

Education Bureau
Circular Memorandum No. 203 /2017

From: Secretary for Education
Ref: EDB(CD)PSHE/CURR/HI/1(1)
Date: 17 November 2017

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

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

Summary

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

Details

2. In December 2013, the Curriculum Development Council (CDC) resolved to set up an Ad Hoc Committee to conduct a full review of the current History (S1-3) curriculum. The Ad Hoc Committee (hereafter “The Committee”) proposed the revised History curriculum (Secondary 1-3) and conducted the First Stage of Consultation on 28 September 2016. The one-month consultation lasted until 31 October 2016 and a total of 201 questionnaires were received.

3. Results of the First Stage of Consultation show that teachers in general agreed on the necessity of revising the existing curriculum and recognised the revised curriculum framework. Some teachers expressed their concerns about the rich contents and insufficient lesson time. Based on the feedbacks and comments collected from the First Stage of Consultation, the Committee has refined the revised curriculum, trimmed the contents to an appropriate proportion and fine-tuned the design of certain topics by reorganising or diminishing the contents for further refinement of the revised curriculum framework.

Details

4. Focus of the Second Stage of Consultation is put on the further revision of the curriculum framework, contents and supporting measures etc. Stakeholders’

opinions will be solicited by the Education Bureau (EDB) for further refinement of the revised curriculum.

5. Please refer to the attached consultation document entitled *History (Secondary 1-3) – The Revised Curriculum Draft for the Second Stage of Consultation* (Annex I) and the questionnaire entitled *The Revised History Curriculum (Secondary 1-3) in Personal, Social and Humanities Education Key Learning Area – Questionnaire for the Second Stage of Consultation* (Annex II). They have been uploaded to the website of the Personal, Social and Humanities Education (PSHE) Section.

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

6. School heads or their representatives (such as Vice Principals, coordinators of this KLA or panel heads of History) are invited to give their comments and suggestions by completing the attached questionnaire. The completed questionnaire should be returned to the PSHE Section, Education Bureau, Room 1319, Wu Chung House, 213 Queen's Road East, Wan Chai by hand or by post on or before 18 December 2017.

Enquiry

5. For enquiries, please contact Ms NG Hing-hung, Grace on 2892 5867 or Ms ANG Fan, Ally on 2892 5899 of the PSHE Section.

Sheridan LEE
for Secretary for Education

c.c. Heads of Sections – for information

Personal, Social and Humanities Education
Key Learning Area

History
(Secondary 1-3)
The Revised Curriculum

Draft For
The Second Stage of
Consultation

Curriculum Development Council Committee
on Personal, Social and Humanities Education
November 2017

Background

The existing curriculum of History (S1-S3) has been implemented for about 20 years since its compilation by the Curriculum Development Council Committee in 1996. In view of the rapid progress in the research and implementation of curriculum development and pedagogies, and that the Curriculum Development Institute has been gathering views on the History curriculum and teaching strategies from different sectors through various channels over the years, an Ad Hoc Committee has been set up with the approval of the Curriculum Development Council Committee on Personal, Social and Humanities Education in December 2013 to have a full review of the curricula of History and Chinese History (Secondary 1 to 3). The Ad Hoc Committee members include history scholars from tertiary institutes, experts in teachers' training, frontline teachers and representatives of the Hong Kong Examinations and Assessment Authority and the Curriculum Development Institute. It is expected that a holistic and complete review on the existing curricula should be conducted to make constructive revision.

The First Stage of Consultation Seminar on the Junior Secondary History Curriculum review was conducted on 28 September 2016 with focus on the proposed curriculum rationale, aims and objectives, curriculum structure, time allocation, supporting measures and its implementation. The consultation lasted for one month and a total of 201 questionnaires were received. Schools and teachers in general agreed to the principles and direction of the revised curriculum, curriculum structure, framework and design while some teachers expressed their concerns about the rich contents and insufficient lesson time.

The focus of the Second Stage of Consultation is mainly on the curriculum framework and contents. Based on the feedback and comments collected from the first stage of consultation, the Committee trims the contents to an appropriate proportion and fine-tunes the design of certain topics by reorganising or diminishing the contents for further refinement of the revised curriculum framework. The consultation document ***“History (Secondary 1-3) – Draft for the Second Stage of Consultation”*** (hereafter “the Document”) clearly presents the design of each topic in the revised curriculum and its expected learning contents.

All comments and suggestions on the Document are welcome and shall be sent by hand or mail to the following address:

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

Reasons and Rationale for the Revised Curriculum

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

Curriculum Aims and Learning Objectives

Curriculum Aims

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

Learning Objectives

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

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

Curriculum Structure

7. This curriculum is based on the following guides prepared by the Curriculum Development Council Committee, namely *the Basic Education Curriculum Guide-To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6) (2014)*, *Secondary Education Curriculum Guide (Draft, May 2017)*, *General Studies for Primary Schools Curriculum Guide (Primary 1- Primary 6)(Draft, July 2017)* and the *Personal, Social & Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (2017)* which is currently under review. Its designing principles are to:
- provide a three-year curriculum which focuses on introducing the trend and development of world history and how they affect our world today;
 - broaden students' global perspectives so as to enhance their understanding of cultures and history of different regions in the world and how their interactions constructed our world today;
 - emphasize students' understanding and application of different historical concepts and skills, and develop their positive values and attitudes ;
 - cater for students' diverse interest and connect them with their daily lives and experiences;
 - provide a flexible framework for schools to make adaptation to the curriculum according to their school contexts and students' diversity in abilities and interests;
 - develop students' abilities in self-directed learning and life-long learning which align with the enquiry learning approach.

8. The History curriculum (S1-S3) is designed in chronological order, offering a theme for each school year. The three-year curriculum helps students understand the world development trend and its impact on today, and enables them to master the basic concepts and skills to study history.
 - Theme for Secondary 1: The ancient world (From pre-historic period to the 14th century): The birth and interactions of regional civilisations
 - Theme for Secondary 2: The modern world (From the 15th to the 19th centuries): The growth and expansion of the West
 - Theme for Secondary 3: The contemporary world (From the 20th century to the present): Moving towards a multi-polar and interdependent world
9. The History curriculum (S1-S3) is composed of 12 topics about learning world history and the development of Hong Kong, i.e. four topics in each school year.

