

Education Bureau
Circular Memorandum No. 152 /2016

From: Secretary for Education
Ref: EDB(CD)PSHE/CURR/HI/1(1)
Date: 28 September 2016

To: Heads of all Secondary Schools
(excluding ESF Schools and
International Schools)

**Consultation on the Revised History Curriculum (Secondary 1-3) in the Personal,
Social and Humanities Education Key Learning Area**

Summary

The purpose of this circular memorandum is to inform school heads of the proposed revision of the captioned curriculum and the related consultation exercise.

Details

2. In December 2013, the Curriculum Development Council (CDC) resolved to set up an Ad Hoc Committee to conduct a full review of the current History (S1-3) curriculum. Since May 2014, the Ad Hoc Committee has conducted meetings to discuss this matter and now proposes the revised curriculum. CDC expects that the revised curriculum could provide students with a comprehensive and balanced understanding of history. With the new teaching arrangements and the use of enlivened learning and teaching strategies, students' interest in learning history will be enhanced.

3. Stakeholders' opinions will be solicited for its further revision. Please refer to the attached consultation document entitled *History (Secondary 1-3) – Revised Curriculum 1st Consultation Draft* (Annex I) and the questionnaire entitled *The Revised History Curriculum (Secondary 1-3) in Personal, Social and Humanities Education Key Learning Area - First Draft For Consultation* (Annex II). They have been uploaded to the website of the Personal, Social and Humanities Education (PSHE)Section.

<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/whats-new.html>).

4. School heads or their representatives (preferably panel heads of History in the PSHE KLA) are invited to give their comments and suggestions by completing the attached questionnaire. The completed **questionnaire** should be returned to the

PSHE Section, Education Bureau, Room 1319, Wu Chung House, 213 Queen's Road East, Wan Chai by hand or by post **on or before 31 October 2016**.

Enquiry

5. For further enquiries, please contact Ms NG Hing-hung on 2892 5867.

Sheridan LEE
for Secretary for Education

c.c. Heads of Sections – for information

Personal, Social and Humanities Education
Key Learning Area

History
(Secondary 1-3)
The Revised Curriculum

First Draft
(For Consultation)

Curriculum Development Council Committee
on Personal, Social and Humanities Education
September 2016

Background

The existing curriculum of History (S1-S3) has been implemented for nearly 20 years since its compilation by the Curriculum Development Council Committee in 1996.

In view of the rapid progress in the research and implementation of curriculum development and pedagogies, and that the Curriculum Development Institute has been gathering views on the History curriculum and teaching strategies from different sectors through various channels over the years, an Ad Hoc Committee has been set up with the approval of the Curriculum Development Council Committee on Personal, Social and Humanities Education in December 2013 to review the curricula of History and Chinese History (Secondary 1 to 3). The Ad Hoc Committee members include history scholars from tertiary institutes, experts in teachers' training, frontline teachers and representatives of the Hong Kong Examinations and Assessment Authority and the Curriculum Development Institute. It is expected that a holistic and complete review on the existing curricula should be conducted to make constructive revision.

A two-stage consultation is adopted to develop the curriculum with the first stage focusing on the proposed **curriculum rationale, aims and objectives, initial curriculum structure, time allocation, supporting measures and its implementation**. The consultation document "*History (Secondary 1-3) – First Draft (For Consultation)*" (hereafter "the Document") is to provide an initial platform for comments and suggestions. The revised draft and other areas of the curriculum will be presented in the second stage of consultation for further comments.

All comments and suggestions on the Document are welcome and shall be returned by hand or by post to:

Senior Curriculum Development Officer 5 Personal, Social and Humanities Education Section, Curriculum Development Institute, The Education Bureau 1319, 13/F., Wu Chung House, 213 Queen's Road East, Wanchai, Hong Kong
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Reasons and Rationale for the Revised Curriculum

1. As an indispensable part of the Personal, Social and Humanities Education Key Learning Area, History takes up an important task of developing students' basic understanding of history of Hong Kong and world history development as well as various cultures in the world; facilitating them to construct global perspectives and enhancing their analytical abilities and thinking skills. Since not all junior secondary students will take History as one of their elective subjects in senior secondary education, junior secondary History is most likely the only chance for some students to learn History, especially world history. Therefore, it is essential for schools to provide junior secondary students with a comprehensive curriculum of world history.
2. In view of the existing Secondary 1-3 History curriculum which has been implemented for nearly twenty years, and the latest development of history education and school curriculum, this revised curriculum aims at enhancing students' interest in history learning and equipping them with basic knowledge and skills to meet challenges brought about by the ever changing society and the world. Besides, the revised curriculum framework equips students with the necessary knowledge on world history and history of Hong Kong and provides them with a solid foundation to study Liberal Studies, History or other senior secondary subjects in Personal, Social and Humanities Education Key Learning Area .
3. In order to develop students' global perspectives and enhance their understanding of other major cultures in the world, new topics such as the civilisation and historical development of other regions and countries including the rise of Islamic civilisation, and the founding and development of the United States, have been added to the revised curriculum.
4. To cater for the needs of different schools, especially those which select diversified modes of curriculum planning to implement the junior secondary Personal, Social and Humanities Education curriculum (e.g. integrated and mixed modes), the revised curriculum adopts a flexible and diversified framework which can facilitate schools to adapt to this curriculum according to their school contexts and students' diversity in abilities and interests.

Curriculum Aims and Learning Objectives

Curriculum Aims

5. The aims of Secondary 1-3 History curriculum are:
 - i to arouse and develop students' interest in the past;
 - ii to help students understand the present in the context of the past;
 - iii to contribute to students' knowledge and understanding of their own community and culture, as well as other major cultures of the world;
 - iv to develop students' historical skills and generic skills for further studies and life situations;
 - v to nurture students to become citizens who have global perspectives, knowledge and sense of responsibility.

Learning Objectives

6. In relation to the above aims, students should be able to:
 - a. Knowledge and Understanding
 - i understand and comprehend from a variety of perspectives (political, economic, technological and scientific, social, religious, aesthetic), the main characteristics of world civilisations in different periods;
 - ii understand and comprehend the main characteristics of the history of Hong Kong and to relate them to the world development;
 - iii comprehend basic historical concepts and terms;
 - iv understand the relationship between cause and consequence of historical events;
 - v comprehend change and continuity in major historical issues and developments;
 - vi understand that the past may be interpreted in different ways;
 - b. Skills
 - i understand and use historical terminology in an appropriate way;
 - ii arrange historical events in correct chronological order;
 - iii describe characteristics of historical maps, models, diagrams, charts, tables, pictures and cartoons;
 - iv make deductions and inferences from historical sources;
 - v identify different interpretations of major historical events and personalities;
 - vi distinguish the differences between historical facts and opinions;
 - vii comprehend the implication of sources, question and explore the accuracy and

- reliability, and then construct and examine personal viewpoints;
- viii make an imaginative reconstruction of past events;
- ix select, organise and deploy sources, and express in a well-structured way;
- c. Attitudes and Values
- i develop an interest in the past and an appreciation of human achievements and aspirations;
 - ii relate the study of the past to contemporary life;
 - iii understand, respect and accept that different societies may have different views, beliefs and values at different times;
 - iv be willing to take up the responsibility of preserving antiquities and monuments, conserving cultural heritage and promoting history and culture.

Curriculum Structure

7. This curriculum is based on the following curriculum guides prepared by the Curriculum Development Council Committee, namely *the Basic Education Curriculum Guide-To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6) (2014)*, *General Studies for Primary Schools Curriculum Guide (Primary 1- Primary 6)(2011)* and the *Personal, Social & Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (2016)* which is currently under review. Its designing principles are to:
 - provide a three-year curriculum which focuses on introducing the trend and development of world history and how they affect our world today;
 - broaden students' global perspectives so as to enhance their understanding of cultures and history of different regions in the world and how their interactions constructed our world today;
 - emphasise students' understanding and application of different historical concepts and skills;
 - cater for students' diverse interest and connect them with their daily lives and experiences;
 - provide a flexible framework for schools to make adaptation to the curriculum according to their school contexts and students' diversity in abilities and interests;
 - facilitate teachers to guide their students to study history using the inquiry approach, which helps develop their abilities in self-directed learning and life-long learning.

