

**SYLLABUSES
FOR
SECONDARY SCHOOLS**

HISTORY

(ADVANCED SUPPLEMENTARY LEVEL)

**PREPARED BY
THE CURRICULUM DEVELOPMENT COUNCIL
RECOMMENDED FOR USE IN SCHOOLS BY
THE EDUCATION DEPARTMENT
HONG KONG
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PREAMBLE

This syllabus is one of a series prepared for use in secondary schools by the Curriculum Development Council, Hong Kong. The Curriculum Development Council, together with its co-ordinating committees and subject committees, is widely representative of the local educational community, membership including heads of schools and practising teachers from government and non-government schools, lecturers from tertiary institutions and colleges of education, officers of the Hong Kong Examinations Authority and those of the Advisory Inspectorate and other divisions of the Education Department.

All syllabuses prepared by the Curriculum Development Council for the sixth form will lead to appropriate Advanced and/or Advanced Supplementary level examinations provided by the Hong Kong Examinations Authority.

This syllabus is recommended for use in Secondary 6 and 7 by the Education Department. Once the syllabus has been implemented, progress will be monitored by the Advisory Inspectorate of the Education Department. This will enable the History Subject Committee (Sixth Form) of the Curriculum Development Council to review the syllabus from time to time in the light of classroom experiences.

All comments and suggestions on the syllabus may be sent to:

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1. INTRODUCTION

The syllabus comprises two alternative syllabuses which are identical in terms of concepts and skills to be developed and differ only in their content coverage: Syllabus A is on Modern Western History (circa 1800–1980) whereas Syllabus B is on Modern Asian History (circa 1800–1980). It is recommended that students can opt for either one of the syllabuses for their two-year history course.

The syllabus contents are presented in the format of themes subdivided into topics and supplemented by explanatory notes, the intention being to provide more guidance to schools on syllabus planning. It will be noted that the two syllabuses are slightly different in terms of the layout of contents: Syllabus B (Modern Asian History) is divided into 5 sections each comprising a country/region with themes/topics subsumed under individual countries/regions, whereas in Syllabus A (Modern Western History), there is no such division and individual countries are instead subsumed under certain broad themes/topics. The main reason for this arrangement is that the countries/regions covered in Syllabus B do not have the same degree of commonality with respect to their historical development as those covered in Syllabus A.

In devising a course structure for the syllabus, teachers are encouraged to promote an understanding of major historical trends and developments in the area/region under study through a broad survey approach to be supplemented by in-depth study of specific topics/countries in accordance with students' needs, interests and ability levels. The various suggestions on approaches and teaching strategies are for teachers' reference and are by no means exhaustive. It is hoped that these suggestions can provide guidelines for teachers in formulating a stimulating and relevant course for students.

2. AIMS AND OBJECTIVES

AIMS

The aims of the course are

1. to stimulate interest in, and enthusiasm for, the study of history;
2. to equip students with a knowledge of selected regions, periods or themes/topics in order to foster an understanding of historical concepts, generalizations and trends;
3. to enhance the understanding of history as a discipline based on the critical study of evidence;
4. to develop a range of skills which can foster critical thinking, the making of sound judgements, and effective communication;
5. to promote the ability to develop personal and social values through encouraging an awareness and appreciation of the past.

OBJECTIVES

The objectives of the course are to help students to

1. recognise significant historical trends and developments that have shaped the modern world;
2. establish plausible relationship between facts and events, demonstrating the appropriate use of historical concepts and generalizations in such a process;
3. compare the various forms of historical evidence, noting contrasts, similarities and recognising bias in, and discrepancies between source materials;
4. make critical use of historical data in support of arguments and judgements;
5. read, locate and summarise relevant information from a variety of materials and present information in a logical, analytical and coherent structure both orally and in writing;
6. distinguish, question and assess different approaches to, interpretations of, and opinions about the past;
7. apply relevant historical knowledge or understanding to daily experience both direct or indirect;
8. identify and appreciate problems and challenges faced by societies in the past as well as values and attitudes on which human actions have been based;
9. develop and maintain an interest in the pursuit of historical enquiry.

3. SYLLABUS CONTENT

(The explanatory notes following the themes/topics indicate only the main areas of study, and should not be regarded as all-inclusive.)

SYLLABUS A: MODERN WESTERN HISTORY, CIRCA 1800–1980

Themes/Topics	Explanatory Notes
The development and growth of liberalism and nationalism	
1. The United States' democratic experience	The legacy of the American Revolution; the American democratic tradition and development.
2. Liberalism in Britain	Parliamentary reforms and the democratization of Britain.
3. Liberalism and nationalism on the European Continent	The legacy of the French Revolution and the Napoleonic Wars; the revolutions of 1830 and 1848; the unification movement in Italy and Germany; the independence movement in the Balkans; France under the Second Empire and the Third Republic; Imperial Germany; the Austro-Hungarian Empire.
4. Colonialism and imperialism	The European experience in Africa and Asia; the United States' experience in Latin America and Asia; the decline of the Ottoman Empire.
5. Reform and revolution in Russia	Reforms under the Czars; the revolutions of 1905 and 1917.
The quest for international harmony and cooperation	
6. Concert of Europe	The Vienna Settlement and the Congress System and their aftermath.
7. European alignments and alliances (1870–1914)	Diplomatic relations, international treaties and alliances.
8. Attempts at collective security (1914–1980)	War-time diplomacy; international conferences and agreements; international organizations, e.g. the League of Nations, the United Nations Organization; military and economic cooperation since 1945.
9. The ending of European colonial empires after World War II	The background and significance of decolonization; the making of the Commonwealth.