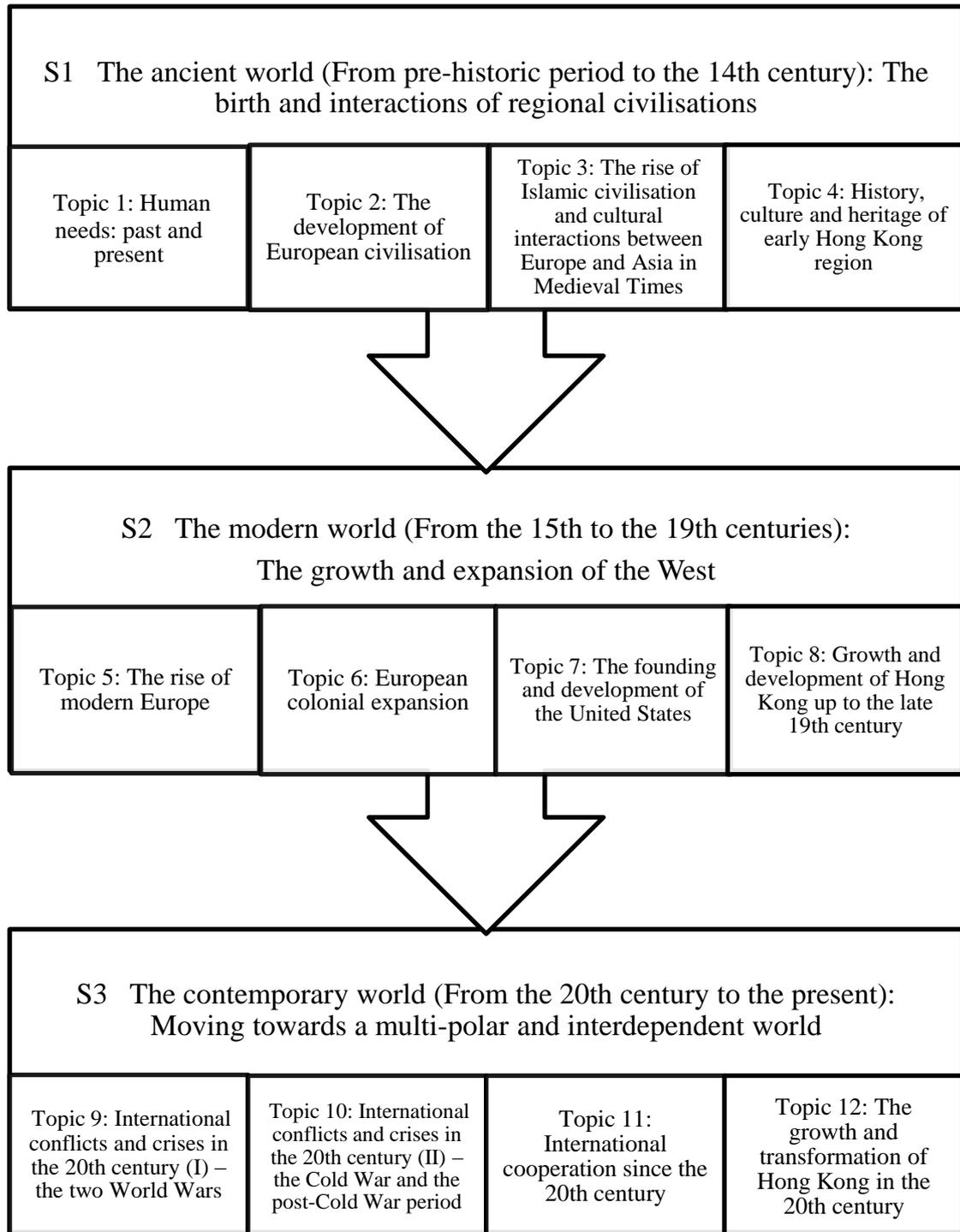


Figure 1 Curriculum structure of the junior secondary History curriculum

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

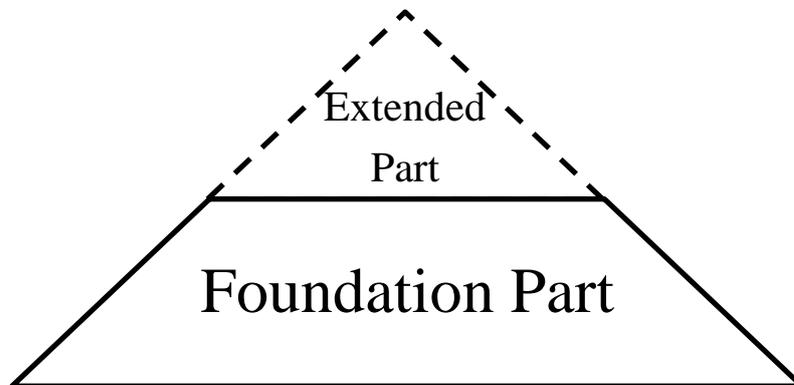


Figure 2 Composition of each topic

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

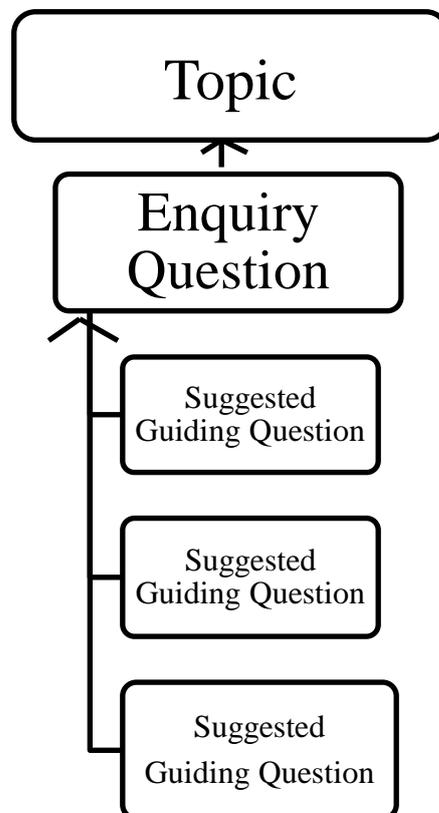


Figure 3 Using enquiry approach to study history

12. Content Outline

The 12 suggested topics of the History Curriculum (S1-S3) are as follows. An introduction is provided in each topic to illustrate the background and rationale of the topic and show how to manage its foundation part and extended part. Besides, the “Expected learning contents” in the Appendix on pp. 39-62 illustrates the depth and foci of each topic.

S1 The ancient world (From pre-historic period to the 14th century): The birth and interactions of regional civilisations

Topic 1: Human needs: past and present

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

- a) how human beings developed from the Stone Age to ancient civilisations: progressed from the use of fire and making simple stone tools, from hunting wild animals and picking wild fruits to the production of foods, agriculture and domestication of animals (using recent major archaeological discoveries of different places including Hong Kong as examples);
- b) the main characteristics of ancient civilisations: students may choose one out of the four ancient civilisations and carry out case study in terms of the following five aspects (writings, government and governance, cities, religion and belief, architecture and science).

More able or interested students may study more than one ancient civilisation and compare the similarities and differences of ancient civilisations in different regions.

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>1. Human needs: past and present</p> <p>— What basic human needs led to the emergence of early civilisations? What are the main characteristics of early civilisations?</p>	<ul style="list-style-type: none"> • Development of the Stone Age: from nomadism to agriculture (using recent major archaeological discoveries of different places including Hong Kong as examples). • Rise of ancient civilisations, and the distribution and characteristics of the major world civilisations. • Case study: The Fertile Crescent / the Nile Valley / the Indus Valley/ the Huanghe Valley (Choose 1 out of 4, study one more case for the extended part*) 	<ul style="list-style-type: none"> • When did the Stone Age start? How early can we trace back the history of Hong Kong region? • How can we know about the survival and livelihood of human beings at that time? • What is civilisation? Does the satisfaction of basic needs mean that there is civilisation? • What factors foster the development of civilisations? • What are common in ancient civilisations of different regions? • What are the similarities and differences of human needs between the past and the present? 	<ul style="list-style-type: none"> ✓ Understand the division of historical periods (pre-historic times, historic times) ✓ Distinguish the types of sources in studying history (primary sources, secondary sources, archaeological findings, non-written and written sources) ✓ Describe the characteristics ✓ Connect the past with the present, compare similarities and differences 	14

* The extended part

Topic 2: The development of European civilisation

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

- a) the overview of European classical civilisation and its significance today, including ancient Greco-Roman forms of governance (e.g. democracy in Athens and timarchy in Sparta; governance of the Roman Republic and the Roman Empire) and creation of culture (e.g. concept of ancient law and Roman law and order; myth and thoughts; achievement in law, art and architecture) and their impacts on our society;
- b) the main characteristics of European feudalism in Medieval Times and the role of Christianity and the Church in Europe.

More able or interested students may further study the lifestyles of different classes in medieval Europe.

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

* The extended part

Topic 3: The rise of Islamic civilisation and cultural interactions between Europe and Asia in Medieval Times

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

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

More able or interested students may further trace the condition of cultural interactions in the ancient world, including how the Greco-Roman civilisations spread through military expansion (the conquest of Persia and Afghanistan by Alexander the Great and territorial expansion of the Roman Empire) and trade and commerce (e.g. The ancient Silk Road) facilitated the expansion of Greco-Roman civilisations.

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

* The extended part

Topic 4: History, culture and heritage of early Hong Kong region

As learnt from Topic 1, students understand that the history of Hong Kong region may be traced back as early as the New Stone Age and that the early residents in the Hong Kong region (including the Five clans in the New Territories and other ethnic groups such as Tanka people, Hoklo people and Hakka people) began to move to Hong Kong from mainland about the period of the Song and Yuan dynasties. They have different backgrounds and lifestyles, which lead to different customs and beliefs and develop the multi-cultural tradition in Hong Kong. After studying this topic, students will be able to further understand the concepts learnt in topic 1 (pre-historic and historic times, classification of sources: primary sources such as archaeological findings, monuments, etc.), and:

- a) know the different lifestyles of the early residents in Hong Kong region;
- b) understand the tradition of local ethnic groups, and develop the concern of conserving and caring about local cultural heritage by choosing one of the four case studies of the local intangible cultural heritage.

More able or interested students may study more than one case, and compare their similarities and differences.

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

			<ul style="list-style-type: none">✓ Conduct oral history✓ Analyse change and continuity✓ Connect history with daily lives	
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* The extended part

S2 The modern world (From the 15th to the 19th centuries): The growth and expansion of the West

Topic 5: The rise of modern Europe

The rise of modern Europe and the subsequent western expansion had great impact on the development of modern history. From the 15th to the 18th centuries, Europe had experienced various revolutionary movements, the emergence of new ideas, and the progress in science and technology. After studying this topic, students will be able to understand:

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

More able or interested students may further study the condition of Mughal Empire in India and the Ottoman Empire in Turkey which are important centres of Asian civilisations during the rise of the West

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>5. The rise of modern Europe</p> <p>- How did new ideas and progress in science and technology foster significant development in the west?</p>	<ul style="list-style-type: none"> • From God-centred to human-centred: the Renaissance and the Reformation • The Age of Reason: The Scientific Revolution and the Enlightenment • Technological advancement: The Industrial Revolution • Pursuit of freedom and democracy: the French Revolution and its historical significance • The condition of Asian civilisations from the 15th to the 19th centuries (using the Mughal Empire in India and the Ottoman Empire in Turkey as examples)* 	<ul style="list-style-type: none"> • What changes did the Renaissance and the Reformation make to the thoughts at that time? • How did the Scientific Revolution and the Enlightenment change the understanding of Europeans towards the world? • What is revolution? How did the Industrial Revolution and the French Revolution change the outlook of Europe, and that of the world? • During the rise of the West, what was the development of the Mughal Empire in India 	<ul style="list-style-type: none"> ✓ Analyse causes, results and impact ✓ Analyse the turning point of history ✓ Analyse the importance of historical figures (e.g. Leonardo da Vinci) or understand different interpretations of historical figures (e.g. Napoleon Bonaparte) 	<p>22</p>

		and the Ottoman Empire in Turkey which had been important centres of civilisations in Asia? Why did they gradually decline after the 18 th century?*		
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* The extended part

Topic 6: European colonial expansion

From the 16th to the 19th centuries, building on their economic, political and technological strengths, the European countries expanded to the Americas, Africa and Asia, etc., and had brought tremendous changes. After studying this topic, students will be able to:

- a) analyse the factors for European expansion, including the impact of early exploration and expansion (e.g. the voyages of discovery in the 15th and 16th centuries), the demand of European countries for markets and resources and the rise of European nationalism in the 19th century, etc.;
- b) analyse the making of European colonial policy and its impact of colonial expansion on the Americas, Africa and Asia

More able or interested students may further study how the Asian regions (using China and Japan as examples) responded to European colonial expansion, and point out the similarities and differences of their responses.

