content by differentiating facts from opinions, identifying different viewpoints and perspectives, and coming up with sound and independent points of view</li></ul>
5*	
5	<ul style="list-style-type: none"><li>- evaluate the relative significance of factors that have shaped the modern world</li><li>- display a sophisticated understanding of historical terms and concepts</li><li>- utilise a wide variety of relevant historical sources and evaluate their reliability</li><li>- assess different historical interpretations and perspectives</li><li>- communicate a high level argument in a logical and systematic manner</li></ul>
4	<ul style="list-style-type: none"><li>- demonstrate sound knowledge of the curriculum content by differentiating facts from opinions, identifying different viewpoints and perspectives, and making some personal judgments</li><li>- explain the relative significance of factors that have shaped the modern world</li><li>- demonstrate a sound understanding of historical terms and concepts</li><li>- utilise a variety of relevant historical sources and evaluate their reliability</li><li>- argue using different historical interpretations and perspectives</li><li>- communicate a sustained argument in a logical and systematic manner</li></ul>
3	<ul style="list-style-type: none"><li>- demonstrate adequate knowledge of the curriculum content by differentiating facts from opinions and identifying different viewpoints and perspectives</li><li>- describe the significance of factors that have shaped the modern world</li><li>- demonstrate an adequate understanding of historical terms and concepts</li><li>- identify and draw basic conclusions from relevant historical sources</li><li>- explain different historical interpretations and perspectives</li><li>- communicate a general argument in a clear manner</li></ul>
2	<ul style="list-style-type: none"><li>- demonstrate basic knowledge of the curriculum content by identifying familiar viewpoints and perspectives</li><li>- demonstrate a basic understanding of facts about the modern world</li><li>- understand basic historical terms and concepts</li><li>- recognise and process relevant historical sources</li><li>- describe different historical interpretations and perspectives</li><li>- communicate historical facts with some evidence of simple arguments</li></ul>
1	<ul style="list-style-type: none"><li>- demonstrate elementary knowledge of the curriculum content by identifying familiar and simple viewpoints and perspectives</li><li>- demonstrate, through sequencing of historical events, some understanding of facts about the modern world</li><li>- demonstrate comprehension of simple historical terms and concepts</li><li>- recognise simple relevant historical sources, historical interpretations and perspectives</li><li>- communicate historical facts in simple narrative style</li></ul>

### (d) External Assessment - HKDSE Examination

For details of the public assessment, please refer to the website of the HKEAA:

[https://www.hkeaa.edu.hk/en/hkdse/assessment/assessment\\_framework/](https://www.hkeaa.edu.hk/en/hkdse/assessment/assessment_framework/)

## **5. The Role of Parents and Students at Home**

There will be homework given throughout the year in the form of projects, readings and various written assignments. However, homework should not be emphasised as the main proprietor of student learning. Students are expected to use homework to reinforce the concepts they learnt at school, and in turn to be fully prepared for class activities.

### **(a) Students**

It is desirable to design a timetable for cultivating a structural revision habit. Through having a regular and systematic schedule, students can not only strike a balance between their academic works and other learning activities, but also facilitate students' learning in different subjects in the long run.

In order to equip yourselves for the application of historical evidence in different tasks and lesson activities, students are highly recommended to build up a habit of keeping the notes teacher provided, and reorganising those materials through making their own study notes. This can help reinforce students' memory of the lessons and knowledge.

It is expected that, as they learn through the various modules of History, students will develop their own habits for homework and be able to manage their studies independently from teachers to become self-directed and motivated learners.

### **(b) Parents**

Instead of monitoring students, parents will be expected to assist as facilitators for our children's learning so as to provide guidance when necessary to put the learners on the right track. However, it should be noted that at all times that students' learning to learn skills should be of their own responsibility.

Hence, parents should necessarily be co-learners with students, where knowledge in History is explored, constructed and built. Positive reinforcement of every kind will be essential ingredients to help students make the most of their learning. For example, parents can encourage their children to read widely, especially books suggested by teachers or materials uploaded to Google Classroom.

As senior secondary students expect a heavy workload across various subjects, teachers will closely monitor the progress and regulate the needs of students. Parents having any issues with regard to homework and learning progress should consult the history teacher in charge. Most importantly, it will be highly desirable when all parties - teachers, parents and students - will work closely and collaboratively to optimise our student's learning outcomes.