8. The revised History curriculum (S1-S3) is designed in chronological order, offering a theme for each school year. The three-year curriculum helps students understand the world development trend and its impact on today and enables the students to master the basic concepts and skills to study history.
 - Secondary 1: The ancient world (From pre-historic period to the fourteenth century): The birth and interactions of regional civilisations
 - Secondary 2: The modern world (From the fifteenth to the nineteenth century): The growth and expansion of the West
 - Secondary 3: The contemporary world (From the twentieth century to the present): Moving towards a multi-polar and interdependent world
9. The curriculum is composed of 12 topics covering the essential learning contents in world history and Hong Kong history, i.e. four topics in each school year.

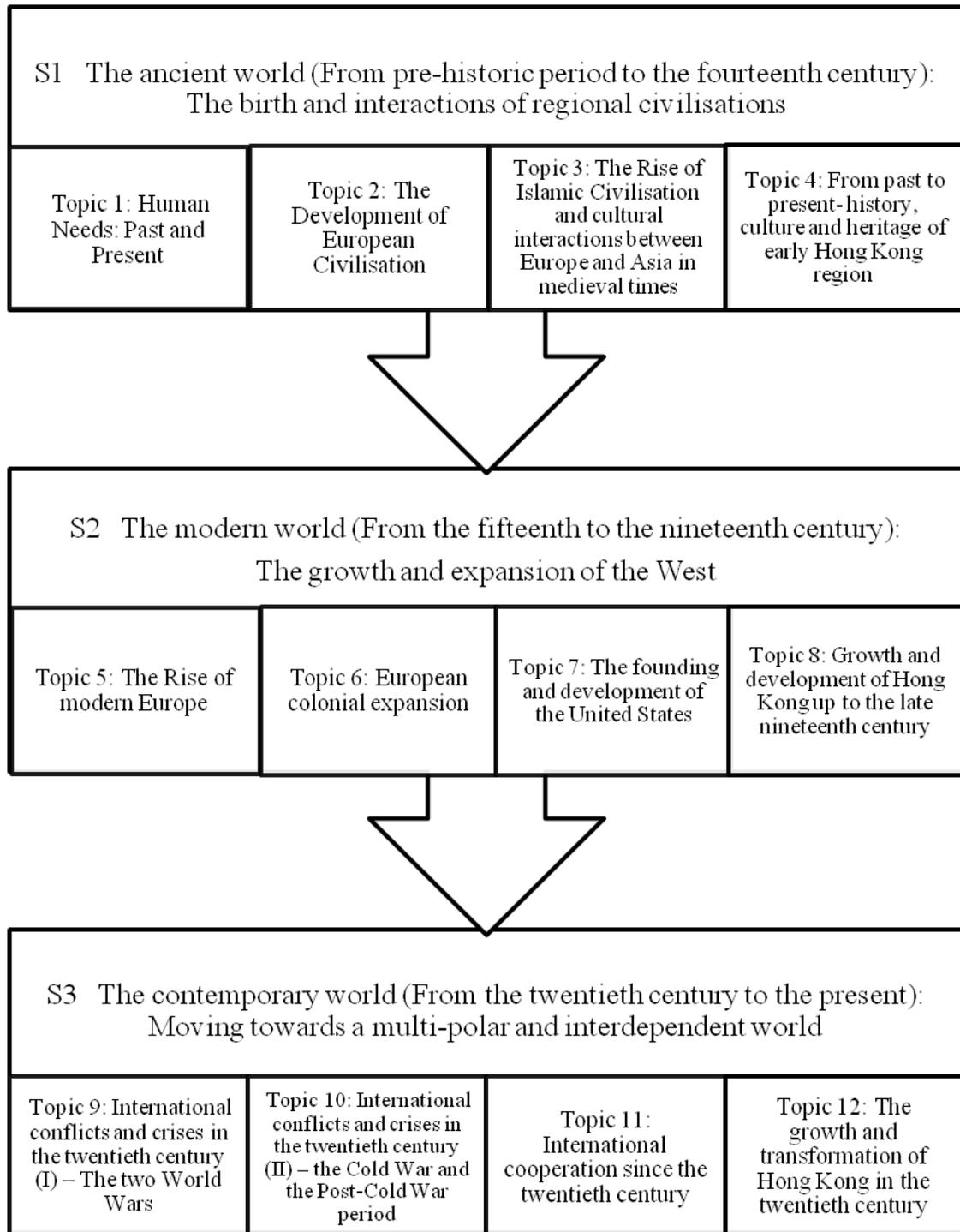


Figure 1 Curriculum structure of the junior secondary History curriculum

10. There are foundation parts and extended parts in all topics. The foundation parts provide students with basic knowledge of the topics while the extended parts are designed for the more able or interested students to explore deeper on the topics.

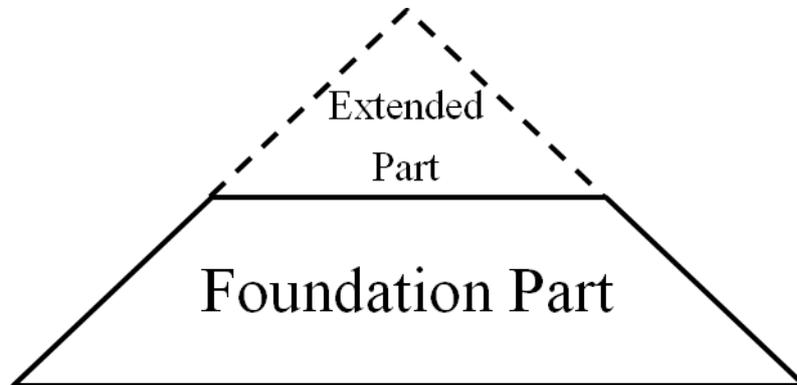


Figure 2 Composition of each topic

11. There is one inquiry question and several suggested guiding questions in each topic. The inquiry question gives the direction for studying the given topic while the suggested guiding questions provide teachers with ideas to help students study history using the inquiry approach.

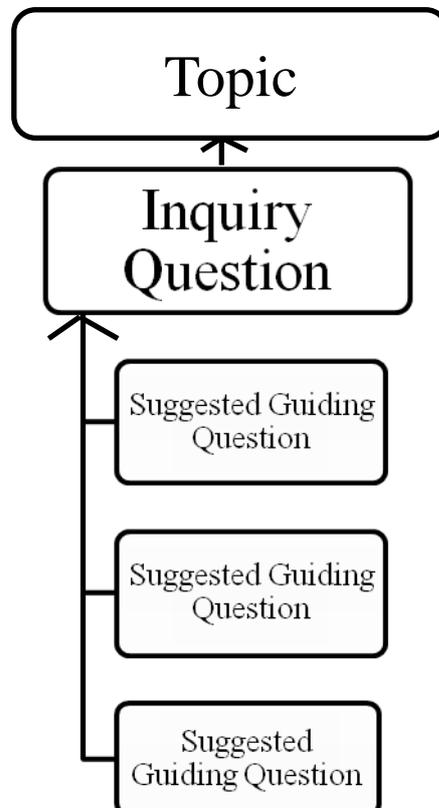


Figure 3 Using inquiry approach to study history

12. Content Outline

The 12 suggested topics of the History Curriculum (S1-S3) are as follows. An introduction is provided in each topic to illustrate the background and rationale of the topic and show how to manage its foundation part and extended part. Besides, Appendices 1, 2 and 3 on pp. 37-42 show the “Expected learning contents” for Topics 3, 5 and 7 in order to illustrate the depth and focuses of those topics.

S1 The ancient world (From pre-historic period to the fourteenth century): The birth and interactions of regional civilisations

Topic 1: Human Needs: Past and Present

In the progress of civilisation, human activities originate from people’s different basic needs, which culminated as civilisation. This topic enables students to have a basic understanding of the origin of civilisation and the major ancient civilisations. After studying this topic, students will be able to understand briefly the basic concept and division of historical periods, and the classification of sources for studying history, and to know:

- a) how human beings progressed from the Stone Age to ancient civilisations, from the use of fire and making simple stone tools to hunting and the making of food, development of agriculture and domestication of animals;
- b) the main characteristics of ancient civilisations. Students may choose one out of the four ancient civilisations and carry out case study in terms of the following five aspects (Writings/Government and governance/Cities/Religion and belief/ Architecture and Science).

