Personal, Social and Humanities
Education Key Learning Area

History
Curriculum and Assessment Guide
(Secondary 4 - 6)

Contents

Membership of the CDC-HKEAA Committee on History (Senior Secondary)

Preamble

The Education and Manpower Bureau (EMB, now renamed Education Bureau (EDB)) stated in its report1 in 2005 that the implementation of a three-year senior secondary academic structure would commence at Secondary 4 in September 2009. The senior secondary academic structure is supported by a flexible, coherent and diversified senior secondary curriculum aimed at catering for students' varied interests, needs and abilities. This Curriculum and Assessment (C&A) Guide is one of the series of documents prepared for the senior secondary curriculum. It is based on the goals of senior secondary education and on other official documents related to the curriculum and assessment reform since 2000, including the *Basic Education Curriculum Guide* (2002) and the *Senior Secondary Curriculum Guide* (2009). . To gain a full understanding of the connection between education at the senior secondary level and other key stages, and how effective learning, teaching and assessment can be achieved, it is strongly recommended that reference should be made to all related documents.

This C&A Guide is designed to provide the rationale and aims of the subject curriculum, followed by chapters on the curriculum framework, curriculum planning, pedagogy, assessment and use of learning and teaching resources. One key concept underlying the senior secondary curriculum is that curriculum, pedagogy and assessment should be well aligned. While learning and teaching strategies form an integral part of the curriculum and are conducive to promoting learning to learn and whole-person development, assessment should also be recognised not only as a means to gauge performance but also to improve learning. To understand the interplay between these three key components, all chapters in the C&A Guide should be read in a holistic manner.

The C&A Guide was jointly prepared by the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) in 2007. The first updating was made in January 2014 to align with the short-term recommendations made on the senior secondary curriculum and assessment resulting from the New Academic Structure (NAS) review so that students and teachers could benefit at the earliest possible instance. This updating is made to align with the medium-term recommendations of the NAS review made on curriculum and assessment.The CDC is an advisory body that gives recommendations to the HKSAR Government on all matters relating to curriculum development for the school system from kindergarten to senior secondary level. Its membership includes heads of schools, practising teachers, parents, employers, academics from tertiary institutions, professionals from related fields/bodies, representatives from the HKEAA and the Vocational Training Council (VTC), as well as officers from the EDB. The HKEAA is an independent statutory body responsible for the conduct of public assessment,

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[1] The report is *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong*.

including the assessment for the Hong Kong Diploma of Secondary Education (HKDSE). Its governing council includes members drawn from the school sector, tertiary institutions and government bodies, as well as professionals and members of the business community.

The C&A Guide is recommended by the EDB for use in secondary schools. The subject curriculum forms the basis of the assessment designed and administered by the HKEAA. In this connection, the HKEAA will issue a handbook to provide information on the rules and regulations of the HKDSE Examination as well as the structure and format of public assessment for each subject.

The CDC and HKEAA will keep the subject curriculum under constant review and evaluation in the light of classroom experiences, students' performance in the public assessment, and the changing needs of students and society. All comments and suggestions on this C&A Guide may be sent to:

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Acronyms

ApL	Applied Learning
C&A	Curriculum and Assessment
CDC	Curriculum Development Council
EDB	Education Bureau
EMB	Education and Manpower Bureau
HKALE	Hong Kong Advanced Level Examination
HKCEE	Hong Kong Certificate of Education Examination
HKDSE	Hong Kong Diploma of Secondary Education
HKEAA	Hong Kong Examinations and Assessment Authority
HKSAR	Hong Kong Special Administrative Region
KLA	Key Learning Area
PSHE	Personal, Social and Humanities Education
S1/2/3/4/5/6/7	Secondary 1/2/3/4/5/6/7
SBA	School-based Assessment
SRR	Standards-referenced Reporting
SS	Senior Secondary
SSCG	Senior Secondary Curriculum Guide
VTC	Vocational Training Council

Chapter 1   Introduction

This chapter provides the background, rationale and aims of History as an elective subject in the three-year senior secondary curriculum, and highlights how it articulates with the junior secondary curriculum, post-secondary education, and future career pathways.

1.1   Background

The senior secondary History curriculum framework was formulated alongside *The New Academic Structure for Senior Secondary Education and Higher Education — Action Plan for Investing in the Future of Hong Kong* (EMB, 2005) and the *Senior Secondary Curriculum Guide* (CDC, 2009). These two documents provide the overall direction for the development of senior secondary education in Hong Kong. They stipulated a combination of core and elective subjects, Applied Learning courses and other learning experiences to suit individual interests and aptitudes.

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

This curriculum has evolved from the S4-5 History curriculum (implemented in 2004). It follows the general directions set out in the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1–Secondary 3)* (CDC, 2002) and extends the knowledge, skills and values and attitudes learners develop through the PSHE curriculum for basic education. The three-year Senior Secondary History curriculum enables students to develop a global perspective , and prepares them for further education and for employment..

1.2   Rationale

The study of history helps to develop a global perspective and an enhanced understanding of the processes of interaction, diversification and rapid change in today's world. Upon completion of this course, students should have mastered higher-order thinking skills, such as historical interpretation and analysis that will enable them to appreciate where they stand in the long flow of human history.

The topics covered in the History curriculum are of general historical significance, appropriate for illustrating the basic terminology and concepts of history, relevant to the daily experiences of students, and conducive to mastering the skills of historical study. They are

also likely to arouse interest in students studying the subject. Students will be provided with an opportunity to pursue a study that transcends the temporal, cultural and political boundaries of our world.

This curriculum takes the stand that there are some fundamental values and attitudes commonly held in our community and across other societies, such as regard for human life and dignity and the quest for peace, cooperation and prosperity. It tries to provide students with learning experiences to develop these values and attitudes, and at the same time encourages teachers to introduce different perspectives through class discussion and to remind students to review and reflect on their viewpoints to arrive at balanced judgments. Upon completion of this course, students should have cultivated the values and attitudes that are the attributes of a responsible citizen.

Being one of the six elective subjects in PSHE KLA, this curriculum will develop students' potential for further studies in the humanities, social sciences or perhaps business management. Training in History is also very useful for professions that require critical and independent thinking.

1.3   Curriculum Aims

The aims of this curriculum are to enable students to:

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

1.4   Curriculum Objectives

Students are expected to acquire knowledge and develop understanding of:

(a)   basic historical concepts, such as cause and effect, change and continuity, and similarities and differences;

(b)   diverse standpoints and perspectives inherent in different ways of representing and interpreting the past;

(c)   the beliefs, experiences and behaviours of their own nation as well as of other nations, and the ways in which they have shaped the development of the contemporary world;

(d)   the inter-relations of major events and movements that have occurred in the local community, the nation, Asia and the world in the 20th century; and

(e)   the major historical developments and trends that have shaped the contemporary world.

Students are expected to master skills which will enable them to:

(a)   distinguish fact from opinion; detect biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and build up proper historical perspectives;

(b)   compare and interpret historical data; arrive at reasoned conclusions based on available evidence; and recognise the fact that history is subject to reassessment based on the interpretation of new evidence ;

(c)   ascertain and explain the extent to which historical documents and archives reflect contemporary attitudes, values and passions;

(d)   present logical and coherent arguments through the proper selection and organisation of historical data;

(e)   search for, select, analyse and synthesise information through various means, including the Internet, and consider various ways of arriving at conclusions and making appraisals; and

(f)   apply historical knowledge and skills in everyday life.

Students are expected to cultivate positive values and attitudes that will enable them to:

(a)   appreciate the difficulties and challenges that humankind faced in the past, and to understand the attitudes and values that influence human behaviour;

(b)   tolerate and respect different opinions, and to recognise the fact that although different communities have different experiences and beliefs, there are values and ideals that are commonly shared by all humankind;

(c)   develop and maintain an inquisitive attitude towards human culture; and

(d)   become responsible citizens with a sense of national identity and a global perspective.

1.5   Broad Learning Outcomes

By the end of the course, students should be capable of demonstrating the following:

(a)   An ability to understand the broad sweep of local, national, regional and world history in the 20th century. They should also be able to delineate the major trends and patterns of development in the period under study and to make vertical (i.e. temporal) and horizontal (i.e. spatial) links between major events through employing such historical

concepts as cause and effect, change and continuity, and similarities and differences in time and space.

(b) An ability to reconstruct the chronology of major events with reference to the two designated themes of "Modernisation and Transformation in Twentieth-century Asia" and "Conflicts and Cooperation in the Twentieth-century World". They should be able to reflect on the development of a major event from beginning to end, or trace the origins of a current problem/issue and its development over time, and present their arguments in a coherent way.

(c) An ability to interpret major happenings in the 20th century through the concept of change and continuity and to demonstrate how the interaction of these two forces promotes or obstructs change. They are also expected to demonstrate an understanding of different kinds of change in history (e.g. planned versus spontaneous change, slow versus rapid change, violent versus peaceful change, etc.) and critically evaluate their outcomes.

(d) An ability to see the past from the standpoint of the people under study rather than through the lens of present-day norms and values, and be able to form their own judgments.

(e) An ability to use historical sources, accounts and arguments to analyse the cause-and-effect relationship between events that made up the history of the 20th century, taking into account the role played by individuals, the influence of ideas and beliefs, and the factor of chance.

(f) An ability to analyse different interpretations of major happenings in the 20th century so as to detect the biases underpinning different interpretations, and, on such a basis, to synthesise and make valid historical judgments.

(g) An ability to demonstrate independent judgment in following different lines of enquiry. They are also expected to show familiarity with basic research skills, such as utilising information technologies, making use of bibliographies and book reviews to identify useful sources of information, and cross-checking information in order to determine its authenticity and credibility.

(h) An ability to draw sound and substantiated conclusions and to communicate their research findings to others effectively.

(i) An ability to apply historical knowledge and skills in everyday life.

(j) An ability to demonstrate an appreciation of the efforts made by individuals or groups

to promote peace and cooperation, or to improve human conditions anywhere in the world.

(k)   An ability to demonstrate not only an appreciation of the virtues of their own culture, but also tolerance of and respect for other cultures.

1.6   Interface with Junior Secondary Education and Post-secondary Pathways

The study of history at senior secondary level is based upon knowledge of history that students should have acquired at junior secondary level. The S1–3 History curriculum provides students with the knowledge of a broad range of human experiences stretching from ancient times to modern times. Students taking other related PSHE curricula such as "Integrated Humanities" and "History and Culture" at junior secondary level should also have acquired an understanding of the patterns of development in significant historical periods of national and world history.

The study of history at senior secondary level also builds on the skills of chronological thinking, historical comprehension, empathy, enquiry, critical thinking and communication that students should have developed at junior secondary level. They should have mastered the ways of constructing a sequence of major historical events, elucidating the relationship between events and people, as well as making logical inferences about cause and effect.

The senior secondary curriculum enables the students to further develop an enquiring mind, an attitude of respect for and tolerance of different opinions, and a sense of balanced judgment and objectivity, which should have been cultivated through the study of history or other related PSHE curricula at junior secondary level.

The study of history in senior secondary schools also provides prospective university students with a sound conceptual framework and knowledge of the 20th century world, as well as the skills needed for studying subjects of personal interest to them in the fields of humanities, social sciences or business management. They will also be able to enrol in courses that demand research skills, such as in the fields of heritage studies, archaeology and anthropology in their university studies. In addition, students having experienced historical investigation in their history learning will be equipped with skills such as critical and independent thinking, which are required of people who work as analysts or journalists.

Chapter 2   Curriculum Framework

The curriculum framework for History embodies the key knowledge, skills, values and attitudes that students are to develop at senior secondary level. It forms the basis on which schools and teachers plan their school-based curriculum and design appropriate learning, teaching and assessment activities.

2.1   Design Principles

The design of this curriculum is based on principles which are derived from those recommended in Chapter 3 of *The New Academic Structure for Senior Secondary Education and Higher Education — Action Plan for Investing in the Future of Hong Kong* (EMB, 2005), namely that this curriculum should:

(a)   build on the knowledge, skills, values and attitudes, and the learning experience that students have acquired and developed in their study of the Personal, Social and Humanities Education (PSHE) Curriculum in basic education and the junior secondary History curriculum;

(b)   achieve a balance between breadth and depth in the study of history, in order to prepare students for further studies and entry into the workforce, and to foster whole-person development;

(c)   achieve a balance between the acquisition of theoretical knowledge (i.e., the learning of historical concepts and issues) and its application to real-life situations, as the learning of history is meaningful only when it is linked to people's daily experience and helps them to gain some insights into the future;

(d)   provide a broad and diversified framework capable of catering for diversity in students' abilities, needs and interests;

(e)   help students to develop independent and life-long learning skills through promoting student-centred enquiry; and

(f)   ensure that assessment is closely aligned with learning.

The curriculum is designed along the following lines in particular:

(g)   It focuses on the major developments in the 20th century. The study of 20th century history has immediate relevance to students' daily lives, and provides greater incentives for students to pursue their own enquiries.

(h)　It uses a thematic approach in its organisation. The themes in this curriculum provide students with the opportunities to acquire an understanding of 20th century history in the broad political, social, economic and cultural context, with the ultimate goal of developing their global perspective. This enables them to understand themselves, society and the world at large. It ensures a more thorough coverage of the world and yet strikes a balance between the breadth and depth of studies to allow for students' development of critical thinking skills and enquiry learning.

2.2 Curriculum Structure and Organisation
(starting at S4 in 2015/16, effective from the 2018 HKDSE Exam)[2]

2.2.1 Curriculum contents

Introduction: The Making of the Modern World

Key Points	Explanatory Notes
(i) The foundations of Western supremacy (ii) Western expansion and the formation of colonial empires (iii) Asia's reactions to Western expansion (iv) Towards international cooperation	Students will understand generally the ways in which scientific and technological advancement, intellectual development and political revolutions laid the foundations of Western supremacy. They will explain how such foundations led to the geographical and economic expansion of Western countries from the 16th century, and to the formation of colonial empires in the 19th century. Students will then describe the impact of colonialism and the responses of Asian peoples to Western encroachment and domination, which provided the historical background to the modernisation and transformation of Asia in the 20th century. Also, through examining the relationships among the major Western powers, especially the sources of international rivalries and the attempts at negotiation and cooperation in the 19th century, students will be in a better position to understand the unfolding of conflicts

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	and cooperation in the 20th century world.