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>6. European colonial expansion</p> <p>- What impact did European colonial expansion have on the peoples in the Americas, Africa and Asia?</p>	<ul style="list-style-type: none"> • Reasons for the European colonial expansion • The making of European colonial policy and its impact of colonial expansion on the Americas, Africa and Asia • East Asia during the European expansion (using China and Japan as examples)* 	<ul style="list-style-type: none"> • What were the aims of the European countries for colonial expansion? • How did European countries colonise the Americas, Africa and Asia and what impact did it have on these regions? • How did the countries in East Asia respond to the expansion of European countries? * 	<ul style="list-style-type: none"> ✓ Induce and infer ✓ Analyse the causes, results and impacts ✓ Understand different interpretations of historical issues 	10

* The extended part

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

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

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

More able or interested students may further study the reasons for the migration of the early Chinese to the US and their experiences there in order to know more about the history of the US as a migrant country.

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>7. The founding and development of the United States (US)</p> <p>- How was the United States founded? What were the major internal and external developments of the country after its independence?</p>	<ul style="list-style-type: none"> • The internal and external factors and impact of the American Revolution • Territorial expansion, Westward Movement, and “Monroe Doctrine” in the 19th century. • The US before and after the American Civil War • Formation of different social migrant communities in the 19th century: using the experience of the Chinese labourers as example* 	<ul style="list-style-type: none"> • How did different ideas from Europe bring about the American Revolution? • How did the US extend its territory during the 19th century? • What factors led to the outbreak of the American Civil War? What was the impact of the American Civil War? • Why did the Chinese migrate to the US since the early 19th century? What happened to them in the US?* 	<ul style="list-style-type: none"> ✓ Trace historical background and development ✓ Analyse the turning point of history ✓ Analyse causes and impacts 	<p>10</p>

* The extended part

Topic 8: Growth and development of Hong Kong up to the late 19th century

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

- a) have general understanding of the British administrative measures in Hong Kong up to the late 19th century, including free port policy, establishment of the rule of law and systems of decrees and regulations as well as economic (e.g. free port and early development of early entrepot trade), social, (e.g. social structure, rise of local Chinese leaders and the racial policy), law and order and hygienic condition in Hong Kong during that time;
- b) analyse how different local organisations, including local Chinese organisations (using the Tung Wah Group of Hospitals and Po Leung Kuk as examples) , foreign missionaries and the Christian Church have made contributions to Hong Kong.

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

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>8. Growth and development of Hong Kong up to the late 19th century:</p> <p>- What impact did the British colonial rule and different local organisations have on the development of Hong Kong?</p>	<ul style="list-style-type: none"> • Establishment of British colonial rule • Economic condition and livelihood • Contributions of various local organisations to Hong Kong • Contributions of Europeans, Americans and other ethnic minorities to Hong Kong.* 	<ul style="list-style-type: none"> • How did Britain establish her rule in Hong Kong? How did the British systems and policies affect the subsequent development of Hong Kong? • What were the social and economic establishments in Hong Kong by the end of the 19th century? In the meantime, what were the major social and hygienic issues? • What contributions did local organisations make to Hong Kong in the mid and late 19th century? • What contributions did Europeans, Americans and other ethnic minorities make to Hong Kong?* 	<ul style="list-style-type: none"> ✓ Trace the historical development ✓ Analyse causes, results and impacts ✓ Analyse the importance of historical figures or organisations 	8

* The extended part

S3 The contemporary world (from the 20th century to the present): moving towards a multi-polar and interdependent world

Topic 9: International conflicts and crises in the 20th century (I) – the two world wars

In the 20th century, the two world wars and the Cold War had great impact on the shaping of the present world. This topic focuses on the discussion of the origin and impact of the two world wars. After studying this topic, students will be able to analyse:

- a) the fundamental causes of the two world wars, including the conflicts among the powers at the beginning of the 20th century and the outbreak of World War I; economic depression after World War I, the rise of totalitarianism and the outbreak of World War II; the cause-and-effect relationship between the two world wars, etc;
- b) how the two world wars changed the world order such as the decolonisation in Asia and Africa, and the rise of the “Third World”;
and through case study (choose one of the two):
 - i) understand that the two world wars brought changes in war tactics and improvement in armaments, and how military innovations were used in our daily lives in post-war years; or
 - ii) know that the genocide was a repeated historical phenomenon in the 20th century. The Holocaust is used as an example for students to understand the background and the miserable experiences of the Jews during the war and the reflections made by the Germans after the war.

More able or interested students may choose more than one case study.

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>9. International conflicts and crises in the 20th century (I) – the two world wars</p> <p>- What did people learn from the two world wars?</p>	<ul style="list-style-type: none"> • Relations among countries in Europe, America and Asia and reasons for their conflicts before the two world wars • Decolonisation of Asia and Africa, and the rise of the “Third World” in the post-war period • Case study (Choose 1 out of 2, study one more case for the extended part*): <ul style="list-style-type: none"> - Wars and inventions: the total war, new military warfare, and other inventions (e.g. medicine and daily necessities, etc.) - Genocide: using the Holocaust as an example 	<ul style="list-style-type: none"> • What were the causes for the outbreak of the two world wars? • Was the Second World War a continuation of the First World War? • How did the two world wars change the international situation? • How did the two world wars change the mode of wars? What are the wartime inventions that have subsequently become our daily necessities? • What is Genocide? Why were the Jews massacred by the Nazi? What reflections did the Germans have in the post-war period? 	<ul style="list-style-type: none"> ✓ Analyse change and continuity ✓ Analyse turning point of history ✓ Induce the characteristics ✓ Understand different interpretations of major historical issues ✓ Analyse how historical events are connected to today’s life 	<p>18</p>

		How can we avoid making the same mistake?		
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* The extended part

Topic 10: International conflicts and crises in the 20th century (II) –the Cold War and the post-Cold War period

Following Topic 9, this topic focuses on the international situation during the Cold War and the post-Cold War era. After studying this topic, students will be able to analyse:

- a) the fundamental causes of the Cold War, e.g. the international situation after World War II, the causes for the confrontation between the US and the Soviet Union (USSR) and the major developments of the Cold War;
- b) how the Cold War finally came to an end and the major characteristics of the international situation in the post-Cold War period, such as the rise of different regional forces, and the emerging economies (e.g. the European Union, China, India, etc.), regional crises and conflicts, and the threat of terrorism, etc.

More able or interested students may further understand the qualities of leaders by studying one of the historical figures during the Cold War.

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>10. International conflicts and crises in the 20th century (II) – the Cold War and the post-Cold War period</p> <p>- What were the major conflicts during the Cold War? What were the changes in the international situation after the end of the Cold War?</p>	<ul style="list-style-type: none"> • Causes and major developments of the Cold War • The end of the Cold War and the international situation in the post-Cold War period • Case study*: Historical figures representing different stages in the Cold War (choose 1 out of 5) <ul style="list-style-type: none"> - Winston Churchill (1874-1965) - Ho Chi Minh (1890-1969) - Mao Zedong (1893-1976) - J.F. Kennedy (1917-1963) - Mikhail Gorbachev (1931-) 	<ul style="list-style-type: none"> • What were the factors leading to the emergence and the end of Cold War? • How was the international situation in the post-Cold War period? • What are the qualities of leaders? How did the historical figures during the Cold War demonstrate these qualities? * 	<ul style="list-style-type: none"> ✓ Analyse change and continuity ✓ Analyse turning point in history ✓ Induce the characteristics ✓ Analyse the importance of historical figures or understand different interpretations towards historical figures 	16

* The extended part

Topic 11: International cooperation since the 20th century

The 20th century experienced not only various conflicts during the two world wars, the Cold War and the post-Cold War period, but also witnessed the determination and efforts of the international community in promoting world peace and international cooperation. After studying this topic, students will be able to:

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

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

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>11. International cooperation since the 20th century</p> <p>- How did international cooperation in the 20th century work for peace?</p>	<ul style="list-style-type: none"> • Background of international cooperation: general challenges for humanity since the 20th century • Establishment of the United Nations and its work • Work of other regional organisations and international non-governmental organisations * 	<ul style="list-style-type: none"> • How did the United Nations promote peace through international cooperation in the 20th century? How effective was it? • Apart from the United Nations, are there any other regional organisations and international non-governmental organisations that also promote international cooperation?* 	<ul style="list-style-type: none"> ✓ Induce the characteristics ✓ Analyse the significance of different organisations 	6

* The extended part

Topic 12: The growth and transformation of Hong Kong in the 20th century

In the 20th century, Hong Kong experienced industrial development during the two world wars and the subsequent social changes, and faced the challenges from Japanese invasion and occupation during the Second World War. In response to the changes in the international situation after the Second World War, Hong Kong eventually developed into a modern city today. After studying this topic, students will be able to understand

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

More able or interested students may further study the development of popular culture (pop music, cartoons, movies, television, etc.) in post-war Hong Kong to understand the diversified local culture.