**More able students or those who have interest may study more than one ancient civilisation and compare the similarities and differences of ancient civilisations in different regions.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>1. Human Needs: Past and Present</p> <p>— What basic human needs led to the emergence of early civilisations? What are the main characteristics of early civilisations?</p>	<ul style="list-style-type: none"> • Major Developments of the Stone Age: from Nomadism to Agriculture • Rise of ancient civilisations, and the distribution and characteristics of the major world civilisations. • Case study: The Fertile Crescent / ancient Egyptian civilisation / the Indus Valley/ the Huanghe Valley (Choose 1 out of 4, study one more case for the extended part*) 	<ul style="list-style-type: none"> • When did the Stone Age take place? • How can we know about the survival and livelihood of human beings at that time? • What is civilisation? Does the satisfaction of basic needs mean that there is civilisation? • What factors foster the development of civilisations? • What are common in ancient civilisations of different regions? • What are the similarities and differences of human needs between the past and the present? 	<ul style="list-style-type: none"> ✓ Understand the division of historical periods (pre-historic times/historic times) ✓ Identify the types of sources in studying history (primary sources, secondary sources/ archaeological findings, non-written and written sources) ✓ Induce and summarise the characteristics ✓ Connect the past with the present, compare similarities and differences 	<p>14</p>

* The extended part

Topic 2: The Development of European Civilisation

If we are observant and trace the origins, we may discover that many things in our daily lives, such as people's names, architecture, stories of myth, etc., are related to European classical and medieval civilisations. Students are expected to have knowledge of the emergence of European civilisation and its impact on our society today. After studying this topic, students will be able to understand the division of historical periods (e.g. ancient times /medieval times/modern times/contemporary times, etc.) and to know:

- a) the overview of European classical civilisation and its significance today, including ancient Greek/Roman forms of governance (e.g. democracy in Athens and centralisation in Sparta/governance of the Roman Republic and the Roman Empire) and creation of culture (e.g. concept of ancient law and Roman law and order/myth and thoughts/achievement in law, art and architecture) and their impact on our society;
- b) the main characteristics of European feudalism in medieval times and the role of Christianity and churches in Europe.

**More able students or those who have interest may further study the lifestyles of different classes in medieval Europe.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>2. The Development of European Civilisation</p> <p>a. Overview of ancient Greek and ancient Roman civilisation</p> <ul style="list-style-type: none"> - What has the classical European civilisation left to us? <p>b. Medieval Europe and the making of Christendom</p> <ul style="list-style-type: none"> - What were the characteristics of medieval Europe? 	<ul style="list-style-type: none"> • Introduction of classical civilisation • Legacy of classical civilisation: their meaning for today <ul style="list-style-type: none"> • Characteristics of feudalism • The making of Christendom and churches in medieval times • Life under feudalism* 	<ul style="list-style-type: none"> • How do we identify ancient times and medieval times? When and how did European classical civilisation emerge? • Why were there different political systems in ancient Greece and ancient Rome? • What has the ancient Greek and ancient Roman civilisation left to us today? <ul style="list-style-type: none"> • What are the characteristics of feudalism? • What functions did Christianity and the church perform in medieval Europe? • How did castles, manors, churches and markets reflect the lives of different classes in medieval Europe?* 	<ul style="list-style-type: none"> ✓ Understand the division of historical periods (ancient times, medieval times, modern times and contemporary times) ✓ Connect the past with the present, compare similarities and differences, ✓ Analyse change and continuity ✓ Induce and summarise the characteristics 	<p>18</p>

* The extended part

Topic 3: The Rise of Islamic Civilisation and cultural interactions between Europe and Asia in medieval times

Apart from European civilisation, the Islamic civilisation has also made significant contributions to the history of civilisation. Though communication and transportation in the past were not advanced, different regional civilisations in ancient and medieval worlds did have frequent interactions with one another. After studying this topic, students will be able to:

- a) understand the rise of Islam, its basic beliefs and dissemination;
- b) understand interaction of different forms between Europe and Asia in medieval times, including wars (e.g. the expansion of Islamic Empire, the Crusades), trade and commerce (e.g. Arabic merchants' commercial activities and their role as business middlemen, the Maritime Silk Road) and how these interactions fostered the cultural interactions between Europe and Asia in medieval times;
- c) understand the achievements of the Islamic civilisation in the field of culture, art, science and technology, and analyse the results and impact of the cultural interactions between Europe and Asia (e.g. the spread of Greek and Roman civilisation and the widening of European horizons by Arab civilisation in late medieval times).

**More able students or those who have interest may further trace the condition of cultural interactions in the ancient world, including how the Greco-Roman civilisation spread through military expansion (the conquest of Alexander the Great and territorial expansion of the Roman Empire) and trade and commerce (e.g. The ancient Silk Road).*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>3. The Rise of Islamic Civilisation and cultural interactions between Europe and Asia in medieval times</p> <p>- How related were the achievements of the Islamic civilisation and cultural interactions between Europe and Asia in medieval times?</p>	<ul style="list-style-type: none"> • The origins, teachings and development of Islam • Cultural contacts between Europe and Asia and spread of Islam in medieval times • Results and impact of the cultural interactions between Europe and Asia • Cultural interactions between Europe and Asia before medieval times * 	<ul style="list-style-type: none"> • How was Islam founded and spread? • Why did different peoples in the past interact with each other? How did different forms of interactions foster the cultural interactions between Europe and Asia? • What were the achievements of the Islamic civilisation? • What were the results and impact of the cultural interactions between Europe and Asia? • How was the Greco-Roman civilisation widely spread through wars, trade and commerce? * 	<ul style="list-style-type: none"> ✓ Trace historical background ✓ Analyse causes, results and impacts ✓ Understand major historical development and trends 	<p>10</p>

* The extended part

Topic 4: From past to present- history, culture and heritage of early Hong Kong region

Through archaeological findings, we may trace the history of Hong Kong region as early as the New Stone Age. Early residents in the Hong Kong region have different backgrounds and lifestyles, which lead to different customs and beliefs, and the formation of multi-cultural tradition in Hong Kong. After studying this topic, students will be able to further understand the concepts learnt in topic 1 (pre-historic and historic times, classification of sources for studying history- primary sources such as archaeological findings, monuments, etc.), and illustrate:

- a) the human activities in early Hong Kong region through local archaeological findings and monuments;
- b) the different lifestyles of the early residents in Hong Kong (including the Five clans in the New Territories and other ethnic groups such as Tanka people, Hoklo people, Hakka people and Cantonese people);
- c) through choosing one of the four case studies of the local intangible cultural heritage, understand the tradition of local ethnic groups, and the importance of conserving and caring about local cultural heritage.

**More able students or those who have interest may study more than one case, and compare their similarities and differences.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>4. From past to present: history, culture and heritage of early Hong Kong region</p> <p>- How do we find the imprints of Hong Kong history?</p>	<ul style="list-style-type: none"> • Studying the history of early Hong Kong region through local archaeological findings and monuments • Local clans and other ethnic groups • Case study: Getting to know the lives of local clans through intangible cultural heritage (local customs and festivals) from the following: <ul style="list-style-type: none"> - Chiu Chow Hungry Ghost Festival - Cheung Chau Jiao Festival - Tai Hang Fire Dragon Dance - Tai O Traditional Dragon Boat Parade (Choose 1 out of 4, study one more case for the extended part*) 	<ul style="list-style-type: none"> • When can we trace Hong Kong history at the earliest? How can we get to know the history of early Hong Kong? • Who made up the early residents in Hong Kong region? How did they make a living? • What traditional festivals are there in Hong Kong? How are they related to us? 	<ul style="list-style-type: none"> ✓ Understand the division of historical periods (ancient times, medieval times, modern times and contemporary times) ✓ Identify types of sources for studying history (primary sources, secondary sources/ archaeological findings, non-written and 	8

			written sources) ✓ Conduct oral history ✓ Analyse change and continuity ✓ Connect history with daily lives	
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* The extended part

S2 The modern world (From the fifteenth to nineteenth century): The growth and expansion of the West

Topic 5: The Rise of modern Europe

The rise of modern Europe and the subsequent western expansion had great impact on the development of modern history. From the fifteenth to the eighteenth century, Europe had experienced various revolutionary movements, the emergence of new ideas, and the progress in science and technology. They had all laid the foundation of the Western superiority. After studying this topic, students will be able to understand:

- a) how the Renaissance and the Reformation enabled the West to move from God-centred to human-centred, leading to the rise of humanism and significant changes in thoughts at that time;
- b) how the discovery of new voyages drove Europeans to go beyond Europe and explore the world;
- c) how the Scientific Revolution and the Enlightenment upheld reason, leading to the rise of modern science and new political ideas;
- d) how the Industrial Revolution brought about technological breakthroughs, leading to the rise of modern capitalism;
- e) how the French Revolution challenged the old political system, and how its pursuit of freedom and democracy changed the outlook of Europe as well as that of the world.