Themes/Topics	Explanatory Notes
Major threats to peace and democracy 10. The two world wars 11. The establishment of totalitarian regimes in Europe 12. Major international crises and disputes since 1945 Economic, social and cultural developments 13. Transformation of industry, agriculture and commerce 14. Population growth and urbanization 15. Major developments in science and technology 16. Major cultural and intellectual trends	Causes and effects, including those related to society, the economy and international relations. Fascist Italy, Nazi Germany, Communist Russia; the background and main ideologies and features. The European nations, U.S.A. and the Cold War; world economic problems and strategies for their solution. Factors affecting, and the process of, industrial revolutions in Europe (including Britain) and the U.S.A.; their relationship with the emergence of new social classes and new economic systems, concepts and theories; their effect on the development of individual countries and the relations between them. Factors affecting the size and distribution of population and towns; effects including those on social and family structures, gender roles, social relationships, political behaviour, cultural values, and awareness of environmental concerns. Causes and effects, including those related to society, the economy, and the military; developments to include medicine, transport, the mass media and the computer. E.g. Romanticism, Progressivism, Socialism, Marxism, Darwinism, Freudian theories, Keynesianism, trends in literature and the arts; their background, main exponents, influence and historical significance.

SYLLABUS B: MODERN ASIAN HISTORY, CIRCA 1800–1980

Themes/Topics	Explanatory Notes
SECTION A: CHINA	
The decline and collapse of Imperial rule (1800–1912)	
1. Internal instability	Political, economic, social and military problems; domestic opposition, e.g. the White Lotus, Taiping, Nien, Moslem and Boxer Uprisings.
2. Foreign imperialism	Foreign military, diplomatic, economic and cultural activities and their repercussions.
3. Reforms	The Tongzhi Restoration; the Self-strengthening Movement; the Hundred Days' Reform; the Late Qing Reforms.
4. Revolution	The development of revolutionary thought; revolutionary movements and the collapse of the Qing dynasty.
The Republican experience (1912–1949)	
5. National disintegration and re-integration	Warlordism and foreign imperialism; the intellectual revolution; the First United Front; the Northern Expedition; mass movements.
6. China under Guomindang rule	State-building under the Guomindang; foreign relations; Japanese aggression; development of the Chinese Communist movement.
7. The War of Resistance against Japan and the Civil War	The outbreak of war with Japan and the Second United Front; Japan in China; the war-resistance efforts of the Guomindang and the CCP; wartime diplomacy; causes of the Civil War and of Nationalist defeat and Communist victory.
Socialist revolution and modernization (1949–1980)	
8. Internal development	The consolidation of the 'New Democratic Order'; transition to socialism; socialist construction; struggle between two lines; the Cultural Revolution and its aftermath.
9. Foreign relations	'Leaning to one side'; 'peaceful co-existence'; struggles against American 'imperialism' and Soviet 'revisionism'; Sino-American rapprochement; 'anti-hegemonism'.

Themes/Topics	Explanatory Notes
SECTION B: JAPAN	
The decline and fall of the Tokugawa Shogunate (1800–1868)	
1. Internal changes and problems	Political, economic, social and cultural conditions.
2. The end of seclusion	The opening of Japan and its effects on Tokugawa rule.
The Meiji Restoration and modernization (1868–1912)	
3. Internal development	The consolidation of the new government; political, economic, social, military and intellectual developments.
4. Foreign relations	Attempts to achieve security, equality and aggrandizement.
Democracy, militarism and war (1912–1945)	
5. Internal changes and problems	The political, economic, social and ideological background leading to the development of democracy and militarism.
6. Empire-building and defeat	Diplomacy and foreign relations; expansion in China; the Pacific War.
Postwar reconstruction and re-emergence as a world power (1945–1980)	
7. The Allied Occupation	Aims, policies and effects.
8. Recovery and growth	Political, social and cultural conditions; economic recovery and growth; foreign relations.
SECTION C: INDIA	
Background to India circa 1800	
1. Internal conditions	Social and cultural conditions; the decline and disintegration of the Mughal Empire and their effects; Anglo-French rivalries; the achieving of supremacy of the British East India Company among Indian states.

Themes/Topics	Explanatory Notes
The consolidation of British power and the Indian response (1800–1858) 2. Introduction of reforms 3. Territorial consolidation and the frontier question 4. The Indian Mutiny The making of modern India (1858–1947) 5. India under the British Crown 6. The growth of Indian nationalism 7. The independence movement India as a nation-state (1947–1980) 8. Internal development 9. Foreign relations	The development of the British administrative system; social, economic and legal reforms and their effects. Policies towards Indian princely states; Burma and the North-West frontier. The background, nature and effects. Reorganization and changes in the administrative pattern; economic and social changes. The Anglicization of Indian culture; religious and cultural revival movements; the Congress Movement; the Muslim League; the partition of Bengal; constitutional changes. The Non-Co-operation and Civil Disobedience Movement; Partition and the establishment of the new Dominion states of India and Pakistan. Political changes; social, economic and cultural developments. Relations with Pakistan, Bangladesh and Sri Lanka; India in the Third World; relations with China, the Soviet Union and the West.
SECTION D: SOUTHEAST ASIA Background to Southeast Asia circa 1800 1. Conditions in Southeast Asia Western expansion and dominance (1800–1914) 2. The process of imperialist acquisitions	Social and cultural conditions in Southeast Asian societies; motives and causes of western imperialist expansion in Southeast Asia. The conquest of Indo-China, Burma, Java and the Philippines; penetration into Malaya, Singapore and Siam.

Themes/Topics	Explanatory Notes
3. The consolidation of colonial rule 4. Indigenous responses	The different forms of colonial administration, e.g. British Residential System, Dutch Culture and Liberal Systems, French Assimilation and Acculturation, Hispanization. Cultural contacts and indigenous responses; pluralism in Southeast Asian societies; nationalist protests and revolts; the making of modern Siam.
The growth of nationalism (1914–1945) 5. The decline and collapse of colonial rule 6. The challenge of Imperial Japan	National parties and their leadership, ideologies and organizations; World War I and its effects on Southeast Asia. Japan's interests and ambitions in Southeast Asia; Japanese rule and nationalist movements in Southeast Asia during World War II.
The making of modern Southeast Asia (1945–1980) 7. The process of decolonization 8. Postwar developments 9. Conflict and harmony	Liberation and independence movements in the postwar period. Post-colonial societies (including Malaya/Malaysia, Singapore, Indonesia, the Philippines, Burma and Indo-China): their economic development and search for national identity, political parties; postwar Siam (Thailand). Communism, nationalism and regionalism; the non-alignment policy; ASEAN; the Third World; relations with China, Japan and the West (including the United States and the Soviet Union).
SECTION E: HONG KONG Background and society (1800–1841) 1. An overview of Hong Kong society at the turn of the 19th century	Social conditions including the people, their culture, and the geography; the different communities living in Hong Kong before 1841; relations with Qing provincial and central governments; early contacts with foreigners, including commercial, social and cultural aspects of contact between the Chinese and Westerners.