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
<p>12. The growth and transformation of Hong Kong in the 20th century</p> <p>- <i>What are the factors that enable modernisation in Hong Kong in the 20th century?</i></p>	<ul style="list-style-type: none"> • Hong Kong between the two world wars • Hong Kong during the Japanese occupation • Transformation of Hong Kong in the post-WWII era and the return to motherland • Development of popular culture in post-WWII Hong Kong* 	<ul style="list-style-type: none"> • What types of industries were there in early Hong Kong? What roles did local Chinese play in political, economic and social aspects in pre-war Hong Kong? • What were the changes in livelihood under the Japanese occupation? • How did the post-WWII world affect Hong Kong? • What were the developments in politics, economy, society and livelihood in post-WWII Hong Kong? • How did the popular culture in post-WWII Hong Kong reflect the diversified 	<ul style="list-style-type: none"> ✓ Trace and classify ✓ Analyse causes, results and impacts ✓ Analyse turning point in history ✓ Trace the historical development 	10

		local culture?*		
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* The extended part

Time Allocation

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

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

Important Mileage in future

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

	Major Areas	Date
1.	First stage of consultation	September 2016
2.	Second stage of consultation	November 2017
3.	Teachers' professional development	From 2018 onwards
4.	The finalised curriculum framework being uploaded to EDB Website	Mid-to-late 2018
5.	Schools may adopt part of the topics (supporting measures will be provided by the EDB)	2017-2019
6.	Expected date of textbook publication	Mid-2020
7.	Implementation of the curriculum (starting at Secondary 1)	September 2020

Supporting Measures

15. Related **learning and teaching resources** and a series of **professional training programmes** for teachers including knowledge enrichment as well as learning and teaching will be provided by the EDB.
- In view of the needs of the revised curriculum, the EDB will provide teachers' training programmes and related teaching materials to support the implementation of the new curriculum. For learning and teaching resources, it is expected that textbooks will be published in the mid-year of 2020. Besides, the EDB will facilitate the learning and teaching of the History curriculum (S1-S3) by providing **exemplars on lesson plans with teaching ideas and guidance**. In addition, the EDB will develop various kinds of teaching materials, especially e-learning resources, for teachers' reference and application in order to enhance learning and teaching effectiveness.
 - A series of professional training programmes for teachers will be conducted by the EDB from 2018 onwards, including programmes to address the diverse needs of teachers such as school curriculum leadership programmes which target at subject panels; knowledge enrichment programmes for subject teachers and non-history majors (especially knowledge related to the new topics in the curriculum); experience sharing sessions, workshops on assessment for learning, field visits and study trips, etc. After the curriculum has been fully implemented, the EDB will organise school network activities for teachers to share their teaching experiences and disseminate good classroom practices.

The revised junior secondary history curriculum

The expected learning contents of topic 1: Human needs: past and present

Topic 1 (14 periods)	
<ul style="list-style-type: none"> • Division of periods and development of the Stone Age: from nomadism to agriculture (max 4 periods) 	<ul style="list-style-type: none"> ☞ Learn the concept of time and chronology, division of historical periods (pre-historic times/ historic times), and how to distinguish the types of sources in studying history (primary sources, secondary sources/ archaeological findings, non-written and written sources) through understanding the division of periods in the Stone Age and the survival of human beings in the past. (1-2 periods) ☞ The evolution of ways in searching for food and in the modes of living in the New Stone Age as well as the emergence of agrarian societies (using recent major archaeological discoveries of different places including Hong Kong as examples). (1-2 periods) <p>* Focus on the evolution of the early human livelihood and characteristics of the Old Stone Age and New Stone Age.</p>
<ul style="list-style-type: none"> • Rise of ancient civilisations, and the distribution of the major world civilisations (max 3 periods) 	<ul style="list-style-type: none"> ☞ Definition of civilisation and the background of the birth of early civilisations. (1 period) ☞ Comparison of the common basic elements of ancient civilisations and ours today in the light of their distribution and characteristics .(1-2 periods) <p>* Focus on the origins of civilisations and common characteristics of the four centres of early civilisations.</p>
<ul style="list-style-type: none"> • Characteristics of early major civilisations – Case study in the civilisation of the Fertile Crescent, the Nile Valley, the Indus Valley and the Huanghe Valley 	<ul style="list-style-type: none"> ☞ Human civilisation originated from the basic needs of survival. After people had solved the basic needs including food, settlements and clothes, they began to engage in other different activities such as producing various tools, trading, practicing religions etc. Shaped by the difference in landscape, climate and ecology, ancient civilisations with distinctive characteristics were gradually developed. ☞ From five aspects, including writing, government and governance, religion and belief, architecture and science, study the main characteristics of at least ONE of the early civilisations. For example: the Sumerians in the Fertile Crescent invented the earliest system of writing as a tool for record; the ancient Egyptians set up administration by scribes and

<p>(Choose one out of four and study one more case for the extended part*) (max 7 periods)</p>	<p>officials for governance headed by the Pharaoh; Indus Valley civilisation had two well-planned cities – Harappa and Mohenjo-daro; the Huanghe Valley civilisation in the Shang dynasty invented writing and used it for recording divination and other early religious activities. For architecture and science, pyramids built by the ancient Egyptians, the calendar created by the Babylonians, the art of architecture and city-planning of Indus Valley civilisation and also the art and technology of using bronze in ancient China were all the precious cultural heritage left by early civilisations for today. (7 periods)</p> <p>* Focus on how the cases reflect the connections between the achievements of early civilisations and today’s world, and the common human needs in the past and present.</p>
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*The extended part

The revised junior secondary history curriculum

The expected learning contents of topic 2: The development of European civilisation

Topic 2 (18 periods)	
<ul style="list-style-type: none"> Introduction of European classical civilisation (max 4 periods) 	<ul style="list-style-type: none"> ☞ Periodisation of European history (the ancient times, the Medieval Times) (1 period) ☞ Classical civilisation in Europe, which included the Greco-Roman civilisations, emerged around 800 B.C. and developed until early Middle Ages (6th century). (1 period) ☞ The environment, geographical location and features of the Greek Peninsula shaped the unique political development in ancient Greece (e.g. the Greek city states) while external wars and civil wars led to the changes of Roman political system (transformation from republic to empire). (1-2 periods) <p>* Focus on understanding the origin and development of classical civilisation in Europe.</p>
<ul style="list-style-type: none"> The legacy of classical European civilisation and its meaning for today (max 6 periods) 	<ul style="list-style-type: none"> ☞ Greco-Roman civilisation is an essential part of cultural legacy of humanity and its meaning for today includes the followings: <ol style="list-style-type: none"> (i) Governance: democracy in Athens and timarchy in Sparta in ancient Greece, Roman Republic and Roman Empire have become cases for later reference and research. (2-3 periods) (ii) Creation of culture: the attachment of importance to people’s rights and the laws by the ancient Greeks and Romans has laid the foundation for understanding the laws today, and shaped the concept of the rule of law; achievements such as Mythology (e.g. Greek mythology) and thoughts (e.g. those of ancient Greek philosophers such as Socrates); art (e.g. sculpture art of the Greco-Romans) and architecture (e.g. stone columns of ancient Greece as well as forum and city planning of ancient Rome) have profound impact on and contributed to the later development of the world (2-3 periods). <p>* Focus on legacy of Greco-Roman civilisation and its impact and contribution to the world today.</p>
<ul style="list-style-type: none"> Characteristics of feudal society (max 5 periods) 	<ul style="list-style-type: none"> ☞ Origin of feudalism in medieval Europe and characteristics of the feudal society: e.g. a distinctive social class system; system of allegiance and obligation that governed the relationship between lords and their vassals,

	<p>hereditary system and the Code of Chivalry. (2-3 periods)</p> <p>☞ Impact of medieval European civilisation on today's world: e.g. the contractual spirit and constitution, the emergence of universities and the rise of cities. (1-2 periods)</p> <p>* Focus on the main features of feudalism in medieval Europe and their meanings for today.</p>
<ul style="list-style-type: none"> The making of Christendom and the Church in the Medieval Times (max 3 periods) 	<p>☞ The making of Christendom, including the origin of Christianity and its development in the Roman Empire (e.g. Christianity as the official religion), etc. (1-2 periods)</p> <p>☞ The roles of the Church in Medieval Times, e.g. engaging in political affairs, keeping social order, disseminating knowledge and cultures. (1-2 periods)</p> <p>* Focus on understanding the linkage of Christianity with the development of European civilisation</p>
<ul style="list-style-type: none"> Civilisation and living: life in the European Medieval Times 	<p>☞ Important symbols of the Medieval Times, e.g. manors (including castles and churches) and late medieval markets; and the lives of different social classes there.</p> <p>* Focus on understanding medieval European civilisation from the daily lives of people.</p>

*The extended part

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The expected learning contents of topic 3:

The rise of Islamic civilisation and cultural interactions between Europe and Asia in Medieval Times