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<table>
<tr><td colspan="2" align="center">Theme A
Modernisation and Transformation in Twentieth-Century Asia</td></tr>
<tr><td colspan="2">Students will understand the concept of "modernisation", and acquire an overview of the ways in which Hong Kong, China, Japan and Southeast Asia underwent modernisation in the 20th century.</td></tr>
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(1)   Modernisation and transformation of Hong Kong

Key Points	**Explanatory Notes**
(i) Political and institutional changes • main trends of development • characteristics of different stages of development	Through enquiring into the major political and institutional changes that occurred in Hong Kong from the beginning of the 20th century to 1997, students will identify the main trends of political development, as well as different stages of development and their salient features.
(ii) Development as an international city • economic development, urbanisation and population changes • the coexistence and interaction of Chinese and foreign cultures • relationship with the mainland and its role in the Asia-Pacific Rim	Through investigating the long-term process of economic and social changes in Hong Kong, students will trace and explain the development of Hong Kong as an international city. They will describe the salient features of different stages of economic development, as well as the phenomena of urbanisation and population changes. They will also cite examples, including local heritage, to illustrate the coexistence and interaction of Chinese and foreign cultures, and develop an awareness of the characteristics of their own culture. They will also analyse Hong Kong's links with the mainland and its role in the Asia-Pacific Rim in different periods.

(2)   Modernisation and transformation of China

Key Points	Explanatory Notes
(i) Early attempts at modernisation – reforms and revolutions • Late Qing Reform • the 1911 Revolution • the May Fourth Movement • attempts at modernisation by the Nanjing government • the communist revolution and the establishment of the PRC	Students will identify the major reforms launched by the late Qing government and by the Nanjing government, and assess their significance for the modernisation of China. They will assess the significance of the 1911 Revolution and the May Fourth Movement in the light of China's transformation into a modern nation. Students will also demonstrate a general understanding of the major political developments in China leading to the formation of the PRC.
(ii) Socialist modernisation in the Maoist period and the evolution of "socialism with Chinese characteristics" in the post-Mao period • the institutional set-up and the transition from New Democracy to socialism • attempts at modernisation in the Maoist period • the "Cultural Revolution" and its impact on Chinese modernisation • reform and opening-up since 1978	Students will describe the institutional set-up of the country and the relationships between the party, government and military. Students will also describe and assess the major attempts at modernisation in the Maoist period, namely the First Five-Year Plan, the "Great Leap Forward" and Readjustment. The "Cultural Revolution" will be evaluated in the light of its impact on China's modernisation. As regards the period after 1978, students will trace the origins and development of "socialism with Chinese characteristics" and the rise of regional economies, and analyse the ways in which these developments have affected China's modernisation and its relations with other Asian countries.

(3)   Modernisation and transformation of Japan and Southeast Asia

Key Points	Explanatory Notes

(i) Japan
• modernisation in the early 20th century
  ▪ overview of political, social, economic and cultural conditions in the early 20th century
  ▪ the rise of militarism and its consequences
• reconstruction and growth after WWII
• relations with other Asian countries
	Students will assess the extent to which Japan was modernised in the early 20th century in the light of the contemporary political, social, economic and cultural conditions. They will analyse the ways in which such conditions led to the rise of militarism, and assess its consequences for Japan and Asia.
	
	Students will trace and explain Japan's economic recovery and growth as well as political and social developments in the post-World War II period. They will also cite examples to illustrate both change and continuity in Japan's political, economic and cultural relations with other Asian countries.

(ii) Southeast Asia: from colonies to independent countries • legacy of Western colonialism • reasons for decolonisation and struggles for independence • post-colonial developments and the evolution of ASEAN	Students will describe the general situation in Southeast Asia in the first half of the 20th century, focusing on the impact of Western colonisation of the region. They will analyse the reasons leading to the decolonisation of Southeast Asian countries, delineate the major patterns of independence movements through examining the different methods employed to achieve independence, and examine the main features of post-colonial developments. They will also cite the evolution of ASEAN to illustrate the trend towards regional cooperation, relating it to the broad trend of global cooperation.

Theme B
Conflicts and Cooperation in the Twentieth-Century World

(4)   Major conflicts and the quest for peace

Key Points	**Explanatory Notes**
(i) International relations from 1900 to 1914 • Europe at the beginning of the 20th century – sources of rivalries and conflicts; attempts at making peace	Students will acquire a general understanding of the relationships among the major European powers at the beginning of the 20th century. They will analyse the sources of international rivalries and conflicts, and describe the early attempts at avoiding war. Students will also describe briefly how World War I broke out in 1914.

(ii) The two world wars and the peace settlements
   • impact of the Paris Peace Conference on the international order
   • post- World War II settlements and their impact
   • political, social, economic and cultural significance of the two world wars
	Through enquiring into the impact of the Paris Peace Conference, students will explain the cause-and-effect relationship between the two world wars. They will cite various attempts to establish collective security in the inter-war period and relate the results to the outbreak of World War II. Through examining the settlements that ended World War II, students will show the ways in which, and the extent to which, a new international order was established. The historical significance of the two world wars will be assessed from the political, social, economic and cultural perspectives. Students will develop an awareness of both the short-term and long-term consequences of these global conflicts.

(iii)Major conflicts after WWII and attempts to make peace
 	
  (a) superpower rivalries and détente
     • origins, development and characteristics of the Cold War
     • détente between the USA and USSR
     • collapse of the USSR and the Warsaw Pact
	Through tracing the origins and development of the Cold War up to 1991, students will identify its key features and explain the gradual relaxation of tensions between the USA and USSR. They will also identify the cause-and-effect relationships between the major events that led to the collapse of the USSR and the Warsaw Pact.

Key Points	Explanatory Notes
(b) other major conflicts and attempts at making peace • causes and development of conflicts between Israel and the Arabs; racial conflicts in the Balkans; apartheid in South Africa • the role of the United Nations in peace-making efforts	Students will explain the causes of conflicts between Israel and the Arabs, racial conflicts in the Balkans and apartheid in South Africa. They should be able to describe the development of these conflicts in the second half of the 20th century. They will also assess the role that the United Nations played in settling them.

(5)   The quest for cooperation and prosperity

Key Points	Explanatory Notes
(i) International economic cooperation • attempts at reconstruction, economic cooperation and integration in Europe after World War II ▪ post-war economic problems and recovery ▪ the roles played by the USA and USSR in Europe's economic reconstruction and development ▪ towards economic integration in Europe and its significance	Students will identify the economic problems and the efforts made to achieve economic recovery in Europe after the end of World War II. ,They will examine the roles played by the USA and USSR in the economic reconstruction and development of Europe, analyse the political and economic considerations behind their decisions, and assess the effectiveness and impact of their policies. Students will also trace the process of economic integration in Europe, and assess its significance for Europe and the world at large.
(ii) International social and cultural cooperation • population and resources; environmental protection; medicine and science and technology ▪ major developments ▪ achievements and limitations	Students will cite examples to illustrate the major attempts made to achieve international cooperation in the areas of population and resources, environmental protection, as well as medicine and science and technology. In critically analysing the achievements and limitations of these attempts, students will acquire an awareness of the divergent and even conflicting interests underlying each main

Key Points	Explanatory Notes
	issue. They will also assess the extent to which the international community is capable of resolving recurring global dilemmas.

2.2.2 Time allocation

The total time allocation for the senior secondary History curriculum will be approximately 250 hours of lesson time. The curriculum contents including Introduction, Theme A and Theme B will take up approximately 230 hours. There will be another 20 hours of lesson time for teachers to conduct learning activities such as museum visits and heritage tours in support of learning and teaching both inside and outside the classroom.

Introduction:	The Making of the Modern World	**10 hours**
Theme A:	Modernisation and Transformation in Twentieth-Century Asia	**110 hours**
(1)	Modernisation and transformation of Hong Kong	40 hours
(2)	Modernisation and transformation of China	40 hours
(3)	Modernisation and transformation of Japan and Southeast Asia	30 hours
Theme B:	Conflicts and Cooperation in the Twentieth-Century World	**110 hours**
(4)	Major conflicts and the quest for peace	70 hours
(5)	The quest for cooperation and prosperity	40 hours

Suggested time allocation for conducting learning activities, such as museum visits, heritage tours etc.	**20 hours**
	250 hours

Remarks:

The lesson time for Liberal Studies and each elective subject is 250 hours (or 10% of the total allocation time) for planning purpose, and schools have the flexibility to allocate lesson time at their discretion in order to enhance learning and teaching effectiveness and cater for students' needs.

"250 hours" is the planning parameter for each elective subject to meet local curriculum needs as well as requirements of international benchmarking. In view of the need to cater for schools with students of various abilities and interests, particularly the lower achievers, "270 hours" was recommended to facilitate schools' planning at the initial stage and to provide more time for teachers to attempt various teaching methods for the NSS curriculum. Based on the calculation of each elective subject taking up 10% of the total allocation time, 2500 hours is the basis for planning the 3-year senior secondary curriculum. This concurs with the reality check and feedback collected from schools in the short-term review, and a flexible range of 2400±200 hours is recommended to further cater for school and learner diversity.

As always, the amount of time spent in learning and teaching is governed by a variety of factors, including

whole-school curriculum planning, learners' abilities and needs, students' prior knowledge, teaching and assessment strategies, teaching styles and the number of subjects offered. Schools should exercise professional judgement and flexibility over time allocation to achieve specific curriculum aims and objectives as well as to suit students' specific needs and the school context.

Chapter 3   Curriculum Planning

This chapter provides guidelines to help schools and teachers to develop a flexible and balanced curriculum that suits the needs, interests and abilities of their students, and the context of their school, in accordance with the central framework provided in Chapter 2.

3.1   Guiding Principles

To enhance the effectiveness of the learning and teaching of history, teachers are encouraged to consider adopting appropriate curriculum planning strategies to develop a balanced and coherent curriculum that enables students to take an active role in historical enquiry.

The following are some major principles of curriculum planning for teachers' reference:

(a)   The primary considerations teachers need to take into account throughout planning are: the curriculum rationale, students' needs, the school context and the characteristics of the discipline of History.

(b)   Planning of the first-year programme should be based on what students have learned in basic education because prior knowledge should determine what is to be taught in the first year of the senior secondary education.

(c)   The programme should be well structured and organised in order to facilitate the acquisition of historical knowledge, understanding and skills.

(d)   In lesson planning, key ideas and concepts should be revisited and reinforced in different historical contexts at different stages of the learning process.

(e)   The programme should be coherent in order to enable students to detect the relationships between different facets of the past within a broad chronological framework.

(f)   The curriculum plan should provide opportunities for a wide range of learning activities in order to provide sufficient challenge for students of different abilities at senior secondary level.

(g)   The curriculum plan should also provide opportunities for the use of a wide range of different historical sources, as well as information technology, to make learning more effective.

(h)   The programme should prepare students adequately for further studies of History at the

tertiary level; at the same time, it should also provide a valuable learning experience for those who will leave the subject at the end of their senior secondary education.

3.2   Progression

In planning the senior secondary History curriculum, it is necessary to take into consideration the experience that students have gained at junior secondary level. The Senior Secondary History curriculum comprises two main themes that cover major developments in the 20th century world. As students have already acquired basic knowledge about the development of humankind in their junior secondary studies, they should be in a position to start studying the 20th century history in S4. Furthermore, the Curriculum begins with an "Introduction", which should help to strengthen students' background knowledge of the major forces that have shaped the modern world.

The curriculum is designed as a three-year programme, but in order to give students an opportunity to explore their interest in history at S4, teachers should provide students with a "taster" by introducing basic historical concepts such as chronology, cause and effect, and continuity and change in the "Introduction", so that students will have a glimpse of the essence of the course and its relevance to their own experiences. Students will then acquaint themselves with the use of a thematic approach to study either "Modernisation and Transformation in Twentieth-Century Asia" or "Conflicts and Cooperation in the Twentieth-Century World". Teachers can use their own judgment to decide whether to start with Theme A (Modernisation and Transformation in Twentieth-Century Asia) or Theme B (Conflicts and Cooperation in the Twentieth-Century World) in S4, while recognising the fact that the study of either Theme will help students to develop the skills of detecting bias, analysing and interpreting historical information, and formulating opinions on historical issues.

By the end of S4, students should be able to present logical and coherent arguments, and to apply basic historical knowledge and skills in everyday life. They will then decide whether to continue studying History, or move to other elective subjects and/or Applied Learning courses. Whatever they choose to do, they will have benefited from studying History at S4. Those who decide to continue studying History can apply the knowledge, concepts and skills that they have acquired in S4 to enhance their history learning in S5&6.

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│              Junior Secondary Studies            │
│ (S1-3 History / Chinese History/ History and Culture / │
│          Integrated Humanities, etc.)            │
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          │               S4                │
          │       SS History Curriculum     │
          │    (Introduction + Theme A/B)   │
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│ S5 and 6 │  │      S5 and 6      │  │   S5 and 6   │
│  Other   │  │ SS History Curriculum │  │   Applied    │
│ academic │  │ (Theme A + Theme B │  │ Learning courses │
│ subjects │  │         )          │  │              │
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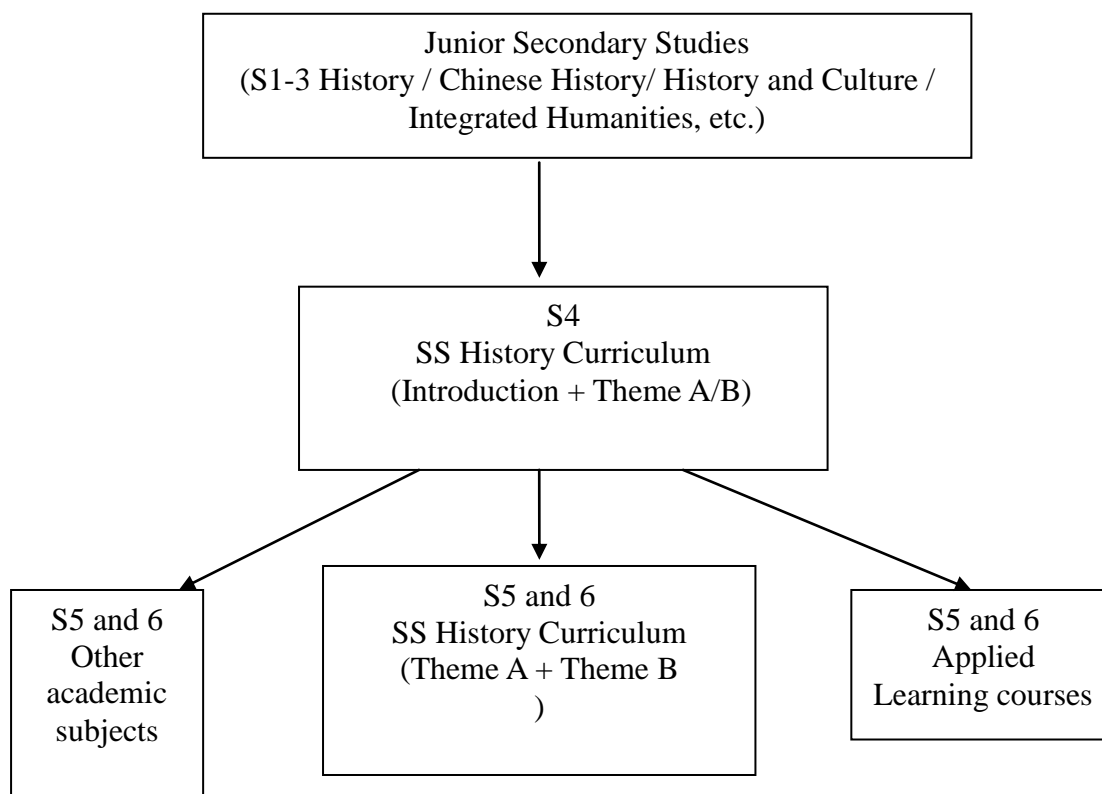
Figure 3.1   A Diagrammatic Presentation of Progression of Studies

3.3   Curriculum Planning Strategies

In planning the implementation of the senior secondary History curriculum, schools should take advantage of the flexible nature of the curriculum design and consider adopting the following strategies:

3.3.1   Making learning more meaningful

To make learning more meaningful, it is crucial to connect students' classroom learning to their life experiences and to help them to apply what they have learned. As the senior secondary History curriculum focuses on the 20th century, it is not difficult to make it relevant to students' daily lives and thus provides them with an incentive to look into things that interest them. Teachers should illustrate how learning about the past helps one to understand the present and have an insight into the future, thus striking a balance between theoretical and applied learning of the subject. History teachers should draw on as many examples as possible to link the past with the present in their classroom teaching.