**More able students and those who have interest may further study the condition of Asian civilisations during the rise of the West by using the Mughal Empire in India and the Ottoman Empire in Turkey as examples to know:*

- i) the making of “New Indian Culture” during the period of the Mughal Empire in India, which was the integration of Islamic culture and Hindu culture, and its achievement in paintings, architecture, philosophy and literature;*
- ii) the multi-cultural characteristics of the Ottoman Empire which was an Islamic empire across Europe, Asia and Africa;*
- iii) the difficulties faced by the above empires since the late eighteenth century(e.g. population, technological fossilisation and bureaucratic corruption.)*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>5. The Rise of modern Europe</p> <p>- How did new ideas and progress in science and technology foster significant development in the West?</p>	<ul style="list-style-type: none"> • From God-centred to human-centred: The Renaissance and the Reformation • Exploring beyond Europe: Discovery of new sea routes • The Age of Reason: The Scientific Revolution and the Enlightenment • Technological advancement: The Industrial Revolution • Pursuit of freedom and democracy: the French Revolution and its historical significance • The condition of Asian civilisations from the fifteenth to the nineteenth century (using the Mughal Empire in India and the Ottoman Empire in Turkey as examples)* 	<ul style="list-style-type: none"> • What changes did Renaissance and Reformation make to the thoughts at that time? • What drove the Europeans to look for new sea routes? • How did the Scientific Revolution and the Enlightenment change the understanding of Europeans towards the world? • What is revolution? How did the Industrial Revolution and the French Revolution change the outlook of Europe, and that of the world? 	<ul style="list-style-type: none"> ✓ Analyse causes, results and impact ✓ Analyse the turning point of history ✓ Analyse the importance of historical figures (e.g. Leonardo da Vinci, Christopher Columbus) or understand different interpretations of historical figures 	22

		<ul style="list-style-type: none"> • During the rise of the West, what was the development of the Mughal Empire in India and the Ottoman Empire in Turkey which had been important centres of civilisations in Asia? Why did they gradually decline after the eighteenth century?* 	(e.g. Napoleon Bonaparte)	
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* The extended part

Topic 6: European colonial expansion

From the sixteenth to the nineteenth centuries, building on their economic, political and technological strengths, the European countries expanded to the Americas, Africa and Asia, etc., and they had brought tremendous changes there. After studying this topic, students will be able to:

- a) introduce briefly the condition of the Americas, Africa and Asia before colonial rule;
- b) analyse why European countries engaged in colonial expansion, including the demand for market and resources after the Industrial Revolution and the rise of European nationalism, etc.;
- c) understand why and how European countries carried out colonial expansion in Asia and Africa, and point out its main characteristics, including invasion of territories, monopoly of resources, etc. and the impact of their colonial expansion.

**More able students and those who have interest may further study how the two Asian countries (using China and Japan as examples) responded to European colonial expansion, and point out the similarities and differences of their responses.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>6. European colonial expansion</p> <p>- What impact did European colonial expansion have on the peoples in the Americas, Africa and Asia?</p>	<ul style="list-style-type: none"> • The Americas, Africa and Asia before European colonial expansion • Reasons for the European colonial expansion • European colonial expansion and its impact on the Americas, Africa and Asia • East Asia during the European expansion (using China and Japan as examples)* 	<ul style="list-style-type: none"> • Why did the Americas, Africa and Asia become targets of European colonial expansion ? • What were the aims of the European countries' colonial expansion? • How did European countries colonise the Americas, Africa and Asia? • How did countries in East Asia respond to the expansion of European countries? * 	<ul style="list-style-type: none"> ✓ Induce and infer ✓ Analyse the cause-and-effect relationship ✓ Understand different interpretations of historical issues 	10

* The extended part

Topic 7: The founding and development of the United States (US)

The American Revolution was inspired by the Enlightenment ideas in Europe and the success of the American independence in turn had brought impact on the development of history in Europe and the world. Through the study of American independence and the development of the United States, this topic enables students to understand:

- a) internal and external factors that led to the American Revolution, including Enlightenment ideas in Europe and taxation policies of Britain, and how the Revolution shaped major events in Europe and even the world, including the French Revolution and the 19th century Latin American Independence Movements;
- b) how the experience of the US in the nineteenth century laid the foundation for the later development of the US, including territory expansion, the Westward Movement, “Monroe Doctrine” and the American Civil War, etc.

**More able students and those who have interest can know more about the history of the US as a migrant country, including the Europeans and Chinese who migrated to the US in the nineteenth century, and their experiences in the US.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>7. The founding and development of the United States (US)</p> <p>- How was the United States founded? What were the major internal and external developments of the country after its independence?</p>	<ul style="list-style-type: none"> • The internal and external factors and impact of the American Revolution • Territorial acquisition, Westward Movement, and “Monroe Doctrine” in the nineteenth century. • The US before and after the American Civil War • Formation of different social migrant communities in the nineteenth century* 	<ul style="list-style-type: none"> • How did different ideas from Europe bring about the American Revolution? • How did the United States extend its territory during the nineteenth century? • What factors led to the outbreak of the American Civil War? What was the impact of the American Civil War? • Why did Europeans and Chinese migrate to the US since the early nineteenth century? What happened to them in the US?* 	<ul style="list-style-type: none"> ✓ Trace historical background and development ✓ Analyse the turning point of history ✓ Analyse cause-and-effect relationship 	8

* The extended part

Topic 8: Growth and development of Hong Kong up to the late nineteenth century

After the Opium War, Britain occupied Hong Kong and implemented colonial administration, the mode of western-style administration was gradually established, and Hong Kong has developed into an important commercial and trading port. In the society where Chinese and foreigners live together, different local organisations have emerged, and different ethnic minorities from Asia, America and Europe have also established their communities. They have all played a key role in the development of Hong Kong. After studying this topic, students will be able to:

- a) have general understanding of the British administrative measures in Hong Kong up to the late nineteenth century, including free port policy, establishment of rule of law and systems of decrees and regulations as well as economic (e.g. free port and early development of early entrepot trade), social, (e.g. social structure, rise of local Chinese leaders and the racial policy), law and order and hygienic condition in Hong Kong during that time;
- b) analyse how different local organisations, including local Chinese organisations (using the Tung Wah Group of Hospitals and Po Leung Kuk as examples) , foreign missionaries and the Christian Church have made contributions to Hong Kong.

**More able students or those who have interest may further study the contributions of Europeans, Americans and other ethnic minorities to Hong Kong(e.g. Jews, Parsees, Armenians and Eurasians) in order to understand the diversification and internationalisation of Hong Kong in the past.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>8. Growth and development of Hong Kong up to the late nineteenth century:</p> <p>- What impact did the British colonial rule and different local organisations have on the development of Hong Kong?</p>	<ul style="list-style-type: none"> • Establishment of British colonial rule • Economy, society and livelihood • Various local organisations and their contributions to Hong Kong • Contributions of Europeans, Americans and other ethnic minorities to Hong Kong.* 	<ul style="list-style-type: none"> • How did Britain establish her rule in Hong Kong? How did the British systems and policies lay the foundation for Hong Kong's future development? • What were the social and economic establishments in Hong Kong by the end of the nineteenth century? In the meantime, what were the major social and hygienic issues? • What contributions did local organisations make to Hong Kong in the mid and late nineteenth century? • What contributions did Europeans, Americans and other ethnic minorities make to Hong Kong?* 	<ul style="list-style-type: none"> ✓ Trace the historical development ✓ Analyse Cause-and-effect relationship ✓ Analyse the importance of personalities or various organisations 	10

* The extended part

S3 The contemporary world (From the twentieth century to the present): Moving towards a multi-polar and interdependent world

Topic 9: International conflicts and crises in the twentieth century (I) – The two World Wars

In the twentieth century, both the two World Wars and Cold War had great impact on the shaping of the present world. This topic focuses on the discussion of the origin and impact of the two World Wars. After studying this topic, students will be able to analyse:

- a) the fundamental causes of the two World Wars, including the conflicts among the powers at the beginning of the twentieth century, and the outbreak of World War I; economic depression after World War I, the rise of totalitarianism and the outbreak of World War II; the cause-and-effect relationship between the two World Wars, etc;
- b) how the two World Wars changed the world order such as the decolonisation of Asia and Africa, and the rise of the “Third World”;
- c) understand the following through case study (choose one of the two): i) the two World Wars brought changes in war tactics and improvement in armaments, and how military innovations were used in our daily lives in post-war years; or ii) the Genocide was a repeated historical phenomenon in the twentieth century, using the Holocaust as an example which showed the background and the miserable experiences of the Jews during the War and the reflections made by the Germans after the War.