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

	<p>On religion: the spread of Christianity to the East, such as Nestorianism first entered into Tang China during the 7th century;</p> <p>On astronomy: geocentric model developed by ancient Greek astronomer Claudius Ptolemy inspired the Arabic astronomers who made up for the limitations in geocentric model by finding new information and records through astronomical observation.</p> <p>☞ The spread of Arab civilisation in Europe widened European horizons in Medieval Times. (1-2 periods) For examples:</p> <p>On geography: the lateen sails invented by the Arabs enhanced the flexibility of ships, and were widely adopted and developed by the Europeans in late Medieval Times; world maps drawn by Arabic geographers stimulated the Europeans to think about whether the Earth was spherical;</p> <p>On medicine: <i>The Canon of Medicine</i>, written by the Arabic physician Avicenna, was still the main textbook of European medicine until the 17th century.</p> <p>* Focus on the achievements of the Islamic civilisation and its relationship with cultural interactions between Europe and Asia.</p>
<ul style="list-style-type: none"> • Cultural interactions between Europe and Asia before Medieval Times* 	<p>☞ Condition of cultural interactions between Europe and Asia before Medieval Times, including how the Greco-Roman civilisation spread through military expansion (e.g. the conquest of Persia and Afghanistan by Alexander the Great and territorial expansion of the Roman Empire) and trade and commerce (e.g. the ancient Silk Road).</p> <p>☞ Results of cultural interactions. For examples: by trading along the ancient Silk Road, China exported silk to the Roman Empire, and the Roman Empire exported glass vessels to China.</p> <p>* Focus on how different regional cultures contacted and interacted with one another through trades in the ancient world.</p>

*The extended part

The revised junior secondary history curriculum

The expected learning contents of topic 4 : History, culture and heritage of early Hong Kong region

Topic 4 (8 periods)	
<ul style="list-style-type: none"> • Local clans and other ethnic groups (max 4 periods) 	<ul style="list-style-type: none"> ☞ Different lifestyles of the early residents in Hong Kong including the local clans and other ethnic groups such as the Hakka, boat people (known as “Tanka” in the past) and the Fuklo (also known as “Hoklo”). For example, the local clans settled on the fertile plains in the northern New Territories and they lived on farming etc; the Hakkas whose villages were located in relatively distant, barren and infertile regions also lived on farming; the boat people using boats as their home lived on pearl hunting and fishing while the Fuklos came from Fujian and east of Guangdong (i.e. Chaoshan region, Hailufeng region and today’s Huizhou). They mainly lived on fishing whilst some of them worked on farms. (3-4 periods) ✳ Focus on the different lifestyles of four major ethnic groups in Hong Kong and Southern China region.
<ul style="list-style-type: none"> • Case study: Getting to know the lives of local clans in Hong Kong through intangible cultural heritage (local customs and festivals) (Choose one of the following and study one more case for the extended part*): <ul style="list-style-type: none"> - Chiu Chow Hungry Ghost Festival - Cheung Chau Jiao Festival - Tai Hang Fire Dragon 	<ul style="list-style-type: none"> ☞ Definition of Intangible Cultural Heritage (ICH) and The Convention for the Safeguarding of the Intangible Cultural Heritage (“the Convention”) passed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2003 which manifested ICH in five domains: (1) oral traditions and expressions; (2) performing arts; (3) social practices, rituals and festive events; (4) knowledge and practices concerning nature and the universe; (5) traditional craftsmanship. (1 period) ☞ Understanding the life of local clans, traditional customs and cultural values of festivals through the four significant local intangible cultural heritage. For example, Chiu Chow Hungry Ghost Festival aims at strengthening the relationship among clan members and paying respect to the deceased through religious practices; Cheung Chau Jiao Festival, which lasts for over a hundred years, comprises of various ethnic cultures and performing arts relating to religion, helps to link up different ethnic groups on the island as a whole; Tai Hang Fire Dragon Dance, originated in the 19th century with

<p>Dance</p> <p>- Tai O Traditional Dragon Boat Parade</p> <p>(max 4 periods)</p>	<p>the purpose of eliminating plague, has now become a unique custom in Hong Kong; Tai O Traditional Dragon Boat Water Parade, which combines a diversity of elements including fishing, religious beliefs and ceremonial rituals, remains today a community-wide event that plays a key role in maintaining neighbourhood relationships.</p> <p>(2-3 periods)</p> <p>* Focus on how the cultural values of traditional customs and festivals are related to our lives today.</p>
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*The extended part

The revised junior secondary history curriculum

The expected learning contents of topic 5: The rise of modern Europe

Topic 5 (22 periods)	
<ul style="list-style-type: none"> From God-centred to Human centred : the Renaissance and the Reformation (max 5 periods) 	<ul style="list-style-type: none"> ☞ The Renaissance emerged in Italy during the 14th and 15th centuries to revive the civilisation of ancient Greece and ancient Rome (1 period) ☞ Its emphasis on human values was reflected in painting, sculpture and architecture (1 period) ☞ It led to the emergence of the Reformation, the Voyages of Discovery and the Enlightenment (1-2 periods) ☞ Martin Luther’s protest of the Roman Catholic Church in the 16th century marked the beginning of the Reformation. It led to the split of the Christian Church (1 period) <p>* Introduce 1-2 historical figures only. Memorisation of people’s names and their works should be avoided.</p>
<ul style="list-style-type: none"> The Age of Reason: The Scientific Revolution and the Enlightenment (max 3 periods) 	<ul style="list-style-type: none"> ☞ The Scientific Revolution started from the 16th to 17th centuries and it emphasised on reasons and used observations and experiments to understand the natural world (1 period) ☞ The ideas of the Enlightenment in the 18th century (e.g. born human rights and ideas of born equality, etc) led to the subsequent outbreak of the American Revolution and the French Revolution (1-2 periods) <p>* Focus on the characteristics of revolutions. Memorisation of definition and ideas of thinkers should be avoided.</p>
<ul style="list-style-type: none"> Technological advancement: The Industrial Revolution (max 6 periods) 	<ul style="list-style-type: none"> ☞ The Industrial Revolution was also called the Age of Machines. It started in Britain in the mid-18th century (1 period) ☞ Change in sources of energy (use of steam power) brought about tremendous changes on textile production, transportations and communications (1-2 periods) ☞ Impact of the Industrial Revolution, e.g. (2-3 periods): <ol style="list-style-type: none"> (1) accelerating the development of economy and technology in Europe, and leading to the colonial expansion of European countries in the 19th century (2) giving rise to various problems, including child labour, poor working environment and exploitation of workers, etc <p>* Focus on changes brought by new sources of energy. Memorisation of inventors, their inventions and operation</p>

	should be avoided.
<ul style="list-style-type: none"> Pursuit of freedom and democracy: the French Revolution and its historical significance (max 8 periods) 	<ul style="list-style-type: none"> Major causes of the French Revolution, e.g. corruption of the ruling class, the unfair social system, the inspiration from the Enlightenment and the impact of the American Revolution (2-3 periods) Major course of events, e.g. from the fall of the Bastille symbolising the start of French Revolution; the execution of Louis XVI; the republic in turbulence, the Napoleonic Empire and the subsequent Napoleonic Wars in Europe; defeat in the Battle of Waterloo to the end of the Napoleonic era (2-3 periods) Impact of the French Revolution, e.g. “the Declaration of the Rights of Man” and “Napoleonic Code” laid the foundation of equality and the concept of rule of law; and the Napoleonic Wars led to the rise of liberalism and nationalism in Europe (1-2 periods) <p>* State the chronological sequence of events. Memorisation of detailed account of events should be avoided.</p>
<ul style="list-style-type: none"> The condition of Asian civilisations from 15th to 19th centuries (using the Mughal Empire in India and the Ottoman Empire in Turkey as examples)* 	<ul style="list-style-type: none"> the making of “New Indian Culture” during the period of the Mughal Empire in India, which was the integration of Islamic culture and Hindu culture, and its achievement in paintings, architecture, philosophy and literature etc.; the multi-cultural characteristics of the Ottoman Empire which was an Islamic empire across Europe, Asia and Africa; the difficulties faced by the above empires since the late 18th century(e.g. huge population, technology bottleneck and bureaucratic corruption.)