3.3.2   Catering for learner diversity

The design of the senior secondary History curriculum ensures that all essential knowledge

and concepts are embedded in it , and a thematic approach is adopted in organising the content so that students can understand the broad trends of development without going into too much detail. However, to cater for the needs of those students with higher academic ability, teachers may consider extending the breadth and/or depth of the curriculum contents. They can, for example, provide more details of particular historical events, which students can then make use of in substantiating their arguments, or draw on a wider range of interpretations of particular historical issues to enhance analytical and critical thinking abilities. Besides, as there are different approaches of studying history such as comparative or issue-based approach, students with great motivation are encouraged to choose topics that suit their interests and aptitudes, or those that are most relevant to their further studies and / or the career(s) that they may have in mind for historical investigation.

. Moreover, museum visits and heritage tours provide students with an opportunity to explore more about our local community, and may also prepare them for further studies in the fields of culture, heritage and museum management.

Students differ with respect to the extent of their attention span in class and in their ability to receive and interpret messages. Teachers should employ a range of pedagogical strategies to cater for the differences amongst students. Furthermore, teachers should promote enquiry learning and discussion to stimulate students' interest in history.

3.3.3 Developing a learning culture

It is important for schools to develop a healthy learning culture. To develop this, teachers should:

- value students' personal interests and individual learning styles;
- support students who display initiative;
- encourage students to reflect on their own learning process and to understand the factors that help them to make progress;
- encourage the use of a variety of resources, ideas, methods and tasks, and help students to link their learning to wider contexts; and
- make use of a wide range of learning activities such as visiting museums, galleries and historical sites to foster learning outside the classroom.

3.3.4 Cross-curricular planning

To maximise learning effectiveness, History teachers should consider the potential links of History with other subjects. Multi-disciplinary perspectives are valuable for the study of many historical issues. On the other hand, in helping students to cultivate a sense of chronology, a global perspective and critical thinking skills, the study of history also prepares

students for the study of other academic subjects as well as Applied Learning courses. Therefore, History teachers may consider designing enquiry projects in conjunction with Geography, Economics or Liberal Studies teachers on such issues as "Population and resources" or "Environmental protection" for the programme of study concerning "International social and cultural cooperation". Through providing multi-disciplinary programmes of study, students will learn to appreciate the fact that knowledge transcends the boundaries of academic disciplines. Systematic collaboration between History teachers and teachers of other disciplines will foster greater coherence with respect to learning in Personal, Social and Humanities Education Key Learning Area (PSHE KLA).

3.3.5 Integrating learning with assessment

Assessment should be designed to promote learning. Formative assessment enables teachers to provide students with immediate feedback on their learning and to determine the focus of their future studies. Many skills, especially those involving the empathetic understanding of historical situations, or the process of collecting and analysing evidence for a research project, are better evaluated through formative assessment than by an externally set examination. Moreover, learning activities such as museum visits and heritage tours are other ways of assessment for learning which take place outside classrooms.

(Please refer to Appendix I for a diagrammatic representation of the relationship between the curriculum framework and assessment.)

3.4 Managing the Curriculum

In managing the History curriculum, teachers should take the following considerations into account:

3.4.1 Areas of work

(a) Understanding the curriculum and learning context

- Understand the *Senior Secondary Curriculum Guide* (CDC, 2009) and this Guide with a view to adapting the central curriculum for school-based curriculum development;
- Understand the school's vision and mission, strengths and policies, as well as students' abilities and interests;
- Understand the community culture and the changing needs of society;
- Understand the aims, objectives and learning outcomes of the History curriculum and have a shared vision of history education; and
- Understand the additional requirements for history educators besides qualifications and experience – dedication, enthusiasm and the ability to work with others.

(b) Planning and implementing the curriculum

- Design and implement schemes of work that will enable students to achieve the aims and objectives of the History curriculum;
- Design modes of assessment and tasks to promote learning;
- Put in place arrangements that best meet students' needs and enhance their progress and achievements in learning; and
- Develop a collaborative learning and teaching culture to promote the effective delivery of the senior secondary History curriculum. Teachers and the school authorities may consider:
  - developing an intranet system for teachers to share their work;
  - dividing teaching responsibilities at the same level with a view to maximising individual expertise;
  - creating a positive learning environment within the school by inviting experts from other institutes, such as the Antiquities and Monument Office or the Hong Kong Museum of History, to deliver talks and conduct workshops. This is particularly important for the teaching of   local heritage; and
  - arranging a common time-table for the whole week, with one day or one option block per week designated for the purpose of promoting collaborative learning or professional development among teaching staff.

(c) Evaluating the curriculum

- Evaluate the History curriculum continually through collecting data from different sources and analysing evidence of student learning;
- Review the curriculum and make adjustments whenever necessary; and
- Encourage students to participate actively in class, take responsibility for their own learning process and reflect on it.

(d) Developing resources

- Collect, organise and develop a wide range of learning and teaching resources and provide students with easy access to them whenever needed;
- Make effective use of school and community resources to facilitate student learning; and
- Expand learning and teaching resources by utilising information technology.

(For more ideas about developing learning and teaching resources, please refer to Chapter 6 "Learning and Teaching Resources".)

(e) Building capacity

- Keep abreast of the latest curriculum developments, teaching strategies and subject knowledge; and
- Build face to face and electronic networks with other schools and conduct peer lesson

observations to foster mutual support.

(f) Managing change and monitoring progress

- Teachers should constantly make reference to this Guide to make necessary changes to their schemes of work; and
- Options available in the curriculum should be constantly reviewed to ensure that they are in line with student interests, aptitudes and aspirations, and to make their learning process pleasurable.

3.4.2 Roles of different stakeholders

Principals, panel chairpersons, teachers and parents play different roles in the planning, development and implementation of the History curriculum. A collaborative effort is vital for developing and managing the curriculum.

(a) History teachers

- Keep abreast of the latest curriculum changes, learning and teaching strategies and assessment practices;
- Contribute to curriculum development, implementation and evaluation, and make suggestions with regard to learning, teaching and assessment strategies;
- Encourage active learning;
- Participate actively in professional development, peer collaboration and professional exchange; and
- Participate in educational research and projects in order to promote professional standards.

(b) PSHE KLA co-ordinators /History panel chairpersons

- Lead and plan curriculum development in school, and consult and advise the principal on curriculum policy e.g. time-tabling, textbooks, allocation of teaching duties, medium of instruction, mode of assessment and current curriculum innovations.
- Monitor the implementation of the curriculum, and make appropriate adjustments in learning, teaching and assessment strategies with due consideration of students' needs;
- Facilitate professional development by encouraging panel members to participate in training courses and workshops;
- Hold regular meetings (both formal and informal) with panel members to strengthen coordination and communication among them with respect to:
  - the choice and use of textbooks;
  - curriculum innovation and teaching pedagogy, e.g. heritage studies and the use of the enquiry approach;
  - cross-curricular issues such as civic education and environmental education, as well

as collaboration across subjects within the PSHE KLA.

- Promote professional exchange in subject knowledge and learning and teaching strategies within the panel, as well as share good practices with schools of a similar background; and
- Make the best use of resources available in the school and community.

(c) Principals

- Understand the significance of history and heritage education;
- Take into consideration students' strengths and needs, the school context and the central curriculum framework in formulating the whole school curriculum and teaching and assessment policies;
- Coordinate the work of KLA leaders and subject panels, and set clear targets for curriculum development and management;
- Support History panel chairpersons and teachers to promote a culture of collaboration;
- Support the implementation of life-wide learning activities such as museum visits and/or heritage tours in History by providing administrative support and suitable time-table arrangements, resources and staff;
- Convey a clear message to parents regarding the significance of history and heritage education; and
- Build networks among schools, community sectors and various organisations at the management level to facilitate the development of the History curriculum.

(d) Parents

- Understand the value of history education, and encourage and support their children in enquiry learning;
- Support the development of the History curriculum;
- Assist students' life-wide learning in history through, for example, museum visits and heritage tours which link history learning in school with real-life situations; and
- Arouse and maintain students' interest in history through frequent and informal discussions of current issues with historical relevance.

Teachers need to adopt a student-centred teaching style to stimulate students' interest and motivation, and a range of modes of assessment to assess student learning in all its different aspects. (Please refer to Chapters 4 and 5 for further suggestions on learning, teaching and assessment strategies.)

Chapter 4   Learning and Teaching

This chapter provides guidelines for effective learning and teaching of the History curriculum. It is to be read in conjunction with Booklet 3 of the *Senior Secondary Curriculum Guide* (CDC, 2009), which provides the basis for the suggestions set out below.

4.1   Knowledge and Learning

There are a number of different interpretations as to what is meant by historical knowledge. History is about happenings in the past, including the times, places and people involved; and it is about the records of these happenings, i.e. chronological historical data. It is also about the study of these records, which involves not only the understanding of established and theoretical knowledge, but also interpretations; and historical knowledge in the latter sense is dynamically changing and is always subject to reassessment based on new evidence, insights and interpretations.

History education has tended to focus mainly on the first two meanings above, and traditional history teaching has involved the transmission of facts from teachers or textbooks to students. However, contemporary history teaching tends to regard the third meaning – the study and interpretation of records - as equally important, if not more important in history education. Thus history teaching has moved from being lecture-style presentations that focus on transmitting historical facts to interactive lessons involving the construction of knowledge through the process of enquiry and discussion. Teachers take up a variety of roles in their interactions with the students and the curriculum. Their roles change according to the objectives of different activities, but have the same ultimate goal of helping students to become independent and self-directed lifelong learners. History teaching now highlights the importance of:
- understanding the meaning and significance of the terms used in the subject;
- detecting biased and subjective information;
- developing historical imagination and empathy; and
- applying historical concepts to solve problems in daily life.

4.2   Guiding Principles

The following are guiding principles for the effective learning and teaching of history:

- **Building on strengths**: Hong Kong classrooms demonstrate many positive features of Chinese students (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their teachers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local students and teachers should be acknowledged and treasured.

- **Acknowledging prior knowledge and experience**: Learning activities should be planned with the prior knowledge and experience of students in mind. Teachers need to find out what students know about a topic before studying it.

- **Understanding learning objectives**: Each learning activity should have clear learning objectives and students should be informed of them at the outset. Teachers should also be clear about the purpose of assignments and explain their significance to students.

- **Teaching for understanding**: The pedagogies chosen should aim at enabling students to understand, think and act on the basis of what they know. To be effective, teachers should have a firm grasp of the key historical concepts to be explored in the senior secondary History curriculum and make it easier for students to understand them by showing their relevance to daily life.

- **Teaching for independent learning**: Generic skills and an ability to reflect should be nurtured through learning activities in appropriate contexts of the curriculum. Students should be encouraged to take the responsibility for their own learning.

- **Enhancing motivation**: Learning is most effective when students are motivated. Various strategies should be used to arouse the interest of students, including constructive feedback. Motivation is closely related to the learning environment and the tasks assigned – a pleasurable learning environment and well-designed tasks make students more motivated to learn.

- **Effective use of resources**: A variety of resources should be employed as tools of learning. Teachers should be aware of the many ways of managing, monitoring and making effective use of resources, both within the school and in the community, to enhance learning and teaching.

- **Maximising engagement**: To keep students actively engaged in learning activities, teachers need to be aware of their students' interests and aptitudes, and plan activities accordingly.

- **Aligning assessment with learning and teaching**: Feedback and assessment should be used as an integral part of learning and teaching.

- **Catering for learner diversity**: As students have different characteristics and abilities, teachers should employ various strategies to cater for learner diversity, for example by trying to establish a learning community in which students of different abilities support each other's learning.

4.3   Approaches and Strategies

4.3.1   Adopting a variety of strategies in learning history

Given the wide range of objectives to be achieved in this curriculum, there is no single approach that can satisfy all the requirements. Teachers should therefore adopt a variety of approaches and strategies to suit the content and focuses of learning, and to respond to learners' different needs. The suggestions made in this Guide are by no means the only approaches/activities for teaching the topics specified in the examples. They are provided for reference only.

The figure on the next page is the basic framework of learning and teaching adopted by the senior secondary History curriculum. It shows the spectrum of approaches available for different purposes. They can be intertwined and complement each other. The examples placed along the spectrum aim to illustrate the more significant learning outcomes that can be achieved, though in fact students may achieve more than one learning target during the same learning process. A learning outcome can also be attained by more than one type of strategy. The examples below are further elaborated in the appendices.

Learning as …	a product	a process	co-construction

(diagram content)

Learning community

⇕

Meaningful learning

⇕

Generic skills

⇕

Content knowledge
(sources, understanding,
structure and nature)

How is knowledge learnt?
(Pedagogy and assessment)

What is worth learning?
(curriculum)

C   E   B   D   A

Teaching as …	direct instruction	enquiry	co-construction

School examples of A, B, C, D and E can be found in Appendices 2, 3, 4, 5 and 7 respectively.

Figure 4.1   Approaches to Learning and Teaching

Direct instruction by teachers

Direct instruction by teachers is most relevant to contexts where explanation is required to help students grasp the background and key ideas of a historical event concisely and coherently within limited teaching time. It is the quickest and most direct way to bring essential information to the attention of students. It can be used to: arouse interest in a subject; complement and clarify text materials; rectify factual and conceptual misunderstandings evident in discussion or the enquiry learning process; or attend to individual learners' problems and needs.

Direct instruction matches the learning preferences of students who prefer to get the main points quickly through an organised lecture provided by a knowledgeable teacher, or from notes provided by the teacher. Such whole-class teaching has been shown in numerous international studies to have a positive effect on student learning and achievement among Asian students.

In direct instruction, classroom interaction is primarily teacher-directed. This allows more control over the aims, content, organisation, pace and direction of lessons. However, it encourages students to rely on authority and does not help them to form their own beliefs on

the basis of independent reasoning. Teachers need to allow sufficient time for discussion-based enquiry in a History classroom after adopting direct instruction.