**More able students and those who have great interest may choose more than one case study.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>9. International conflicts and crises in the twentieth century (I) – The two World Wars</p> <ul style="list-style-type: none"> - What did people learn from the two World Wars? 	<ul style="list-style-type: none"> • Relations among countries in Europe, America and Asia and reasons for their conflicts before the two World Wars • Decolonisation of Asia and Africa, and the rise of the “Third World” in the post-war period • Case study (Choose 1 out of 2, study one more case for the extended part*): <ul style="list-style-type: none"> - Wars and inventions: the Total War, new military warfare, and other inventions (e.g. medicine and daily necessities, etc.) - Genocide: using the Holocaust as an example 	<ul style="list-style-type: none"> • What were the reasons for the outbreak of the two World Wars? • Was the Second World War a continuation of the First World War? • How did the two World Wars change the international situation? • How did the two World Wars change war tactics? What are the wartime inventions that have subsequently become our daily necessities?* • What is Genocide? Why were the Jews massacred by the Nazi? What reflections did the Germans have in the post-war period?* 	<ul style="list-style-type: none"> ✓ Analyse change and continuity ✓ Analyse turning point of history ✓ Induce the characteristics ✓ Understand different interpretations of major historical issues ✓ Analyse how historical events are connected to today’s life 	<p>15</p>

* The extended part

Topic 10: International conflicts and crises in the twentieth century (II) –the Cold War and the Post-Cold War period

Following the previous topic, this topic focuses on the international situation during the Cold War and the Post-Cold War era. After studying this topic, students will be able to analyse:

- a) the fundamental causes of the Cold War, for example, the multi-polarised international situation after World War II and the reasons for the confrontation between the US and the Soviet Union (USSR);
- b) the forms and major developments of the Cold War, and how it came to an end, including the reforms brought by Mikhail Gorbachev of the USSR and the end of the Cold War;
- c) the major characteristics and international situation in the Post-Cold War period, such as the rise of different regional forces, and the emerging economies (e.g. the European Union, China, India, etc.), regional crises and conflicts, and the threat of terrorism, etc.

**More able students and those who have interest may further understand the qualities of leaders by studying one of the historical figures during the Cold War.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>10. International conflicts and crises in the twentieth century (II) – the Cold War and the Post-Cold War period</p> <p>- How did the end of the Cold War change the international situation?</p>	<ul style="list-style-type: none"> • Causes of the Cold War • Forms, major developments and the end of the Cold War • The international situation in the Post-Cold War period • Case study*: Historical figures representing different stages in the Cold War (choose 1 out of 5) <ul style="list-style-type: none"> - Churchill (Britain) - J.F. Kennedy (US) - Gorbachev (USSR) - Mao Zedong (China) - Ho Chi Minh (Vietnam) 	<ul style="list-style-type: none"> • What were the factors leading to the emergence and the end of Cold War? • How was the international situation in the Post-Cold War period? • What qualities could be found from the performance of the important political leaders during the Cold War?* 	<ul style="list-style-type: none"> ✓ Analyse change and continuity ✓ Analyse turning point in history ✓ Induce the characteristics ✓ Analyse the importance of historical figures or understand different interpretations towards historical figures 	15

* The extended part

Topic 11: International cooperation since the twentieth century

The twentieth century experienced not only various conflicts during the two World Wars, the Cold War and the Post-Cold War period, but also witnessed the determination and efforts of the international community in promoting world peace and international cooperation. After studying this topic, students will be able to:

- a) understand that international cooperation originates from general challenges for humanity that require people to work and solve collaboratively, including conflicts and cooperation, poverty and development, utilisation and destruction of the environment, as well as illness and medical care;
- b) trace the background and the process of the founding of the United Nations, understand and discuss the efforts of the United Nations in maintaining world peace as well as contributing to the areas of economy, culture and technology.

**More able students or those who have interests may further study what other regional organisations (e.g. the European Union, the Association of Southeast Asian Nations, etc.) and international non-governmental organisations (e.g. International Committee of the Red Cross, Oxfam, Greenpeace, Medecins Sans Frontieres, etc.) do in various aspects and how they promote international cooperation.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>11. International cooperation since the twentieth century</p> <p>- How did international cooperation in the twentieth century work for peace?</p>	<ul style="list-style-type: none"> • Background of international cooperation: general challenges for humanity since the twentieth century • Establishment of the United Nations and its work • Other regional organisations and international non-governmental organisations and their work* 	<ul style="list-style-type: none"> • How did the United Nations promote peace through international cooperation in the twentieth century? Was it effective? • Apart from the United Nations, are there any other regional organisations and international non-governmental organisations that also promote international cooperation?* 	<ul style="list-style-type: none"> ✓ Induce the characteristics ✓ Analyse the significance of different organisations 	8

* The extended part

Topic 12: The growth and transformation of Hong Kong in the twentieth century

In the twentieth century, Hong Kong experienced industrial development during the two World Wars and the subsequent social changes, and faced the challenges from Japanese invasion and occupation during the Second World War. With respect to the international situation after the Second World War, Hong Kong underwent different corresponding changes and eventually developed into a modern city today. After studying this topic, students will be able to understand

- a) the conditions and changes in Hong Kong before and after the Second World War, including the pre-war industrial development and the rise of local Chinese (e.g. Sir Ho Kai, Sir Boshan Wei-Yuk, Ho Tung's family and Sir Shou-son Chow);
- b) invasion by the Japanese and life under the Japanese occupation;
- c) the internal and external factors that facilitated the post-war growth of Hong Kong, including favourable international circumstances, linkage with the mainland and Hong Kong's advantages;
- d) the transformation of post-war Hong Kong's economy, including paradigm shift in economy, e.g. from entrepot to industrial centre (the 1950s to the 1970s), from industrial centre to international financial centre (the 1970s to the present) and the government's measures regarding housing, education, social welfare and livelihood and the development of political institutions;
- e) the Return to China.

**More able students and those who have interest may further study the development of popular culture (pop music, cartoons, movies, television, etc.) in post-war Hong Kong to understand the diversified local culture.*

Topic & inquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>12) The growth and transformation of Hong Kong in the twentieth century</p> <p>- <i>What are the factors that enable modernisation in Hong Kong in the twentieth century?</i></p>	<ul style="list-style-type: none"> • Hong Kong between the two World Wars • Hong Kong during the Japanese occupation • Transformation of Hong Kong in the post-war era and the return to China • Case study: Development of popular culture in post-war Hong Kong* 	<ul style="list-style-type: none"> • What types of industries were there in early Hong Kong? What roles did local Chinese play in political, economic and social aspects in pre-war Hong Kong? • What were the changes in livelihood under the Japanese occupation? • How did the post –WWII world affect Hong Kong? • What were the developments in politics, economy, society and livelihood in post-war Hong Kong? • How did the popular culture in post-war Hong 	<ul style="list-style-type: none"> ✓ Trace and classify ✓ Analyse cause-and-effect relationship ✓ Analyse turning point in history ✓ Trace the origins and developments of historical issues 	12

		Kong reflect the diversified local culture?		
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* The extended part

Time Allocation

13. The total time allocation for the junior secondary History curriculum will be approximately 33 hours of lesson time (approximately 50 teaching periods of 40 minutes lesson time) each year. In order to better address the needs of different school contexts, the revised curriculum provides flexibility for teachers to allocate all suggested time to the foundation parts only or allocate about 20% of the suggested time (i.e. approximately 7 hours or 10 periods) to extended parts according to the abilities and interests of their students.