*The extended part

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The expected learning contents of topic 6: European colonial expansion

Topic 6 (10 periods)	
<ul style="list-style-type: none"> • Reasons for European colonial expansion (max 4 periods) 	<ul style="list-style-type: none"> ☞ Reasons for European colonial expansion, for example: <ol style="list-style-type: none"> (1) Impact of early exploration and expansion, e.g. voyages of discovery in the 15th and the 16th centuries. (2) The growing need of European countries for markets and resources after the Industrial Revolution in the 18th century. (3) The rise of nationalism in the 19th century accelerated the European colonial expansion. (3-4 periods) ✳ Focus on understanding various reasons for European colonial expansion.
<ul style="list-style-type: none"> • The making of European colonial policy and its impact of colonial expansion on the Americas, Africa and Asia (max 6 periods) 	<ul style="list-style-type: none"> ☞ The making of European colonial policy and ways of European colonial expansion in the Americas, Africa and Asia, for example: <ol style="list-style-type: none"> (1) The pillage of resources including gold, silver, and other resources (e.g. trading indigenous African as slaves); (2) Territorial acquisitions including formation of occupied regions, colonies or spheres of influence, and the use of franchised companies (e.g. British East India Company, Dutch East India Company) to manage the affairs of the occupied regions; or appointment of officials for direct colonial rule. (2-3 periods) ☞ The impact of European colonial expansion on the Americas, Africa and Asia, for example, the colonial expansion and overseas trade helped to promote and shape the gradual formation of the Europe-centered global economic system; colonial expansion brought sufferings to native people (e.g. slave trade, plague), but facilitated the development of modernisation in some of the regions. . (2-3 periods) ✳ Focus on understanding the characteristics of European colonial expansion and its impact on the Americas, Africa and Asia.
<ul style="list-style-type: none"> • East Asia during the European expansion (using China and Japan as 	<ul style="list-style-type: none"> ☞ The response of China and Japan towards the expansion of European countries: for example, the Qing government first resisted through wars, and was later forced open to the West and carried out reforms but with limited success. With the continuous foreign invasion, the Qing government was finally overthrown by the revolution led by Sun Yat-sen. For Japan, the Tokugawa Bakufu was

examples)*	forced to open to the West which led to its unpopularity and triggered internal political struggles. The Bakufu was then overthrown and replaced by an Emperor-centred political system. It carried out comprehensive reforms for modernisation which finally transformed Japan into one of the world's great powers.
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*The extended part

The revised junior secondary history curriculum

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

Topic 7 (10 periods)	
<ul style="list-style-type: none"> • The internal and external factors and impact of the American Revolution (max 4 periods) 	<ul style="list-style-type: none"> ☞ External factors leading to the American Revolution, such as the impact of the Enlightenment in Europe, and internal factors which led to the objection of the British colonists in America such as the taxation policies. (1-2 periods) ☞ Significance of the success of the American Revolution, e.g. the promulgation of the Declaration of Independence, the formation of a new government in the form of republic, and its impact on the French Revolution and the Latin American Independence Movement in the 19th century. (1-2 periods) <p>* Focus on factors leading to the American Revolution and its impact on Europe and the world.</p>
<ul style="list-style-type: none"> • The territorial acquisition, Westward Movement, and the “Monroe Doctrine” in the 19th century (max 3 periods) 	<ul style="list-style-type: none"> ☞ Territorial acquisition of the US & the Westward Movement, including the acquisition of land through different means (e.g. by force and money), government encouraging people to go west and explore, “Monroe Doctrine” and its significance on the development of the US. (2-3 periods) <p>* Focus on the progress of territorial acquisition of the US in the 19th century.</p>
<ul style="list-style-type: none"> • The US before and after the American Civil War (max 3 periods) 	<ul style="list-style-type: none"> ☞ Major factors leading to the outbreak of the American Civil War, e.g. the power struggle between the Federal Government and the states since the American Independence, the difference of social and economic system between the Northern and the Southern states, the dispute over the new territories after the Westward Movement, and conflicts arising from different views on the slavery system. (1-2 periods) ☞ Impact of the American Civil War, e.g. the Emancipation Proclamation, reconstruction of the South, and the rapid industrialisation of the US after the Civil War. (1-2 periods). <p>* Focus on the changes of the US before and after the Civil War and its post-Civil War development.</p>

<ul style="list-style-type: none"> • Formation of different social migrant communities in the 19th century: using the experience of the early Chinese labourers as an example* 	<ul style="list-style-type: none"> ☞ Formation of different social migrant communities in the 19th century ☞ The reasons for the Chinese to migrate to the US, such as their political and economic concerns. ☞ Life and experience of early Chinese labourers in the US. <p>* Focus on the experience of the early Chinese labourers in the US and their role in the exploration of western territories of US in the 19th century.</p>
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*The extended part

The revised junior history curriculum

The expected learning contents of topic 8: Growth and development of Hong Kong up to the late 19th century

Topic 8 (8 periods)	
<ul style="list-style-type: none"> • The establishment of British colonial rule (max 2 periods) 	<ul style="list-style-type: none"> ☞ The establishment of government structure, systems of decrees and regulations, e.g. the posts of Governor and major officials, the system of Executive and Legislative Councils, and independence of the judiciary. (1 period) ☞ The features of British administration in early Hong Kong, e.g. the British government (the Colonial Office in particular) directed the policy making of Hong Kong government; the Governor had enormous ruling power while most senior government officials were occupied by the British; both the official and unofficial members in the two councils were mainly Europeans who were directly appointed by the Governor. (1 period) <p>* Focus on how the establishment of the early British rule had laid the foundation for the subsequent development of Hong Kong.</p>
<ul style="list-style-type: none"> • Economic condition and livelihood (max 3 periods) 	<ul style="list-style-type: none"> ☞ The economic development of Hong Kong up to the late 19th century, e.g., the establishment of free port policy, and the entrepot trade had become the pillar of the economy of Hong Kong; the prosperous development of the shipbuilding industry, the logistics and shipping industry, and the banking industry, etc. (1-2 periods) ☞ The social development of Hong Kong up to the late 19th century, e.g. the policies towards Chinese in the early British rule; law and order and hygiene problems and the rise of local Chinese leaders in the late 19th century. (1-2 periods) <p>* Focus on the problems and solutions in early Hong Kong</p>
<ul style="list-style-type: none"> • Contributions of various local organisations to Hong Kong (max 3 periods) 	<ul style="list-style-type: none"> ☞ The contributions of various local organizations to Hong Kong, e.g. among the local Chinese organisations, the Tung Wah Group of Hospitals provided free medical services to the Chinese; Po Leung Kok was set up for anti-abduction and trafficking of women and children, and served as shelter accommodation for those victims. As for the foreign missionaries and the Christian church, apart from preaching, the church also took part in building orphanages, schools and hospitals, and offered various types of social welfare services. (2-3 periods)

	<p>* Focus on the roles of various local organisations in the development of Hong Kong</p>
<p>• Contributions of Europeans, Americans and other ethnic minorities to Hong Kong*</p>	<p>☞ The Europeans, the Americans and the other ethnic minorities have contributed to Hong Kong in different aspects: e.g. a Jewish Kadoorie family engaged in electricity investments which met the increasing needs for electricity supply in Hong Kong, and also began its charity work to support the agrarian development; Dorabjee Naorojee Mithaiwala, a Persee merchant, was the founder of the Kowloon Ferry Company which was later renamed the “Star” Ferry Company Limited. The ferry service has improved people’s livelihood and public transport. Sir Catchick Paul Chater, an Armenian, was a prime founding member of “The Association of Stockbrokers in Hong Kong”, the first formal stock exchange in Hong Kong. He had also been the unofficial member of both the Legislative Council and the Executive Council. As the Justice of the Peace of Hong Kong, an entrepreneur and a philanthropist, Robert Hotung who was a Eurasian had contributed much to Hong Kong, etc.</p> <p>* Focus on understanding the diversification and internationalisation of Hong Kong in the past through the study of the history and lives of the Europeans, Americans and ethnic minorities in Hong Kong.</p>

*The extended part

The revised junior secondary history curriculum

The expected learning contents of topic 9:

International conflicts and crises in the 20th century (I) – the two world wars

Topic 9 (18 periods)	
<ul style="list-style-type: none"> Relations among countries in Europe, America and Asia and reasons for their conflicts before the two world wars (max 10 periods) 	<ul style="list-style-type: none"> Background of the two world wars, including different conflicts triggered by nationalism before World War I and the impact brought by the Treaty of Versailles after the war. (3-4 periods) The rise of totalitarianism and the subsequent formation and aggression of the Axis powers afterwards in the inter-war period. (2-3 periods) The failure of collective security, e.g. the failed attempts of the League of Nations in stopping aggression of the Axis powers, appeasement policy of Britain and France towards Germany, and isolationism of the US etc. (2-3 periods) <p>* Focus on understanding various causes of the two world wars as well as the correlation of the wars.</p>
<ul style="list-style-type: none"> Decolonisation of Asia and Africa and the rise of the ‘Third World’ in the post-war period (max 4 periods) 	<ul style="list-style-type: none"> The principles of self-determination proposed by US President Wilson and the origin of the concept of decolonisation. After the two world wars, the influence of European nations (such as Britain and France) on their colonies in Asia and Africa faded. Different Asian countries gained their independence after the wars through different means, and the African independence movements developed rapidly in the 1960s. (1-2 periods) With the rise of independent Asian and African countries, the Bandung Conference and the non-aligned movement marked the emergence and development of the ‘Third World’. (1-2 periods) <p>* Emphasise on the impact of the two world wars, and how the wars changed the situation of different regions of the world.</p>
<ul style="list-style-type: none"> Case Study (Choose 1 out of 2 and study one more case for the 	<p><i>Case 1: Wars and inventions: the total war, new military warfare, and other inventions</i></p> <ul style="list-style-type: none"> The two world wars changed the human war tactics, e.g. the total war has brought about more destructive impact on the peoples of all countries. As for the new armaments in the interwar period, for examples, tanks, submarines, toxic gas and grenade in World War I, and bomber aircrafts and nuclear bombs in World War II, their huge destructive power is still threatening the