Please refer to Appendix 2 for an example of the use of a direct instruction approach.

Enquiry by students

Enquiry by students can be viewed as an alternative to direct instruction, or a continuation of the learning process after background knowledge has been provided by the teachers, and students are required to carry out more in-depth analysis. Teachers become facilitators of learning and use "open-ended" questions to lead students to conduct their own enquiry, which require the use of higher-order thinking skills to understand and analyse sources, compare and interpret historical data, detect biased viewpoints and make sound judgments based on evidence.

To initiate student enquiry, teachers can link students' prior knowledge and experience to the issue to be explored. A brief brainstorming session may suffice to prompt students' initial views on the topic under consideration. Teachers should also find out how much students have understood from their enquiry by asking them to draw concept maps to represent their knowledge of the topic, for example.

Please refer to Appendix 3 for an example on the use of an enquiry approach.

Enquiry can take place during interactive whole-class teaching or peer interaction in pairs or groups. Teachers design suitable learning tasks, discussion themes and other learning activities to help students work together and learn from one another, to achieve outcomes they could not have achieved separately. Group discussion and role-play are two of the commonly employed strategies in classroom interactions and dialogues.

When students are engaged in **group discussion**, they learn through having to articulate their thoughts and views to others, seeing how the others react to their articulations and having to listen to others' viewpoints which challenge their own. To make group discussions effective, teachers should assign clear tasks for the groups to accomplish, provide appropriate materials for discussion, and allocate specific duties (e.g. convener, recorder, observer, etc.) to group members.

Please refer to Appendix 4 for an example of a group discussion in a History classroom.

Role-play is an effective strategy for engaging students in exploring controversial issues, in which various parties have different interests and views on the topic under consideration. Playing roles that are remote from their own experience helps to expand students' horizons. They can also experience the possible feelings, emotions and reactions of the parties concerned and thus learn to develop an empathetic understanding of others' situations, feelings and values. Such understanding is deepened by including contrasting views in discussions and debates so that a comparative perspective can be formed.

Controversial and sensitive issues are bound to arise in the teaching of contemporary history. Through interactive activities, teachers can help students to develop critical thinking ability and problem-solving skills, so that they can distinguish fact from opinion, detect bias and draw logical conclusions based on adequate evidence. In tackling value-laden issues, interactive activities encourage students to enquire into the nature of the issues involved and to engage in debates using higher-order thinking skills.

Strategies such as group discussion and role-play, if effectively employed, are consistent with the notion of learning as a process of constructing knowledge. Knowledge is not something out there to be discovered, but an understanding to be built through the sharing of thoughts and viewpoints. The understanding thus constructed is subject to the experiences and insights of the group members, the issues examined, the information available and the contexts in which the discussion and role-play take place.

Interactive activities enable students to develop social skills, organise their thinking, and develop rational arguments. Teachers can become partners in learning, through sharing their thoughts, insights and feelings about historical figures and incidents. They may do this in a de-briefing session after a group discussion or role-play activity. Co-construction of knowledge is achieved when teachers and students make use of their conclusions, consensus or disagreements to construct new knowledge together.

Please refer to Appendix 5 for an example of the use of interactive activities.

4.3.2   Choosing appropriate strategies

The learning and teaching strategies suggested in the following paragraphs aim to incorporate the various approaches outlined above. Teachers are encouraged to consider adopting them in History lessons, where appropriate. However, these strategies should not be deployed merely for the sake of increasing the variety of classroom activities. Teachers need to exercise their professional judgment to select a suitable mix of strategies and use them in an appropriate

manner so as to motivate students to become autonomous learners, and to support them in the knowledge-construction process.

Source-based learning and reading to learn

Historians base their research on sources, which they analyse to find out if they provide any evidence that is relevant to a particular historical enquiry. History students need to develop the skills involved in analysing historical sources, as it is an integral part of their historical enquiry. They should ask the following questions in their analysis:

Typical questions to be asked in analysing a historical source

- Is it a primary or secondary source?
- When was it produced?
- Who produced it (e.g. an eyewitness/ someone involved in the event/ someone writing about what he/she has heard or researched)?
- From whose perspective was the source written?
- Why was it written or produced (e.g. personal motives/ political reasons/ propaganda, etc.)?
- Who was the intended audience?
- How reliable is it? Does it give a detached, balanced account or is it biased?
- Is it supported by other sources?
- How useful is it for an enquiry into a particular issue/aspect of history?

The use of source materials in learning history is instrumental in stimulating students' enquiry, imagination and empathetic thinking. Teachers should enable their students to acquire the techniques that can help them to read with understanding, locate and use information, and formulate arguments. In addition, students should be taught how to use the language relevant to the topics being studied, including terms to express causality and chronology, and the language devices that enable students to present an argument logically, to express hypotheses, and to make comparisons.

Students who are interested in reading will read on their own, but their interest needs to be sustained. They should not confine their reading to textbooks. Quality reading materials from a wide variety of sources (print and non-print) can be chosen to enhance their understanding of the topics being studied, and help them to learn to respect different points of view, make sound judgments from varying interpretations, and strike a balance between impartiality and

empathetic thinking.

Those uninterested in reading need to be taught how to locate reading materials, and supported to find anything relevant that interests them, so that they are motivated to read more. They should be taught to use the library catalogue to compile bibliography, and make notes and footnotes. These are essential to essay-writing and the preparation for presentation, debate and simulation. Constant and extensive use of library resources helps to broaden students' historical perspective. The ultimate aim is to develop students into independent and willing readers.

Using information technology as a tool in learning history

The Internet has become an important source for learning history as it provides access to libraries, museums and history experts around the world. However, the vastness of the information it contains can be overwhelming. Students should be advised to set clear goals and directions for searching, and cautioned against aimless wandering in the Net as they look for information. They should also be equipped with effective search techniques and information-processing skills, so that they do not end up with meaningless copy-and-paste material.

Students should also be made aware that each site is constructed by an individual or an organisation for a purpose, and that there is little censorship or quality control of websites. They should learn to tell whether the information a website contains is reliable or biased.

Project learning and historical enquiry

Project learning, as a form of historical enquiry, makes learning beyond the classroom feasible. Students can work on topics they are interested in, carry out their own historical investigation and design their schedules of work. In this way, the intellectual as well as other generic skills that students acquire during the learning process can develop their independence in learning and enhance their capacity for lifelong learning.

To be effective, a project also depends on the teacher's skill as a supervisor and provider of guidance. Teachers should monitor students' progress in their mini-research work and cultivate better study habits and skills through the feedback they provide.

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The process of historical investigation

Teachers can guide students through the following steps involved in historical investigation:

- planning the research topic
- locating, selecting and organising relevant information from various sources
- comprehending written and non-written sources
- summarising the main ideas
- developing a view on the issue(s) involved
- identifying different views, problems and issues relevant to the topic
- analysing the sources for their usefulness, relevance and reliability
- identifying different perspectives and interpretations from available sources
- formulating enquiry questions and hypotheses related to the topic
- using historical terms and concepts appropriately
- synthesising information from different sources to develop and support an argument
- refining the argument after revisiting the original question/hypothesis and reviewing it in the light of new material
- presenting the findings systematically in an appropriate oral/written/ multi-media form.

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A sample of a student's checklist for conducting a historical investigation can be found in Appendix 6.

Learning history outside the classroom

In addition to project learning, it is essential to provide students with life-wide learning opportunities to link school learning with community resources. The Public Records Office holds a rich collection of government publications for both the pre-war and post-war periods. Many historical photographs and videotapes, out-of-print local newspapers and a variety of books, directories, street indexes, journals and unpublished works relating to Hong Kong are also available there. Other government departments such as the Antiquities and Monuments Office and various museums in Hong Kong, and non-government organisations, are willing to assist in arranging learning activities to supplement classroom learning. Community visits and heritage tours of historic buildings, both Chinese and Western, are useful for illustrating the co-existence and interaction of local and non-local culture. Also, trips to the mainland of

China can be organised to develop students' sense of belonging and cultural identity as well as their understanding of Hong Kong's links with the mainland. An example of learning outside the classroom can be found in Appendix 7.

4.3.3 Effective questioning

For effective learning and teaching, it is essential for teachers to make good use of questioning. By asking questions and building on students' responses, teachers can lead and shape students' thinking and learning. There are many kinds of questions that teachers can make use of in interacting with their students, but they can be broadly classified into two types. First, there are simple, lower-order, closed questions that are designed to focus students' attention and check understanding quickly. They usually involve the recall and reporting of facts and have answers that are clearly right or wrong. Another type is the more complex, higher-order, open-ended questions that are more challenging intellectually. This type of question encourages students' imagination and deeper thinking, and usually requires students to explain, evaluate or apply what they know to some issues.

Please refer to Appendix 8 for an example of questioning.

As with all learning and teaching strategies, there are no "perfect" questioning techniques that are applicable to all learning situations. The choice of the type of question to be asked should depend on the intention. Closed questions, for example, largely ask students to tell the teacher what he/she already knows, but if much of a lesson is dominated by closed questions, students may eventually get bored and disengaged from learning. This does not imply, however, that all the questions asked by teachers should be open and complex in nature. Using too many open-ended questions may lead to a lack of focus and raise the difficulty level beyond what is appropriate, even for more able students. It is therefore advisable for teachers to use a combination of different types of question and pay full attention to the response of students to see if there is a need to change the questioning strategy.

4.3.4 Designing appropriate course assignments

Course assignments can motivate students and introduce variety into classroom practice. In designing course assignments which focus on promoting higher-order thinking skills, teachers should take the following points into account:

- They should involve specific questions or problems to be resolved on the basis of a given body of historical evidence. Wordings such as "to what extent" and "explain your

viewpoint" can be used to highlight the line of discussion for students.

- They should be assessed as a process of enquiry, in stages, rather than just as a "finished" product – for example, stage 1: data collection; stage 2: data analysis; stage 3: oral reporting and stage 4: essay writing.
- They should ask for relevant curriculum-related knowledge of an historical event and provide an opportunity for the student to further develop or restructure their thinking.
- An oral component can be included as a tool for testing students' understanding of historical ideas and for exploring their thinking and enquiry skills. This can be in the form of an oral report after group discussion or an oral presentation of research work.

4.3.5 Catering for learning differences

Teachers should aim to give every learner the opportunity to experience success in learning and to achieve as high a standard as possible. They therefore need to plan learning tasks which are appropriate for the abilities of their students. For students whose attainments fall below the expected level, teachers can concentrate on consolidating and building on the knowledge they have acquired during their studies at junior level, so that they can have a sense of achievement. For students with high levels of achievement, teachers can plan suitably challenging work, for example by giving them a mini-research project instead of an oral presentation.

Working with classes of diverse learners

In most classes, students vary to some degree in ability, learning style and motivation. Some strategies to address these differences are provided below. They are not exhaustive, and teachers may wish to adopt other strategies which they feel are more suitable for their classes.

- Set open-ended tasks which students can tackle at their own level of understanding. These can range from paraphrasing to essay writing, and from commenting on a situation to writing a book review.
- Set stepped tasks, in which students are led progressively from one level of attainment to another.
- Arrange for more able and less able students to work together in groups to foster peer assessment and cooperative learning. Through taking up special roles in peer learning, the most able students are exposed to demanding and challenging tasks, and their contributions will benefit the less able members. Also, their social competence is enhanced when they succeed in fostering positive group cooperation and interaction.
- Vary learning activities to cater for students' varied abilities and aptitudes. For example,

for those with a keen interest in historic relics and archaeological discoveries, visits to museums and excavation sites can help to develop their potential for future studies.

Catering for students with lower ability

In helping less able students to make progress, it is crucial to build up their confidence and raise their self-esteem. The following strategies may be effective:

- Identify their strengths and limitations before they start to study the subject, and be aware of the factors which have contributed to their learning problems so that appropriate strategies can be adopted to help each student learn.
- Modify the curriculum plan to cater for their educational needs.
- Spend more lesson time on activity-based learning such as group discussions, role-plays and simulation games. Involve them in learning by doing to maintain their interest.
- Adapt or rewrite materials to fit their reading ability.
- Employ multimedia and interactive learning materials to provide rich sensory stimuli and enhance their active participation.
- Assign small and simple tasks as homework, and allow them to hand in their work in non-written formats, including videotapes and drawings.
- Set tests and examination papers at an appropriate level of difficulty to avoid frustration and to retain their commitment to learn.
- Encourage them to value their achievements and give recognition to their performance, even though they may not excel in academic pursuits.

Catering for students with higher ability

For more able students, teachers should devise learning opportunities which help to develop their potential to the full. The curriculum for these students should not repeat what they already know. They can be exposed to more demanding tasks and should be allowed more time for extended work or independent study. They can also be grouped together to work on tasks or worksheets.

As noted above, they can play an important part in interactive group learning by taking on special roles. For example, those with good communication skills can help to stimulate other classmates to engage in tasks, give immediate feedback to group members and present the work of the group. Students with collaborative skills can lead panel discussions, motivate group members to participate, and coordinate the discussion to arrive at conclusions. Also,

those with a high level of critical thinking skill can deal with the accuracy of given statements and the formulation of sound arguments, and they can also challenge the points raised and comment on classmates' views.

4.4 Classroom Interaction

4.4.1 Interaction

Teachers need to engage in interaction with students and to provide opportunities for students to engage in interaction with each other. Interaction provides students with the opportunity to express what they have learnt and in the process to clear up confusions they may have, to try out their ideas and thoughts, to see what reaction they get, and to find out what they know and what they don't know. Interaction is a powerful tool for enabling students to make refinements to their knowledge and to sharpen up their thinking and viewpoints.

4.4.2 Scaffolding

Learning is primarily the responsibility of the students. However, independent enquiry by students is difficult at an early stage, when students have only limited knowledge, experience and skills. It is important for teachers to provide appropriate scaffolding to enable students to build on what they know, overcome difficulties and learn effectively. For instance, teachers might break complicated learning tasks into simpler and more manageable ones and provide hints, directions and encouragement. In dealing with some difficult topics or concepts, they have to lead students step-by-step to construct knowledge.

In scaffolding learning, teachers should ensure that adequate, but not excessive, support is given to the students. Initially, teachers assume much of the control of instruction, but they should gradually withdraw their support so that students accomplish more and more of a task on their own. As learners' competence grows, teachers move from being less of a facilitator and become more of a learning partner. Students will then formulate their judgments without relying on the "authority" of the teacher.

Please refer to Appendix 9 for an example of scaffolding in teaching difficult concepts.

4.4.3 Feedback and teacher debriefing

The aim of feedback is to communicate to students how well their knowledge, understanding and skills have developed in relation to the broad learning outcomes. Quality feedback

enables students to recognise their strengths and areas for improvement so that they can plan the next steps in their learning. Compliments and encouragement from teachers can be highly effective in promoting learning. After submitting their assignments, most students are eager to see or hear their teachers' comments, and will be disappointed if only a score or a grade is given to their work or if all comments provided are negative and critical. When giving feedback, teachers should be constructive, focusing on the good points and highlighting what could be improved.