Topic	Time Allocation	
	Option 1	Option 2
Foundation Parts	100%	80%
Extended Parts	0%	20%

Important Mileage in future

14. The table below shows the important mileage regarding to the development and implementation of History curriculum (S1-S3) during 2016-2019.

	Major Areas	Date
1.	First stage of consultation	September 2016
2.	Second stage of consultation	April - May 2017
3.	Teachers' professional development	From September 2017
4.	The finalised curriculum framework being uploaded to EDB Website	October 2017
5.	Schools may adopt part of the topics (supporting measures will be provided by the EDB)	2017-2019
6.	Expected date of textbook publication	Mid-year of 2019
7.	Implementation of the curriculum (starting at Secondary 1)	September 2019

Supporting Measures

15. Related **learning and teaching resources** and a series of **professional training programmes** for teachers including knowledge enrichment as well as learning and teaching will be provided by the EDB.
- In view of the needs of the revised curriculum, the EDB will provide teachers' training programmes and related teaching materials to support the implementation of the new curriculum. For learning and teaching resources, it is expected that textbooks will be published in the mid-year of 2019. Besides, the EDB will facilitate the learning and teaching of the History curriculum (S1-S3) by providing **exemplars on lesson plans with teaching ideas and guidance**. In addition, the EDB will develop various kinds of teaching materials especially e-learning resources for teachers' reference and application in order to enhance teaching effectiveness.
 - A series of professional training programmes for teachers will be conducted by the EDB from September 2017, including programmes to address the diverse needs of teachers such as school curriculum leadership programmes which target at subject panels; knowledge enrichment programmes for subject teachers and non-History majors (especially knowledge related to the new topics in the curriculum); workshops on assessment for learning, field visits and study trips, etc. After the curriculum has been fully implemented, the EDB will organise sharing sessions as platforms for teachers to share their teaching experiences and disseminate good classroom practices.

The revised junior secondary History curriculum

The expected learning contents of Topic 3:

The Rise of Islamic Civilisation and cultural interactions between Europe and Asia in medieval times

Topic 3 (10 periods)	
Expected learning contents (focus on the achievement of Islamic civilisation, and the interactions between different races in the past)	
<ul style="list-style-type: none"> • The origins, teachings and development of Islam (max 3 periods) 	<ul style="list-style-type: none"> ☞ Foundation of Islam, including Prophet Muhammad's life of preaching, teachings and the reasons for Mecca becoming Islam's holy city. (1-2 periods) ☞ Development of Islam (e.g. Establishment of Islamic empire and the emergence of Shia and Sunni.) (1-2 periods) ✳ Focus on foundation and development of Islam.
<ul style="list-style-type: none"> • Cultural contacts between Europe and Asia and spread of Islam in medieval times (max 2 periods) 	<ul style="list-style-type: none"> ☞ Cultural contacts between Europe and Asia in medieval times were carried out in different forms, such as wars (e.g. expansion of Islamic Empire and the Crusades), trade and commerce (e.g. Arabic merchants' commercial activities and their role as middlemen, the Maritime Silk Road). (1-2 periods) ☞ How various forms of contacts affected the spread of Islam. (1-2 periods) ✳ Focus on different forms and purposes of contacts between Europe and Asia in medieval times and their relationship with the spread of Islam.
<ul style="list-style-type: none"> • Results and impact of the cultural interactions between Europe and Asia (max 5 periods) 	<ul style="list-style-type: none"> ☞ Achievements of the Islamic civilisation in the field of culture, art, science and technology (1-2 periods). For examples: <ul style="list-style-type: none"> On writing system: Arabic alphabet became one of the most widespread writing systems; On architectural designs: mosques, where Muslims worshiped, present unique architectural style and art (e.g. arabesque); On medicine: surgery was improved; On Mathematics: algebra and geometry developed under Islamic civilization laid solid foundation for later technology development. ☞ The cultural interactions between Europe and Asia facilitated the spread of Greek and Roman civilisation to Asia.(1-2 periods) For examples:

	<p>On religion: the spread of Christianity to the East, such as Nestorianism first entered into China during the 7th century;</p> <p>On astronomy: geocentric model developed by ancient Greek astronomer Claudius Ptolemy inspired Arabic astronomers to observe planets, stars and galaxies, and they overcame the limitations inherent in geocentric model by finding new information and records through astronomical observation.</p> <p>☞ The spread of Arab civilisation in Europe widened European horizons in medieval times. (1-2 periods) For examples:</p> <p>On geography: the lateen sails invented by the Arabians enhanced the flexibility of ships, and were widely adopted and developed by the Europeans in late medieval times; Maps of the world drew by Arabic geographers stimulated the Europeans think about whether the Earth was spherical;</p> <p>On medicine: <i>The Canon of Medicine</i>, written by the Arabic physician Avicenna, was still the main textbook of European medicine until the seventeenth century.</p> <p>* Focus on the achievements of the Islamic civilisation and its cause-and effect relationship with cultural interactions between Europe and Asia.</p>
<ul style="list-style-type: none"> • Cultural interactions between Europe and Asia before medieval times* 	<p>☞ Condition of cultural interactions in the ancient world, including how the Greco-Roman civilisation spread through military expansion (e.g. the conquest of Alexander the Great and territorial expansion of the Roman Empire) and trade and commerce (e.g. the ancient Silk Road).</p> <p>☞ Results of cultural interactions. For examples: by trading along the ancient Silk Road, China exported silk to the Roman Empire, and the Roman Empire exported glass vessels to China.</p> <p>* Focus on how different regional cultures contacted and interacted with one another through trades in the ancient world.</p>

*The extended part

The revised junior secondary History curriculum
The expected learning contents of Topic 5: The Rise of Modern Europe

Topic 5 (22 periods)	
Expected learning contents (focus on how the following movements/revolutions led to the rise of modern Europe)	
<ul style="list-style-type: none"> • From God-centred to Human centred : Renaissance and Reformation (max 5 periods) 	<ul style="list-style-type: none"> ☞ The Renaissance emerged in Italy during the fourteenth and fifteenth centuries to revive the civilisation of ancient Greece and ancient Rome (1 period) ☞ Its emphasis on human values was reflected in painting, sculpture and architecture (1 period) ☞ It led to the emergence of the Reformation, the Voyages of Discovery and the Enlightenment (1-2 periods) ☞ Martin Luther’s protest of the Roman Catholic Church in the sixteenth century marked the beginning of the Reformation. It led to the split of the Christian Church (1 period) <p>* Introduce 1-2 famous persons only. Memorisation of people’s names and their works should be avoided.</p>
<ul style="list-style-type: none"> • Exploring beyond Europe: Discovery of new sea routes (max 4 periods) 	<ul style="list-style-type: none"> ☞ The main motives of the Europeans in exploring new sea routes such as economic considerations(e.g. the demand of spices and tea, looking for the new sea routes to Asia, etc) and religious considerations (e.g. the need of the Roman Catholic Church to disseminate its influences to other places) (1-2 periods) ☞ The Discovery of voyages promoted the spread of Christianity to other regions, increased the commercial and cultural interactions between the East and the West, and subsequently the Europeans extended their power to the world (1-2 periods) <p>* Introduce the distribution of new sea routes. Memorisation of navigators, the routes and any other places not easily associated should be avoided.</p>
<ul style="list-style-type: none"> • The Age of Reason: The Scientific Revolution and the Enlightenment (max 3 periods) 	<ul style="list-style-type: none"> ☞ The Scientific Revolution started from the sixteenth to seventeenth centuries and its emphasis on reasons, using observations and experiments to understand the natural world (1 period) ☞ The ideas of the Enlightenment in the eighteenth century (e.g. born human rights and ideas of born equality, etc) led to the subsequent outbreak of the American Revolution and the French Revolution (1-2 periods) <p>* Focus on the characteristics of revolutions. Memorisation of definition and ideas of thinkers should be avoided.</p>