<p>extended part*) (max 4 periods)</p>	<p>peace of the world today. (1-2 periods)</p> <ul style="list-style-type: none"> ↳ Examples of other inventions emerged for the needs of wars and how they changed from military use to civil use after wars, including penicillin for medical use, and daily necessities such as trench coats, zips, stainless steel and computers etc. (1-2 periods) <p>* Focus on understanding of how technological innovations brought by wars changed our daily lives.</p> <p><i>Case 2: The genocide: Using the Holocaust as an example</i></p> <ul style="list-style-type: none"> ↳ Definition of genocide, the origin of anti-Semitism, the reasons of Nazi Germany's hatred towards the Jews and the measures taken against them, including the passage of Nuremberg Laws which entirely deprived the Jews of their civil rights, the erection of Jewish concentration camps in occupied territories during World War II, and the execution of 'Final Solution' for the genocide etc. (1-2 periods) ↳ How Germany and the international society followed up, reflected and commemorated the Holocaust after the war, e.g. trials held after the war by The International Military Tribunal, the passage of 'Convention on the Prevention and Punishment of the Crime of Genocide' in 1951 by the United Nations, the reflection and due emphasis of German government and society on the Holocaust, and the reflection and education through the school curriculum and establishment of museums, etc. (1-2 periods) <p>* Focus on understanding the origin and disastrous effects of genocide, and the importance of promoting peace and valuing human rights so as to avoid history from repeating itself.</p>
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*The extended part

The revised junior secondary history curriculum

The expected learning contents of topic 10: The conflicts and crises in the 20th century (II) – the Cold War and the post-Cold War period

Topic 10 (16 periods)	
<ul style="list-style-type: none"> • Causes and major developments of the Cold War (max 10 periods) 	<ul style="list-style-type: none"> ☞ The fundamental causes of the Cold War, e.g. the international situation after World War II (e.g. difficulties faced by post-war European countries and the rise of the US and the Soviet Union [USSR] etc.); as well as the reasons for confrontation between the US and the USSR (e.g. ideological differences). (3-4 periods). ☞ Major developments in the Cold War, e.g. the Marshall Plan of the US (1947) and the subsequent Molotov Plan of the USSR (1949); regional conflicts between the US and the USSR including the Berlin Blockade and the division of Germany (1948-49), the Korean War (1950-53), the Cuban Missile Crisis (1962), the Vietnam War (1965-75) and the Soviet invasion of Afghanistan (1979), etc. (6-7 periods). ✱ Focus on the changes in the international situation after World War II and the causes of the Cold War, as well as major events during the Cold War period.
<ul style="list-style-type: none"> • The end of the Cold War and the international situation in the post-Cold War Period (max 6 periods) 	<ul style="list-style-type: none"> ☞ The end of the Cold War, including the impact of Gorbachev's reform, drastic changes in Eastern Europe and the collapse of the Soviet Union. (2-3 periods) ☞ Major developments of the international situation in post-Cold War period, e.g., the rise of different regional forces, and the emerging economies (e.g. the European Union, China, India, etc.), regional conflicts and crises (e.g. The Yugoslav Civil War) and the threat of terrorism (e.g. the September 11 Attacks in the US in 2001), etc. (max 3-4 periods) ✱ Focus on understanding how the Cold War ended and the development of the international situation in the Post-Cold War period.
<ul style="list-style-type: none"> • Case study*: Historical figures representing different stages in the 	<ul style="list-style-type: none"> ☞ Choose one of the following historical figures for case study and discuss how he demonstrated the qualities of leadership during the Cold War <ul style="list-style-type: none"> - Winston Churchill (1874-1965)

Cold War (choose 1 out of 5)	<ul style="list-style-type: none">- Ho Chi Minh (1890-1969)- Mao Zedong (1893-1976)- J.F. Kennedy (1917-1963)- Mikhail Gorbachev (1931-) <p>* Discuss qualities of leadership through studying the major historical figures during the Cold War period.</p>
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*The extended part

The revised junior secondary history curriculum

The expected learning contents of topic 11: International cooperation since the 20th century

Topic 11 (6 periods)	
<ul style="list-style-type: none"> ● Background of international cooperation : general challenges for humanity since the 20th century (max 2 periods) 	<ul style="list-style-type: none"> ☞ International cooperation in the 20th century originated from the human needs of addressing common challenges which cannot be resolved by any single country. For example, conflicts and cooperation (e.g. reflections on the two world wars); poverty and development (e.g. discrepancies between developing countries and developed countries); environment utilisation and its damages (e.g. environmental problems caused by industrialisation and urbanisation); and illness and medical care (e.g. epidemic disease and the threats of newly emerging diseases). (1-2 periods) * Focus on understanding the background of international cooperation in the 20th century
<ul style="list-style-type: none"> ● The establishment and the work of the United Nations (max 4 periods) 	<ul style="list-style-type: none"> ☞ Background and the founding of the United Nations, including important wartime decisions e.g. the drafting of the Atlantic Charter in 1941; the signing of the Declaration of the United Nations in 1942; and the signing of United Nations Charter in the San Francisco Conference in 1945.(1 period) ☞ The work of the United Nations and its effectiveness including the maintenance of world peace; mediation of international disputes; promotion of exchanges and collaboration of various countries in the areas of economy, technology, society and culture for the benefit of mankind. (2-3 periods) * Focus on understanding the efforts and contributions of the United Nations in various areas.
<ul style="list-style-type: none"> ● The work of other regional organisations and international non-governmental organisations* 	<ul style="list-style-type: none"> ☞ Regional organisations are official organisations, e.g. the European Union (EU) and the Association of South East Asian Nations (ASEAN) aim to promote free trade and regional collaboration on population mobility, medical technology, environmental conservation and education, etc. ☞ International non-governmental organisations (e.g. the International Committee of the Red Cross, World Vision, Oxfam,

	<p>Green Peace, Medecins Sans Frontieres, etc.), which are non-profit making in nature, actively participate in international affairs according to their specific purposes which include providing emergency relief supplies in disasters, organising educational activities and assisting the developing countries to improve their economic and living conditions, etc.</p> <p>* Focus on understanding how regional organisations and international non-governmental organisations promote international cooperation.</p>
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*The extended part

The revised junior secondary history curriculum

The expected learning contents of topic 12: The growth and transformation of Hong Kong in the 20th century

Topic 12 (10 periods)	
<ul style="list-style-type: none"> • Hong Kong between the two world wars (max 2 periods) 	<ul style="list-style-type: none"> ☞ Development of pre-war industries: apart from the shipbuilding, manufacturing industry (e.g. cement and steel rope) primarily invested by foreign-funded firms, textiles, garments, food manufacturing and even the non-industrial retail sector had remarkable performances when the Chinese-funded enterprises emerged gradually since the early 20th century. (1 period) ☞ The rise of local Chinese and their roles: e.g. in political aspect, the Chinese served as unofficial members in the Legislative Council; in economic aspect, the Chinese banks began to take shape and started to exert its influence in local banking sector; in social aspect, apart from the charities formed by the Chinese (refer to Topic 8), the other social organisations (e.g. Heung Yee Kuk, Clansmen Associations, Kai Fong Associations) also took up responsibilities to develop various projects in society. (1 period) <p>* Focus on understanding the vibrant development of local industries in pre-war Hong Kong as well as the rise of Chinese and their influence in various aspects. .</p>
<ul style="list-style-type: none"> • Hong Kong during the Japanese occupation (max 2 periods) 	<ul style="list-style-type: none"> ☞ The Japanese invasion of Hong Kong, the difficult life under Japanese occupation and the liberation of Hong Kong. (1-2 periods) <p>* Focus on understanding the changes in the livelihood of local people under Japanese occupation.</p>
<ul style="list-style-type: none"> • Transformation of Hong Kong in the post-WWII era and the return to motherland (max 6 periods) 	<ul style="list-style-type: none"> ☞ The internal and external factors that facilitated the post-war development of Hong Kong, including favourable international circumstances (e.g. in the 1950s, European countries and America gradually shifted their manufacturing sector to other regions and opened their markets); linkage with the mainland (e.g. the political turmoil in China in the early 1950s brought abundant labour force and capital into Hong Kong and the opportunities arising from the Reform and Opening-up policy of the mainland in the 1980s); and Hong Kong's advantageous position (e.g. its industrial

	<p>foundation laid before the Second World War, its international trading network and sophisticated infrastructure established in the past hundred years being an entrepot trading centre) (1-2 periods)</p> <ul style="list-style-type: none"> ☞ Development of economy, housing, education, governance and political institutions in Hong Kong. For example, Economically, it developed from an entrepot to an industrial centre (from the 1950s to the 1970s), and from an industrial centre to an international financial centre (from the 1970s to the present); public housing started since 1950; implementation and extension of free education in the 1970s and the postsecondary education was expanded so as to meet the needs of society in the 1980s-90s; governance and institutional development including enhancement of communication between the people and the government, and strengthening local administration and consultation in the 1960s; the establishment of The Independent Commission Against Corruption (ICAC), and the localisation of the Civil Service in the 1970s, and the development of representative government in the 1980s, etc. (2-3 periods) ☞ The economic and cultural links between Hong Kong and Asia, North America, Europe, etc. (1 period) ☞ The return to motherland including the signing of Sino-British Joint Declaration in the 1980s; the drafting of the Basic Law and its promulgation, and the establishment of Special Administrative Region, etc. (1 period) <p>* Focus on how international circumstances, political situations in the mainland and Hong Kong’s advantageous position affected the development of Hong Kong as well as its development in various aspects such as politics, economy, society and people’s livelihood in the post-war period.</p>
<ul style="list-style-type: none"> • Development of popular culture in the post-WWII Hong Kong* 	<ul style="list-style-type: none"> ☞ The development of popular culture in post-war Hong Kong, such as films and TV programmes, popular songs and comics. <p>* Focus on how the popular culture reflected the diversified local culture in post-war Hong Kong.</p>

*The extended part

Personal, Social and Humanities Education Key Learning Area

The Revised History Curriculum (Secondary 1-3)

Questionnaire for the Second Stage of Consultation

Objectives

This questionnaire aims to collect school opinions on the recommendations made by the Ad Hoc Committee for Revising Junior Secondary Chinese History and History curricula (Secondary 1-3) (hereafter “The Committee”) under the Curriculum Development Council (CDC). Based on the first stage of consultation, this consultation focuses on the proposed curriculum framework and contents.