Themes/Topics	Explanatory Notes
The establishment and growth of a colony (1841–1941)	
2. Hong Kong under British administration	The two Anglo-Chinese wars and their consequences; developments in, and main features of, public administration, law and order, public health, education; territorial changes; major population changes and their causes; new classes and communities; the role of voluntary associations in the informal self-government of the Hong Kong Chinese; the impact of missionaries on Hong Kong life; the development of trade and the part played by compradores; living and working conditions; conditions in Hong Kong on the eve of the Japanese invasion; the significance for Hong Kong of major events, e.g. the bread poisoning of 1857, the customs blockade (from 1867), the bubonic plague starting in 1894, the lease of the New Territories in 1898, the Hill District Reservation Ordinance of 1904, the 1922 Seamen's strike, the 1925–26 Canton-Hong Kong General Strike and Boycott.
3. Hong Kong and the wider world	Relations and interaction with China, and with Southeast Asian and other countries; the effects upon Hong Kong of the Great Depression and of Japanese encroachments on China.
Hong Kong under the Japanese (1941–1945)	
4. Internal changes during the occupation	Demographic, political and social changes, including living and working conditions and educational and social policy under the Japanese occupation.
5. Hong Kong and the wider world	Major internal events/developments and their relations and interactions with developments within China and with the basic trends of the Second World War.
Reconstruction and modernization (1945–1980)	
6. Internal changes and developments	Postwar rehabilitation and the changing role of the Hong Kong government; population changes; developments in education and in living and working conditions; the growth of manufacturing

Themes/Topics	Explanatory Notes
7. Hong Kong and the wider world	industries and of tertiary industries; the increased activism of the Hong Kong people and its relationship with demographic, social and economic changes; the growth of pressure groups and social movements; the significance for Hong Kong of major events and trends, e.g. the postwar acceleration of the population influx, the riots of 1948, 1956, 1966 and 1967, the increased responsiveness of the Hong Kong government, the setting up of the Independent Commission Against Corruption, the Precious Blood Golden Jubilee School dispute. Relations and interaction of Hong Kong's internal developments with events and trends in China and other parts of the world, e.g. the Cold War, decolonization, the decline of Britain as a world power, the Korean War, the Vietnam War.

4. IMPLEMENTATION OF THE SYLLABUS

(a) APPROACHES TO HISTORY

While the acquisition and development of concepts and intellectual skills is much emphasized in the teaching and learning of history in recent years, it is equally important to see and recognise the relevance and significance of historical content in any learning process. Proper organization of historical content can help promote the mastery of skills and concepts and teachers should seek to formulate a scheme relevant to the needs, interests and ability levels of students. The following is intended to highlight some of the major approaches to history and illustrate how content materials can be organized to maximise opportunities for a comprehensive study of history as well as facilitating enquiry and discussion based on the use of historical sources. Teachers should feel free to use other approaches in organizing their course of study (e.g. chronological, patch or line of development) depending on the relevance of each specific approach to the needs and ability levels of students and its appropriateness to the nature of the content materials under study. It is worth mentioning that a composite approach embracing one or more approaches can also be contemplated in structuring a course for sixth form students.

(i) *The Thematic Approach*

The organization of content in the present syllabus takes the form of themes subdivided into topics and supplemented by explanatory notes. This is intended to provide teachers with a basic framework in devising a course of study which encompasses historical trends and developments on an international or regional basis and highlights historical concepts, the acquisition of which will better equip students to understand the world of today and enhance their confidence in history learning. Moreover, an organization based on themes will provide opportunities for the development of historical skills, particularly those concerning the use of evidence, and will encourage students to understand history in a broad political, social, economic and cultural context. Various other approaches relating to the structuring of content materials based on historical concepts can also be employed within the thematic framework to enrich the learning experience.

(ii) *The Regressive Approach*

This approach can be applied to the study of present trends, problems or institutions (e.g. the re-unification of the two Germanys, detente between USA and USSR, the GATT, etc.), in which stages of development can be studied in a flash-back. It stresses the events of the present and promotes a better understanding of these events through a search for the roots. In using

this approach, the teacher may have to go backwards and forwards in presenting the complex events and explain the underlying currents. Students are encouraged to identify the present situation of a specific trend, problem or institution under study and play an active part in analysing and assessing the intervening events. In so doing, students' understanding of chronology and ability to assess events/personalities in the proper time context could be promoted. In addition, as events under study are usually current ones, a general awareness of world developments can be fostered and an appreciation of the value of history can be cultivated.

(iii) *The Comparative Approach*

This approach helps to bring focus on related aspects and course of development in different countries or regions and highlights similarities to promote the generalization of trends or patterns while stimulating enquiry into the uniqueness of the specifics. Topics which lend themselves to this approach include 'the unification of Italy and Germany', 'the modernization of China and Japan', 'responses to Western imperialism in Southeast Asian countries', 'the rise of totalitarian governments in Europe in the inter-war years', etc. In structuring a course based on this approach, the teacher can broadly outline the general pattern and progressively engage students in class presentation or discussion with the use of sources, reference materials, etc. to stimulate analysis of and enquiry into the specific pattern. Charts can facilitate the making of comparisons and the fostering of an understanding of the concepts of similarities and differences. It is also through this approach that students can appreciate the limitations of generalizations.