<ul style="list-style-type: none"> Technological advancement: The Industrial Revolution (max 4 periods) 	<ul style="list-style-type: none"> Industrial Revolution was also called the Age of Machines. It started in Britain in the mid-eighteenth century (1 period) Change in sources of energy (use of steam power) brought about tremendous changes on textile production, transportations and communications (1 period) Impact of the Industrial Revolution (1-2 periods): <ul style="list-style-type: none"> (1) accelerating the development of economy and technology in Europe, and leading to the colonial expansion of European countries in the nineteenth century (2) giving rise to various problems, including child labour, poor working environment, the abuse and exploitation of workers, etc <p>* Focus on changes brought by new sources of energy. Memorisation of inventors, their inventions and operation should be avoided.</p>
<ul style="list-style-type: none"> Pursuit of freedom and democracy: the French Revolution and its historical significance (max 6 periods) 	<ul style="list-style-type: none"> Major causes of the French Revolution including the corruption and incompetence of the ruling class, the unfair social system, the inspiration from the Enlightenment and the impact of the American Revolution (1-2periods) Major course of events: the fall of the Bastille symbolising the start of French Revolution; the execution of Louis XVI; the republic in turbulence, the Napoleonic Empire and the subsequent Napoleonic Wars in Europe; defeat in the Battle of Waterloo and the end of the Napoleonic era (1-2 periods) Impact: “the Declaration of the Rights of Man” and “Napoleonic Code” laid the foundation of equality and the concept of rule of law; and the Napoleonic Wars led to the rise of liberalism and nationalism in Europe (1-2 periods) <p>* State the chronological sequence of events. Memorisation of detailed account of events should be avoided.</p>

The revised junior secondary History curriculum

The expected learning contents of Topic 7: The founding and development of the United States

Topic 7 (8 periods)	
Expected learning contents (focus on how the United States was founded and the major developments after independence)	
<ul style="list-style-type: none"> • The internal and external factors and impact of the American Revolution (max 3 periods) 	<ul style="list-style-type: none"> ☞ External factors leading to the American Revolution, such as the impact of the Enlightenment in Europe, and internal factors such as the taxation policies of Britain leading to the objection of the British colonists in America. (1-2 periods) ☞ Significance of the success of the American Revolution, including the promulgation of the Declaration of Independence, the formation of a new government in the form of republic, and its impact on the French Revolution and the 19th century Latin American Independence Movement. (1-2 periods) <p>* Focus on factors leading to the American Revolution and its impact on Europe and the world.</p>
<ul style="list-style-type: none"> • The territorial acquisition, Westward Movement, and the “Monroe Doctrine” in the nineteenth century (max 2 periods) 	<ul style="list-style-type: none"> ☞ Territorial acquisition of the US & the Westward Movement, including to acquiring land through different means (e.g.by force and money), government encouraging people to go west and explore, “Monroe Doctrine” and its significance on the development of the US. (1-2 periods) <p>* Focus on the progress of territorial acquisition of the US in the nineteenth century.</p>
<ul style="list-style-type: none"> • The US before and after the American Civil War (max 3 periods) 	<ul style="list-style-type: none"> ☞ Major factors leading to the outbreak of the American Civil War, such as the power struggle between the Federal Government and the states since American Independence, the difference of social and economic system between the Northern & Southern states, the dispute over the new territories after Westward Movement, and conflicts arose from different stances on the slavery system. (1-2 periods) ☞ Impact of the American Civil War, such as the promulgation of the Emancipation Proclamation, reconstruction of the South, and the rapid industrialization of the US after the Civil War. (1-2 periods). <p>* Focus on the changes of the US before and after the Civil War and its post-Civil War development.</p>

<ul style="list-style-type: none">• Formation of different social migrant communities in the nineteenth century*	<ul style="list-style-type: none">☞ The reasons for the Europeans and the Chinese to migrate to the US, such as their political, economic and religious concerns.☞ Life of early migrants in the US and how they were treated.* Focus on the differences of life and experience between different social migrant communities.
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*The extended part

**History
(S1-S3)
Questionnaire**

**The Revised History Curriculum (Secondary 1-3)
in Personal, Social and Humanities Education Key Learning Area
First Draft For Consultation**

Purpose

The purpose of this questionnaire is to collect views on the Revised History Curriculum (Secondary 1-3) in the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA). This stage of consultation aims to invite comments and suggestions on the **reasons and rationale for revision, curriculum aims and objectives, curriculum framework, time allocation, supporting measures and curriculum implementation.**

Background

The existing History curriculum (S1-3) has been implemented for many years since 1996. In view of this, an Ad Hoc Committee has been set up with the approval of the Curriculum Development Council in December 2013 to conduct a holistic review on the existing History curriculum (S1-3). The Ad Hoc Committee proposed the revised curriculum after discussions in a number of meetings since May 2014. It is expected that the proposed curriculum will be able to equip students to face the changing society and the world, and further arouse their learning interest.

Consultation Seminar

The Education Bureau (EDB) has conducted a seminar to introduce this revised curriculum on 28 September 2016.

Questionnaire and Consultation Document

This questionnaire and the enclosed consultation document "*The Revised History Curriculum (S1-S3) – First Draft (For Consultation)*" (the Document) can be downloaded from the following website of the EDB: <http://www.edb.gov.hk/en/curriculum-development/kla/pshe/whats-new.html>

Actions Required

- Each school is cordially invited to complete ONE questionnaire.
- The school head or his/her representative (History Panel Head, etc.) is invited to respond to the questions by **referring to the Document.**

Deadline

Schools shall return the completed questionnaire by hand or by post to the following address **on or before 31 October 2016:**

Senior Curriculum Development Officer (PSHE)5 Personal, Social and Humanities Education Section, Curriculum Development Institute, The Education Bureau 1319, 13/F., Wu Chung House, 213 Queen's Road East, Wanchai
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**The Revised History Curriculum (Secondary 1-3)
in Personal, Social and Humanities Education Key Learning Area
First Draft for Consultation**

Before responding to the questions, please read the Consultation Document.

Please blacken the appropriate circles “○” and / or provide information in the space given.

(SA = *Strongly Agree* A = *Agree* D = *Disagree* SD = *Strongly Disagree* NC=No Comment)

Reasons and rationale for revising the History Curriculum (S1-3) (See the Document p.2)

The following are the reasons and rationale of the Revised History Curriculum (Secondary 1-3) (Revised curriculum).

Please indicate the degree to which you agree with each of the following statements by blackening the appropriate circle.

	SA	A	D	SD	NC
1. It is necessary to review and revise the existing junior secondary History curriculum as it has been implemented for nearly twenty years.	○	○	○	○	○
2. It is necessary to provide junior secondary students with a comprehensive History curriculum which facilitates them to have a general understanding of the historical development of our world today.	○	○	○	○	○
3. The revised curriculum should aim at enhancing students’ interest in history learning.	○	○	○	○	○
4. The revised curriculum should be enriched with the history and development of major civilisations in order to broaden students’ global perspectives.	○	○	○	○	○
5. The revised curriculum should provide students with knowledge of world history and local history so as to equip them with solid knowledge foundation for Senior Secondary studies in the future.	○	○	○	○	○
6. The revised curriculum should adopt a flexible framework for schools to make adaptation in order to cater for students’ diversity in abilities and interests.	○	○	○	○	○

Please write down your comments on the reasons and rationale in the space below.

Aims and Objectives of the Revised Curriculum

(See the Document pp.3-4)

7. The proposed aims of the revised curriculum are appropriate.

Please write down your comments/suggested aims in the space below.

SA	A	D	SD	NC
<input type="radio"/>				

8. The proposed objectives of the revised curriculum are appropriate.

Please write down your comments/suggested objectives in the space below.

SA	A	D	SD	NC
<input type="radio"/>				

Structure of the Revised Curriculum (See the Document pp. 4-34)

9. The revised curriculum is designed in chronological order, offering a theme for each school year from S1 to S3. It helps students understand the development and trend of world history and its impact on today.

SA	A	D	SD	NC
<input type="radio"/>				

(i) Secondary 1

The ancient world (From the pre-historic period to the fourteenth century): The birth and interactions of regional civilisations

(ii) Secondary 2

The modern world (From the fifteenth to nineteenth century) : The growth and expansion of the West

(iii) Secondary 3

The contemporary world (From the twentieth century to the present): Moving towards a multi-polar and interdependent world

Please write down your comment(s)/suggested historical period in the space below.

10. The revised curriculum is composed of twelve topics covering the essential contents in world history and history of Hong Kong, i.e. four topics in each year. Please write down your comment(s) in the space below.

SA	A	D	SD	NC
<input type="radio"/>				

11. Each topic comprises foundation part and extended part to enhance the flexibility of the curriculum and cater for the needs of students' diversities. Please write down your comment(s) in the space below.