Background

The First Stage of Consultation Seminar on the Junior Secondary History Curriculum review was completed on 28 September 2016. Focus was put on the overall direction of the revised curriculum, including reasons and rationale, curriculum aims and learning objectives along with curriculum structure, time allocation, supporting measures and curriculum implementation. The consultation lasted for a month and a total of 201 questionnaires were received.

Results of the First Stage of Consultation

- Schools and teachers **agreed to the principles and overall direction of the revised curriculum**. Over 90% of respondents agreed to the reasons for curriculum review, rationale as well as curriculum aims and learning objectives.
- Nearly 90% of respondents **agreed to the revised curriculum structure, framework and design**, including the revised curriculum in chronological order, using one theme in a specific historical period for each school year from Secondary 1 to Secondary 3 and offering 12 topics with foundation parts and extended parts etc.
- Schools and teachers generally **recognised and agreed with the proposed new topics**. Over 70% of respondents agreed to the design and proposed learning points of the two new topics (i.e. The rise of Islamic civilisation and cultural interactions between Europe and Asia in medieval times and The founding and development of the United States) while the other topics were supported by over 80% of respondents.
- As for the proposed time allocation, some schools and teachers expressed their **concerns about the rich contents and insufficient lesson time**.
- With regard to the implementation time of the revised curriculum, over 80% of respondents agreed that it would be appropriate to implement the revised curriculum from Secondary 1 in the school year of 2019-2020.
- As for written comments, some teachers suggested that certain topics and learning points could be reorganised for a better teaching flow. Besides, teachers in general expected the Education Bureau (EDB) to offer more professional training programmes, teaching resources and school support etc. in order to enhance teaching effectiveness and students’ learning interest.

Direction of the Second Stage of Consultation

Based on the feedbacks and comments collected from the First Stage of Consultation, the Committee has considered different views from schools and teachers and upheld the two professional principles of integrity and operability for further refinement of the curriculum.

Questionnaire and Consultation Document

This questionnaire and the attached consultation document entitled *History (Secondary 1-3) – Revised Curriculum 2nd Consultation Draft* have been uploaded to the website of the Personal, Social and Humanities Education Section: (<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/whats-new.html>)

- Each school is requested to complete one questionnaire
- School heads or their representatives (e.g. Vice Principals, panel heads of History, etc.) are invited to complete the questionnaire. Before responding to the questionnaire, we suggest panel heads and teachers reading the 2nd Consultation Draft for discussion and exchanging opinions. Schools, which do not offer History for students, are also welcome to give suggestions for this subject.
- School information and opinions collected from consultation questionnaires are used for curriculum review only and they will be destroyed after the promulgation of the revised curriculum.
- The completed questionnaire should be returned to the following address by hand or mail **on or before 18 December 2017**:

Senior Curriculum Development Officer 5 Personal, Social and Humanities Education Section, Curriculum Development Institute, The Education Bureau 1319, 13/F., Wu Chung House, 213 Queen's Road East, Wanchai, Hong Kong
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Before responding to the questions, please read the Second Stage Consultation draft.

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

Structure of the Revised Curriculum

1. As schools expressed concerns about the rich contents and insufficient lesson time during the first stage of consultation, the Committee has reorganised or reduced the contents of topics 1,4,5,6,7 and 10 suggested in the first stage consultation draft. This is to trim the contents to an appropriate proportion and fine-tune the design of these topics.

Topic 1 Human Needs: Past and Present (See the Consultation Draft pp.9-10)

- Suggested amendment: In response to the amendment in Topic 4, add “Using recent major archaeological discoveries of different places including Hong Kong as examples” to the learning point of “Development of the Stone Age: from Nomadism to Agriculture”.

What is your opinion about the above amendment(s)? Please write down your comments / suggestions in the space given.

Topic 4 History, culture and heritage of early Hong Kong region (See the Consultation Draft pp.15-17)

- Suggested amendment: Delete the learning point of “Studying the history of early Hong Kong region through local archaeological findings and monuments”

What is your opinion about the above amendment(s)? Please write down your comments / suggestions in the space given.

Topic 5 The Rise of modern Europe (See the Consultation Draft pp.18-20)

- Suggested amendment: Delete the learning point of “Exploring beyond Europe: Discovery of new sea routes”

What is your opinion about the above amendment(s)? Please write down your comments / suggestions in the space given.

Topic 6 European colonial expansion (See the Consultation Draft pp.21-22)

- Suggested amendment (1): Delete the learning point of “The Americas, Africa and Asia before European colonial expansion”
- Suggested amendment (2): In response to the amendment in Topic 5, add the impact of early exploration and expansion (e.g. the voyages of discovery in the 15th and 16th century) to the learning point of “Reasons for the European colonial expansion”.

What is your opinion about the above amendment(s)? Please write down your comments / suggestions in the space given.

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

(See the Consultation Draft pp.23-24)

- Suggested amendment: The extended part “Formation of different social migrant communities in the 19th century” will focus on the example of the Chinese labourers.

What is your opinion about the above amendment(s)? Please write down your comments / suggestions in the space given.

Topic 10 International conflicts and crises in the 20th century (II) — the Cold War and the Post-Cold War period (See the Consultation Draft pp.30-31)

- Suggested amendment: To reorganise the original three learning points in the foundation part into two, namely “Causes and major developments of the Cold War” and “The end of the Cold War and the international situation in the Post-Cold War period”.

What is your opinion about the above amendment(s)? Please write down your comments / suggestions in the space given.

2. Over 90% of teachers expressed that apart from the expected learning contents of Topics 3, 5 & 7, which had been released in the First Stage Consultation Draft, the expected learning contents of the remaining 9 topics should also be provided for teachers' reference. Thus, the Committee has drafted the expected learning contents for all 12 topics. (See the Consultation Draft pp.39-62)

What is your opinion about the expected learning contents of the 12 topics? Please write down your comments / suggestions in the space given.

3. Overall comments on the revised curriculum (if there are any)

Supporting Measures (See the Consultation Draft p.38)

4. The EDB will organise a number of professional development programmes for teachers, professional school based support service and provide learning and teaching resources to support the implementation of the revised curriculum. Please suggest the appropriate school years and courses (multiple options are accepted)

		Suggested school years		
		18/19	19/20	20/21
(i)	Professional development courses for teachers (For panel heads and teachers majoring in history)			
	(a) Curriculum leadership and planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(b) Curriculum interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(c) Knowledge enrichment			
	• S1 (Suggested topic : _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• S2 (Suggested topic : _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• S3 (Suggested topic : _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(d) Strategies for learning, teaching and assessment (Suggested topic: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii)	Professional development courses for teachers (For non-history major teachers)			
	(a) Knowledge enrichment			
	• S1 (Suggested topic : _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• S2 (Suggested topic : _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• S3 (Suggested topic : _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(b) Strategies for learning, teaching and assessment (Suggested topic: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii)	Professional school based support service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv)	Learning and teaching resources			
	(a) teaching materials and exemplars (Suggested topic : _____)			
	(b) teaching resources (Suggested topic: _____)			
(v)	Others			

Implementation

5. To start implementing the revised curriculum in Secondary 1 in the school year 2020/21 progressively is

- Appropriate
- Inappropriate (Suggest to start in the school year: _____)

6. If there is sufficient support from the EDB, will your school try out the revised curriculum in the school year of 2018-2019 or 2019-2020?
- Yes (2018-2019 2019-2020 Name of contact person : _____)
- No
- To be confirmed

7. Which of the following subject modes does your school currently adopt to implement the junior secondary History curriculum? Please put a tick (✓) in the appropriate box (es).

Subject Mode	Levels		
	Secondary 1	Secondary 2	Secondary 3
Independent Subject Mode			
Mode of linking Chinese History and History			
Integrated Curriculum Mode			
Others (Please specify _____)			

8. Which of the following subject modes will your school adopt to implement the revised curriculum?
- Independent Subject Mode Integrated Curriculum Mode To be confirmed

9. How many period(s) does your school currently allocate for junior secondary History?
- Weekly _____ day(s) in cycle
- 1 Period 2 Periods 3 Periods (Each period lasts for _____ minutes)
- Others: _____

10. Other comment(s) or suggestion(s):
- _____
- _____

Name of school : _____

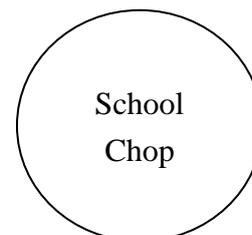
Name of the respondent & position held : _____
(If not the principal)

Major in History : Yes No

Attended the second consultation seminar : Yes No

Name of the principal : _____

Signature of the principal : _____



This is the end of the questionnaire. Thank You!