(iv) *The Issue-based Approach*

This is a fairly new approach in which content materials are organized around on-going issues, be these political, socio-economic, cultural or ideological. Such an approach can make history more relevant to students' needs and interests as issues chosen are current ones. Besides, it can also emphasize the value of history as students are encouraged to apply historical knowledge to current problems, thus helping to reinforce in them the relationship between the past, the present and the future. Topics best suited for the issue-based approach may include the following: the growth and development of democracy, economic boom or recession, ethnic disputes (e.g. Apartheid), the refugee problem, religious intolerance, Capitalism versus Socialism, etc., which fit well into the present syllabus in terms of content and period. Among other things, such an approach draws extensively on students' understanding of key historical concepts and their mastery of major skills related to the discipline e.g. the ability to analyse, make comparison and generalize. It is envisaged that historical data can be adequately made use of in the learning process as students are required to engage themselves in problem-solving exercises in order to establish plausible conclusion or suggest possible policy alternatives for issues

under study. Furthermore, the approach helps promote students' reflective thinking and awareness of communal and world issues and enhances their commitment to resolving these issues. It should be pointed out that in adopting this approach, the role of the teacher is by no means diminished. His critical guidance and expertise in the selection of issues, in the organization of mini-research work for students, in monitoring the progress of their work to cultivate better work habits and study skills, and in stimulating discussion and debate, are still vital to the ultimate success of the issue-based approach.

(b) TEACHING STRATEGIES AND LEARNING ACTIVITIES

In order to achieve the stated objectives, it is necessary for the teacher to formulate and design teaching strategies and learning activities in the light of students' intellectual and emotional development, and to maintain an appropriate balance between the acquisition of knowledge, the development of skills and the formation of attitudes. It is envisaged that teachers are familiar with the various strategies commonly used in the teaching of history at secondary level. What is intended here is to highlight certain strategies or activities which are considered more appropriate for use at sixth form when students are mature enough to engage in more advanced mental processes such as hypothesis formulation. Apart from making their lessons intellectually demanding and conducive to the development of various historical concepts and skills, teachers should aim at developing students' potentials in the independent pursuit of historical knowledge through enquiry, promoting their ability to formulate empathetic and objective judgements, and fostering their awareness of the complexity of human behaviour as well as the limitations of historical interpretations. The following paragraphs on teaching strategies and learning activities are suggestions only and are by no means exhaustive. Teachers are advised to exercise their own discretion in their application in the classroom and to resort to other feasible alternatives where necessary.

(i) *Presentation and Discussion*

Individual or group presentation of research findings and subsequent class discussion on which such findings are based can be organized to assist students in drawing conclusions on certain historical issues or problems, or in the building up of a comprehensive picture of historical events or trends. In preparation for this learning activity, students need to have an adequate knowledge of the basic facts before the lesson while the presenters need to be given sufficient guidelines on the scope and depth of the research work and major area(s) of focus. Subsequent to the presentation, the teacher should seek to encourage active class participation in the discussion session and stimulate critical analysis of the information presented. Aspects relating to whether the presented piece of work is logically and coherently organized

around the question posed, and whether arguments and opinions are substantiated by relevant historical information could be probed into. As students would be given the opportunities to exchange ideas and express feelings and opinions about certain issues at stake, their competence in oral delivery as well as ability in comprehending opinions, formulating hypotheses and organizing information in a logical and coherent form could be further enhanced. Such exercises not only broaden their historical perspective, but also promote their mastery of historical concepts and skills, while building in them greater confidence in history learning. To ensure the smooth implementation of this type of learning activity and to achieve the various teaching objectives, the teacher should seek to monitor the flow of the presentation and the follow-up discussion, clarify doubts and misconceptions and resolve controversies, promote historical enquiry and the formulation of objective judgements based on evidence, encourage constructive contributions and mutual appreciation of efforts made, and help draw plausible conclusions at the end of the session.

(ii) Study of Sources

The use of a wide variety of historical sources, including both primary and secondary written sources, statistical and visual materials, artefacts, buildings and orally transmitted information, can help arouse historical enquiry and empathy and introduce an element of concreteness and a sense of reality in the learning of history. Apart from further developing in students the various historical skills such as comprehension, inference, analysis and evaluation through the study of sources, teachers are encouraged to engage students in activities which require them to compare and contrast various types of historical sources, promoting in them the ability to locate and apply sources as relevant evidence in support of arguments and judgements, detect bias and discrepancies, and distinguish between facts and opinions. In exposing students to a diversified range of historical sources, it is hoped that students can appreciate the work of the historian and understand the provisional nature of historical interpretations. Furthermore, in promoting historical empathy, teachers can help students understand opinions and values held by people in the past and how problems could be resolved, thereby helping to foster in them the ability to solve their own problems and formulate their own values.

(iii) Debate

Well-conducted debates offer one of the most effective means to attaining the various objectives set. Apart from providing students with opportunities to investigate and analyse issues and problems in history, debates can train students in making reasoned arguments and judgements, and encourage effective speech composition and delivery. In the process, students may come to realise the importance of co-operation and team work and the need for tolerance and rational thinking in the face of conflicting

opinions. A well-phrased proposition is a prerequisite for a successful debate. It is important to ensure that the proposition designed allows both sides a comparable scope of historical enquiry. In the process of the debate, the students, in the capacity of adjudicators, may evaluate the comparative merits and demerits of both teams, e.g. in regard to their use of historical evidence and reasoning. To encourage active participation in the whole process, floor speakers should be encouraged to raise questions and challenge either side. At the end of the debate, it is necessary for a debriefing session to take place. The teacher should seek to point out the merits and demerits of both teams and clarify ambiguities and misconceptions that emerged in the course of debate. Students can also be asked to write a summary of the two opposing views; this will enhance their ability to make logical arguments based on the effective use of relevant historical evidence.

(iv) Simulation

Simulation as a learning activity enables students to develop empathy and better historical understanding by giving them the opportunity to look at events and issues from the perspective of people in the past.