In the learning process, students construct knowledge through various individual or group learning activities. However, while they gain insights and form new ideas during the process, they may encounter irrelevant or redundant facts and concepts, biased opinions, unwarranted assumptions and conflicting values – and as a result they may be confused and feel lost. It is valuable for teachers to conduct debriefings after learning activities to ensure that all students have grasped the key concepts. It is often helpful for the teacher to come up with a simple framework for organising students' thoughts. Debriefings can help students to: make connections in the information they have gathered; identify key points and avoid being side-tracked by minor details; consolidate what they have learned; and prepare them for further exploration of the topic, or for the next learning activity.

To be effective, a debriefing should follow immediately after an activity, and should be given ample time. Students' contributions to the activity should be acknowledged as far as possible, and they should be allowed to express their opinions and feelings freely. In this way, debriefings help to foster a positive and friendly learning environment. Debriefings also help teachers to assess how successful students have been in integrating and understanding new knowledge.

4.5   Learning Community

Although individual work is important, teachers should try to develop a learning community within the school as many students derive considerable pleasure from the cooperative effort of working in groups, and it is through social interaction that they develop social competence and communicative skills essential for their future careers. Students learn through dialogues with teachers and discussion with fellow students, as well as by participating in research projects, field visits or inter-class debates. Also, in some schools, subject teachers have organised a "big sisters" or "big brothers" scheme in which students in lower forms can discuss historical issues with, or seek clarification of historical concepts from, their fellow students in higher forms. Similar kinds of activities can be used within classes to provide opportunities for students to consolidate what they have learned.

Chapter 5 Assessment

This chapter discusses the role of assessment in history learning and teaching History, the principles that should guide assessment of the subject and the need for both formative and summative assessment. It also provides guidance on internal assessment and details regarding the public assessment of History. Finally, information is given on how standards are established and maintained, and how results are reported with reference to these standards. General guidance on assessment can be found in the *Senior Secondary Curriculum Guide* (SSCG) (CDC, 2009).

5.1 The Roles of Assessment

Assessment is the practice of collecting evidence of student learning. It is a vital and integral part of classroom instruction, and serves several purposes and audiences.

First and foremost, it gives feedback to students, teachers, schools and parents on the effectiveness of teaching and on students' strengths and weaknesses in learning.

Secondly, it provides information to schools, school systems, government, tertiary institutions and employers to enable them to monitor standards and to facilitate selection decisions.

The most important role of assessment is in promoting learning and monitoring students' progress. However, in the senior secondary years, the more public roles of assessment for certification and selection come to the fore. Inevitably, these imply high-stake uses of assessment since the results are typically employed to make critical decisions about individuals.

The Hong Kong Diploma of Secondary Education (HKDSE) provides a common end-of-school credential that gives access to university study, work, and further education and training. It summarises student performance in the four core subjects and in various elective subjects, including both discipline-oriented subjects (History being one of them) and the new Applied Learning courses. It needs to be interpreted in conjunction with other information about students as shown in the Student Learning Profile.

5.2 Formative and Summative Assessment

It is useful to distinguish between the two main purposes of assessment, namely "assessment

for learning" and "assessment *of* learning" .

"Assessment *for* learning" is concerned with obtaining feedback on learning and teaching, and utilising this to make learning more effective and to introduce any necessary changes to teaching strategies. We refer to this kind of assessment as "formative assessment" because it is all about forming or shaping learning and teaching. Formative assessment should take place on a daily basis and typically involves close attention to small "chunks" of learning.

"Assessment *of* learning" is concerned with determining progress in learning, and is referred to as "summative" assessment, because it is all about summarising how much learning has taken place. Summative assessment is normally undertaken at the conclusion of a significant period of instruction (e.g. at the end of the year, or of a key stage of schooling) and reviews much larger "chunks" of learning.

In practice, a sharp distinction cannot always be made between formative and summative assessment, because the same assessment can in some circumstances serve both formative and summative purposes. Teachers can refer to the SSCG for further discussion of formative and summative assessment.

Formative assessment should be distinguished from continuous assessment. The former refers to the provision of feedback to improve learning and teaching based on formal or informal assessment of student performance, while the latter refers to the assessment of students' on-going work and may involve no provision of feedback that helps to promote better learning and teaching. For example, accumulating results in class tests carried out on a weekly basis, without giving students constructive feedback, may neither be effective formative assessment nor meaningful summative assessment.

There are good educational reasons why formative assessment should be given more attention and accorded a higher status than summative assessment, on which schools tended to place a greater emphasis in the past. There is research evidence on the beneficial effects of formative assessment when used for refining instructional decision-making in teaching and generating feedback to improve learning. For this reason, the CDC report *Learning to Learn – The Way Forward in Curriculum Development* (CDC, 2001) recommended that there should be a change in assessment practices, with schools placing due emphasis on formative assessment to make assessment *for* learning an integral part of classroom teaching.

Another distinction to be made is between internal assessment and public assessment.

Internal assessment refers to the assessment practices that teachers and schools employ as part of the ongoing learning and teaching process during the three years of senior secondary studies. In contrast, public assessment refers to the assessment conducted as part of the assessment process in place for all schools. Within the context of the HKDSE, this means the public examinations conducted by the HKEAA. On balance, internal assessment should be more formative, whereas public assessment tends to be more summative. Nevertheless, this need not be seen as a simple dichotomy.

5.3 Assessment objectives

The assessment objectives for History are closely aligned with the curriculum framework and the broad learning outcomes presented in earlier chapters.

The learning objectives to be assessed in History are listed below:

Students are expected to acquire knowledge and understanding of:

- basic historical concepts, such as cause and effect, change and continuity, and similarities and differences;
- diverse standpoints and perspectives inherent in different ways of representing and interpreting the past;
- the beliefs, experiences and behaviours of their own nation as well as of other nations, and the ways in which they have shaped the development of the contemporary world;
- the inter-relations of major events and movements that have occurred in the local community, the nation, Asia and the world in the 20th century; and
- the major historical developments and trends that have shaped the contemporary world.

Students are expected to master the skills of:

- distinguishing fact from opinion; detecting biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and building up proper historical perspectives;
- comparing and interpreting historical data; arriving at reasoned conclusions based on available evidence; and recognising the fact that history is subject to reassessment based on the interpretation of new evidence;
- ascertaining and explaining the extent to which historical documents and archives reflect contemporary attitudes, values and passions;
- presenting logical and coherent arguments through the proper selection and organisation of historical data;
- searching for, selecting, analysing and synthesising information through various means, including the Internet, and considering various ways of arriving at conclusions and making appraisals; and
- applying historical knowledge and skills in everyday life.

5.4　Internal Assessment

This section presents the guiding principles that can be used as the basis for designing the internal assessment and some common assessment practices for History for use in schools. Some of these principles are common to both internal and public assessment.

5.4.1　Guiding principles

Internal assessment practices should be aligned with curriculum planning, teaching progression, student abilities and local school contexts. The information collected will help to motivate, promote and monitor student learning, and will also help teachers to find ways of promoting more effective learning and teaching.

(a)　Alignment with the learning objectives

A range of assessment practices should be used to assess the achievement of different learning objectives for whole-person development. These include the ability to master knowledge/concepts, understand and interpret values and viewpoints, and make use of different historical sources. The weighting given to different areas in assessment should be discussed and agreed among teachers. The assessment purposes and criteria should also be made known to students so that they have a full understanding of what is expected of them.

(b)　Catering for the range of student ability

Assessment practices incorporating different levels of difficulty and in diverse modes should be used to cater for students with different aptitudes and abilities. This helps to ensure that the more able students are challenged to develop their full potential and the less able ones are encouraged to sustain their interest and succeed in learning.

(c)　Tracking progress over time

As internal assessment should not be a one-off exercise, schools are encouraged to use practices that can track learning progress over time (e.g. portfolios). Assessment practices of this kind allow students to set their own incremental targets and manage their own pace of learning, which will have a positive impact on their commitment to learning.

(d)　Timely and encouraging feedback

Teachers should provide timely and encouraging feedback through a variety of means, such as constructive verbal comments during classroom activities and written remarks on assignments. Such feedback helps students sustain their momentum in learning, and identify their strengths and weaknesses.

(e)   Making reference to the school's context

As learning is more meaningful when the content or process is linked to a setting which is familiar to students, schools are encouraged to design assessment tasks that make reference to the school's own context (e.g. its location, relationship with the community, and mission). This strategy is particularly relevant to the section on Hong Kong history as the district in which a school is located can provide useful clues to some aspects of Hong Kong's modernisation and transformation.

(f)   Making reference to current progress in student learning

Internal assessment tasks should be designed with reference to students' current progress, as this helps to overcome obstacles that may have a cumulative negative impact on learning. Teachers should be mindful in particular of concepts and skills which form the basis for further development in learning.

(g)   Feedback from peers and from the students themselves

In addition to giving their own feedback, teachers should also provide opportunities for peer assessment and self-assessment in student learning. The former enables students to learn among themselves, and the latter promotes reflective thinking which is vital for students' lifelong learning.

(h)   Appropriate use of assessment information to provide feedback

Internal assessment provides a rich source of data for providing evidence-based feedback on learning in a formative manner.

5.4.2   Internal assessment practices

A range of assessment practices, such as open book tests, oral questioning, self-assessment, and internal tests and examinations should be used to promote the attainment of the various

learning outcomes. However, teachers should note that these practices should be an integral part of learning and teaching, not "add-on" activities.

Open book tests

Open book tests, in which students have access to the materials, are suitable for subjects such as History that make use of a wide range of printed materials and emphasise the ability to synthesise data from various sources and generate new knowledge by integrating new information into existing knowledge.

When designing open book tests, teachers should avoid questions that simply require copying information from the reference materials provided; instead, they may, for example, invite discussion on how far such materials are valid and how they can be integrated with students' own knowledge.

Oral questioning

Oral questioning need not be seen as a test to be used in language subjects only. Asking carefully designed open-ended questions is a key to effective oral questioning in History. Open-ended questions invite extended responses and the use of higher-order thinking skills. For example, when discussing modernisation efforts in the Maoist period, questions such as the following may be asked:

• What is your impression of the Maoist period?	➢ Stimulates motivation by encouraging expression of personal views
• What were the successes and challenges of the communist regime in that period?	➢ Promotes rational analysis from a variety of perspectives
• What modernisation attempts were made at that time?	➢ Requires the provision of evidence for the analysis
• How will you evaluate such attempts?	➢ Involves discussion of the validity of the evidence
• To what extent does the historical reality differ from your impression of that period?	➢ Expansion/correction of own knowledge

The above scenario shows that open-ended questions, when appropriately designed, can be a powerful tool for assessing skills such as understanding of historical concepts, finding relevant historical evidence, analysing historical data, and differentiating between facts and opinions. Students' responses to the questions will reflect their strengths and weaknesses in specific areas of knowledge and skills – and this provides useful information for teachers and students about their current standard of work, and for teachers about formulating new strategies to enhance student performance.

Self-assessment

History involves a wide variety of skills, ranging from lower-order ones such as understanding important historical facts to higher-order ones such as interpreting historical sources and formulating arguments. Teachers should encourage students to evaluate their own work, and reflect on their learning processes at regular intervals, in order to plan improvements.

To facilitate students' self assessment, teachers should explain to students the assessment criteria that they employ in assessing students' work, so that students can apply these to their own work. They will then understand what they have accomplished, what level they are in and how they can improve their work.

Internal tests and examinations

Tests and examinations provide systematic evidence of student performance. In designing questions, teachers should strike a balance between assessing knowledge and skills, and in covering the themes stipulated in this Guide. A range of question types should be used for tests and examinations. Essay-type questions should be sharply focused and designed in such a way as to elicit thought. Data-based questions should test students' ability to use and synthesise different kinds of sources and apply facts and skills they have learned to analyse unseen sources and scenarios. Questions in this section should range in difficulty level to accommodate students of varying ability.

A list of question words is included in Table 5.1 for teachers' reference. It is not unusual that some question words are supposed to test lower-level skills, while others higher. However, in reality, question words can have varying levels of demand. For instance, in data-based questions, the word "identify" may involve the rather straightforward task of drawing relevant information from given sources; but in essay-type questions, it may demand the more sophisticated skill of synthesising/redefining known facts using new criteria indicated

in the question.

Skills	Relevant Question Words
1. Identifying	Conclude Define Describe Identify In what ways/How …? List State Suggest Trace
2. Explaining	Account for Analyse Discuss Elaborate Examine Explain Why …?
3. Comparing	Compare / Contrast / Compare and contrast What are/ Identify the similarities and differences
4. Assessing	Comment on Assess Evaluate How far do you agree …? How successful / effective …? Is it fair / justified / biased …? To what extent …?

Table 5.1   Question words

Tests and examinations should not be used simply for ranking student performance. They can be used for formative purposes as well. Teachers should enable students to review their test/examination performance, identify areas for possible improvement, and work out ways to enhance their knowledge and skills.

5.5   Public Assessment

5.5.1 Guiding principles

The principles guiding public assessment are outlined below for teachers' reference.

(a)   Alignment with the curriculum

The outcomes that are assessed and examined through the HKDSE should be aligned with the aims, objectives and intended learning outcomes of the senior secondary curriculum. To enhance the validity of public assessment, the assessment procedures should address the range of valued learning outcomes, not just those that are assessable through external written examinations.

(b)   Fairness, objectivity and reliability

Students should be assessed in ways that are fair and are not biased against particular groups of students. A characteristic of fair assessment is that it is objective and under the control of an independent examining authority that is impartial and open to public scrutiny. Fairness also implies that assessments provide a reliable measure of each student's performance in a given subject so that, if they were to be repeated, very similar results would be obtained.

(c)   Inclusiveness

The assessments and examinations in the HKDSE need to accommodate the full spectrum of student aptitude and ability.

To address the principle of inclusiveness, the written examination sets questions of increasing difficulty in the data-based question section, so that students of different calibres can be accommodated.

(d)   Standards-referencing

The reporting system is "standards-referenced", i.e. student performance is matched against standards, which indicate what students have to know and be able to do to merit a certain level of performance.

(e)   Informativeness

The HKDSE qualification and the associated assessment and examinations system provide useful information to all parties. Firstly, it provides feedback to students on their performance and to teachers and schools on the quality of the teaching provided. Secondly, it

communicates to parents, tertiary institutions, employers and the public at large what students know and are able to do, in terms of how their performance matches the standards. Thirdly, it facilitates selection decisions that are fair and defensible.

5.5.2　Assessment design

The tables below show the assessment design of the subject with effect from the 2016 HKDSE Examination.　The assessment design is subject to continual refinement in the light of feedback from live examinations. Full details are provided in the Regulations and Assessment Frameworks for the year of the examination and other supplementary documents, which are available on the HKEAA website (http://www.hkeaa.edu.hk/en/hkdse/assessment/assessment_framework/).