SA	A	D	SD	NC
<input type="radio"/>				

12. For each topic, there is one inquiry question which gives the direction for study, while the *Suggested Guiding Questions* help teachers guide students to adopt inquiry learning approach. Please write down your comment(s) in the space below.

SA	A	D	SD	NC
<input type="radio"/>				

13. The following are the twelve topics which include foundation parts and extended parts (* indicates extended parts):

SA	A	D	SD	NC
<input type="radio"/>				

Topic 1 Human Needs: Past and Present

- Major Developments of the Stone Age: from Nomadism to Agriculture
- Rise of ancient civilisations, and the distribution and characteristics of the major world civilisations
- Case study: The Fertile Crescent / ancient Egyptian civilisation / the Indus Valley/ the Huanghe Valley(Choose 1 out of 4 , study one more case for the extended part*)

Other comment(s) or suggestion(s):

SA	A	D	SD	NC
<input type="radio"/>				

Topic 2 The Development of European Civilisation

- Introduction of classical civilisation
- Legacy of classical civilisation : their meaning for today
- Characteristics of feudalism
- The making of Christendom and churches in medieval times
- Life under feudalism*

Other comment(s) or suggestion(s):

SA	A	D	SD	NC
<input type="radio"/>				

Topic 3 The Rise of Islamic Civilisation and cultural interactions between Europe and Asia in medieval times

- The origins, teachings and development of Islam
- Cultural contacts between Europe and Asia and spread of Islam in medieval times
- Results and impact of the cultural interactions between Europe and Asia
- Cultural interactions between Europe and Asia before medieval times*

Other comment(s) or suggestion(s):

SA	A	D	SD	NC
<input type="radio"/>				

Topic 4 From past to present- history, culture and heritage of early Hong Kong region

- Studying the history of early Hong Kong region through local archaeological findings and monuments
- Local clans and other ethnic groups
- Case study: Getting to know the lives of local clans through intangible cultural heritage (Chiu Chow Hungry Ghost Festival / Cheung Chau Jiao Festival / Tai Hang Fire Dragon Dance / Tai O Traditional Dragon Boat Parade) (Choose 1 out of 4, study one more case for the extended part.*)

Other comment(s) or suggestion(s):

Topic 5 The Rise of modern Europe

SA	A	D	SD	NC
<input type="radio"/>				

- From God-centred to human-centred: the Renaissance and the Reformation
- Exploring beyond Europe: Discovery of new sea routes
- The Age of Reason: The Scientific Revolution and the Enlightenment
- Technological advancement: The Industrial Revolution
- Pursuit of freedom and democracy: the French Revolution and its historical significance
- The condition of Asian civilisations during the fifteenth to the nineteenth centuries (using the Mughal Empire in India and the Ottoman Empire in Turkey as examples)*

Other comment(s) or suggestion(s):

Topic 6 European colonial expansion

SA	A	D	SD	NC
<input type="radio"/>				

- The Americas, Africa and Asia before European colonial expansion
- Reasons for the European colonial expansion
- European colonial expansion and its impact on the Americas, Africa and Asia
- East Asia during the European expansion (using China and Japan as examples)*

Other comment(s) or suggestion(s):

Topic 7 The founding and development of the United States (US)

SA	A	D	SD	NC
<input type="radio"/>				

- The internal and external factors and impact of the American Revolution
- Territorial acquisition, Westward Movement and “Monroe Doctrine” in the nineteenth century
- The US before and after the American Civil War
- Formation of different social migrant communities in the nineteenth century*

Other comment(s) or suggestion(s):

Topic 8 Growth and development of Hong Kong up to the late nineteenth century

SA	A	D	SD	NC
<input type="radio"/>				

- Establishment of British colonial rule
- Economy, society and livelihood
- Various local organisations and their contributions to Hong Kong
- Contributions of Europeans, Americans and other ethnic minorities to Hong Kong*

Other comment(s) or suggestion(s): _____

Topic 9 International conflicts and crises in the twentieth century (I)-The two World Wars

SA	A	D	SD	NC
<input type="radio"/>				

- Relations among countries in Europe, America and Asia and reasons for their conflicts before the two World Wars
- Decolonisation of Asia and Africa, and the rise of the “Third World” in the post-war period
- Case study(Choose 1 out of 2, study one more case for the extended part*):
- Wars and inventions: the Total War, new military warfare, and other inventions (e.g. medicine, daily necessities, etc)
- Genocide: using the Holocaust as an example

Other comment(s) or suggestion(s): _____

Topic 10 International conflicts and crises in the twentieth century (II) – the Cold War and the Post-Cold War period

SA	A	D	SD	NC
<input type="radio"/>				

- Causes of the Cold War
- Forms, major developments and the end of the Cold War
- The international situation in the Post-Cold War period
- Case study*: Historical figures representing different stages in the Cold War (choose 1 out of 5)
 - Churchill (Britain)
 - J.F. Kennedy (US)
 - Gorbachev(USSR)
 - Mao Zedong(China)
 - Ho Chi Minh(Vietnam)

Other comment(s) or suggestion(s): _____

Topic 11 International cooperation since the twentieth century

SA	A	D	SD	NC
<input type="radio"/>				

- Background of international cooperation: general challenges for humanity since the twentieth century
- Establishment of the United Nations and its work
- Other regional organisations & international non-governmental organisations and their work

Other comment(s) or suggestion(s): _____

Topic 12 The growth and transformation of Hong Kong in the twentieth century

SA	A	D	SD	NC
<input type="radio"/>				

- Hong Kong between the two World Wars
- Hong Kong during the Japanese occupation
- Transformation of Hong Kong in the post-war era and the return to China
- Case study: Development of popular culture in post-war Hong Kong*

Other comment(s) or suggestion(s): _____

14. In order to facilitate teachers' understanding of the depth of each topic, exemplars on the expected learning contents of Topics 3, 5 and 7 (See the Appendices pp.37-42) have been drafted by the Ad Hoc Committee. These exemplars:

SA	A	D	SD	NC
<input type="radio"/>				
<input type="radio"/>				

- (i) help teachers grasp the depth and focuses of the topics
- (ii) enable the topics be completed within the suggested periods

Other comment(s) or suggestion(s): _____

SA	A	D	SD	NC
<input type="radio"/>				

15. The expected learning contents should be provided for the rest of the 9 topics in the revised curriculum.

Time Allocation (See the Document p.35)

16. It is proposed that the revised curriculum should account for 33 hours (i.e. about 50 forty-minute periods) each year.

- About right
- More time should be allocated
- Less time should be allocated

Other comment(s) or suggestion(s): _____

SA	A	D	SD	NC
<input type="radio"/>				

17. In line with the flexible revised curriculum, schools may allocate lesson time to the foundation parts and extended parts according to their school contexts and the students' learning needs.

Topics	Time Allocation	
	Option 1	Option 2
Foundation Parts	100%	80%
Extended Parts	0%	20%

Other suggestion(s): _____

Supporting Measures (See the Document p.36)

18. The EDB will organise a number of professional development programmes to support the implementation of the revised History curriculum (S1-3). Please suggest appropriate professional development programmes:

(i) Programmes for professional development

(a) Curriculum interpretation and planning (e.g. training of school curriculum leadership)

(b) Learning and Teaching Strategies (e.g. sharing on inquiry learning, self-directed learning and e-learning):

(c) Assessment strategies (e.g. using various assessment tools to understand students' progress):

(d) Knowledge enrichment (e.g. the Islamic civilisation, the American history, and the post-Cold War period):

(e) Local field visits (e.g. field visits to antiquities/monuments and cultural heritage):

(f) Field visits to the mainland (e.g. field visits to South China Region and Belt & Road):

(ii) Teaching materials and exemplars (Please suggest topics and designing principles):

22. How many period(s) does your school currently allocate for junior secondary History?

- Weekly
- _____ day(s) in cycle
- 1 Period
- 2 Periods
- 3 Periods
- Others: _____

23. Other comment(s) or suggestion(s):

Name of school : _____

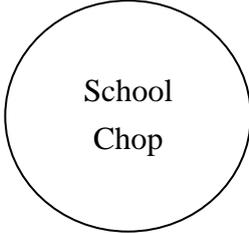
Name of the respondent & position held : _____

(If not the principal) _____

Attended the consultation seminar : Yes No

Name of the principal : _____

Signature of the principal : _____



This is the end of the questionnaire. Thank You!