Various simulation activities such as role-play, drama and game may be well applied to the study of some outstanding historical personalities as well as the more complex historical events and issues like the Congress of Vienna, the Alliance System and the Paris Peace Conference. Students, under the guidance of the teacher, may attempt to write scripts as the first step in the preparation for simulation activities. This will require thorough research to be made so that viewpoints, problems and decisions of key historical figures can be duly reflected. In the process, students should be encouraged to assess the relevance and reliability of materials used in the writing of the scripts, and also the efforts made in re-enacting the past in the classroom. In arranging for simulation games, the teacher should select those that illustrate the more complex nature of historical events or issues. This will enhance students' awareness of the complexity and multiplicity of forces at work and provide them with the opportunity to better appreciate problems faced by the people in the past. Computerised simulations and the various simulation games currently available on the market can also be employed in the promotion of history simulation in the classroom.

(v) Library Work

To help develop the ability to learn independently, students should be encouraged to make constant and extensive use of the library. Teachers should seek to arrange opportunities whereby students will have to exercise skills such as the locating of the available resources. In the process, they should also be encouraged to use the library catalogue, compile bibliography, and make notes and footnotes. Such skills are essential to the writing of essays, or the preparation for presentation, debate and simulation.

Apart from equipping students with the necessary skills for acquisition of knowledge, constant and extensive use of library resources can help broaden students' historical perspective. In reading a wide range of books such as those which give a broad treatment of topics, as well as tightly-focused special works like biographies, monographs, diaries, historical fictions and memoirs, students can come to see the various standpoints held by different authors. This can enhance their awareness of the limitation of reliance on one or two reference books, and help develop their ability to formulate their own hypothesis and objective judgement.

(vi) Use of Audio-visual Resources

The learning of history should not be confined exclusively to the study of books. The appropriate use of pictures, maps, music, cassette tapes, films, slides and videos can enrich students' learning experience by creating a multi-media learning environment and enable the teachers to bring history into the classroom, making the past more real to the students. A principal role of the teachers is to select suitable materials for use and make appropriate arrangements to facilitate learning. Carefully selected audio-visual items can help highlight specific issues and bring new insight and perspectives into classroom discussion. In most cases, they are effective stimulants for historical enquiry. Audio-visual resources are also valuable teaching aids which can bring about desirable learning outcomes. In listening to a speech, or an interview, students have the opportunity to exercise their ability to keep track of the main arguments of the speakers; and if it is followed by a discussion, they may assess the strengths and weaknesses of those arguments. In this way, they can acquire a comprehensive understanding of the issues and formulate their own hypothesis and judgement. In watching a film, students may come to appreciate the various facets of the issues involved and in the discussion session after the viewing, they can be encouraged to question and assess interpretations of the past as presented in the film. Whether the various audio-visual resources are to be used as an introduction, or as a conclusion, they will help stimulate an interest in learning and break the monotony of chalk and talk, promote historical enquiry and empathy, and broaden students' perspective in the study of history.

(vii) Visits and Field Study

Organized learning activities such as visits and field study are of value in that they provide opportunities for learning history outside the classroom and involve the active participation of students in the learning process. The visual stimulation and opportunities for gathering first-hand information are most useful in arousing interest and enthusiasm for the study of history. These activities also foster the spirit of enquiry and promote the students' awareness as well as appreciation of the past.

Local history, in particular, provides ample scope for visits and fieldwork. These can be conducted in the form of mini-research projects in the course of which students may come to realize the importance of co-operation and team work. Visits may be arranged to museums, art galleries and exhibitions currently mounted in Hong Kong. As for field trips, projects may be focused on the study of historical buildings and monuments, or on an enquiry into the traditional pattern of life in the New Territories. Various techniques can be employed in collecting information, such as inscription-reading, photography and interviews. The teacher may also introduce students to other sources like public records, government publications and archive materials. Through participation in such projects, students may experience the satisfaction of gathering first-hand information, and learn to make careful observation and discriminating use of this information in the presentation of findings.

The role of the teacher is of great importance in the success of field work. He has to lay down guidelines for the research to be undertaken and focus the students' attention on all relevant aspects. He also has to anticipate and help find solutions to whatever problems or obstacles the students are likely to encounter. In addition, he has to lay down safety precautions and ensure that they are observed. On the completion of the project, the teacher's main duty is to supervise follow-up activities. Reports on findings may take the form of oral or written presentations. Displays or mini-exhibitions are also lively ways of concluding research projects.

Visits and field study go a long way in promoting the students' awareness of their own cultural heritage and enhancing their aesthetic values. These activities will bring home to the students the idea that history is all around them and thus help to promote in them an on-going interest in the pursuit of historical enquiry.

(c) SUGGESTED TIME ALLOCATION

It is appreciated that the time allocation for any one subject must be considered in relation to the requirement of other subjects in the school curriculum. As far as the present course is concerned, it is recommended that 4 periods per week should be allocated in S6 to S7, preferably with provision for one double-period session. Taking the average academic year to consist of 24 teaching weeks, the present course would take 190 forty-minute periods to complete.

The present syllabus is so structured to give diversity and flexibility in the formulation of a teaching course. It leaves ample room for the teacher to exercise self expertise and professionalism in devising a course aiming at catering for the needs and interests of the students.

In the treatment of Syllabus A, the suggested time allocation for the various themes has been worked out on the assumption that the teacher

plans to give the syllabus full coverage, aiming at providing a broad sweep of major trends and events. However, this should not be treated as the one and only mode in structuring a course appropriate to the needs and interests of the students. A teacher can justifiably trade breadth for depth by narrowing the scope. In this respect, the periods/themes/topics selected for study could accordingly be given a more generous proportion of time allocation.

In the treatment of Syllabus B, a combination of any two regions selected for study may be considered appropriate to give students a fair balance in coverage both in terms of time available and diversity in scope. The suggested time allocation has been worked out on this assumption. In the event that the teacher prefers a different mode of coverage, e.g. broadening the scope by covering more regions or narrowing the scope by covering fewer themes/topics in the specified region, the time allocation for the various themes selected for study should be revised accordingly.