2016 and 2017 Examinations

Component		Description	Weighting	Duration
Public examination*	Paper 1	Paper 1 will consist of data-based questions, which will fall within the Compulsory Part. All questions will have to be answered. Various types of historical sources will be used, which may include extracts from written sources, statistics, and visual materials such as maps, cartoons and photographs.	**50%**	**1¾ hours**
	Paper 2	Paper 2 will consist of seven essay-type questions, of which candidates may attempt any TWO. The questions will fall within the Compulsory Part.	**30%**	**1½ hours**
School-based Assessment (SBA)		A two-task course assignment related to the candidates' selected electives. The weightings of the tasks are as follows: Presentation of study outline 7% Study report 13% Schools should use standardised School Candidates' SBA Marksheets provided by the HKEAA to submit their students' SBA scores.	**20%**	

*   Theme A (3)(ii) and Theme B (4)(iii)b will only be examined in Paper 2.

With effect from the 2018 Examination

Paper	Description	Weighting	Duration
Paper 1	Paper 1 will consist of data-based questions. Candidates should answer all questions. Various types of historical sources will be used, which may include extracts from written sources, statistics, and visual materials such as maps, cartoons and photographs.	**60%**	2 hours
Paper 2	Paper 2 will consist of seven essay-type questions, of which candidates may attempt any TWO.	**40%**	1½ hours

*   Theme A (3)(ii) and Theme B (4)(iii)b will only be examined in Paper 2.

The School-based Assessment (SBA) of this subject will be implemented till the 2017 HKDSE. Information related to the SBA of this subject can be found in the previous version of this Curriculum and Assessment Guide available on EDB website

(http://www.edb.gov.hk/en/curriculum-development/kla/pshe/curriculum-documents.html)
or the Assessment Framework of the relevant examination year on the HKEAA website given
above.

5.5.3   Public examinations

The public examinations for senior secondary History will be aligned with the "thematic
approach" and "enquiry learning approach" - the pedagogies adopted for teaching and
learning this subject. The assessment of historical concepts and knowledge will be carried out
via structured tasks within an enquiry framework, which demands understanding and
evaluation of selected sources, and extended analytical responses.

Assessment items will assess students' performance in a broad range of skills and abilities.
Given History's assessment objectives set out above, the most ideal question types are
data-based questions and essay-type questions, as they can test a wide range of abilities such
as understanding major historical events, analysing historical data and presenting systematic
arguments. Data-based questions test students' ability to interpret historical data, while
essay-type questions target students' ability to present logical and coherent arguments.

Schools may refer to the sample and live examination papers regarding the format of the
examination and the standards at which the questions are pitched.

5.5.4   Standards and reporting of results

Standards-referenced reporting is adopted for the HKDSE. What this means is that candidates'
levels of performance are reported with reference to a set of standards as defined by cut
scores on the mark scale for a given subject. Standards referencing relates to the way in
which results are reported and does not involve any changes in how teachers or examiners
mark student work. The set of standards for a given subject can be represented
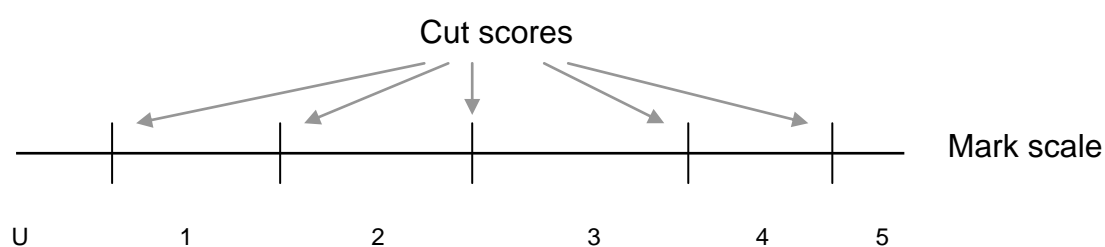diagrammatically as shown in Figure 5.1.

***Figure 5.1   Defining levels of performance via cut scores on the mark scale for a given
subject***

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Within the context of the HKDSE there are five cut scores, which are used to distinguish five levels of performance (1–5), with 5 being the highest. A performance below the cut score for Level 1 is labelled as "Unclassified" (U).

For each of the five levels, a set of written descriptors has been developed to describe what the typical candidate performing at this level is able to do. The principle behind these descriptors is that they describe what typical candidates *can* do, not what they *cannot* do. In other words, they describe performance in positive rather than negative terms. These descriptors represent "on-average" statements and may not apply precisely to individuals, whose performance within a subject may be variable and span two or more levels. Samples of students' work at various levels of performance are provided to illustrate the standards expected of them. These samples, when used together with the level descriptors, will clarify the standards expected at the various levels of performance.

In setting standards for the HKDSE, Levels 4 and 5 are set with reference to the standards achieved by students awarded grades A–D in the current HKALE. It needs to be stressed, however, that the intention is that the standards will remain constant over time – not the percentages awarded different levels, as these are free to vary in line with variations in overall student performance. Referencing Levels 4 and 5 to the standards associated with the old grades A–D is important for ensuring a degree of continuity with past practice, for facilitating tertiary selection and for maintaining international recognition.

The overall level awarded to each candidate is made up of results in the public examination. To provide finer discrimination for selection purposes, the Level 5 candidates with the best performance have their results annotated with the symbols ** and the next top group with the symbol *. The HKDSE certificate itself records the Level awarded to each candidate.

Chapter 6   Learning and Teaching Resources

This chapter discusses the importance of selecting and making effective use of learning and teaching resources, including textbooks, to enhance student learning. Schools need to select, adapt and, where appropriate, develop the relevant resources to support student learning.

6.1   Function of Learning and Teaching Resources

The function of learning and teaching resources is to provide a basis for learning experiences for students. They include not only textbooks, workbooks and audio-visual teaching aids produced by the Education Bureau or other organisations but also web-based learning materials, computer software, the Internet, the media, resources in the natural environment, and libraries and people. All of these should be drawn upon to broaden students' learning experiences and meet their varied learning needs. If used effectively, they will help them to: consolidate what they have learned; extend and construct knowledge; and develop the learning strategies, generic skills, values and attitudes they need – and thus lay a solid foundation for lifelong learning.

The learning and teaching resources for History should not be treated as collections of information or facts to be memorised. Students should develop an awareness that these materials reflect different views, perspectives, values and ideological backgrounds. They may vary in nature from eyewitness accounts by people directly involved in an event to materials produced for political or propaganda purposes. They should always be reviewed critically, especially as regards their reliability and usefulness for the topic being studied.

6.2   Guiding Principles

The basic considerations in the selection of learning and teaching resources are:

- They should be in line with the curriculum aims and contain core elements of the curriculum.
- They should arouse students' interest, motivate them to engage actively in learning tasks and promote higher-order thinking.
- The choice of materials should take into account students' prior knowledge and experience; and they should provide access to knowledge and an appropriate level of scaffolding to help students progress in their learning.

- They should cater for students' learning differences by providing a variety of learning activities at different levels of difficulty;
- They should promote independent learning by complementing and extending the learning activities in class.
- The language used in the learning resources should be of a good standard.
- They should present information and ideas accurately and effectively.
- They should facilitate discussion and further enquiry.
- They should be affordable in terms of cost, as well as the time and effort required to prepare or acquire them.

6.3   Commonly Used Resources

6.3.1   Textbooks

Teachers should refer to the following documents in selecting textbooks for their students:

- *Recommended Textbook List*
- *Guiding Principles for Quality Textbooks*
- *Notes on Selection of Textbooks and Learning Materials for Use in Schools*

(http://edb.gov.hk/; then > Curriculum Development > Resources and Support > Textbook Information
)

Teachers should also consider the following points when using textbooks as teaching resources:

- Textbooks are the basic resource in the history classroom, but they should not be the only learning and teaching resource used. However good a textbook is, it will not be sufficient for effective learning.
- Textbooks should be regarded as learning tools, not as the curriculum itself. Teachers should exercise their expertise to select, trim down or enrich the content and suggested learning/teaching activities to achieve the aims, objectives and learning outcomes of the curriculum. As no set of textbooks can be tailor-made for all schools or students, teachers need to adapt the content of textbooks according to the ability and needs of their students.
- Generally, textbooks cannot adequately foster awareness of core concepts and promote enquiry among students. Good history teaching uses textbooks as a source of information, not as a means of transmitting all the information students need.
- Ideally, teachers should refer to books from more than one series, and allow students to

see how the same topics are handled differently by different writers, thus illustrating the extent to which the study of history is an interpretation of sources.

6.3.2 Source materials

The use of historical sources, primary and secondary, can help to stimulate curiosity and empathy by providing concrete examples and a sense of reality in the learning of history. Primary sources, which are produced at the time of the event or period under investigation, include personal sources such as: letters, diaries, personal narratives, photographs, memoirs, and oral history; official sources such as newspapers, public and government publications and archives, speeches, and court records; and artefacts such as grave stones, buildings, tools and household implements. Secondary sources, produced after the period or event being investigated, include later newspaper accounts, biographies, documentaries, commentaries and encyclopaedias – which provide an overview and different interpretations of events or issues.

In choosing the source materials to be used, teachers should consider not only their availability and accessibility but also their authenticity and validity. Students should be led to see the difference between a "source" and a piece of "evidence", and understand that a source becomes evidence only when it is corroborated by other sources and can be used to answer a question about the past. They should learn to analyse sources to find out whether they contain evidence relevant to their particular historical enquiry.

6.3.3 Technology and web-based resources

The massive increase in the quantity of information available today has led to new approaches to teaching and learning. Teachers can act as facilitators of learning by helping students to search for information and work on it in some way, in order to turn it into knowledge.

Technology promotes learning by:

- providing audio-visual aids for understanding difficult concepts;
- providing access to information from a wide range of sources and processing large quantities of information;
- allowing students to work at their own pace, including the use of specially designed software;
- enhancing interaction among the learners, resources and teachers;

- providing platforms for collaboration among learners and teachers
- facilitating the acquisition of information, and the development of critical thinking and knowledge-building, especially with suitable guidance.

6.3.4 Audio-visual aids

Audio-visual resources are valuable teaching aids for stimulating an interest in learning by breaking the monotony of "chalk and talk", promoting historical enquiry and empathy, and broadening students' perspectives in the study of history. Carefully selected audio-visual items can help to highlight specific issues and bring new insights and perspectives into classroom discussion. 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 teachers to make the past more real for students.

6.3.5 Community resources

A spirit of partnership is necessary among the many parties who can contribute in different ways to helping our students learn effectively. Some examples of the specific roles of various relevant parties are suggested below.

Parents

Parents play a vital role in students' learning by helping to connect what has been learned at school with their daily-life experiences. They provide relevant resources through family activities such as museum visits and excursions to historical relics. Also, oral accounts by parents of their experience, sentiments and views on historical developments in which they were involved are always an invaluable source for students to develop their empathetic thinking and historical insights.

Other government departments and non-government organisations

Various institutions offer help in history education by sharing their resources. For example, museums, the Antiquities and Monuments Office, the Public Records Office and the Hong Kong Institute for the Promotion of Chinese Culture are all willing to share their expertise with teachers and students and provide sources for historical investigation. These organisations can help students to see the link between classroom learning and everyday life experiences, and how they can apply what they learn in History to real-life situations.

6.4　Flexible Use of Learning and Teaching Resources

There is a vast pool of learning and teaching resources which differ in format, nature, and degree of availability and accessibility. In deciding which resources to use, teachers should consider their appropriateness for the pedagogy chosen (fitness for purpose) and for different learners (fitness for learners).

6.4.1　Fitness for purpose

The effectiveness of the learning and teaching strategies mentioned in Chapter 4 will be enhanced by the use of appropriate resources. For example, it was mentioned that direct instruction by teachers is sometimes a most appropriate way to transmit essential information to students quickly. Teachers can make effective use of the most readily available resources such as the blackboard, maps and other audio-visual equipment. Mind maps, notes, time charts, and summaries of lessons can all be done inside the classroom using a blackboard or a PowerPoint presentation.

To promote the learning of history outside the classroom, students should be exposed to a wide range of community resources (such as heritage sites, museums, the Hong Kong Heritage Discovery Centre, and other resource centres), and try to make the best use of them. These community resources, including the people who can provide oral information, are indispensable for project learning and historical investigation.

The Internet has become an important source of information for learning history. Some examples of relevant Internet resources include information from the websites of organisations such as the HKSAR Public Records Office, the Association of Southeast Asian Nations (ASEAN) and the United Nations. A wide range of other resources such as source books, collections of cartoons and illustrations, commentaries and papers can also be located on the Internet. Such resources can be employed to promote students' skills in selecting, analysing and synthesising information. Also, emails and chat rooms in the Intranet can develop self-learning and self-assessment, and the teacher can serve as the webmaster of the school's history website to ensure that appropriate information is disseminated to students.

6.4.2　Fitness for learners

Learners vary not only in ability and interests but also in learning style. Some learn best from reading printed texts. These learners should be exposed to a wide range of literature to enhance their understanding of particular topics, including general works of historians and

other scholars relevant to the period, official reports, and memoirs and written accounts of people from all walks of life, such as politicians, social leaders and factory workers. For those who are particularly competent in language, some well-known literary works, such as George Orwell's *Animal Farm* (1945) and *Nineteen Eighty-Four* (1949) and Victor Hugo's *Les Misérables* (1862) are all good reading materials for helping them to understand complex political concepts such as communism and social inequality.

Those who prefer learning through visual stimuli, and are more capable of seeing the hidden messages behind pictures and cartoons, should be exposed to resources such as photographs, paintings, maps, charts, cartoons and artefacts to get a vivid picture of the past.

Those who learn best through speech and interaction with others will benefit most from oral presentations, role-plays, debates and discussions with their peers, as well as data generated through interviewing people in the field. They may also learn effectively through audio and audio-visual media. With recorded speeches or interviews, they can keep track of the speakers' main arguments and, in any ensuing discussion, assess their strengths and weaknesses. In this way, they can gain a comprehensive understanding of the issues and formulate their own hypotheses and judgments. Similarly, in watching historical films, such "verbal" learners can appreciate the various facets of the issues involved and, in discussion, can be encouraged to question and assess the interpretations of the past presented in the films.