Syllabus A: Modern Western History, circa 1800–1980

Themes/Topics	No. of Periods
The development and growth of liberalism and nationalism	60
1. The United States' democratic experience	8
2. Liberalism in Britain	8
3. Liberalism and nationalism on the European Continent	24
4. Colonialism and imperialism	8
5. Reform and revolution in Russia	12
The quest for international harmony and cooperation	45
6. Concert of Europe	8
7. European alignments and alliances (1870–1914)	12
8. Attempts at collective security (1914–1980)	17
9. The ending of European colonial empires after World War II	8
Major threats to peace and democracy	45
10. The two world wars	15
11. The establishment of totalitarian regimes in Europe	20
12. Major international crises and disputes since 1945	10

Themes/Topics	No. of Periods
Economic, social and cultural developments*	40
13. Transformation of industry, agriculture and commerce	12
14. Population growth and urbanization	8
15. Major developments in science and technology	8
16. Major cultural and intellectual trends	12
Total	190

* Much of the work for this theme can be conducted in the form of projects to be carried out by students in their own private study time.

Syllabus B: Modern Asian History, circa 1800–1980

Section A: China

Themes/Topics	No. of Periods
The decline and collapse of Imperial rule (1800–1912)	45
1. Internal instability	8
2. Foreign imperialism	12
3. Reforms	15
4. Revolution	10
The Republican experience (1912–1949)	30
5. National disintegration and re-integration	10
6. China under Guomindang rule	10
7. The War of Resistance against Japan and the Civil War	10
Socialist revolution and modernization (1949–1980)	20
8. Internal development	12
9. Foreign relations	8
Total	95

Section B: Japan

Themes/Topics	No. of Periods
The decline and fall of the Tokugawa Shogunate (1800–1868)	20
1. Internal changes and problems	12
2. The end of seclusion	8
The Meiji Restoration and modernization (1868–1912)	30
3. Internal development	20
4. Foreign relations	10
Democracy, militarism and war (1912–1945)	30
5. Internal changes and problems	18
6. Empire-building and defeat	12
Postwar reconstruction and re-emergence as a world power (1945–1980)	15
7. The Allied Occupation	8
8. Recovery and growth	7
Total	95

Section C: India

Themes/Topics	No. of Periods
Background to India circa 1800	8
1. Internal conditions	8
The consolidation of British power and the Indian response (1800–1858)	25
2. Introduction of reforms	8
3. Territorial consolidation and the frontier question	7
4. The Indian Mutiny	10
The making of modern India (1858–1947)	45
5. India under the British Crown	10
6. The growth of Indian nationalism	20
7. The independence movement	15
India as a nation-state (1947–1980)	17
8. Internal development	10
9. Foreign relations	7
Total	95

Section D: Southeast Asia

Themes/Topics	No. of Periods
Background to Southeast Asia circa 1800	3
1. Conditions in Southeast Asia	3
Western expansion and dominance (1800–1914)	45
2. The process of imperialist acquisitions	12
3. The consolidation of colonial rule	20
4. Indigenous responses	13
The growth of nationalism (1914–1945)	25
5. The decline and collapse of colonial rule	15
6. The challenge of Imperial Japan	10
The making of modern Southeast Asia (1945–1980)	22
7. The process of decolonization	8
8. Postwar developments	8
9. Conflict and harmony	6
Total	95

Section E: Hong Kong

Themes/Topics	No. of Periods
Background and society (1800–1841)	10
1. An overview of Hong Kong society at the turn of the 19th century	10
The establishment and growth of a colony (1841–1941)	45
2. Hong Kong under British administration	30
3. Hong Kong and the wider world	15
Hong Kong under the Japanese (1941–1945)	10
4. Internal changes during the occupation	6
5. Hong Kong and the wider world	4
Reconstruction and modernization (1945–1980)	30
6. Internal changes and developments	20
7. Hong Kong and the wider world	10
Total	95

(d) ASSESSMENT

Assessment is an integral part of the teaching and learning process. It provides feedback on the efficacy of teaching strategies and learning activities employed and indicates the extent to which historical knowledge and skills have been mastered by students. Such feedback is also crucial in determining whether the various objectives identified have been successfully achieved. Assessment in history learning is primarily concerned with the gauging of students' mastery of historical knowledge, development of skills, and formation of attitudes. In order to be efficacious, any assessment device has to take into consideration both the stated objectives of the course as well as the interest and ability range of the students.

Students' attainment in history can be assessed both formally and informally. Formal assessment, more commonly known as terminal assessment, often takes the form of tests and examinations organized at the termination of a course of instruction. Informal or continuous assessment involves the day-to-day monitoring and evaluation of students' work over a specified period or course. Over-reliance on either form of assessment as means to measuring students' performance is undesirable. Rather, teachers should make the two forms of assessment complementary. Where public examinations (a form of terminal assessment) carry heavy weight in the evaluation of students' academic attainment, the teacher should avoid increasing the undesirable effects terminal testing might have on them. Loading students with tests (held either bi-weekly or monthly) or resorting to the use of singularly stereotyped essay assignments, might distort the nature of a history course, obliging the students to focus their attention on passing examinations and therefore resulting in the loss of interest in the study of the subject.

With regard to the means of assessment, assignments such as essays and projects (including field work) enable teachers to evaluate students' historical knowledge and understanding as well as their ability to organize materials in formulating logical and coherent arguments. In addition, interpretative exercises such as source-based questions can also be employed to assess students' ability to extract relevant information from historical sources, to make inferences about historical events, to establish cross-references between various sources, and to decide on the validity of such sources as historical evidence. Activities such as discussion, debate and role-play, which require students to evaluate sources as evidence in the light of their historical context, to formulate reasoned arguments and objective judgements, to support or refute interpretations and generalizations, are useful tools to evaluating students' mastery of historical knowledge and skills. Moreover, these activities enable the teacher to assess students' creativity, historical insight and imagination. It is also through such activities that assessment of students' attitudes formation could be made, e.g. their sense of empathy and objectivity. In broad terms, students'

participation and contributions in activities organized, their enthusiasm and interest in locating relevant sources or extending their range of reading provide further information to teachers which enable them to assess the students' independent historical enquiry.

Teachers are also encouraged to see assessment in terms of both product and process. The formulation of well-structured tasks and the systematic recording of students' performance in these tasks allow assessment to be made with respect to both product (i.e. students' output of work in either oral or written form) and process (i.e. aptitudes and attitudes demonstrated in the learning process). Moreover, emphasis on oral presentation of materials in discussion, debate and role-play would be effective in assessing students' oral communicative skills.

To conclude, assessment is concerned with measuring performance and is necessarily diagnostic in nature. It provides feedback to both teachers and students which helps diagnose problems and facilitates improvement in teaching and learning. In this respect, assessment for the student should be concerned with individual performance of students in relation to specified criteria, rather than in relation to the work of other members of the class. It should also be concerned with identifying their positive achievement. Continuous progress made by students in history learning much depends on the teacher's immediate feedback on their performance. Both their strengths and weaknesses ought to be duly reflected to provide them with directions for further improvement.

(e) EXAMPLES OF IMPLEMENTATION

(i) Theme: *The development and growth of nationalism*

Topic: Nationalism in Europe in the nineteenth and early twentieth centuries

Objectives: The objectives of the course are to help students to

1. gain an understanding of the general characteristics of nationalism in the period specified;
2. compare and analyse various attempts at and approaches towards nation-building in the nineteenth century;
3. make critical use of various types of historical data in support of arguments and judgements;
4. be aware of the impact of nationalism on international relations in the period specified;
5. develop sensitivity towards current national issues and an awareness of one's own national identity and the need for racial tolerance.

Suggested approach: Thematic approach

Suggested teaching/learning strategy:

To illustrate the theme in the context of the topic specified, aspects like the legacy of the French Revolution and the Napoleonic Wars, the revolutions of 1830 and 1848, the unification movement in Italy and Germany, the independence movements in the Balkans, France under the Second Empire and the Third Republic, Imperial Germany and the Austro-Hungarian Empire could be included under study to facilitate an understanding of the various facets of nationalism in the nineteenth and the early part of the twentieth centuries and the manifestation of its growth and development in the various regions under study.

In actual classroom interaction, current developments in the Baltics, Azerbaijan, and Germany can be cited as the manifestations of nationalism in the contemporary world. From here, the various interpretations of nationalism as expounded by Hobbes, Rousseau and Hegel can be outlined to provide students with a broad historical perspective of the development of nationalism. The legacy of the French Revolution and the Napoleonic Wars and issues resulting from the remapping of Europe at the Congress of Vienna can be summarised and analysed to foster an understanding of the basic components of nationalism in the nineteenth century: national unification and national independence. Students can be invited to substantiate their views with reference to the various topics under study e.g. developments in the Balkans would be seen as attempts to achieve both unification and independence, and unification movements of Italy and Germany as aspiration for national unity. The different paths towards achieving these goals would be compared including tactics used, the problems encountered and their resolutions, with a view to fostering an overview of the development and growth of nationalism during the period and an understanding of the uniqueness of each specific attempt towards national unity or independence. Clashes of imperialistic expansion and rivalries in the late nineteenth century could be seen as the result of the search for national glory and territorial aggrandizements and the subsequent outbreak of the First World War as the major impact of nationalism on international affairs. Moreover, efforts made by individual nation-states in consolidating their power, effecting internal stability and strengthening national security could be dealt with in depth to provide a broad perspective to the understanding of the theme.

The approaches suggested above allow for the use of various resources such as maps, charts, cartoons, documents, videos and films, particularly where the discussion concerns territorial changes, national boundaries and racial composition, national aspirations, national conflicts and their threats to international peace. Time charts could be used to provide a chronological framework for content materials covered. Active student participation could be encouraged through

promotion of enquiry based on various resources and mini-research projects conducted by students.

Apart from assessing students' organizing and analytical skills through essay-writing, other forms of assessment such as reading for information and locating relevant resources (e.g. quotations, maps, cartoons etc.), oral presentation of findings and critical analysis of issues could be enforced to achieve a comprehensive assessment profile.

Suggested time allocation: 10–12 periods.

(ii) Theme: *India as a nation state (1947–1980)*

Topic: Relations with Pakistan

Objectives: The objectives of the course are to help students to

1. recognise significant developments in the Indian sub-continent in the period specified;
2. identify factors which affected such developments and make critical use of historical data in support of arguments and judgements;
3. develop sensitivity towards the need for religious and cultural tolerance and an awareness of problems faced by emergent nations in the Third World.

Suggested approach: Regressive approach

Suggested teaching/learning strategy:

In promoting a comprehensive understanding of the relationship between India and Pakistan, the regressive approach can be used. This involves studying history backwards, tracing present or current events back to their origins. The political and religious conflicts between Sikhs and Hindus in India leading to the storming of the Golden Temple at Amritsar in the Punjab by Indian troops in 1984 and the assassination of Mrs. Indira Gandhi by Sikh bodyguards could first be used to illustrate the complexity and intensity of problems in the Indian sub-continent. This could be followed by an account of major events, in reverse chronological order, which illustrates the lack of harmony and goodwill between India and Pakistan, e.g. the help given by India to the rebellion in East Pakistan in 1971 and the emergence of Bangladesh, the war between India and Pakistan over Kashmir in 1965, the assassination of Gandhi in 1948 and the war between India and Pakistan over Kashmir in 1947. Through the study of such events, the perspective of students can be directed back to 1947, the year that marked the painful and traumatic birth pangs of two new nation-states, India and Pakistan. These events can help to illustrate that Partition was a painful result of the deep-seated religious, cultural and social conflicts between the

Hindus and Muslims in British India. They were, to a larger or smaller degree, repercussions of the Partition.

In the classroom, the understanding of such current events can be enhanced by reading eyewitnesses' accounts, press cuttings and watching newsreels, if available. Role-play can be an effective means too, with some students simulating Indian Muslims and some simulating Indian Hindus. Through these activities, students can develop a deeper insight into the Hindu-Muslim conflict and even an empathetic understanding of the problems of each community. Moreover, values and ethos of each community can be better appreciated in the relevant time context. It would be desirable if students could be arranged to visit a Hindu temple (e.g. the one in Happy Valley) and a mosque (e.g. the one in Tsim Sha Tsui) to see and feel for themselves the religious differences between Hindus and Muslims.