6.5   Resource Management

6.5.1   Sharing of learning and teaching resources

A culture of sharing is the key to the success of knowledge management. Schools should make arrangements for:
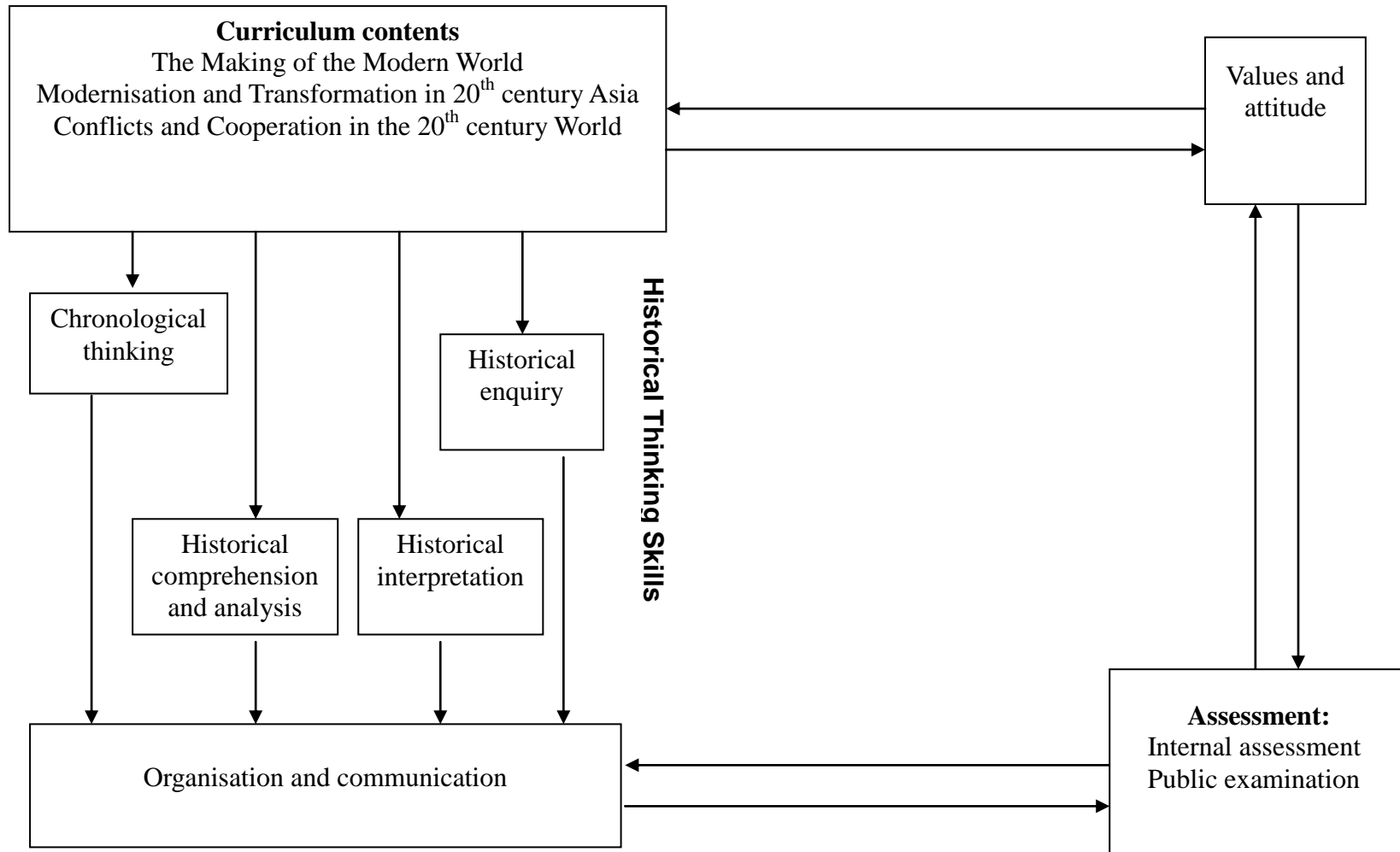
- teachers and students to share learning and teaching resources through the Intranet or other means within the school;

- teachers to form professional development groups for the exchange of experience.

6.5.2   Resource management in schools

The management of learning resources is an ongoing process which includes budgeting, purchasing, organising and accessing:

- Budgeting must be carried out before funds are allocated for the acquisition of learning resources.

- Teachers should be encouraged to make suggestions on the procurement of learning resources, and cost-effective ways of purchasing them, such as the tendering process or bulk purchasing, should be adopted.

- Resources should be organised and classified according to their nature – books, journals, magazines, encyclopaedias, CD-ROMs, interactive media and online resources. It is important for teachers, with the help of school librarians, to categorise them properly and update them to meet the demands of the new curriculum. An inventory of existing resources, including teaching aids, should be available for teachers' easy reference; and references/resources provided by the EDB – such as curriculum and assessment guides, curriculum packages and glossaries – should also be catalogued and circulated for use. All resource materials should be stored in places where panel members have easy access to them, for example in the staff common room or school library.

- With help from the school librarian, learning resources, in particular books and journals, should also be easily accessible to students to promote reading. However, it is very important to nurture a sense of responsibility among students regarding intellectual property rights, and teachers need to develop their own codes of conduct when using these resources to comply with the copyright ordinance.

Curriculum Framework and Assessment

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┌─────────────────────────────────────────────┐                          ┌──────────────┐
│          Curriculum contents                 │                          │  Values and  │
│        The Making of the Modern World         │ ◄──────────────────────► │   attitude   │
│ Modernisation and Transformation in 20th      │                          │              │
│       century Asia                            │                          └──────────────┘
│ Conflicts and Cooperation in the 20th         │
│       century World                           │
└─────────────────────────────────────────────┘
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Curriculum contents
The Making of the Modern World
Modernisation and Transformation in 20th century Asia
Conflicts and Cooperation in the 20th century World

Values and attitude

Chronological thinking

Historical enquiry

Historical Thinking Skills

Historical comprehension and analysis

Historical interpretation

Organisation and communication

Assessment:
Internal assessment
Public examination

Teaching "The Making of the Modern World" using a direct instruction approach

A direct instruction approach can be applied in teaching the introductory part of the curriculum, where in around ten contact hours the necessary background knowledge can be transmitted to students to facilitate their understanding of the twentieth century world. Teachers can use a question-and-answer approach to check students' prior knowledge of a broad range of human experiences from ancient times to the contemporary world. With the help of time-lines, maps, pictures and videos, teachers can then outline the major developments from the 16th to the 19th century, and explain how advances in science and technology, ideological developments and political revolutions laid the foundations of Western supremacy. In the process, they can refer frequently to key historical concepts – such as "cause and effect", "time, continuity and change" and "similarities and differences" – as well as the importance of sources and evidence in studying history. With skilful guidance from the teacher, students can learn the main trends of development and their features and avoid the danger of being side-tracked into in-depth study of pre-20th century history. However, while a direct approach can be effective and appropriate for teaching this part of the curriculum, the possibility of adopting other teaching approaches should not be ruled out; and teachers should always be aware of the danger of creating a teacher-centred classroom with a boring learning atmosphere when only one approach is used.

Using an enquiry approach in teaching
"International economic cooperation"

A teacher started the above topic by giving out newspaper cuttings to students on the riots in Hong Kong in December 2005 when the sixth ministerial conference of the WTO was held. Students were divided into groups to analyse sources on the disputes within the European Union (EU) and the World Trade Organisation (WTO), and between these two organisations.

(Website:http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/cross-curricular-resources/IH_S4_5_WTO_Eng_student.doc
)

Students were then asked to find out more information about the grievances of the rioters and trace the origins and development of the protest movements against the WTO and the trend towards globalisation. Next, they had to trace in more depth the formation and development of these two organisations on economic cooperation since World War II.

(Websites:http://news.bbc.co.uk/2/hi/europe/country_profiles/2430089.stm, http://www.eurunion.org/infores/euindex.htm).

Each group formulated its own enquiry questions on the above issues, worked out the possible solutions to their questions, and prepared a 20-minute presentation to summarise the attempts at economic cooperation and integration that had been made in Europe and the world, and assess the efforts of the EU and WTO to resolve their internal and external disputes.

Group discussion:
"Do you think that the international order created after the Second World War was a new international order?"

Preparation:

The teacher asked students to collect relevant data such as maps showing the situation in Europe and the world in 1945, and together they worked out the international order created after the two world wars through questioning and discussion. The teacher raised questions from time to time to ensure that students understood the meaning of "international order", and students received hints about the answers either from the teacher, who put relevant notes on the blackboard, or students' own notes from reading.

Group discussion:

Students formed groups of two to four to discuss whether the international order created after World War II was a "new" order or not. The concept of a "new" order was raised for discussion, and students worked out their views in their groups. They then compared the situation after each of the two world wars to find out the similarities and differences. Afterwards, they drew conclusions on whether the international order created after the Second World War was new, or simply a continuation of the one after World War I. They discussed the criteria on which their judgments were based and were able to explain whether the statement in the main question was valid. (To give students more opportunities to construct knowledge and to develop higher-order thinking skills, teachers can at this stage provide more input, e.g. indicating the views of historians with other perspectives, or showing video clips or other sources of information). At the end of the discussion, peer assessment was arranged and each group commented on the other groups' findings. The teacher then gave feedback by pointing out the strengths and weaknesses of each group's presentation.

Using interactive activities in teaching "Modernisation of China"

With the help of a time-line and a broad outline, the teacher briefed students chronologically on the major happenings/turning points in 20th century Chinese history. Students were then introduced to some preliminary readings on the concept of "modernisation". Based on ideas collected by both the teacher and students on the topic, the teacher worked with the whole class to work out a definition of "modernisation", using concept maps drawn on the blackboard. Students were then divided into groups, and each was assigned a key happening/turning point (such as Late Qing Reform, the 1911 Revolution, the Five-Year Plan, the "Cultural Revolution", or reform and opening-up since 1978). The groups were asked to assess critically in what ways, and to what extent, each case could be regarded as an attempt towards the modernisation of China. Individual groups started to challenge each other during the presentation on each case; and during the process, some groups developed new viewpoints on the concept of "modernisation". From time to time, the teacher introduced new elements or ideas from historians to stimulate further discussion – and alerted the students to the fact that there was no definite answer to the question, and that they had to think about what information they would need to substantiate their answers and the validity of their sources. The teacher and students made a joint effort to put together different sources and tried to arrive at conclusions based on evidence and findings available to the whole class. The teacher then refined the answers with the whole class and they came up with a more fully substantiated and better elaborated definition of "modernisation".

A sample of a student's checklist on conducting a historical investigation

1	Choosing a topic and formulating a hypothesis	What am I interested in? What is the objective of this research? (What do I intend to find out?) What is my key question/hypothesis? What do I know about this topic? What can I start reading about the topic? Can I find adequate information on this topic?
2	Locating information	How do I start? What types of sources am I looking for (e.g. primary/secondary, written/non-written, oral)? Where can I find the material I need? (e.g. school/ public/community libraries, museums, the Internet, site visits and interviews)? Who can I ask for help to find information? What problems might I face in locating my information?
3	Reviewing the hypothesis	What is my focus now? Do I want to change my focus? Is my topic too broad or too narrow? Do I need to change my question or hypothesis?
4	Selecting and organising information	Can I make a list of useful sources of information? Can I identify the most useful/reliable sources, including websites, from this list? Do I have a diverse and balanced range of sources? Do these sources represent different perspectives and opinions? Do I have sufficient evidence to support my viewpoint? What else do I need to select at this point? What conclusion(s) can I draw from my findings?

5	Presenting the findings	How will I present my research?
		Does the form of presentation meet the assessment criteria?
		What form of presentation will be appropriate for my audience?
		What materials/equipment do I need for my presentation?
6	Self-evaluation	Did I achieve my objective?
		Have I put forward a sound argument, well-supported by evidence?
		Was my presentation fluent, persuasive and well-organised?
		What were the strengths of this research?
		Which aspect(s) of the research/presentation needs improvement?
		What have I learned from this process?
		Can I apply what I've learned in this research to other studies or/and to everyday life?

Making use of community resources in teaching
"The co-existence and interaction of Chinese and foreign cultures"

Sources of information: Gallery 4 and 8, Hong Kong Museum of History
Gallery 4 holds a sizeable collection of materials on local ethnic cultures. These historical objects provide a comprehensive source for studying Hong Kong people's social life and history from the 19th century to the 1970s. Gallery 8 displays a variety of entertainment and leisure exhibits from Hong Kong during the 1960s–70s. These give a vivid impression of Hong Kong's post-war social life. The setting itself will help to develop students' imagination and empathy with the daily lives of the common people.

Description of the activity: Students were asked to tour around the exhibits and collect information along the following lines for enquiry. The concept of "change and continuity" was highlighted as a line of development in this activity.
1. List the exhibits which represent traditional Chinese culture.
2. Look for evidence to illustrate how far these elements are preserved nowadays.
3. List the exhibits which indicate the influence of Western/foreign culture.
4. Identify the features which illustrate a mixture of Chinese and foreign cultures.
5. Look for exhibits which demonstrate change and continuity in popular culture in the second half of the 20th century.

Extended activity: Visits to Ping Shan, Lung Yeuk Tau and Central Heritage Trails, to trace the origins of historic buildings and identify features illustrating the co-existence and interaction of Chinese and foreign cultures.

Follow-up activity: Class discussion/oral or written presentation on the following issues: Was this process of cultural interaction peaceful or hostile? What factors govern interaction of this nature?

Conflicts between Israel and the Arabs –
from simple to complex questioning

1. When did the first war break out?
2. How did the first war break out?
3. Who were involved in the wars?
4. Why did wars occur? What were the grievances on both sides?
5. What was the result of each war?
6. What attempts were made to establish peace?
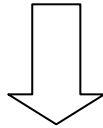
7. What were the achievements/losses for both sides?
8. How successful were the peace-making attempts?
9. What were the long-term effects of the wars on both sides/ on the world?
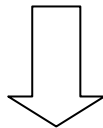
10. How effective is war as a means of solving international conflicts?
11. Is it worthwhile to use war to solve international conflicts?

A teacher's scaffolding when teaching difficult concepts
Discussion: "Were the reform measures carried out by Mao and Deng pragmatic or idealistic?"

Preparation: Students acquired a thorough understanding of the reform measures carried out by Mao and Deng. The class also worked out definitions of "pragmatic" and "idealistic".

Description of activity:

The teacher asked students to compare the reform measures carried out by Mao and Deng, using the background information they had acquired. Students first formulated their enquiry questions such as: "If Mao's reform measures were pragmatic, what would Deng's be?" and "Would the meaning of pragmatism differ in the time of Deng?" The teacher discussed the issues with the students and hinted that they needed to re-consider and reflect on the definitions of "pragmatism" and "idealism", and their validity when used within the context of Deng's reforms. The teacher then reminded them of their experience in previous lessons of making judgments on the Great Leap Forward and the "Cultural Revolution" during Mao's period. Students then pointed out the differences in the circumstances, the scope of the reform measures and other factors to justify their claims and made their own judgments.

During this process of restructuring and refining their thinking, students were offered support through interaction with the teacher to facilitate their understanding of "pragmatism" and how it can be applied to interpret the success or failure of reform measures in different periods of time and circumstances. This concept is a rather complex one and the teacher needed to give prompts and pose challenging questions to foster critical thinking and help students to understand it better.