A map showing the political boundaries of India and Pakistan is an indispensable tool to the teacher. Comparison could be made with a map of India under the British to illustrate how one single administrative unit was divided into two independent states in 1947.

In discussing the relations between India and Pakistan, many issues related to internal developments in the Indian sub-continent could also be examined, e.g. difficulties encountered in the process of democratization, economic backwardness, illiteracy, population explosion, the problem of refugees, and other problems confronting emergent nations in the Third World. It is hoped that, through looking back, students can acquire a broad perspective of and deep insight into the world as it is today.

Suggested time allocation: 4-6 periods

(iii) Theme: *Major threats to peace and democracy*

Topic: Totalitarian regimes between the two world wars in Europe

Objectives: The objectives of the course are to help students to

1. identify general characteristics of totalitarian regimes during the period under study;
2. make critical comparison of the various totalitarian regimes to gain a better understanding of their inherent differences;
3. employ relevant historical evidence in support of interpretations and judgements;
4. recognise the adverse effects the creation of totalitarian regimes have on the search for peace and democracy.

Suggested approach: Comparative approach

Suggested teaching/learning strategy:

To teach and study the topic 'Totalitarian regimes between the two world wars', three countries should come under examination: Fascist Italy, Nazi Germany and Soviet Union under Stalin. Although they shared many common characteristics, certain important differences can also be detected. Hence the comparative approach is preferable for teaching this topic since it enables the students to be aware of both similarities and differences between the totalitarian regimes under study.

In applying the comparative approach, students should be guided to identify the main aspects for discussion so that a more systematic and well-structured comparison could be made. For this particular topic, the following aspects may be identified:

1. The background conditions/circumstances that favoured the rise of totalitarian regimes;
2. The ideologies of the political parties or leaders concerned that enabled them to rise to power and set up totalitarian rule;
3. The nature of totalitarian rule and the common characteristics as well as uniqueness of the government structure and policies of totalitarian states;
4. Evaluation of the merits and demerits of totalitarian rule.

Teachers should encourage students to see both the common characteristics and the unique features displayed by the regimes under study. The former may include party supremacy, reaction against democratic egalitarianism and threats to world peace. On the other hand, 'Aryan superiority' and 'anti-semitism' in Nazi Germany; 'corporativism' in Fascist Italy; and 'communism' and 'class struggle' in Stalinist Russia were some of the unique features of the individual regimes that distinguished one from the others.

To stimulate students' interest and to facilitate their understanding of the topic, various resources could be used such as cartoons, photos, newspapers, documents, videos and films. Simulation games may also be organized wherein students may simulate Hitler, Mussolini and Stalin. Debate is another useful and effective classroom activity. The motion may focus on the merits and demerits of totalitarian rule, the relative importance of circumstantial factors and ideologies in causing the rise of totalitarian regimes, the relative intensity of totalitarian features of the regimes under study, etc.

The assessment of students should not be confined to essay-writing. Mini-research projects, oral presentation of research findings, debates, simulation games, etc., are also effective forms of assessment.

Suggested time allocation: 8-10 periods

(iv) Theme: *Hong Kong—Reconstruction and modernization (1945–80)*

Topic: The issue of population influx

Objectives: The objectives of the course are to help students to

1. recognise the impact of the influx of population on the reconstruction and modernization of Hong Kong in the period specified;
2. engage in independent enquiry and employ appropriate historical information in tackling and resolving problems at stake;
3. make critical use of sources and resources available in support of arguments and judgements;
4. develop awareness of regional and world issues and appreciate the need for community involvement.

Suggested approach: Issue-based approach

Suggested teaching/learning strategy:

The study of the topic should contribute to a better understanding of the theme—'Hong Kong—Reconstruction and modernization (1945–80)'. The hot issue of the Vietnamese Boat People could well serve as set induction to arouse students' interest. This could be followed by an account of the major influx of population into Hong Kong in the period, principally from Mainland China, in 1949, 1962, 1979 The background to these events may be explored and analysed. The focus of study, however, should be on their impact on the development of Hong Kong in the post-war years. Teachers may wish to point out that this issue, apart from creating problems for both the Government and the people, also serves as a significant impetus to Hong Kong's post-war reconstruction and modernization.

Much of the work could take the form of mini-research projects, with students actively participating in the task of exploring into various facets of the issue. Some teachers, however, would like to give focus to these study projects by formulating questions which serve as guidelines to students' work. The following are some such examples:—

1. What has brought about an acceleration of population influx since the end of the Second World War?
2. How far did this phenomenon bring about demographic, social and economic changes within the territory during the period 1950–1980?
3. To what extent can the growth of Hong Kong in the post-war years be attributed to the influx of population?
4. What problems have been brought about by the influx of Vietnamese refugees that took place in the late 1970's?
5. What plausible measures can the government adopt to resolve such problems?

Students should also be encouraged to see developments in Hong Kong in the broader context of China, S.E. Asia, and the world. While the success of research projects very much depends on students' reference skills, teachers should feel free to give whatever advice they think necessary for locating and identifying various resources e.g. old maps, photos, video-programmes, newsreels, documents and references in libraries, museums and archives. It is essential for teachers to assist students by providing specific guidance on the scope and depth required by such research projects, monitoring progress, stimulating enquiry and the formulation of sound judgements.

Subsequent to the completion of research work, it is necessary for the teacher to conduct follow-up discussion sessions in assessing students' performance, promoting analytical and reflective thinking as well as drawing conclusions. Students would thus be in a position to see the issue of population influx in better light and to assess its significance in the development of Hong Kong, with specific reference to the aspect of reconstruction and modernization, in the post-war years.

Suggested time allocation: 4–5 periods

5. SUGGESTED REFERENCE BOOKS

The following list is intended for teachers' reference. It is neither exhaustive nor prescriptive. Where applicable, the latest editions of the books should be used. Teachers should also refer to the latest edition of the 'Suggested Resources For The Teaching Of History' prepared by the History Section of the Advisory Inspectorate.

Western History

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28. Seaman, L. C. B., *From Vienna to Versailles* (London: Methuen, 1964)
29. *Seminar Studies in History*, Various titles and dates of publication (New York: Longman)
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