Glossary

Term	Description
Applied Learning (ApL, formerly known as Career-oriented Studies)	Applied Learning (ApL, formerly known as Career-oriented Studies) is an essential component of the senior secondary curriculum. ApL uses broad professional and vocational fields as the learning platform, developing students' foundation skills, thinking skills, people skills, values & attitudes and career-related competencies, to prepare them for further studies and / or for work as well as for lifelong learning. ApL courses complement 24 senior secondary subjects, diversifying the senior secondary curriculum.
Co-construction	Different from the direct instruction and construction approaches to learning and teaching, the co-construction approach emphasises the class as a community of learners who contribute collectively to the creation of knowledge and the building of criteria for judging such knowledge.
Core subjects	Subjects recommended for all students to take at senior secondary level: Chinese Language, English Language, Mathematics and Liberal Studies.
Curriculum and Assessment (C&A) Guide	A guide prepared by the CDC-HKEAA Committee. It embraces curriculum aims / objectives / contents and learning outcomes, and assessment guidelines.
Curriculum interface	Curriculum interface refers to the interface between the different key stages/educational stages of the school curriculum (including individual subjects), e.g. the interface between kindergarten and primary; primary and secondary; and junior secondary and senior secondary. The Hong Kong school curriculum, made up of eight key learning areas (under which specific subjects are categorised), provides a coherent learning framework to enhance students' capabilities for whole-person development through engaging them in the five essential learning experiences and helping them develop the nine generic skills as well as positive values and attitudes. Thus when students move on to senior secondary education, they will already have developed the basic knowledge and skills that the study of various subjects requires. When designing the learning and teaching content and strategies, teachers should build on the knowledge and learning experiences students have gained in the previous key stages.

Term	Description
Elective subjects	A total of 20 subjects in the proposed new system from which students may choose according to their interests, abilities and aptitudes.
Generic skills	Generic skills are skills, abilities and attributes which are fundamental in helping students to acquire, construct and apply knowledge. They are developed through the learning and teaching that take place in different subjects or key learning areas, and are transferable to different learning situations. Nine types of generic skills are identified in the Hong Kong school curriculum, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem solving skills, self-management skills and study skills.
Hong Kong Diploma of Secondary Education (HKDSE)	The qualification to be awarded to students after completing the three-year senior secondary curriculum and taking the public assessment.
Internal assessment	This refers to the assessment activities that are conducted regularly in school to assess students' performance in learning. Internal assessment is an inseparable part of the learning and teaching process, and it aims to make learning more effective. With the information that internal assessment provides, teachers will be able to understand students' progress in learning, provide them with appropriate feedback and make any adjustments to the learning objectives and teaching strategies they deem necessary.
Key Learning Area (KLA)	Organisation of the school curriculum structured around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students in the essential learning experiences. The Hong Kong curriculum has eight KLAs, namely, Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education.
Knowledge construction	This refers to the process of learning in which learners are involved not only in acquiring new knowledge, but also in actively relating it to their prior knowledge and experience so as to create and form their own knowledge.

Term	Description
Learner diversity	Students are individuals with varied family, social, economic and cultural backgrounds and learning experience. They have different talents, personalities, intelligence and interests. Their learning abilities, interests and styles are, therefore, diverse.
Learning community	A learning community refers to a group of people who have shared values and goals, and who work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. Such a learning community may involve not only students and teachers, but also parents and other parties in the community.
Learning differences	This refers to the gaps in learning that exist in the learning process. Catering for learning differences does not mean rigidly reducing the distance between the learners in terms of progress and development but making full use of their different talents as invaluable resources to facilitate learning and teaching. To cater to learners' varied needs and abilities, it is important that flexibility be built into the learning and teaching process to help them recognise their unique talents and to provide ample opportunities to encourage them to fulfil their potential and strive for achievement.
Learning outcomes	Learning outcomes refer to what learners should be able to do by the end of a particular stage of learning. Learning outcomes are developed based on the learning targets and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that learners should attain after completing a particular key stage of learning and serve as a tool for promoting learning and teaching.
Level descriptors	A set of written descriptions that describe what the typical candidates performing a certain level is able to do in public assessments.
Other learning experiences	For whole person development of students, 'Other Learning Experiences' (OLE) is one of the three components that complement the examination subjects and Applied Learning (formerly named as Career-oriented Studies) under the senior secondary Curriculum. It includes Moral and Civic Education, Aesthetics Development, Physical Development, Community Service and Career-related Experiences.
Public assessment	The associated assessment and examination system for the Hong Kong Diploma of Secondary Education.

Term	Description
School-based assessment (SBA)	Assessments administered in schools as part of the teaching and learning process, with students being assessed by their subject teachers. Marks awarded will count towards students' public assessment results.
School-based curriculum	Schools and teachers are encouraged to adapt the central curriculum to develop their school-based curriculum to help their students achieve the subject targets and overall aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, adding optional studies and adapting learning, teaching and assessment strategies. A school-based curriculum, hence, is the outcome of a balance between official recommendations and the autonomy of the schools and teachers.
Standards-referenced Reporting	Candidates' performance in public assessment is reported in terms of levels of performance matched against a set of standards.
Student learning profile	It is to provide supplementary information on the secondary school leavers' participation and specialties during senior secondary years, in addition to their academic performance as reported in the Hong Kong Diploma of Secondary Education, including the assessment results for Applied Learning courses, thus giving a fuller picture of the student's whole person development.
Values & attitudes	Values constitute the foundation of the attitudes and beliefs that influence one's behaviour and way of life. They help form principles underlying human conduct and critical judgment, and are qualities that learners should develop. Some examples of values are rights and responsibilities, commitment, honesty and national identity. Closely associated with values are attitudes. The latter supports motivation and cognitive functioning, and affects one's way of reacting to events or situations. Since both values and attitudes significantly affect the way a student learns, they form an important part of the school curriculum.

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History Today (monthly). London: History Today Ltd. ISSN: 0018-2753.

The Historian (quarterly). London: The Historical Association. ISSN: 0265-1076.

《歷史學習》（月刊）。天津：歷史教學社。（國際標準刊號：ISSN 1005-3816）

《歷史》（月刊）。台北：歷史智庫出版有限公司。（國際標準刊號：ISSN 1019-9144）

《二十一世紀》（月刊）。香港：香港中文大學中國文化研究所。（國際標準刊號：ISSN 1017-5725）

C. Internet Resources

General

BBC (British Broadcasting Corporation) – History.
http://www.bbc.co.uk/history/

Department of History- HKBU 《香港浸會大學歷史系》-
E-Magazine 網上雜誌。http://histweb.hkbu.edu.hk/contemporary/contem.html

Historical Atlas of the Twentieth Century. http://users.erols.com/mwhite28/20centry.htm

The Avalon Project at Yale Law School: 20th Century Documents.
http://www.yale.edu/lawweb/avalon/20th.htm

The History Net - Where History Lives On The Web.
http://www.historynet.com/index.html

The National Archives Learning Curve.
http://learningcurve.pro.gov.uk/

中國社會科學院世界歷史研究所 – 中國世界史研究網。
http://iwh.cass.cn/

大國崛起（中央電視台 12 集大型電視紀錄片）。
http://finance.cctv.com/special/C16860/01/index.shtml

Hong Kong

Government Records Service of Hong Kong《香港政府檔案處》。
http://www.grs.gov.hk

Lord Wilson Heritage Trust.
http://www.lordwilson-heritagetrust.org.hk/front.html

Royal Asiatic Society Hong Kong Branch.
http://www.royalasiaticsociety.org.hk/

《康樂文化事務署文化事務》。http://www.lcsd.gov.hk/CE/Museum/index.html
(Museums in the Hong Kong, Kowloon, and New Territories Regions 港島九龍及新界區博物館)

《香港文化博物館》。http://www.heritagemuseum.gov.hk

《古物古蹟辦事處》。http://www.lcsd.gov.hk/CE/Museum/Monument

China

Harvard China Review Home Page. http://www.harvardchina.org/index.html

中國政府網頁。http://www1.cei.gov.cn/govinfo/

新華網。http://www.xinhuanet.com/

人民網。http://www.people.com.cn/GB/index.html

《文革博物館》。http://www.cnd.org/CR/index.htm

央視國際。http://www.cctv.com/specials/80zhounian/index.html

中新網（中國新聞網）。http://www.chinanews.com.cn/subsite/party80/index.html

中國網。http://www.china.org.cn/chinese/index.htm

中國社會科學院 (Chinese Academy of Social Sciences) 。
http://www.cssn.cn/

《中央研究院近代史研究所》。
http://www.mh.sinica.edu.tw/

《中央研究院人文社會科學》。
http://www.sinica.edu.tw/info/expo96/human_c.html

Japan and Southeast Asia

ASAA Asian Studies Association of Australia .
http://coombs.anu.edu.au/ASAA/

ASEAN Secretariat (Association of South East Asian Nations).
http://www.aseansec.org/

Asian Studies E-Journals.
http://www.uni-koeln.de/phil-fak/indologie/AsianE-JournalsA-J.html

Center for Southeast Asian Studies, University of Hawaii.
http://www.hawaii.edu/cseas/outreach/picarchive.html

Asia Society (America).
http://www.asiasociety.org/

City University of HK Southeast Asia Research Centre.
http://www.cityu.edu.hk/searc/

HKU Centre of Asian Studies.
http://www.hkihss.hku.hk/en/about_hkihss/about_us/cas/

Internet Eastern Asia Sourcebook.
http://www.fordham.edu/halsall/eastasia/eastasiasbook.html

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http://kyotoreview.cseas.kyoto-u.ac.jp/issue/issue2/index.html

The Association for Asian Studies (US).
http://www.aasianst.org/

The National Museum of Japanese History.
www.rekihaku.ac.jp/english/

20th Century History- Browse stories: ThingsAsia.
http://www.thingsasian.com/destination/stories_list.jsp?category_id=23

台北中央研究院 亞太區域研究專題中心
http://www.rchss.sinica.edu.tw/capas/

Major conflicts and the quest for peace

An Abridged History of Central Asia.
http://www.asian-history.com/the_frame.html

BBC News – History File: Yugoslavia & the Balkans, 1900-1998.
http://news.bbc.co.uk/hi/english/static/map/yugoslavia/

Internet Modern History Sourcebook: War, Conflict and Progress.
http://www.fordham.edu/halsall/mod/modsbook4.html

Israel Ministry of Foreign Affairs – History of Israel.
http://mfa.gov.il/MFA/AboutIsrael/History/Pages/Facts%20about%20Israel-%20History.aspx

MidEast Web - Middle East History and Resources.
http://www.mideastweb.org/history.htm

North Atlantic Treaty Organization.
http://www.nato.int/

The National Archives Learning Curve Cold War.
http://learningcurve.pro.gov.uk/coldwar/

The Provincial Museum of Alberta - Government History - The Poster War.
http://www.royalalbertamuseum.ca/onlineExhibit/posterWar/english/home.htm
 (Allied Propaganda Art of the First World War)

World War II Posters.
http://www.boondocksnet.com/cb/posters_world_war_ii.html

World War II, A British Focus.
http://www.warlinks.com/

World War II Poster Collection from Northwestern University Library.
http://www.library.northwestern.edu/govpub/collections/wwii-posters/index.html

The quest for cooperation and prosperity

Asia-Pacific Economic Cooperation.
www.apec.org/

European Union.
http://europa.eu/index_en.htm

Food and Agriculture Organization of the United Nations.
http://www.fao.org/

Internet Global History Sourcebook.
http://www.fordham.edu/halsall/global/globalsbook.html

Internet History of Science Sourcebook.
http://www.fordham.edu/halsall/science/sciencesbook.html

International Monetary Fund.
http://www.imf.org/

Organisation for Economic Co-operation and Development.
http://www.oecd.org/home/

The United Nations.

http://www.un.org/

United Nations Educational, Scientific and Cultural Organization.
http://portal.unesco.org/

World Trade Organization.
http://www.wto.org/index.htm

World Health Organization.
http://www.who.int/en/

YaleGlobal Online Magazine.
http://yaleglobal.yale.edu/

樂施會無窮校園：貧窮多面睇。
http://www.cyberschool.oxfam.org.hk/res_search.php?s=3&articles_id=81

樂施會無窮校園
http://www.cyberschool.oxfam.org.hk/

United Nations Cybershcoolbus.
www.un.org/Pubs/CyberSchoolBus/

聯合國青少年天地。
http://www.un.org/chinese/center/chbus/index.html

USA for UNCHR (The UN Refugee Agency).
http://www.unrefugees.org/

D.　　Audio-visual Resources

Asian Education Media Service – online resource catalogue
http://www.aems.uiuc.edu
(The Asian Education Media Service is a subsidiary of the University of Illinois at
Urbana-Champaign which provides a wide range of resource catalogue on the teaching of
various subjects. A brief description and reviews are also available on some of the
video./DVD/VCD topics.)

The PBS Video
http://teacher.shop.pbs.org

The New Video Group
http://www.newvideo.com

The following are some examples of the video-tapes, VCD and CD-ROM for this curriculum. Teachers may find more updated audio-visual catalogues on the world wide web.

Title	Media	Distributor
The World: A TV History Series Part 25 - The World in Conflict 1929-1945	Video tapes	Educational Film Series
The World : A TV History Series Part 26 - The Modern World 1945-	Video tapes	Educational Film Series
Twentieth Century History	Video tapes 4 volumes	Chicago, IL: Films Incorporated, 1989, 1981 British Broadcasting Corporation (TV)
Mad, Mad Century	Video tapes	Princeton, N.J.: Films for the Humanities & Science, 1996, 1995 Reuters Television, Granite Production & the NBC Super Channel
Our Times: Multimedia Encyclopedia of the 20th Century	CD-ROM	Redwood City, CA: Vicarious, 1995, Jones, James Earl & Vicarious, Inc.
The Era of The Second World War	CD-ROM	AVP Picturebase
War Documentaries on Video Tapes: The War at War – WWII	Video tapes 12 volumes	Sussen Publications
The Second World War.	Audio tapes	London: BBC Cassettes, 1990, British Broadcasting Corporation.
The Myth of the Clash of Civilization	Video tapes	Northampton, MA: Media Education Foundation, 1998. Said, Edward
〈巴勒斯坦十月〉《鏗鏘集》	錄影帶	香港：香港電台，2002 年 11 月 18 日。香港電台電視部。
Mao Tse tung: The Architect of Modern China	Video tapes	Zeitgeist Films Ltd
Chinese Revolution, The	Video tapes	PBS Video
China – The PBS Series Mao Years, The (1949 - 1976)	Video tapes	PBS Video

Power in the Pacific Series	4 video tapes	PBS Video
China Rising Series	3 video tapes	New Video Group
China: A Century of Revolution	3 video tapes	Cheng & Tsui Company
India After Independence	Video tapes	Zeitgeist Films Ltd
History of Hong Kong 1842-1984	CD-ROM	The Open University of Hong Kong
The Hong Kong Advantage	Video tapes	Enright, Michael,Hong Kong: Vision 2047 Foundation, 1997
Journey to the Heart of Japan	CD-ROM	Santa Fe, California: InterOptica; Hong Kong: Stanley, Thomas & Irving, Dick Asia-CD,

For further information concerning distributors of audio-visual resources in Hong Kong, teachers may refer to the *EDB Enlisted Suppliers* for reference.

E.   References for Teachers

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